

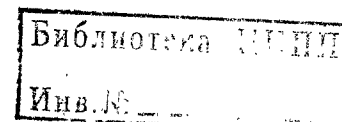
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АНГЛИЙСКИЙ ДЛЯ ЖУРНАЛИСТОВ

Пособие для вузов

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Т 31

Материалы пособия дают представление о характере и особенностях деятельности средств массовой информации в Великобритании и США, о специфике обучения и практической работы журналистов в этих странах. Пособие носит ярко выраженный коммуникативный характер: тексты и задания стимулируют не только поиск новой информации, но и потребность ее обсуждения, выводят на самую широкую дискуссию.

Для студентов факультетов журналистики и полиграфических институтов, а также всех, кто интересуется проблемами современной журналистики.

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*Посвящается
моей дочери, журналистке,
Людмиле Телень*

ПРЕДИСЛОВИЕ

Настоящее учебное пособие рассчитано на студентов и аспирантов факультетов журналистики университетов и полиграфических институтов, а также лиц, изучающих английский язык и интересующихся спецификой работы журналистов и деятельностью средств массовой информации.

В пособии используются материалы из английских и американских источников по проблемам работы журналистов и средств массовой информации. При отборе текстов автор стремился дать студентам возможность познакомиться с оригинальными материалами из газет, учебников и научных исследований, которые могут дать представление о разных точках зрения на проблемы, стоящие перед журналистами и средствами массовой информации. Тексты подвергались самой незначительной адаптации в учебно-методических целях, при этом автор ставил перед собой задачу показать студентам стилистическое разнообразие журналистского творчества. Использование текстов различной степени трудности потребовало во многих случаях введения обширного комментария, который облегчает самостоятельную работу с пособием и дает студентам необходимые сведения о малоизвестных реалиях американской и английской действительности, а также снимает многие лексико-грамматические трудности.

Пособие нацелено на обучение студентов навыкам чтения литературы по специальности «Журналистика» и умению вести беседы на профессиональные темы. Предполагается, что учащиеся овладели нормативной грамматикой в объеме двух курсов гуманитарных вузов и владеют некоторыми навыками устной речи. Материал пособия сгруппирован по темам, каждая из которых включает ряд текстов на английском и русском языках с разработками.

Тексты в основном расположены по принципу нарастания трудностей, а поэтому при работе с пособием рекомендуется соблюдать предлагаемую последовательность их расположения. Автор также руководствовался логикой развития каждой темы и логикой построения пособия как цельного повествования о работе журналиста.

После основных текстов, как правило, приводится список слов и устойчивых словосочетаний, необходимых для более глубокого понимания содержания текста и для ведения беседы по данной теме. Лексико-грамматические упражнения предназначены для закрепления полученных знаний и словаря, а также для развития навыков устной речи.

При составлении упражнений автор руководствовался содержанием и языковыми особенностями разрабатываемого материала, поэтому часть текстов использовалась для развития навыков устной речи, а часть текстов, более сложных в содержательном и языковом отношении, — для чтения, перевода, извлечения информации и перефразирования.

Учитывая трудности, которые возникают при переходе от выполнения упражнений нетворческого характера к говорению, автор старался использовать преимущественно упражнения коммуникативного типа, помогающие овладевать навыками беседы-дискуссии на предложенные темы. С этой точки зрения интересны также тематически подобранные высказывания журналистов о различных аспектах работы средств массовой информации и журналистского мастерства. Некоторые из высказываний носят спорный характер и могут служить хорошим стимулом для обсуждения в аудитории и выработки соответствующих приемов ведения дискуссий.

К каждой теме предлагаются тексты на русском языке, взятые из работ российских журналистов. Эти тексты служат двум целям: 1) закрепить ассоциативные связи между русскими и английскими эквивалентами, обеспечивая повторение и запоминание предлагаемой в английских текстах лексики; 2) способствовать развитию умения вести беседу-дискуссию.

Ряд тем снабжены списком слов и словосочетаний на русском языке, который позволяет самостоятельно проверить степень запоминания лексики пройденных текстов.

В пособии имеются специальные упражнения, рассчитанные на повторение наиболее трудных тем грамматики, изученных на первых этапах обучения; эти упражнения также построены в основном по коммуникативному типу.

Целый ряд упражнений носит чисто творческий характер. К их числу относятся и упражнения типа «прокомментируйте высказывание», «составьте диалог», «сопоставьте тексты и определите, взяты ли они из одного источника» и т.д.

При составлении упражнений автор также стремился приблизить задания и соответствующие упражнения к профессиональным целям журналиста, что способствует лучшему запоминанию лексико-грамматического материала и значительно повышает интерес к занятиям.

Для расширения знаний студентов в пособии широко использовано толкование многих словарных единиц и комментариев на английском языке, что дает возможность более широкого и глубокого понимания лексики, а также в какой-то мере знакомит студентов с английскими толковыми словарями и расширяет их кругозор.

В пособии имеется «Приложение», тексты которого могут быть использованы как для самостоятельной работы студентов, так и для работы в аудитории в соответствии с рекомендуемыми заданиями или по усмотрению преподавателя.

Автор выражает глубокую благодарность старшему преподавателю кафедры английского языка для гуманитарных факультетов МГУ М.Ю. Полевой, старшему научному сотруднику кафедры истории зарубежной печати и литературы факультета журналистики МГУ, кандидату исторических наук Ю.М. Власову и преподавателю из Великобритании Рите Грин за советы и помощь в работе.

Автор

Unit 1

WHAT MAKES A GOOD JOURNALIST?

"What makes a good journalist?

Many things. Even journalists will disagree on the order of importance of the qualities that go to make a good journalist.¹ But they are all agreed that paramount in the make-up of a journalist² is a deep and genuine interest in people – good people, bad people (who often make good news!), famous people, humble people, rich people, poor people, old people, young people, Black people, White people – people of every type – everywhere.

A person who has not this interest in other people will never make a good journalist. So if you are not very interested in other people and think that most people are a bit of a nuisance³ and you prefer not to have anything more to do with them than is necessary,⁴ journalism is not for you.

Hand in hand⁵ with this interest in people, should go the qualities of sympathy⁶ (so that you can see the other side of an issue even if you disagree with the person who holds it), open-mindedness⁷ (so that you do not make a hasty ill-informed judgement⁸) and an inquiring mind (so that you can really get to the bottom of the thing you are asking about). Last, but certainly not least,⁹ the journalist needs to have humility. That does not mean that he goes around like a Sunday School teacher!¹⁰ But it does mean¹¹ that the man who thinks he is a pretty clever chap¹² and does not mind the world knowing about it, will never make a good journalist. The journalist – certainly the reporter – spends most of his day talking or listening to other people, and none of us is very fond of the man who is a show-off, who thinks he knows it all.

So these are the basic qualities for a journalist, but the required qualifications are very different things.

Let us look at the qualifications a journalist needs. Obviously he must be well enough educated to be able to write fairly clearly in whatever language it is he hopes to work in.¹³ The best journalists write simple, plain, direct English, generally preferring short words to long ones.

What about the rest of the educational qualifications for a journalist? Often it is the pupil who was fairly good at five or six subjects, and not brilliant at just one, who makes the best journalist. These sort of people seem rather better balanced,¹⁴ as it were,¹⁵ for the sort of life a journalist leads – often with a nose in half a dozen things in one day – than the specialist, who was so interested in, say, biology, that he never took much interest in history, geography, literature and other subjects.

But of course, nobody can say exactly what the best qualifications for a career in journalism are. They will vary enormously, according to the individual. There are plenty of highly successful journalists who were generally at the bottom of the class when they were at school, while many a man¹⁶ with a university degree has failed to make any mark in journalism.¹⁷

NOTES

¹ the qualities that go to make a good journalist – качества, которые необходимы, чтобы стать хорошим журналистом

² paramount in the make-up of a journalist is... – зд. основным качеством журналиста является

³ a bit of a nuisance [ˈnju:səns] – зд. они вас немного раздражают

⁴ you prefer not to have anything more to do with them than is necessary – вы предпочитаете не иметь с ними дела больше, чем это необходимо

⁵ hand in hand – рука об руку

⁶ should go the qualities of sympathy – (рука об руку) с интересом к людям должно идти сочувствие к ним. Обратный порядок слов употреблен здесь для усиления выразительности.

⁷ open-mindedness – широта кругозора; непредубежденность; восприимчивость

⁸ judgement [ˈdʒʌdʒmənt] – суждение, мнение, взгляд, оценка; a hasty ill-informed judgement – опрометчивое, необдуманное суждение, основанное на недостаточной информации

⁹ Last, but certainly not least – Последнее, но, конечно, не менее важное

¹⁰ That does not mean that he goes around like a Sunday School teacher! – Это не значит, что он должен вести себя как учитель церковной воскресной школы!

¹¹ **But it does mean...** – Но это значит... Глагол to do употребляется в утвердительном предложении с инфинитивом смыслового глагола для усиления выразительности

¹² **a pretty clever chap** – очень умный парень. Слово "pretty" здесь имеет значение «очень, в значительной степени». Ср.: **to feel pretty well** – чувствовать себя вполне прилично; **he is pretty (well) tired of the whole business** – *apx.* ему все это порядком надоело

¹³ **to be able to write fairly clearly in whatever language it is he hopes to write in** – уметь писать достаточно ясно, на каком бы языке он ни собирался писать

¹⁴ **seem rather better balanced** – кажутся наиболее подходящими

¹⁵ **as it were** – так сказать

¹⁶ **many a man** – многие (*книжный стиль*)

¹⁷ **to make a mark in journalism** – достичь успеха в журналистике

ESSENTIAL VOCABULARY

quality ['kwɒlɪtɪ] качество

genuine ['dʒenjuɪn] подлинный, истинный, настоящий; **genuine**

interest искренний интерес

famous знаменитый

humble ['hʌmbəl] скромный

issue ['ɪʃu:] 1. спорный вопрос, предмет обсуждения; 2. выпуск, издание, номер, экземпляр (*газеты, журнала и т.п.*)

to inquire [ɪn'kwɪə] спрашивать, узнавать; **inquiring mind** пытливый ум

humility [hju'mɪlɪtɪ] скромность

obviously ['ɒbvɪəsli] явно, ясно, очевидно

qualification [kwɒlɪfɪ'keɪʃn] квалификация, подготовленность; **educational qualifications** *зд* профессиональная подготовка

educated образованный; развитой; **educated mind** развитой ум; **educated taste** развитой вкус

plain [pleɪn] 1. ясный; явный, очевидный; 2. простой, незамысловатый

REMEMBER THE PREPOSITIONS

to be interested **in**

to take an interest **in**

to have an interest **in**

to listen **to**

to write **in** the language

in plain (direct) English (Russian)

to be good (bad, brilliant) **at** smth

PRACTISE THE PRONUNCIATION OF WORDS

journalist ['dʒə:nəlɪst]

paramount ['pærəmaʊnt]

sympathy ['sɪmpəθɪ]

biology [baɪ'ɒlədʒɪ]

enormously [ɪ'noʊməslɪ]

successful [sək'sesfəl]

importance [ɪm'pɔ:təns]

necessary ['nesɪs(ə)rɪ]

specialist ['speʃəlɪst]

geography [dʒɪ'ɒgrəfɪ]

individual [ɪndɪ'vɪdʒuəl]

EXERCISES

1. Read the text and translate it into Russian consulting the notes and the essential vocabulary.

2. Look through the text and find English equivalents for the following Russian phrases:

быть в классе среди неуспевающих учеников; профессиональная подготовка журналиста; предпочитать короткие слова длинным; сделать поспешный вывод, основанный на недостаточной информации; стать хорошим журналистом; какие качества важнее, чтобы стать хорошим журналистом; на простом, ясном, понятном английском языке; проводить большую часть дня, беседуя с людьми; заниматься массой дел в течение одного дня; лучшая подготовка для профессии журналиста

3. Answer the following questions about the text:

1. What quality is the most important in the make-up of a future journalist?
2. What kind of people should a journalist be interested in?
3. What other qualities are essential for a future journalist?
4. Why is it necessary for a future journalist to have sympathy for other people?
5. Why aren't people usually fond of a person who is a show-off and thinks that he knows everything?
6. Why does the author think that a journalist needs humility?
7. How should a journalist write?
8. Is it good if a journalist uses very long sentences? Why?
9. Is it better for a future journalist to be good at several subjects than to be brilliant at just one? Why?
10. What kind of life does a journalist usually lead?
11. What kind of conclusion does the author come to?
12. Do you agree with the author's conclusion? Give your reasons.

4. Read the following sentences and develop the ideas expressed in them by adding one or two sentences logically connected with them:

1. Many things make a good journalist.
2. Even journalists can't agree which of them are more important.
3. First of all a journalist must be interested in people of every type.
4. One who has not this interest in people will not make a good journalist.
5. A journalist should have the qualities of sympathy, open-mindedness and an inquiring mind.
6. He needs to have humility.
7. He deals with people.
8. None of us is fond of the man who is a show-off.
9. The journalist must be a well-educated man.
10. He must be able to write in clear, simple, direct language.
11. He must be interested in many subjects but not in just one.
12. Nobody can say what the best qualifications for a career in journalism are.

5. Translate the following word combinations into Russian. Learn the English variants and use them in sentences of your own:

basic	arguments facts principles issues industry research problems	genuine	manuscript signature Rubens diamond pearls wool breed sorrow antique	famous	journalist painter writer scientist film-maker producer editor reporter
humble	person home occupation smile request truth	plain	speech writing articulation statement answer language		woman food meaning fact face

6. Match the meaning with the correct word:

- | | |
|-----------------|---|
| 1. basic | having a mind open to new ideas |
| 2. famous | having or showing a modest opinion of oneself, one's position, etc. |
| 3. genuine | said, made or done too quickly |
| 4. successful | very bright; splendid; causing admiration |
| 5. humble | quick in learning and understanding things, skilful |
| 6. open-minded | above all others; the most important |
| 7. ill-informed | true; really what it is said to be |
| 8. inquiring | known widely; having fame; celebrated |
| 9. plain | having success |
| 10. brilliant | fundamental |
| 11. hasty | in the habit of asking for information |
| 12. clever | simple; ordinary; without luxury |
| 13. paramount | based on poor information |

7. Work out which adjectives in Exercise 6 (*basic, genuine, famous, humble, plain*) can be used with the following nouns:

journalist, signature, mind, people, judgement, pupil, interest, answer, problem, qualification, quality, question, picture, actor, principle, painter, fact, face, language, truth, argument, statement

8. Explain in your own words what we mean when we say that:

- | | |
|----------------|---|
| a) someone is | a humble person
a show-off
an open-minded person
a famous public figure
a well-balanced person
a bit of a nuisance
a pretty clever chap |
| b) someone has | an inquiring mind
a good educational background
a genuine interest in people
the basic qualities of a journalist |
| c) one | is good at writing fairly clearly
will make a good journalist
is at the bottom of the class
has failed to make any mark in journalism |

9. a) Study the difference between *clear* and *plain*:

Clear and **plain** mean easy to see, hear or understand, but they are used differently. For example, we can say: a *clear* sky, a *clear* day, *clear* air (without clouds, mist or fog), or *clear* water, *clear* glass, *clear* crystal, or, figuratively speaking, *clear* thinking, a *clear* mind, a *clear* style.

Plain would not be used with these words. *Plain* English is English without any long or literary words. *Clear* English is English in which thought is expressed clearly. If the water in the river is *clear*, you can see things at the bottom. *Plain* water is water without anything in it, like tap-water.

b) Try to think of situations where the following sentences might be used:

1. His explanation was clear.
2. The sky is clear today.
3. It was a clear case of murder.
4. The road is clear.
5. He has a clear vision of reality.
6. She wore a plain blue dress.
7. The food was plain but good.
8. She was a very plain girl (not beautiful; not pretty).
9. He was a plain working man.
10. His plain remarks sometimes offend people.
11. His meaning was perfectly plain.
12. The house was in plain sight.

c) Explain the meaning of the saying "*Clear thinkers always have a clear style*".

d) Study the following phrases and give sentences of your own:

as clear as day – ясно как день, совершенно ясно

as clear as a bell – ясно слышимый, отчетливый

as clear as crystal – четкий, ясный (например, о стиле)

in plain English/Russian language – без обиняков, прямо (ср.

Я тебе русским языком говорю!)

a plain-clothes detective – сыщик, полицейский в штатском

e) Remember: *Plain living and high thinking* means having plain, simple food and leading a philosophic life. Give your comment.

10. Explain in English what is meant by the phrases in list (a) (the phrases in list (b) will help you). Translate the phrases into Russian:

a

- | | |
|----------------------------------|----------------------------|
| a politically-minded person | a broad-minded teacher |
| a socially-minded scientist | a narrow-minded specialist |
| a practically-minded woman | an absent-minded scientist |
| a scientifically-minded student | a high-minded writer |
| an internationally-minded writer | a fair-minded person |
| a worldly-minded person | a feeble-minded person |

b

- | | |
|--------------------------|-----------------------|
| one who is interested in | social activity |
| | international affairs |
| | politics |
| | scientific problems |
| | science |

one who is so deep in thought that he does not notice what is happening around

one who is just

one who is subnormal in intelligence

one who does not understand or sympathize with the ideas of others

one who has high ideals or principles

one who is concerned with or interested in material things

11. The following exercise will help you get ready for a discussion on some of the problems dealing with the make-up of a journalist.

a) Answer the questions by choosing one of the alternatives and give reasons for your choice:

1. Why do you think a future journalist should be interested in people?

- a) to be able to understand their lives better
- b) to be able to make his articles more understandable
- c) to be able to make his articles more interesting
- d) to be able to get more information from people
- e) to be able to do his work better professionally

2. Why do you think a journalist should be sympathetic towards people?

- a) to understand people's needs and hopes better
- b) to help people in every possible way
- c) to see the other sides of the issue he is writing about
- d) to avoid hasty ill-informed judgements
- e) to understand other people's feelings or viewpoints

3. Why do you think a journalist needs humility?

- a) to be able to get on easily with people
- b) not to impose his views on people
- c) to make a favourable impression on people
- d) to make people talk with him
- e) to win the respect and sympathy of people
- f) to make people favour him with their confidence

4. Who do you think may be considered a well-educated person?

- The man who
- a) has graduated from a university
 - b) is brilliant at many subjects
 - c) is a keen reader of books and newspapers
 - d) has a wide knowledge of international events
 - e) has a good educational background
 - f) is a self-made person with a great range of information in different fields
 - g) can behave appropriately under different circumstances

5. Who do you think may be considered the best qualified person to take up journalism as a career?

- A person who
- a) has graduated from the school of journalism
 - b) can write in simple, plain, clear language
 - c) is good at many subjects rather than brilliant at just one
 - d) has mastered typing, short-hand writing and driving a car
 - e) has worked on a newspaper for a long time
 - f) has contributed to a newspaper as a non-staff correspondent
 - g) is experienced as a journalist

- Or A person who is good at
- a) gathering important and interesting information
 - b) speaking foreign languages
 - c) taking interviews
 - d) reporting events
 - e) selecting and presenting news

6. Why do you think a journalist must have an inquiring mind?

- a) to get as much information as possible
- b) to find out all the details about the event he is reporting
- c) to be able to understand people and their qualities better
- d) to be able to see the background of the event he is analysing

- e) to be able to present the event from an unusual viewpoint
- f) not to make a hasty ill-informed judgement

b) Sum up the information in (a) and answer these questions:

1. Do you agree that journalists write for people and about people?
2. Is it difficult or easy for a humble person to attract people's attention to what he says or does?
3. How can a humble person get people interested in what he says or does? Comment on the following:

"Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more." (Cowper)

12. Practise asking questions. Imagine that you are an editor-in-chief and are interviewing an applicant for a job on your newspaper. Work in pairs:

- Ask him
- a) whether he has had any experience in journalism
 - b) what newspaper he has worked for
 - c) what his mark in English was at school
 - d) why he has decided to take up journalism as a career
 - e) what subjects he was interested in at school
 - f) what was his favourite subject at school
 - g) what mark he got for the subject he liked best at school
 - h) whether he can speak any foreign languages
 - i) whether he can type
 - j) whether he is good at short-hand writing
 - k) what speciality he would prefer to work at
 - l) what newspaper he finds most interesting
 - m) whether he is a keen reader of newspapers
 - n) whether he has ever had any experience in conducting interviews

13. Express your agreement or disagreement using the following expressions. Give arguments for your viewpoint.

Agreement: I think so; I believe so; Right; You're right; I agree with you there.

Disagreement: I don't think so; I hardly think ...; I'm afraid not; I'm afraid you're wrong; Nothing of the kind.

Do you agree that

- a) a successful journalist is one who works in a big newspaper?
- b) an ill-informed judgement is one which is based on rich information?

- c) a hasty answer is one which is given without thinking? without deep knowledge? too quickly (hastily)?
- d) a brilliant pupil is one who knows a little about many subjects? a lot about many subjects? a lot about just one subject?
- e) an open-minded journalist is one who easily changes his opinion?
- f) a person with an inquiring mind is one who asks many questions? reads a lot of books? asks for information? doesn't know anything well?
- g) a clear style is one which contains many short words? expresses the author's ideas clearly? can be easily understood without a great deal of thought?

Unit 2

JOURNALISM IS A HARD LIFE

What sort of people are journalists? What qualities and qualifications do they possess?

If you accept the picture so often given on the movie or television screen, newspapermen are hard-bitten, rude, hat-wearing, shouting people who unravel crime mysteries, call their editor "Chief", and seem to have unlimited expenses. Beware of that picture.

The Concise Oxford Dictionary describes a journalist as "one whose business is to edit or write for a public journal". That's all.

Journalism is a hard life. It can be exciting, but it can be sometimes boring. It can be frustrating, too. It can be demanding and so make it difficult or impossible for you to do a lot of things that other people do in their spare time. It can separate you from your family for a great amount of your time; some journalists see their school-going children only at weekends. It can cut you off from a good deal of social life with your friends, and it can make it almost impossible for you to know when you will be free and what time you will have to call your own.

Despite this, those who are journalists can imagine few ways of life that are more rewarding, despite the drawbacks and frustrations of their profession. Most sub-editors, particularly night sub-editors, lead a hard life, shut off from personal contact with the outside world; but many of them have been reporters and have known the thrill of meeting important people and of writing a good story – the excitement of being a journalist.

To be a good journalist you must have a great deal of curiosity. You must like people and be interested in what they do, you must be able to get on easy and friendly terms with men and women of all sorts, however much they may differ from each other or from you. Journalism is no place for the shy person who finds it difficult to talk to strangers. He must be able to write, not necessarily at the standard of great writers, but in a simple and lucid fashion and, above all, quickly, and in short sentences which convey concisely what is meant.

A reporter is responsible to his chief of staff. He is told to refer matters which involve decisions to the chief of staff.

But the chief of staff is not with him when he is reporting the proceedings of Parliament or some meeting; not with him when he is interviewing an important person; not with him when he is reporting an event involving loss of life, a bushfire or a flood. There the reporter is on his own, with nobody to turn to for advice. There he has to make his own decisions and shoulder responsibility. A good journalist is not easily rebuffed. He must have a good deal of self-reliance and push and energy and initiative.

If you think you can measure up to these standards try to take up journalism as a career.

ESSENTIAL VOCABULARY

to bore [bɔ:] надоедать, наскучить; to bore to death; *also* to bore someone to death; he bores me stiff он мне до смерти надоел; I hope you are not getting bored listening to me я надеюсь, что вам не наскучило слушать меня

boring [ˈbɔ:ɪŋ] надоедливый, скучный; his speech is boring; boring evening; boring lecture

to excite [ɪkˈsaɪt] возбуждать, волновать; the news excited them; don't excite yourself сохраняйте спокойствие; to excite passions разжигать страсти; to excite the imagination волновать воображение; the ideas that excited our generation идеи, которые волновали наше поколение; to excite admiration, envy, affection; to excite the nerves

exciting возбуждающий, волнующий; захватывающий, увлекательный (*о рассказе, новости и т.п.*); exciting news; exciting story; exciting incident; exciting book

to demand [dɪˈma:nd] требовать, предъявлять требования

demanding требующий большого внимания и заботы; предъявляющий требования; demanding work; a demanding child; a demanding editor

to frustrate [frʌsˈtreɪt] расстраивать, срывать, нарушать; to frustrate smb's efforts сорвать чьи-л. попытки; to frustrate smb's plans нарушить чьи-л. планы; to have one's hopes frustrated обмануться в своих ожиданиях; to frustrate one's opponents разбить своих противников

frustrating приносящий разочарование

to reward [rɪˈwɔ:d] вознаграждать, воздавать должное

rewarding вознаграждающий; rewarding task

EXERCISES

1. Read the text and translate it into Russian.

2. Answer the following questions about the text:

1. How are journalists sometimes shown on the movie or television screen? Have you seen any films about journalists? Comment on them.
2. How does the Concise Oxford Dictionary define the word "journalist"?
3. Why does the author think that journalism is a hard life?
4. How does the author describe the way journalists should be able to write?
5. Who is the reporter responsible to?
6. Why is it so important for a reporter to be able to make his own decisions?

3. List the drawbacks, frustrations and rewards of journalism as described by the author.

4. Comment on the qualities of a journalist mentioned by the author. What, in your opinion, is thrilling about being a journalist? What is it about the job of a journalist which makes it exciting? boring? demanding? rewarding? frustrating?

5. Make a list of the qualities of a journalist in the order of their importance as you see them making use of the previous Chapter.

6. Translate the following text into Russian in writing. Then make a list of adjectives used to characterize a journalist.

What Does It Take to Be a Journalist?

Ask anyone in the business what it takes to make a newspaperman and you are likely to get the whole catalogue of human virtues in answer.

You will be told, for example, that you have to be unusually curious, that you have to like people and understand them, have feeling and compassion for your fellow-man, and be able to make him talk to you. Naturally, you have to have a compulsive urge to write, be able to express yourself clearly, enjoy reading, and be ready to study beyond office hours. You should of course be willing to work hard. You should have not only an ordinary education but an extraordinary broad one. On top of this you should have a pleasant personality, be sincere, enthusiastic, have a sense of humour, be dependable, sensitive, idealistic, dedicated, open-minded and responsible.

...I shouldn't worry too much whether you have this or that quality, let alone a couple of them. The chief question is whether the idea of being a reporter attracts you.

7. Give English equivalents for the following words and phrases:

обычный, средний; ответственный, несущий ответственность за что-л.; широкий; надежный, заслуживающий доверия; искренний, неподдельный; преданный, посвятивший свою жизнь делу...; чувствительный, нежный; восторженный, полный энтузиазма; склонный создавать себе идеалы; зависимый, зависящий; любознательный

8. Match the meaning with the correct word:

- | | |
|-----------------|--|
| 1. dependable | devoted to some purpose |
| 2. ordinary | to be relied upon |
| 3. sincere | faithful to obligations, trustworthy |
| 4. broad | normal, usual, average |
| 5. enthusiastic | motivated by standards of perfection and excellence |
| 6. curious | wide, large across |
| 7. dependent | showing delicate feelings or judgement |
| 8. idealistic | genuine, not pretended |
| 9. dedicated | full of enthusiasm |
| 10. responsible | eager to learn, to know |
| 11. sensitive | relying on another for what is necessary or desirable, one who depends on another for support or aid |

9. Practise adjectives which are used to describe a person.

a) What do we mean when we say the following?

1. Mr. Smith is a dependable person.
2. Michael is a sincere friend.
3. That writer has a broad mind.
4. This teacher is an enthusiastic one.
5. That journalist is a curious person.
6. This specialist is very dependent.
7. John is an idealistic fellow.
8. My friend is a dedicated scientist.

b) What person do we consider to be responsible? sensitive?

c) Make a list of adjectives you would use to describe a person pleasant to deal with.

10. a) Read the following text without a dictionary after you've studied the following words and phrases:

to fascinate – очаровывать, приводить в восхищение, пленять

fascination – обаяние, очарование

advantage [ədˈvɑːntɪdʒ] – преимущество, превосходство

editor – редактор; **sub-editor** – редактор отдела, заместитель редактора

copy *n* – 1. рукопись, материал для печатания, фотография; 2. экземпляр

copy-boy – a person who carries copy from desk to desk and does numerous similar jobs in the newsroom – мальчик, который носит рукописи, материалы из отдела в отдел

desk – division or department of an organization or office; the city desk of a newspaper – отдел городских новостей; *ам.* редакция газеты

desk-work – редакторская работа, работа в редакции (в отличие от репортерской)

newsroom – a room in a newspaper office, a television studio, or the like, dealing exclusively with the collection, analysis, and presentation of news

assignment – журналистское задание; **to cover assignments** – зд выполнять задания

teletype machine – телетайп

composing room – наборный цех

editorial conference – совещание сотрудников редакции

outsider – посторонний человек

page-proof – пробный оттиск страницы

press – зд печатный станок

edition – зд выпуск газеты

Journalism as a Career

When young men and women enter journalism they enter an exciting field. Other professions and jobs have their excitement, their fascination, their frustrations; but I cannot imagine any more rewarding way of life than journalism. I must admit I am in no position to speak of the advantages and disadvantages of other professions, since I have never worked outside journalism; but after 34 years in journalism I am still fascinated by the birth of the daily newspaper. Every day is a new day. Yesterday's news is history. Reporters, sub-editors, copy-boys, even editors, again begin the complex process of producing a newspaper. Within the next 24 hours reporters

will cover assignments, big and small, news from all over the world will come into the office in a never-ending stream through teletype machines, sub-editors will assess the value of stories and send copy to the composing room, many editorial conferences will be held. To an outsider it is confusion – often it is like that to those on the inside – but page-proofs begin to appear, soon the presses are rolling, and another paper is on the streets. Soon reporters, sub-editors, copy-boys and editors start work again, and yet another edition of a newspaper is being produced.

b) Answer the following questions about the text:

How many years has the author worked in journalism?

Why doesn't he write about the advantages and disadvantages of other professions?

What's his opinion of the job of a journalist?

What does he consider the most fascinating aspect of a journalist's job?

c) Reassemble the phrases given below in the correct order (consult the part of the text where the author describes how the newspaper is being produced):

page-proofs begin to appear

another paper is on the streets

sub-editors assess the value of stories

news comes into the office through teletype machines

the presses are rolling

copies are sent to the composing room

reporters cover assignments

11. a) Read the text without a dictionary. Sum it up in two sentences. Learn the meaning of the words given below:

subject matter содержание

column постоянный отдел (раздел, рубрика, колонка)

The review of books for the Press, and for the newer media of the radio and television, has a number of functions to perform. The relative importance of these functions will always remain a matter of debate on which there can, perhaps, be no final judgement.

We suggest that the main function of the reviewer is to keep the reading public informed about new books; he provides, in other words, an information service. He tells his readers something about the subject matter of those books which he thinks important enough to find a place in his column.

b) Translate the text with a dictionary. Express the main idea of the text in one sentence:

The news photographer has one of the most difficult jobs in journalism. The reporter may observe an incident or a situation over a period of time, even if it is only seconds: he then thinks over what he has seen, and writes his report. The photographer must anticipate the key moment, have his camera poised to catch it, and then press the button at precisely the right second. You cannot turn back time to recapture a missed moment.

c) Read the text consulting the notes given below. Make up a dialogue based on the text working in pairs:

The general assignment reporter¹ is the backbone of any newspaper's staff. I think the requirements for a general assignment reporter are higher today than ever were before. He almost has to be a college graduate and have a wide knowledge of the world and affairs if he is to amount to anything as a reporter. The breed² that is disappearing now is the leg man,³ the guy who races to the scene of the crime and phones in notes to a rewrite man.⁴ These days most papers insist on reporters who can write their own stories, even if a rewrite man has to fix them up⁵ later.

NOTES

¹ **general assignment reporter** – a reporter who works in the area of general news, in contrast to one who works in a speciality, such as science (репортер широкого профиля, в отличие от репортера, специализирующегося в какой-либо области)

² **breed** n – type

³ **leg man** – a reporter who collects information and gives it to another person who will write the story

⁴ **a rewrite man** – a person who receives information or a roughly written story from a reporter and prepares it for publication (сотрудник редакции, обрабатывающий материал репортера)

⁵ **to fix them up** – доработать, отредактировать

d) The following extract is an example of advertising. It is devoted to Gay Talese, the author of the book *The Kingdom and the Power*, a one-time bestseller. Read the text and answer the following questions:

1. How is the author described?
2. What facts have been chosen from his life? Why?
3. On what information did he base his book?

At his high school in Ocean City, New Jersey, Gay Talese was an underachiever. Sixteen colleges turned him down before he finally got into the University of Alabama. After graduation in 1953, when he went looking for a reporting job in New York, six of the city's daily newspapers rejected him. Finally he got a job with the *New York Times* – as a copy-boy.

Today the ex-copy-boy is one of the most respected and successful writers in America.

How did it happen? By 1955 Talese had worked his way up to the status of reporter at the *Times*, where one of his colleagues called him “a reporter who can write and a writer who can report”. He worked in the *New York Times* newsroom as a staff writer for ten years. In gathering information for *The Kingdom and the Power*, he interviewed hundreds of Timesmen and former Timesmen, talked with the paper's executives and owners, and was granted access to personal files, letters and memos of staff members.

underachiever эд неудачник

staff writer штатный сотрудник

memos (официальные) документы

e) The following text is devoted to the job of the news editor. Look through the vocabulary below before reading the text, translate it into Russian and then summarise it in English.

NOTES

¹ **news editor** – редактор отдела информации

² **traffic cop** – policeman

³ **to be in charge of smth** – заведовать, ведать, руководить чем-л.

⁴ **news story** – любой собственно газетный материал, кроме редакционных (editorial) и материалов, относящихся к feature (любой материал неинформационного содержания)

⁵ **to blow the whistle on smb** – остановить кого-л.

⁶ **city desk** – ам. отдел городских новостей; **state desk** – отдел новостей по данному штату; **national desk** – отдел новостей по стране; **telegraph desk** – отдел новостей телеграфных агентств; **foreign desk** – отдел иностранных новостей

⁷ **to give (devote) a certain amount of (a great amount of, little, etc.) space to news** – отводить определенную площадь под информацию

⁸ **to get first crack** – get the first opportunity to choose (иметь право первым отбирать материалы)

⁹ **makeup editor** – технический редактор

¹⁰ **to lay out a page** – plan the arrangement of a page where each story and picture is to be located (сделать макет страницы, разверстать страницу)

¹¹ **picture editor** – художественный редактор

¹² **to cover a story** – освещать событие

¹³ **be cut back** – be given less space (сокращать)

The News Editor¹

The news editor is a traffic cop,² in one sense. He is in charge of³ the intersection through which every news story⁴ and picture must flow to reach the paper. He can blow the whistle on⁵ one lane and wave another lane through, according to how he sees it. He is responsible for getting a balanced news report in each day's paper. The city desk, the state desk, the national desk, the telegraph desk, and the foreign desk⁶ are all feeding him material for the paper. Of course, our city and state desks have their own pages, which they fill themselves. But the other desks do not, and the news editor must balance one kind of news against another. He tries to plan in advance for the day's news, but he can never foresee exactly how it's going to work out. He always knows that when there is a Presidential news conference, for example, he has to give a certain amount of space⁷ for that, but he never knows exactly how much is going to be required.

The news editor actually lays out only page one. Page one gets first crack⁸ at any stories that go in the paper. The makeup editor⁹ works very closely with the news editor, and he lays out the inside pages.¹⁰

The picture editor¹¹ must keep in touch with the news editor at all times, so that he will know what pictures he is likely to be getting and can leave space for them.

At the daily news conference the next day's paper is discussed. The different desks in the news room report what stories they will be covering¹² for the next day's paper. If there is going to be an unusual demand for overnight space, they should bring this up then. On the basis of these reports, one department may be cut back,¹³ or a request for more space may be made to the production people.

12. Answer the following questions based on your knowledge of newspapers. Work in pairs.

1. What is the news editor responsible for?

2. What desks are feeding him materials for the paper?

3. What is the job of the city desk?
4. What is the state desk responsible for?
5. What news does the foreign desk supply?
6. What is the job of the national desk?
7. What page does the news editor lay out?
8. What news is usually placed on the front page?
9. What is the picture editor responsible for?
10. What problems are discussed at the daily news conference?

Unit 3

WORK OF THE FOREIGN CORRESPONDENT

The life and work of the Foreign Correspondent have a strong appeal¹ for most young men and women in journalism. To cover the world's news² from China to Peru, from Moscow to Cape Town; to send back dispatches³ under date-lines from "faraway places with strange-sounding names" is the secret dream of many a cub-reporter⁴ with which he spends dull hours in the local police court or council chamber.

The work of the Foreign Correspondent is something much wider than the mere reporting of events. He must give his readers at home a complete background service⁵ explaining and interpreting the news, providing eye-witness descriptions⁶ of scenes and happenings, conjuring up the atmosphere⁷ in which events are taking place, mailing informative articles⁸ periodically which will make newspaper readers familiar with the background to men and affairs. The journalist who wishes to make a success as an "Ambassador of the Press" must be a first-rate general reporter⁹ – he must have the nose for the news¹⁰ and a keenly developed sense of news values,¹¹ he must be a good listener who can get other people to favour him with their confidences,¹² he must be a good mixer¹³ – able to be all things to all men.

The beginner to journalism who is determined to make accreditation as a Foreign Correspondent his aim, must begin by tackling the problem of languages. He should know at least two, apart from his own. Which two will depend, of course, on the part of the world where he is particularly anxious¹⁴ to serve. French and German used to be the minimum equipment¹⁵ of the European correspondent, but it is possible that Russian, rather than German, may be increasingly valuable in the future.

It must be remembered that to *know* a language, in the sense that a Foreign Correspondent must know it, means a great deal more than a nodding acquaintance with grammar¹⁶ and the ability to pick one's way through a selected text or two. It means to be able to write the language fluently, to be able to take down speeches in shorthand, to follow conversations through the distorting medium of the telephone, and the like.

The would-be foreign representative must study world geography and get a thorough knowledge of modern history and current affairs, besides making a special study of the history, manners, customs, political system etc., of those countries where he hopes to work. If he is to write authoritatively¹⁷ on foreign affairs he must himself be an authority.

But first and foremost¹⁸ he is, and must remain, a reporter, seeking and reporting news.

NOTES

¹ **appeal** *n* – привлекательность, очарование; **to appeal** *v* – привлекать, нравиться

² **to cover the news** – освещать новости

³ **dispatch** *n* – депеша; **news dispatch** – корреспонденция

⁴ **a cub-reporter** – in the professional jargon of journalists means a beginner – начинающий репортер

⁵ **to give a complete background service** – зд. дать исчерпывающее разъяснение подоплеку событий

⁶ **to provide eye-witness descriptions** – описывать события как очевидец

⁷ **to conjure up the atmosphere** [ˈætməsfɪə] – воссоздавать атмосферу

⁸ **an informative article** – содержательная статья

⁹ **a first-rate general reporter** – первоклассный репортер, выполняющий общие задания

¹⁰ **a nose for the news** – зд. «нюх» на новости

¹¹ **a keenly developed sense of news values** – остро развитое чувство значимости новостей

¹² **to favour somebody with one's confidence** – оказать кому-л. доверие

¹³ **a good mixer** – общительный человек; **a bad mixer** – необщительный человек

¹⁴ **anxious** *adj* [ˈæŋksɪəs] – стремящийся к чему-л., желающий чего-л.; **anxious for success (for peace)** – стремящийся к успеху (к миру); **to be anxious to do something**

¹⁵ **equipment** [ɪˈkwɪpmənt] – зд. знание языков

¹⁶ **a nodding acquaintance with grammar** [əˈkweɪntəns] – «шапочное» знакомство с грамматикой

¹⁷ **authority** [ɔːˈθɔːrɪti] – авторитет, специалист, знаток; **to be an authority on politics; authoritatively** [ɔːˈθɔːrɪtətɪvli] – авторитетно

¹⁸ **first and foremost** – прежде всего

EXERCISES

1. Read the text consulting the notes.

2. a) Answer the following questions:

1. Why does the work of the foreign correspondent appeal to young men and women in journalism?
2. Why should the foreign correspondent know foreign languages?
3. What other subjects should he know well?

b) Sum up what the text has to say on each of the following points:

1. The job of the foreign correspondent.
2. The qualities and qualifications of the foreign correspondent.
3. Knowledge of foreign languages.

c) Answer some more questions about the text, working in pairs:

- Why is it necessary
- a) to conjure up the atmosphere in which the events are taking place?
 - b) to give readers at home a complete background service?
 - c) to explain and interpret the news from faraway places?
 - d) to write informative articles?
 - e) to obtain a thorough knowledge of the history, geography and political system of the country?

3. Read the text with the help of the notes which follow:

Mitsuko Shimomura Breaks New Ground for Japanese Women

She joined the *Asahi Weekly Magazine* 10 years ago. She was the only female writer on the staff.

For eight months she has been a roving correspondent¹ in the United States for *Asahi Shimbun*, one of Tokyo's leading daily newspapers, with a circulation² of 7.5 million. It is a lonely prominence. Shimomura, at the age of 41, is believed to be the only Japanese woman ever to have become a foreign correspondent. "I'm simply working my head off.³ I keep moving, moving, moving." At the moment, Shimomura is doing the kind of important interviews that have made her famous in Japan. The subject is often economics because that is her field of expertise.

She majored in economics at Keio University in Tokyo and received a master's degree⁴ in economics at New York University in 1964. Her first six months in the United States were a nightmare, she said, because of her faulty English. She would dream that English books were tumbling down on her, she said, and she invariably awoke with a scream. Finally, there was "a kind of melting", and the English came to her.

She thinks her drive⁵ comes from her mother, who became a doctor in the days when female physicians were rare in Japan.

Her mother was the fifth graduate of the Tokyo Women's Medical College. "My father, who's a business executive, wanted me to become a medical doctor, too, but I just wanted to write so much. At that time there was no opportunity – it was just like a dream."

Her break came at the 1964 Winter Olympics in Tokyo, where *Asahi Shimbun* hired her as an English interpreter. She interpreted for the newspaper's reporters and interviewed athletes. In 1965 the newspaper took her on as a staff writer for *This Is Japan*, its English-language annual publication. In 1971 she was transferred to the *Weekly Asahi*: "I had to start writing in Japanese again, and it wasn't easy. But I worked up gradually from little things to pieces on social changes among women, new economic developments and labour relations. I was the first woman in that office. The editors didn't know what was going on."

Although courteously treated by the men in her office, she said she felt "alone and isolated." Of *Asahi's* 3,000 reporters and editors, only seven at the Tokyo headquarters⁶ are women, with 20 more women in outlying bureaus.⁷ Once a year there is a "women's network" luncheon⁸ at *Asahi*. The group's greatest achievement, she said, was in obtaining equality between men's and women's wages.

Soon after becoming a foreign correspondent, Shimomura went to Copenhagen for the UN conference on women, then covered an OPEC conference in London. But above all she likes to do lengthy, one-person interviews.

Speaking about her interviewing manner she said: "I listen, I am very low-key.⁹ I want to let people say what they believe in. I want them to trust me so they will open their hearts."

She does not believe she will ever become Westernized or Americanized. "My instincts and my ways of thinking are deeply Japanese. I want to keep it that way. It makes me a better journalist."

NOTES

¹ a roving correspondent – разъездной корреспондент

² circulation – тираж

³ to work one's head off – работать, не покладая рук

⁴ a master's degree – ученая степень магистра (присуждается университетом лицам, успешно завершившим по крайней мере год учебы и исследовательской работы после окончания университета)

⁵ drive *n* – энергия, напористость; his style has a drive – у него энергичный стиль

⁶ headquarters – штаб, главное управление

⁷ outlying bureaus ['bjuərouz] – отделы, находящиеся не в главном управлении

⁸ "women's network" luncheon – торжественный обед, организованный для женщин, работающих в газете

⁹ I am very low-key – я держусь в тени

4. a) Imagine you are interviewing Shimomura. Formulate questions. Work in pairs:

When/join/the *Asahi Weekly Magazine*;

How long/be/a roving correspondent/United States/*Asahi Shimbun*;

What kind of newspaper/be/*Asahi Shimbun*;

What/be/the circulation/*Asahi Shimbun*;

How many women/work/foreign correspondents/Japan;

What/be/subject/Shimomura's interviews;

What university/graduate;

What subject/receive/master's degree;

What university/receive/a master's degree;

When/hire/English interpreter;

What newspaper/hire/English interpreter;

Whom/interpret for;

When/taken on/staff writer;

What kind of publication/be/*This Is Japan*;

What language/write in;

When/transferred to/the *Weekly Asahi*;

How many reporters/editors/be/the *Weekly Asahi*;

How many women/work/Tokyo headquarters;

What kind of journalistic job/prefer.

b) Quickly look through the alternatives and mark the one which is nearest in meaning to the word or phrase given:

1. the field of expertise –
 - a) the place of experiment
 - b) the problem researched
 - c) the province of knowledge
2. faulty English –
 - a) well spoken English
 - b) English with mistakes
 - c) easily understood English
3. a break –
 - a) opportunity
 - b) a nervous stress
 - c) an end

c) Sum up what the text has to say on each of the following points:

1. The details of the career of Mitsuko Shimomura.
2. Her educational background.
3. Her family.
4. Women in Japanese journalism.
5. The professional qualities of Mitsuko Shimomura.

d) What do you think is the main idea of the article? Give arguments supporting your viewpoint. Summarise the text.

e) Look through the text "Work of the Foreign Correspondent" at the beginning of Unit 3 and state whether the text about Shimomura (a) illustrates some viewpoints expressed in it; (b) contradicts some of the viewpoints.

5. Check your memory.

Text What Makes a Good Journalist (Unit 1)

предпочитать, качество, искренний интерес, знаменитый, скромный, пытливый ум, квалификация, развитый ум, скромность, ясный стиль, выскочка, суждение, хорошо информированный журналист, быть способным к языкам, быть уравновешенным человеком, человек с практическим складом ума, рассеянный человек, человек, интересующийся международными проблемами, журналист с широким кругозором, хорошо образованный учитель, проявлять блестящие способности ко многим предметам, опытный журналист

Text Journalism Is a Hard Life (Unit 2)

надоедать, возбуждать, волновать, требующий большого внимания и заботы, расстраивать, нарушать, обманывать чьи-л. надежды, вознаграждать, принимать решения, брать на себя ответственность

Text What Does It Take to Be a Journalist? (Unit 2, Ex. 6)

обычный, средний; ответственный; надежный; заслуживающий доверия; искренний, неподдельный; преданный, посвятивший свою жизнь делу...; зависимый; зависящий; любознательный; восторженный, полный энтузиазма; склонный создавать себе идеалы

Text Journalism as a Career (Unit 2, Ex. 10a)

редактор отдела, заместитель редактора; редактор; рукопись, материал; мальчик, который носит рукописи; выпускать газету; журналистское задание; выполнять задание; телетайп; наборный цех; пробный оттиск страницы; редакция газеты (ам.); работа в редакции; комната в редакции, в которой проходит отбор, анализ и обработка новостей; печатный станок; выпуск газеты

Text The News Editor (Unit 2, Ex. 13e)

редактор отдела информации; любой газетный материал; отдел городских новостей; отдел новостей по данному штату; отдел новостей по стране; отдел новостей телеграфных агентств; отдел иностранных новостей; отводить большую (незначительную) площадь...; редактор отдела верстки; делать макет страницы; освещать событие; репортер широкого профиля; сотрудник редакции, обрабатывающий материалы репортера; личное досье

Text Work of the Foreign Correspondent (Unit 3)

освещать новости; депеша, корреспонденция; начинающий репортер; давать исчерпывающее разъяснение подоплеки событий; описывать событие как очевидец; воссоздавать обстановку; содержательная статья; первоклассный репортер широкого профиля; иностранный корреспондент; чувство новости; остро развитое чувство значимости новости

6. Here are some quotations to think over and discuss. Write short essays giving your arguments for and against.

It is the delight in telling somebody something, it seems to me, that makes a man go into journalism and thereafter constitutes his personal reward.

* * *

You cannot know too much or have too many useful qualities to be a good journalist.

* * *

The TV men are certainly more important than the newspapermen, which is undoubtedly true but they are certainly more noisy.

* * *

I cannot imagine any more rewarding way of life than journalism. I must admit I am in no position to speak of the advantages and disadvantages of other professions, since I have never worked outside journalism; but after 34 years in journalism I am still fascinated by the birth of the daily newspaper. Every day is a new day. Yesterday's news is history.

* * *

When he retired in 1977 after 33 years with the *New York Times*, including posts as a foreign correspondent, managing editor, and chief of the Washington bureau, Clifton Daniel said, "There's no profession that offers you more variety in life or more excitement."

* * *

As much as any other field, modern journalism offers the stimulation of action, the challenge of discovery, the sense of creativity.

* * *

There are two great characteristics that make news work worthwhile. First, journalists are forced to keep learning, to enter new worlds, to see life from yet another perspective. Second, they are supposed to say what things really are.

* * *

The Nineteenth Century was the era of the novelist, the Twentieth is the era of the journalist.

* * *

One of the editors sums up what he considers the minimum requirements for a journalist: a thorough education, sound training, and discipline; familiarity with basic skills of the journalist; a deep respect for one's personal and professional integrity.

* * *

Most journalists find their work interesting and rewarding on the whole. They face new situations every day. They have chances to meet important and interesting people and deal with vital social and political issues. They get pleasure from doing a public service, however small their contribution. While they work constantly under deadline pressures, they consider this to be part of "being in the action". Most journalists develop a feeling of camaraderie toward their colleagues, of belonging to the news fraternity.

* * *

Editors and other experts have cited many qualities that go to make a good journalist. Some say curiosity, a "nose for news". Others say integ-

rity and courage, or vitality, or diligence. Still others say an ability to write with style and a disciplined mind to understand and relate the complex issues of modern times.

I shouldn't worry too much whether you have this or that quality, let alone a couple of dozen of them. The chief question is whether the idea of being a reporter attracts you.

* * *

It is fairly safe to say that the journalist who is most likely to get to the top is he who is a good, all-round man and at the same time has made himself something of an expert in one or two special directions. He must know a little about a lot, and a lot about a little.

* * *

I can testify, however, that it is not essential to be an aggressive, fire-breathing extrovert to become a reporter. I myself was and still am the shy type, uneasy in the presence of the loud, the muscular, and the menacing. Even so I got a job as a reporter too. Such a meek fellow takes on new stature and prestige when he can say, "I'm from the News." For now a powerful organization stands behind him.

* * *

Compared to men, then, women in journalism are few, and the road is harder for them. But there is no doubt about it. Some of the best newspapermen in the business are women.

* * *

A journalist has a choice of three basic roles to play in the news business. He or she can be a reporter; an editor who edits and otherwise processes the news gathered by the reporter; or a supervising editor who manages the overall editorial operation.

* * *

What you do every day is use your intellect and your talents to create something that is new and unique to you.

Unit 4

JOURNALISM IS INFORMATION

What is journalism? Journalism is information. It is communication. It is the events of the day distilled into a few words, sounds or pictures, processed by the mechanics of communication to satisfy the human curiosity of the world that is always eager to know what's new.

Journalism is basically news. The word derives from "journal"; its best contents are "du jour",¹ of the day itself. But journalism may also be entertainment and reassurance, to satisfy the human frailty of a world that is always eager to be comforted with the knowledge that out there are millions of human beings just like us.

Journalism is the television picture beamed by satellite direct from the Vietnam war, showing men dying in agony. It is the television picture of a man stepping on to the surface of the moon, seen in millions of homes as it happens.

Journalism can communicate with as few people as a classroom news-sheet or a parish magazine,² or as with many people as there are in the world.

The cave-man drawing a buffalo on the wall of his home did so to give other hunters the news that buffaloes were nearby. The town-crier reciting the news in the market-place provided a convenient way in which a number of people could simultaneously learn facts affecting all their lives.

Today the news media³ are swamped by the very availability of news. There is simply more of it than ever before – unimaginably more, available to many more people. This is a transformation that has been achieved in a little over 100 years.

When admiral Lord Nelson died aboard the *Victory* after the Battle of Trafalgar in 1805, it took two weeks for the news to reach the Admiralty in London (a young lieutenant of the Royal Navy brought the dispatches personally, sailing in the sloop *Pickle* to Plymouth and then riding to London). It was some hours before important people in London heard the news, some days before it reached the other cities of Britain. There must have been outlying villages that the news took even longer to reach.

When President John Kennedy was assassinated in Dallas, Texas, in November 1963, the news of his death was known around the whole world in a matter of seconds. The political leaders of Russia and China, the financial manipulators in Geneva, the obscure tribesmen of Borneo all heard the news simultaneously.

This profound change in the pattern of human communication has taken place in hardly more than one man's lifetime.

Even forty years ago, most people in the developed world obtained their news from the newspapers. The newspapers had changed little from the days of Caxton.⁴ The process of printing had hardly changed at all, and the only modernization had been in machinery to produce and distribute a greater number of copies of each issue. Then radio arrived.

At first newspapers regarded it as a passing technical fad. One director of the Press Association returned from America in 1923 and said that "broadcasting is on the wane... People are getting so tired of it that it reminds one of the almost forgotten skating-rink craze". He was, of course, profoundly wrong. In America, the effects of radio were more rapid in appearing, due to the springing up of hundreds of small town radio stations. In Britain, radio was put under the control of a non-profit-making body financed by government-collected licence fees and charged with the duty of providing a nationwide broadcasting service.

The war reports of the BBC's radio from 1939 to 1945 should have warned newspapers that radio could rival them in the presentation of news. But it was not until television was introduced in Britain in 1956 (with the commercially backed Independent Television Authority rivaling the BBC's television service) that the television set entered 80 per cent of British homes and the way in which most people learnt their news changed radically.

Journalism is about people. It is produced for people. So how has the ordinary man's receptivity to journalism changed in twenty years?

Fifty years ago, a family might listen to a news bulletin on the living-room radio over breakfast. Father would read his morning paper over breakfast or on the bus or train going to work. After work, he would buy an evening paper and read it on the way home, handing it over to his wife who would read it when she had washed up after the evening meal. Then they might listen to the BBC nine o'clock radio news.

What happens now? The bedside transistor radio switches itself on with the alarm. Mother has her radio on in the kitchen as she cooks breakfast. The kids have their radios switched to Radio One with its mixture of pop music and news flashes.⁶ Father glances at the morning

paper over breakfast, then gets into the car and turns on "Today" as he drives to work. Mother carries the radio around the house as she dusts and makes the beds to the voice of Jimmy Young. Father buys an evening paper as he leaves work, glances at the headlines, then turns on the six o'clock radio news as he drives home. After eating, they turn on the telly⁷ and sit down to an evening's viewing. Mother may read the evening paper if there is a sports programme on TV which she finds boring. They watch the BBC's television nine o'clock or ITN's⁸ "News at Ten".

It is an immense change. These are the people for whom journalists are working. They have to take account of these social changes, which have occurred in most countries of the world.

The newspaperman has to be aware of the changes in the lives of his readers. It is not enough for him to print the "hard news"⁹ of the evening before (most national newspapers start printing their major editions around 10 pm, with further editions for the city in which they are produced coming up until 4 am), since his readers who look at the paper over breakfast will have heard most of that and seen many of the public figures and significant events on television the night before. Or they will hear on the early morning radio news items¹⁰ which have become news three hours later than the latest possible edition of the morning paper.

The press has been slow to catch on to this change and to revise its methods of operation so that the newspaper still has a function. That it has a function, there can be no doubt: for the television or radio news bulletin is tightly encapsulated, containing only a few of the main facts in a highly abbreviated form.

Newspapers are archives, objects of record. They can be referred to, checked back on, in a way that the television or radio news cannot. They can describe events at greater length, add more relevant detail, give authoritative comment from people in a position to detect trends and the likely lines in which a news story will develop.

But the old concept of a newspaper "scoop",¹¹ the presentation of a startling hard news story a day before its rivals, is virtually dead-killed by radio and television.

NOTES

¹ *du jour* – *фр.* ежедневный

² *parish magazine* – a local magazine

³ *medium* ['mi:djəm] *n* (*pl media*) – средство, способ; путь; *communication media, media of communication* – средства массовой информации (*газеты, радио и т.н.*)

⁴ *Caxton, William* (1422?–1491) – the first English printer; established a press at Westminster from which he issued about 80 books, many of them translations by himself from French romances

⁵ *BBC* = British Broadcasting Corporation – Британская радиовещательная корпорация

⁶ *news flash* – вставка-молния, экстренное сообщение

⁷ *telly informal* – (a) television

⁸ *ITN* = Independent Television News

⁹ "hard news" – all news that recounts precise, immediate happenings, as distinct from background information or commentaries of the news. Hard news consists of the basic news facts which most editors feel must be included. The implication behind this phrase is that much other news is a matter of little importance

¹⁰ *item n* – сообщение, новость; небольшая заметка в газете

¹¹ *scoop* – a news story, usually of special interest, which is discovered and published only by one paper

ESSENTIAL VOCABULARY

to entertain развлекать, забавлять; *entertainment* развлечение; *entertainment programme* развлекательная программа

television picture телевизионное изображение

a matter of seconds дело нескольких секунд

small-town radio station радиостанция в маленьком городке

to present [pri'zent] *news* подавать, преподносить новости

channel ['tʃænl] канал

service служба; *broadcasting service* служба вещания; *national service* национальная служба; *nation-wide service* общенациональная служба; *news service* служба новостей; *regional service* региональная служба; *television service* телевизионная служба; *to establish television service/to launch television service* организовать телевизионную службу; *to take service* принимать передачи

broadcast ['brɔ:dka:st] *v* передавать по радио, телевидению; *n* широковещание, передача, вещание; *educational broadcast* образовательная передача; *outside broadcast* внестудийная передача; *political broadcast* политическая передача; *produce television (radio) broadcast* подготовить, выпустить телевизионную (радио) передачу; *live news broadcast* «живая» передача новостей, эфирная передача новостей, прямой эфир (remember the pronunciation of the word *live adj* [laɪv] живой)

broadcasting вещание, широковежание; **direct satellite broadcasting** непосредственное вещание через спутник Земли; **domestic broadcasting** внутреннее вещание; **radio broadcasting** радио-вещание; **television broadcasting** телевизионное вещание
bulletin [ˈbʊlətɪn] бюллетень, сводка; **news bulletin** сводка новостей
headline заголовок
to produce and distribute newspapers выпускать и распространять газеты

Remember the Prepositions

to communicate **with** the listeners, the viewers, the audience – общаться, устанавливать контакт со слушателями (зрителями, аудиторией)
the news was known **around** the world; the news of Gagarin's flight was known **around** the whole world in a matter of seconds
to listen **to** a news bulletin **on** the radio **over** breakfast – слушать передачу новостей по радио за завтраком
around 10 o'clock – около 10 часов
to glance **at** the paper – мельком взглянуть на газету, просмотреть газету
to switch a transistor (a television set, a radio set) **to** a programme

Remember the Use of Articles

No article is used in:

1. by radio, by television, by bus (tube, taxi, car, plane, train, bicycle, boat)
2. When we talk about radio and television in general, we do not use articles. *Ex.* It is easier to write plays for television than for radio.
3. to watch television, on television, on TV

But:

to listen **to the** radio, **on the** radio

Practise the Pronunciation of Words

reassurance [ˌriːəˈʃʊərəns]	abbreviate [əˈbrɪːviɪt]
simultaneously [ˌsɪməlˈteɪnjəsli]	archive [ˈɑːkɪv]
availability [əˌveɪləˈbɪləti]	virtually [ˈvɜːtʃuəli]

EXERCISES

1. Read the text and translate it into Russian consulting the notes and the essential vocabulary.

2. Read and translate the following international words:

manipulation, communication, information, television, human, mechanic, satellite, comfort, media, formation, modernization, effect, introduction, capsule

3. Select the related words and translate them with the help of a dictionary:

productivity, informant, communication, information, entertainment, journalist, achievement, transformation, distribution, recitation, presentation, production, communicate, inform, entertain, journalism, achieve, transform, recite, present, distribute, produce, communicative, informer, entertaining, journal, achievable, transformable, recitative, presentable, distributor, producer, communicable, informal, entertainer, journalese, transformer, recital, presently, distributive, product, communicant, informative, entertainingly, journalistic, presence, productive

4. Translate the following compound nouns into Russian:

almost forgotten skating-rink craze; small-town radio stations; non-profit-making body; government-collected licence fee; nationwide broadcasting service; the BBC nine o'clock radio news; the early morning radio news items

5. Study the following expressions and make up sentences using some of them:

a) to achieve success, fame, glory; one's purpose; one's ambition, one's aim, one's end; the realization of one's dream; an understanding; a good reputation

b) to produce a film, a programme, a play, a book; a sensation, an impression; food, goods

6. Answer the following questions:

1. What is the name of your favourite famous journalist?
2. How has he achieved an outstanding success in journalism? (For example, by hard work, by experience, by brilliant reporting, by good training, by chance.)
3. Do you believe it is possible to achieve the good reputation of a professional without working hard?
4. What television programme do you like best?

5. What impact did it have on you?
6. Did it produce a sensation among viewers?
7. Comment on the following: "Failure is the only thing that can be achieved without effort."

8. a) Translate the following sentences into Russian paying attention to the word *develop* and related words:

1. The plot of the new novel gradually developed in the author's mind.
2. He developed his mind by study.
3. The development of photographic films requires a dark room.
4. This magazine regularly covers the latest developments in foreign affairs.
5. Only by hard work can he develop his skills as a journalist.
6. He developed an interest in taking pictures at an early age.
7. The rest of the book merely developed the ideas of the first chapter.
8. He developed into a brilliant journalist.
9. Recent political developments were covered by all the national dailies.
10. In the book the editor of a large city newspaper tells the readers how to prepare for and develop a career in journalism.

b) Translate the following sentences into English using the words *to develop* and *development*:

1. Изложите, пожалуйста, свои аргументы.
2. Интерес к чтению у него развился в раннем возрасте.
3. Из него получился блестящий журналист.
4. Он развил свое мастерство усердной работой.
5. Я еще не проявил пленки, так как был занят.
6. Доклад был посвящен экономическому развитию страны.
7. Автору не удалось развить сюжет пьесы.
8. Я надеюсь, автор разовьет свою мысль в следующей главе.
9. Последние политические события были освещены всеми центральными газетами.

9. Ask and answer questions. Work in pairs. Make use of the following phrases in your answers:

by studying hard; by discussing...; by watching TV; by training...; by exchanging ideas (opinions) with...; by writing...; by contributing to... regularly

How can	a person	develop his/her	mind?
	a journalist		skill?
	a sportsman		health?
	a dancer		talent?
	a singer		
	a scholar		
	a writer		

10. Find the following phrases in the text and decide which of the given alternatives explain them best:

- | | |
|--|--|
| 1. the pattern of human communication | (a) the mechanics used by people for communication
(b) mass media of communication
(c) the way people communicate |
| 2. the presentation of news | (a) the way news is gathered
(b) the way news is obtained
(c) the way news is written
(d) the way news is processed |
| 3. a profound change | (a) a small change
(b) an immense change
(c) a change of no importance
(d) a significant change |
| 4. a startling story | (a) a surprising story
(b) an exciting story
(c) a frightening story
(d) a boring story |
| 5. a relevant detail | (a) a detail which is not worth mentioning
(b) a detail which has nothing to do with the story
(c) a detail which has something to do with the problem |
| 6. a radio news bulletin is tightly-encapsulated | (a) it contains very many short words
(b) it is pretty packed
(c) it is rather expressive
(d) it is very emotional
(e) it contains many facts |

11. Rearrange the sentences given below in the correct order according to the text.

1. Nowadays the news may be known all over the world in a matter of seconds.
- 2. Journalism is about people. It is produced for people.
- 3. Twenty years ago a family usually listened to a news bulletin on the living-room radio over breakfast.
- 4. In America the effects of radio were more rapid.
- 5. The ordinary man's receptivity to journalism has greatly changed in twenty years.
- 6. In the evening they watch the television news programme.
- 7. Then radio arrived.
- 8. Journalism is communication.
- 9. Journalists have to take account of social changes.
- 10. The readers of newspapers who look at them over breakfast will have heard most of the news and seen many of the significant events on television the night before.
- 11. Journalism may also be entertainment.
- 12. The cave-man drew a buffalo to give other hunters the news that buffaloes were nearby.
- 13. Journalism satisfies the human curiosity of the world.
- 14. Later it became clear that radio could rival newspapers.
- 15. At first radio was regarded as a passing technical fad.
- 16. Journalism can communicate with few people as well as with many.
- 17. A century ago it took a very long time for the news to reach distant parts of the world.
- 18. Hundreds of small-town radio stations appeared in America.
- 19. The newspaper still has a function because the television or radio news bulletin is very compressed.
- 20. Father would read his morning newspaper over breakfast or on the bus or train going to work.
- 21. Newspapers are archives, objects of record.
- 22. Nowadays practically each member of the family prefers listening to his own radio.
- 23. Today news is available to many more people.
- 24. Today the concept of a newspaper "scoop" has been killed by radio and television.
- 25. The BBC radio provided a nationwide broadcasting in Britain.

12. Answer the following questions about the text:

1. How does the author define journalism? Find all the statements on journalism.
2. What word does the word *journalism* come from?
3. How did people begin to communicate with each other: by means of signs, sounds, pictures, or words?
4. How have the various types of news media changed in a little over 100 years?
5. What has brought a profound change in the pattern of human communication?
6. What changes had taken place in the process of printing before radio arrived?
7. How did the development of radio broadcasting in the USA differ from that in Britain?
8. How did newspapers regard radio at first?
9. When did the way of learning news change radically in Great Britain?
10. How did a family get news in Great Britain about 50 years ago?
11. How does a family get news nowadays?
12. Why is it necessary for a journalist to be aware of social changes?
13. What is the main function of the newspaper today according to the author? What is your opinion?
13. Give the Russian equivalents for the following phrases. Consult the text and a dictionary:
the events distilled into a few words; to satisfy the human frailty of a world; today the news media are swamped by the very availability of news; the pattern of human communication; a passing technical fad; the ordinary man's receptivity to journalism; an evening's viewing; to take account of social changes; to catch on to this change; is tightly encapsulated; a highly abbreviated form; newspapers can be referred to; at greater length
14. Prepare to talk about the following topics:
 1. Journalism is information.
 2. Journalism is communication.
 3. Journalism is the television picture.
 4. Journalism is about people.
 5. Journalism is basically about news.
 6. Newspapers are archives, objects of record.

15. Check your memory.

Text: Journalism Is Information (Unit 4)

средства массовой информации; сообщение, новость; небольшая заметка (в газете); забавлять, развлекать; развлекательная программа; телевизионное изображение; радиостанция в маленьком городе; канал; служба вещания; служба новостей; национальная служба; региональная служба; телевизионная служба; организовать телевизионную службу; принимать передачи; передавать по радио, телевидению; образовательная передача; внестудийная передача; политическая передача; подготовить телевизионную передачу; «живая» передача новостей; непосредственное вещание через спутник Земли; бюллетень, сводка; радиовещание; сводка новостей; заголовок; выпускать и распространять газеты; общаться (устанавливать контакт) со слушателями, зрителями, аудиторией; слушать сводку новостей по радио; мельком взглянуть на газету; по радио, по телевидению; достичь успеха; выпустить программу; проявлять пленку; развить сюжет

Unit 5

WHAT IS NEWS?

The nature of news is a favourite subject of discussion among journalists. Some place the emphasis on one aspect, some on another but it is generally agreed that the essence of news is topicality, novelty and general interest. To be news an item of information must have a bearing on the affairs of the moment, it must be new to those who hear or read it, and it must arouse the interest of a considerable number of those hearers or readers. Items which possess these qualities to a marked degree are often spoken of as "hard" news, and are given priority by those who select and arrange the contents of the paper.

The art of news-gathering calls for a highly developed sense of news values. To acquire this sense the journalist must have a wide acquaintance with men and affairs, a sound educational background and a very considerable stock of general knowledge. For it is only thus that he will be able to distinguish what is new from what is already known, and what is of topical interest from what is of little concern to the majority of his readers. And this knowledge he must keep constantly up to date by being himself an assiduous reader of newspapers and magazines.

Above all, he must have his finger on the pulse of current thought and public opinion; he must be aware of what the great mass of men and women around him are thinking and feeling; he must never lose "the common touch", for although he himself may move in a circle whose interests are specialised, what he writes must appeal to the man in the street.

The collection of news has a highly organised business. There is hardly a corner of the world today which is not covered by the gigantic network of news-gatherers employed by the local and national newspapers and the great news agencies.

Very briefly, the system operates thus. Local news is collected by the reporters and district representatives of provincial newspapers, and by the local staff correspondents of the national dailies. Events of national importance are covered by staff reporters of the national dailies and by special correspondents of both the national and provincial Press.

In addition, home news is reported by district correspondents of the news agencies, notably the Press Association, the Exchange Telegraph and Central News. Foreign news is gathered by Reuters news agency and by the foreign correspondents employed by the national dailies and some of the larger provincial papers. Items of interest to particular sections of the community (e.g. trade and technical news) are gathered by a number of smaller news agencies operating in different parts of the country.

ESSENTIAL VOCABULARY

topic [ˈtɒpɪk] *n* тема; **the topic of the day** злободневная тема; **the topic of conversation** тема разговора

topical *adj* 1. актуальный, животрепещущий; **a topical question** злободневный вопрос; **to be of topical interest** представлять злободневный интерес; 2. тематический; **a topical article on medicine** статья на медицинскую тему

topical *n* документальный фильм, хроникальный фильм, кино-репортаж

topicality [ˈtɒpɪˈkælɪti] *n* актуальность

topically *adv* 1. актуально; 2. тематически

priority [praɪˈɔːrɪti] 1. приоритет, старшинство, первенство; 2. порядок очередности; **first priority** первоочередность; **of high priority** первоочередной, неотложный, срочный; **priority number one** самое главное, самое срочное; **to give priority to smth** придавать первостепенное значение чему-л.

background [ˈbækgraʊnd] *n* 1. задний план, фон; **to stay in the background** оставаться в тени, на заднем плане; 2. кинообстановка, место действия, предметы или действующие лица, расположенные в глубине кадра; 3. подоплека; **the background of the deal** was easy to explain подоплека этой сделки была легко объяснима; **the background of the event** предыстория события; 4. подготовка, образование, квалификация; **educational background**; **social background**; **he has the right background for the job** у него хорошая подготовка для этой работы; **to look up smb's background** наводить справки о ком-л. (о чьем-л. происхождении, моральном облике, связях); **What's his background?** Что он собой представляет? **background music** музыкальный фон; **background noise** посторонний шум

to select [sɪˈlekt]/**gather/collect** [kəˈlekt] *news* собирать информацию, новости; **the art of news-gathering** искусство сбора информации (новостей); **news-gatherer** репортер; **newsworthy** достойный освещения в печати

agency [ˈeɪdʒənsɪ] *n* агентство, представительство; **news agency** информационное агентство; **wire news agency** телеграфное агентство

correspondent [ˌkɒrɪˈspɒndənt] *n* корреспондент; **a staff correspondent** штатный корреспондент; **a special correspondent** специальный корреспондент; **a district correspondent** районный корреспондент; **a war correspondent** военный корреспондент; **a roving correspondent** разъездной корреспондент

Remember the Prepositions

to place the emphasis on smth

to be of topical interest

to a marked degree

to be of little (great) concern to smb

to call for smth

to be of national importance

to have a wide acquaintance with smth

Remember the Phrases

a problem of topical interest, of national importance, of great concern, of interest, of little concern, of no importance, of high priority

Practise the Pronunciation of Words

favourite [ˈfeɪvərɪt]

specialise [ˈspeʃəlaɪz]

acquire [əˈkwɪə]

gigantic [dʒaɪˈɡæntɪk]

majority [məˈdʒɔːrɪti]

particular [pəˈtɪkjulə]

assiduous [əˈsɪdjuəs]

technical [ˈteknɪkəl]

EXERCISES

1. Read the text consulting the essential vocabulary.

2. Read the sentences which follow and decide whether they are true or false. Correct them in accordance with the text and express your own opinion on the problem. Use the following phrases to express your agreement or disagreement:

Agreement

I think so.

I believe so.

I suppose so.

That's right.

I agree with the author.

That goes without saying.

Same here.

Disagreement

I don't think so.

I'm afraid not.

I hardly think so.

I don't quite agree with the author here.

On the contrary.

1. The nature of news is never discussed among journalists.
 2. To be news an item of information must have nothing to do with the affairs of the day.
 3. It is generally agreed that the essence of news is topicality, novelty and general interest.
 4. To be news an item of information must appeal to a small audience.
 5. "Hard" news is news which does not arouse any interest of readers or hearers.
 6. Journalists usually give priority to such news which has no bearing on the affairs of the moment.
 7. "Hard" news is given priority by those who select and arrange the contents of the newspaper.
 8. A highly developed sense of news values is of paramount importance for a journalist.
 9. Any beginner possesses a highly developed sense of news values.
 10. To acquire a highly developed sense of news values one must be an assiduous reader of detective stories.
 11. The journalist must have a considerable stock of knowledge and a sound educational background.
 12. It is not necessary for a journalist to have a wide acquaintance with men and affairs.
 13. News should be of little concern to the majority of the readers.
 14. The journalist must keep his knowledge constantly up to date by reading newspapers and magazines.
 15. To keep his knowledge constantly up to date the journalist should read fiction.
 16. What a journalist writes must appeal to those whose interests are specialised.
 17. The collection of news is being carried out by a small group of journalists.
 18. Events of national importance are covered only by the national press.
 19. Local news is covered by foreign correspondents.
 20. Foreign correspondents are employed by small town papers.
3. Practise asking and answering questions. Read the following sentences and construct questions for which they could be the answers. Then give your arguments *for* and *against* the idea expressed in the sentences. Work in pairs.
1. The nature of news is a favourite subject of discussion among journalists.

2. The essence of news is topicality, novelty and general interest.
3. To be news an item of information must have bearing on the affairs of the moment.
4. News must arouse the interest of a considerable number of hearers and readers.
5. Items which possess these qualities are spoken of as "hard" news.
6. Those who select and arrange the contents of the paper give priority to "hard" news.
7. The art of news-gathering calls for a highly developed sense of news values.
8. To acquire a highly developed sense of news values the journalist must have a wide acquaintance with men and affairs, a sound educational background and a very considerable stock of knowledge.
9. A highly developed sense of news value helps the journalist distinguish what is new from what is already generally known.
10. News must be of topical interest to the majority of the readers.
11. The journalist must keep his knowledge up to date by being an assiduous reader of newspapers and magazines.
12. News must appeal to the man in the street.
13. The collection of news has become a highly organised business.
14. News is gathered by the gigantic network of news-gatherers in every corner of the world.
15. News-gatherers are employed by the local and national newspapers and great news agencies.
16. Local news is collected by the reporters and district representatives of provincial newspapers and by the local staff correspondents of the national dailies.
17. Events of national importance are covered by staff reporters of the national dailies and by special correspondents of both the national and provincial Press.
18. Home news is reported by district correspondents of the news agencies.
19. Foreign news is gathered by Reuters news agency and by foreign correspondents.
20. Foreign correspondents are employed by national dailies and some of the larger provincial papers.
21. Smaller news agencies operating in different parts of the country gather items of interest to particular sections of the community.

4. Give Russian equivalents for the following:

to be a favourite subject of discussion; to place the emphasis on something; it is generally agreed; topicality, novelty and general interest; the essence of news; to have a bearing on the affairs; to possess some qualities; to a marked degree; to give priority to something; to select and arrange the contents of the newspaper; to acquire a highly developed sense of news values; to have a wide acquaintance with; a sound educational background; a considerable stock of general knowledge; to be of topical interest; to be of little concern; to be aware of something; to appeal to; the collection of news; a highly organised business; district representatives of provincial newspapers; local staff correspondents of the national dailies; above all; in addition to; home news; news agency; foreign news

5. Give Russian equivalents for the following:

to arrange one's hair (dress, tie); to arrange business (affairs); to arrange books in alphabetical order; to arrange books on the shelves; to arrange a novel for the stage

priority of invention; priority of work; to observe the rules of priority; to establish an order of priority; high priority measures; priority printing; on a priority basis; priority message

6. Explain in English what is meant by:

a favourite subject of discussion; topicality; news of general interest; to have a bearing on the affairs of the moment; "hard" news; to give priority to something; a highly developed sense of news values; an assiduous reader of newspapers; not to lose "the common touch" with people; a news-gatherer; local news; local newspapers; events of national importance; a staff correspondent; a national daily; a special correspondent; a district correspondent; a news agency; foreign news; a provincial newspaper; a man in the street

7. Discuss the following topics:

1. The nature of news

Phrases to be used: a favourite subject of discussion; to place the emphasis on; topicality, novelty and general interest; to have a bearing on the affairs of the moment; to arouse interest; to give priority; to select and arrange the contents of the paper

2. The art of news-gathering

Phrases to be used: a highly developed sense of news values; a wide acquaintance with men and affairs; a sound educational background; a

very considerable stock of general knowledge; to be able to distinguish; to be of interest to; to be of little concern to; to keep up to date; to have one's finger on the pulse of current thought and public opinion; to be aware of; to appeal to the man in the street

3. The collection of news

Phrases to be used: a highly organised business; to be covered by the gigantic network; local and national newspapers; news-gatherers; news agencies; local news; provincial newspapers; local staff correspondents; national dailies; district correspondents; foreign correspondents; items of interest to particular sections of the community

Unit 6

THE KEY WORD IS "DEADLINE"

News is one of the most vital products we consume. It is also one of the most perishable. The worker who contributes to the making of a car, bridge, house, or even a pair of shoes knows his effort has produced something that will endure – perhaps beyond his life-time. Not so with the news worker. The story on which he laboured so hard and which he wrote so eloquently will be on its way to the recycling machine¹ a day later – if it is not used to wrap fish. By then he is gathering facts for his next story. By the same token,² who can remember the words of a television or radio news announcer twenty-four hours afterward?

The fleeting quality of news helps in explaining how it is obtained, written, edited, printed and distributed. This process continues twenty-four hours a day to satisfy a worldwide demand for fresh information. On the basis of the news we get, we vote, buy, sell, make or change plans, carry an umbrella to work, attend the theatre, go to a meeting, or write a letter to the mayor. Thus, the newspaper at the breakfast table and the eleven o'clock TV news shows are part of our lives. We want to know what's going on. The news media tell us.

To supply news, a huge army of people work around the clock throughout the world. United Press International, a globe-circling press agency, operates on the slogan "A Deadline Every Minute". This means that somewhere in the world one or more of its clients is going to press or on the air with news.

The key word is "deadline". News is gathered under deadline pressure. The reporter is always aware that his story must be in the hands of his editor by a rigidly prescribed time. The editor, in turn, knows that the edited copy must be in the print shop by a specific time if it is to get into the paper. Newsmen work by the clock. As the newspapers roll off the press, circulation trucks are waiting to carry them to various parts of the city and to trains and planes that will take them to more distant points. The same pressure applies to broadcasting. A television news crew must have its film and tape at the studio by a certain time if the spot³ is to be

aired that evening. Even magazines have to meet deadlines, although not as tight ones.

Does deadline pressure affect the quality and accuracy of the news? Of course. Reporters working at great speed in gathering and writing news stories cannot always tie up loose ends,⁴ furnish sufficient background for total comprehension, or give both sides of an issue. And inaccuracies may crop up. Newsmen and women often obtain information under less than ideal conditions – at the frenzied scene of an accident or above the shouts of a mob. The most conscientious of reporters is liable to miss the correct spelling of a name or get an address wrong. Also news sources don't always tell the truth and often there isn't time to verify given statements.

But remember, editors and reporters are meeting the public demand for news shortly after events happen. They are dealing in instant history. The news in perspective, the background details, and so forth can be handled by the columnists, in editorials and in long interpretive or "think" pieces in the Sunday paper. Daily newspapers also carry a feature story. As for accuracy, studies have shown that newspapers and wire services have a high batting average on this score considering the hectic⁵ pace at which news is produced. But this does not give the news media a blanket excuse to commit errors. It is possible to double-check the facts even on a fast-breaking story and reporters fail their obligation when they don't do so. In fact inaccuracies result as much from careless news people as from the necessity for speedy coverage. However, the reporter who is consistently inaccurate will not last long with a news organization. Editors know that when readers lose confidence in a newspaper its future is bleak.

NOTES

¹ **recycling machine** – машина для переработки вторичного сырья

² **by the same token** – к тому же, кроме того

³ **spot** – жарг. короткая, рекламная или информационная передача; экстренное сообщение (по радио, телевидению)

⁴ **tie up loose ends** – зд. охватить все детали

⁵ **hectic adj** – разг. лихорадочный, возбужденный, горячий; **hectic time** – горячее время. Life has become somewhat hectic nowadays. – Жизнь стала какая-то суматошная сейчас.

ESSENTIAL VOCABULARY

announcer [əˈnaʊnsə] диктор; **television news announcer** диктор телевизионной программы новостей; **radio news announcer** диктор радиопрограммы новостей

a globe-circling press agency информационное агентство, деятельность которого охватывает весь мир
deadline [ˈdedlaɪn] предельный, конечный срок, к которому должен успеть материал, чтобы попасть в номер
air [ɛə] и эфир; **ban from the air** запрещать выход в эфир; **be on the air** быть в эфире; **get (go) on (to) the air** выходить в эфир
print shop типография
television news crew [kru:] телевизионная группа по подготовке программы новостей
news source [sɔ:s] источник новостей
columnist [ˈkɒləmnɪst] автор постоянного отдела (колонки, рубрики) в газете; обозреватель; комментатор, постоянно ведущий рубрику

EXERCISES

1. Read the text and translate it into Russian consulting the notes and the essential vocabulary.

2. a) Explain in English what is meant by:

the eleven o'clock TV news show; around the clock; throughout the world; a globe-circling press agency; a deadline every minute; under deadline pressure; by a rigidly prescribed time; a circulation truck; a television news crew; the background details; interpretive pieces; the fleeting quality of news; a blanket excuse; a fast-breaking story; to meet demands; to meet deadlines; to double-check the facts; to tie up loose ends; inaccuracies may crop up; to fail one's obligations

b) Learn the phrases below paying particular attention to prepositions. Ask questions to which the sentences below are answers. Work in pairs.

to work around the clock; by the clock; throughout the world; on the air; on the slogan; by a rigidly prescribed time; by the columnist; at great speed

1. A huge army of people work around the clock throughout the world to produce newspapers.

2. News agencies operate on the slogan "A deadline every minute".

3. The programme with the news of the general election will go on the air at eight o'clock.

4. The news story must be in the hands of the editor by a rigidly prescribed time.

5. The edited copy must be in the print shop by nine o'clock.

6. Newsmen work by the clock.
 7. If the spot is aired this evening the television news crew must have its film at the studio by six o'clock.
 8. Reporters work at great speed in gathering and writing news stories.
- c) Answer the following questions about the text:
1. What kind of product is news?
 2. What is the difference between a newswriter and other workers?
 3. How long does the news treatment process continue?
 4. How does news influence people's lives?
 5. How does a huge army of people work to supply news?
 6. On what slogan does United Press International operate?
 7. What does the word "deadline" mean?
 8. What happens with newspapers after they roll off the press?
 9. What do you know about other mass media? Do they also work under deadline pressure?
 10. How does deadline pressure affect the quality and accuracy of news?
 11. Why do inaccuracies crop up?
 12. What is the result of the hectic pace at which news is produced?
 13. What happens to a reporter who is consistently inaccurate?

3. Questions to be answered:

1. Do you agree that news is the most vital product of our time? Give arguments for your viewpoint.

2. Can people live without news?
3. Is news part of our life?
4. Can't we make our decisions without news?
5. Can we understand the situation in the world without news?
6. Can't we solve our problems without listening to the news?

4. Opinions to be discussed:

Some newsmen and dictionaries define *news* as:

- a) fresh information concerning something that has recently taken place
- b) tidings or intelligence of new or hitherto unknown things
- c) recent events and happenings especially those that are unusual or notable
- d) new or fresh information; reports of what has most recently happened

Joseph Pulitzer, the nineteenth-century editor and publisher of the *St. Louis Post-Dispatch* and the *New York World* wanted news stories that were original, distinctive, dramatic, romantic, thrilling, unique, curious, quaint, humorous, odd and apt to be talked about.

- e) anything that will make people talk is news
- f) anything you can find out today that you didn't know before

Various editors have offered their own definitions. All generally recognize that news is intended to interest, inform and, in some cases, to entertain.

These definitions led reporters to a favourite one: "News is what my editor says it is".

The most extraordinary definition of the news is attributed to John T. Bogart, the city editor of the *New York Sun*, who defined it in 1880 as follows: "When a dog bites a man, that's not news, but when a man bites a dog, that's the news."

"In other words news is the unusual, the unexpected, the spectacular. And that is still as true as ever, as far as it goes. But does it go far enough for the newspaper reader of the sixties and of the seventies and eighties? Why should a reader get excited if his paper tells him that a man did bite a dog – when the chances are that he doesn't really care?"

"There is a lot that today's newspapers can tell its readers that they didn't know before, besides the fact that a certain Joseph K. Blow, thirty-nine, of 2478 Maple Street, bit a dog yesterday."

"Some years ago, for example, Dr. Gallup made a thoughtful and exhaustive study of what ordinary citizens, that is, newspaper readers, were most interested in. Here are the chief ones: health and related matters of medical science and practice; education; financial problems of the people; what people think; and all about people in the news."

5. Some more questions to think about and answer:

1. Why do you think the nature of news is a favourite subject of discussion among journalists?
2. Why do you think they can't agree on the definition of the news?
3. Do you agree that the essence of news is topicality, novelty and general interest?
4. Do you agree that different people are interested in different news?
5. Do you agree that their interests depend on their age, profession, educational background, sex, society they live in, social groups they belong to and other factors?

6. a) Translate the following sentences into Russian paying special attention to the italicized expressions:

1. A plunge in the stock market *may be of vital interest* to a businessman but a bore to a teenager.
2. A chessplayer *is sure to be interested in* chess championship news.

3. A woman *may be fascinated by* the latest Paris fashion, a man probably not.

4. An industrial worker *is more concerned about* factory automation than a teacher of English.

b) State which news may be of interest to different people making use of the expressions from a) above and b) words and phrases from Lists 1 and 2 below.

Model: A teenager is sure to be interested in news of pop art.

List 1: people, professions and occupations

a journalist, a sports fan, a student, a builder, a teacher of English, a girl of fifteen, a doctor, a boy of ten, a housewife, a voter, a politician, a teenager, a trade-unionist, members of Parliament, a businessman

List 2: news

pop art, the latest political developments, political affairs, current events, diplomatic relations, cultural exchange among different countries, new methods of teaching, the trade-union movement, industrial developments, weather forecasts, computer games, scientific fiction

c) What do you think is more interesting (more difficult, more entertaining, more tiresome, more boring, more exciting) than... Explain why you think so.

Model: It is more interesting to listen to other people than to talk.

to gather news, to broadcast news, to edit news, to print news, to distribute news, to be in the news, to supply news, to discuss news, to exchange news

7. Find the right answer. Work in pairs.

- What is
- a) a newscaster/newsreader?
 - b) a newssheet?
 - c) a news bulletin?
 - d) a newspaper?
 - e) a newsflash?
 - f) a newsman?
 - g) a news agency?
 - h) a newsreel?
 - i) a newsstand?

- It is
- a printed publication, usually issued daily, with news, advertisements, etc.
 - a stand where newspapers, and often magazines and books are sold
 - an agency that collects news and sells it to the press
 - a short message sent by teleprinter or telephone summing in a few lines an important event
 - a radio or television programme on which news items are broadcast
 - a simple form of a newspaper
 - a newspaper, magazine, radio or television newsreporter
 - a short motion picture dealing with current events, usually shown in a cinema

8. Make the right choice using the following:

News is	made	by people
	gathered	by reporters
	obtained	by editors
	written	by radio announcers
	edited	by television announcers
	printed	by telegraph
	produced	by news agencies
	covered	by printers
	supplied	by type-setters
	processed	by journalists
	treated	by newspapermen
	played up	by mass media
	played down	by newswriters
	selected	by rewrite men
	presented	in newspapers
	handled	in journals
	hushed up	in magazines
	broadcast	in dailies
	transmitted	in weeklies
	announced	by radio
	distributed	in the composing room
	circulated	on TV screens
	set in type for printing	

9. a) Read and translate the following extract into Russian with the help of a dictionary. The extract contains some facts and opinions on the functioning of the Western press.

The popular press calls the people of the world to play. It does not call them to think, to assess, to become concerned, involved, or emphatic. Its journalism is splashy, superficial, thoughtless and tenuous. It is complacent journalism that appeals to self and to *status quo*, to mere verbal frolicking about the surface of vital issues. It is "supermarket" journalism – a little of everything for everybody. It shows no thoughtful selection, assessment of editorial matter, meaning or interpretation. It is vulgar in the truest sense of the word – speaking to the masses of semiliterates who feel they need to read something called "a newspaper" but who have no desire to understand the vital issues of the day, and even less desire to concern themselves with these issues.

When one glances about at the reading fare offered by the world's press generally and at the disjointed manner in which it is presented, he can understand why astute press critics indict newspapers for being mainly inane sheets of gossip and instruments of national propaganda seeking to create barriers to understanding by presenting without interpretation "unreal" or "alarmist" news without a context of meaning and often without a follow-up.

Envy, resentment, and suspicion, and one wonders if there is a chance for humanity to survive intact and in a civilized way. The press generally gives little help.

The serious observer of the world press sees contradictions in the news columns, discrepancies in reporting among world news agencies, slantings, exaggerations and exclusions, and opinion in news columns that is shallow and uninformed. Is it any wonder that the world press is doing so little to supplant ignorance with knowledge, bewilderment with understanding and irrationalism with reason?

b) Summarise the text in Russian. Then express the idea of the extract in one sentence.

If for some unimaginable reason a newspaper were compelled to remove all of its best reporters but one it would be the man at the police headquarters who would remain at his post. This is so not because crime news is considered so overpoweringly important, but because in addition to learning about homes that have been broken into, checks that have been forged and murders that have been committed, the police reporter usually is the first to turn in tips about accidents, attempted suicides,

missing persons, rabid dogs, strikes and many other events about which newspapers carry stories.

c) Do you agree that sensationalism is the main feature of the news media work? Give arguments based on the following and the previous extracts.

News that is rich in human interest and that makes few intellectual demands on the consumer is published or broadcast because it is entertaining to the audience, and entertainment is one of the purposes of news. Consider for example, popular interest in a story about a child who falls into a well, a sports hero crippled by an accident, a gangland murder, a student who breaks out of jail to take his final exam, a movie actress who marries a prince. Everybody knows that all these stories are "good" news although they are seldom selected for their informative value. It is rare that any newspaper goes to press without a seasoning of human interest news – stories with strong emphasis on adventure and conflict, sex, pathos, humour, the unusual – to attract and entertain its readers. Indeed, some newspapers – and recently, some television stations – have been accused of overemphasizing news of crime, disaster and sex.

10. Here are some news items for you to read. What's newsworthy? What information is played up? What urgent problems are hushed up? Give your arguments.

SNAKE SERVICES BAN

Nashville, Sept. 9 – The Tennessee Supreme Court has banned the handling of snakes and drinking of strychnine or other deadly poison in religious services.

FAST DEALING

New Orleans, Sept. 9 – A new branch of the Bank of New Orleans opened for business yesterday and was immediately robbed by two gunmen.

DEPARTING SPIRIT

Mr. Arthur Salter, of Walters Orchard, Cullompton, Devon, who died in March, has left a case of Scotch whisky each to three friends in a will published yesterday.

AWAKENING VOICE

Mrs. Thatcher has sent a tape recording of her voice to a road crash victim in the hope that it will help to bring him out of a coma. He is Steven Price, 17, Chairman of Shrewsbury Young Conservatives.

30 SUICIDES A DAY IN U.S.

The number of suicides among people under 21 in the United States has tripled over the past ten years, and are now taking place at the rate of 30 a day, according to the director of the Institute for Mental Health in Oshkosh, Wisconsin. In addition he said that more than half the patients in psychiatric hospitals were also under 21.

He said that the terms of the "American fairy tale" were major causes – more possessions mean more happiness.

The director said that Americans must stop evaluating themselves according to what they have and consider what they are.

SNIFF-SNUFF CHAMPS

Folk-lift truck driver Larry Pope, of Talaton, Devon, sniffed his way to a title yesterday by taking 50 pinches of snuff in just over a minute, winning the British championship from his father at a contest in Wellington, Somerset. His mother, May, won the women's title for the second year in succession.

CHANGE OF HEART

Red Cross workers in Rome went to a heart patient's home and took him down the stairs in a stretcher. When they arrived on the street, they found their parked ambulance had been stolen. When a second ambulance arrived the patient changed his mind and decided not to go to hospital.

ROBBERY SUSPECT

An unidentified 9-year-old boy was taken to FBI office in New York Friday as a suspect in the \$118 armed hold-up of a Midtown Manhattan savings bank. The youngster answered the description of a "very cute" brown-eyed boy who brandished a silver automatic pistol at bank workers and escaped with the money.

THE GROOM WORE JEANS: REAGAN'S SON MARRIES

Ronald Reagan Jr., the 22-year-old son of President-elect Reagan, was married Monday to Doria Palmieri, 29, in an informal ceremony in the chambers of a New York judge. Reagan Jr., a member of the Joffrey ballet troupe, wore a red sweatshirt, blue jeans and tennis shoes; the bride was dressed in a black sweater, black slacks and red cowboy boots. The ceremony was witnessed by a friend of the groom and a Secret Service agent.

* * *

Orlando, Florida, May 18 – A young man, 19, crawled nearly 20 miles (30 kilometers) to prove his love for his ex-fiancée here after she broke off their engagement to marry.

Many motorists saw William crawling down the road yesterday, offered to give him a ride to the house of the girl Robin, 17, but he crawled doggedly onward.

He arrived with holes in his gardening gloves and the knees of his blue jeans.

Unimpressed by his devotion to her, Robin called the long crawl "stupid" and threatened to strangle him with the wire to her telephone.

Finally, she threw the phone at William and called the police to remove him.

The only consolation for the unrequited lover was that a local newspaper reporter related his exploit, and made him momentarily famous.

* * *

London, Dec. 17 – A young black South African, Godfrey Raseroca, won the world disco dancing championship here Tuesday night.

Godfrey, who said he comes from a "fairly poor" family, trained by taking long distance runs through the black townships of Johannesburg.

"It is like a dream come true. But I knew I could do it. I have trained so hard," said the 19-year-old who beat 34 competitors from the United States, Canada and South America in the hour-long contest organised by the E.M.I. record company.

He won a sports car and cash and hopes to open a dancing school back home.

LENGTHY LITERATURE

Brain-wave of two girls – selling leather bound books by the yard to people who buy large county houses with libraries and want to look as if they had lived there for years.

"Books do help to decorate the room. They keep it warm and they deaden the sound," they said. "Our customers – we have had quite a few film stars and MPs buying books – choose red and blue bindings mostly."

The girls buy old books up in sales, clean them up and polish them with beeswax, and then sell them at 5.5 shillings a yard.

* * *

Spain (UPI) – A stray dog recently adopted by a poor family saved the life of their toddler son by digging a hole for him on a cold mountain track and staying with him until help came, police said yesterday.

They said 3-year-old Francisco Javier Perez apparently wandered out of his home in Orense Province while his grandparents were busy in the house. He was followed by the stray dog taken in a few days earlier.

The child walked 2 miles (3 km) up a mountain path. The sound of barking led a search party to him several hours later as he lay half-asleep with his head on the dog's stomach in a hole dug by the dog.

Police said the heat of the animal helped to keep the child alive.

TIGER ATTACK

Rome (AP) – A caged tiger attacked a 32-year-old woman in the Rome Zoo Sunday, severing her right arm, police reported.

Police quoted a witness as saying that Nicoletta Maraschin was "talking" to the tigers with her hands on the iron bars of the cage when one of the animals suddenly turned toward her and dealt a blow with a paw.

"It all happened in a matter of seconds," said Dr. Guglielmo Mangily, the Zoo's deputy superintendent. "When I arrived, she was all covered with blood and her right arm was on the ground in the cage."

He said she had ignored the warning signs and entered the clearly marked danger zone.

Miss Maraschin, described as an amateur ethnologist, was visiting the Zoo with a boy-friend who apparently did not approach the tiger cage with her.

The male Bengal tiger, born in the Zoo one and a half years ago, was described by Mangily as "normally tranquil and docile".

The victim lapsed into shock while being rushed to a hospital, but doctors said she was resting comfortably under heavy sedation. The doctor said the arm was too damaged to be sewn back.

11. Check your memory.

Text What's News (Unit 5)

тема; злободневная тема; тема разговора; актуальный, животрепещущий, злободневный вопрос; актуальность; приоритет, старшинство; первоочередной, неотложный, срочный; самое главное, самое срочное; придавать первостепенное значение; задний план, фон; музыкальный фон; отбирать информацию; собирать информацию; агентство; информационное агентство; телеграфное агентство; штатный корреспондент; специальный корреспондент; разъездной корреспондент

Text The Key Word Is "Deadline" (Unit 6)

диктор; диктор телевизионной программы; диктор радиопрограммы новостей; конечный срок, к которому должен быть сдан материал, чтобы попасть в номер; запрещать выход в эфир; типография; телевизионная группа по подготовке программы новостей; короткая рекламная или информационная передача; источник новостей; автор постоянного отдела (колонки, рубрики) в газете; заголовок, выделяемый рамкой; первая полоса

Unit 7

TRAINING FOR JOURNALISM IN BRITAIN

One reason why journalism used to appeal so much to young people as a career was that it did not seem to need long and boring periods of study. After all, what more does a reporter need than a nose for news,¹ a notebook and pencil, and ambition? Many famous journalists of today did start in exactly that way. They talked themselves on to some small-town newspaper,² and then learnt how to do the job as they went along.³ Many senior journalists look back on those days with nostalgia. They sympathise with youngsters who want to get away from their books and make a reputation in the outside world.

But today it is not so simple. Would-be journalists need a higher standard of school qualifications before they can get a job in the first place. And then they must agree to follow a course of training laid down by the National Council for the Training of Journalists,⁴ and they must pass their examinations before they can be sure of holding onto their jobs.

The NCTJ operates in Britain, but there are similar bodies being established in most countries.⁵ In those countries, such as the United States, where a high proportion of youngsters go on from school to college, there are university courses in journalism and the best jobs go to graduates. Though there is only one embryo course in journalism in a British university (at Cardiff), more graduates are entering the profession and as training schemes become more formalised, the chances in journalism for a boy or girl who dislikes school and cannot study or pass exams are very slight.

Training for journalism in Britain is organized by the National Council for the Training of Journalists which was set up in 1952 as a result of the recommendations of the Royal Commission on the Press (1949).⁶ The Council has representatives from newspaper and journalist organizations and four educational representatives, one nominated by the Department of Education and Science.⁷

The aims and purposes of the Council include the establishment of standards of qualification for entry into journalism, and the formulation and administration of schemes for the training and education of journalists, including press photographers.

In 1956 an International Centre for Advanced Training in Journalism was set up in Strasbourg under the auspices⁸ of UNESCO, and the Director of the British NCTJ is one of the five-member international executive committee⁹ of that Centre.

The training schemes run by the Council became compulsory for new entrants to journalism from 1961, when about 500 trainees were registering each year. To regulate the training courses around the country, the Council has 15 Regional Committees based in various towns. These committees supervise the operation of the training schemes in their areas, keep in touch¹⁰ with the local education authorities¹¹ in arranging courses, and advise local editors on methods of vocational training,¹² and provide the experienced journalists to conduct proficiency tests.¹³

There are basically two ways of entering the training schemes organized by the NCTJ: either by getting a job on a newspaper and then applying to enter the training scheme which combines practical journalism with part-time study,¹⁴ or by taking the one-year full-time course¹⁵ organized by the NCTJ.

NOTES

¹ a nose for news – умение оценить новость; «нюх» на новости

² they talked themselves on to some small-town newspaper – они уговаривали редактора какой-нибудь небольшой городской газеты взять их на работу

³ as they went along – зд. в процессе работы

⁴ the National Council for the Training of Journalists (NCTJ) – Национальный совет по подготовке журналистов

⁵ there are similar bodies being established in most countries – в большинстве стран создаются подобные организации (*being established* – Present Participle Passive употреблен здесь в функции определения)

⁶ the Royal Commission on the Press (a body of persons intrusted by British sovereign with duties and powers of holding an inquiry about the press and issuing a report) – Королевская комиссия по делам печати назначается монархом по рекомендации правительства из числа наиболее авторитетных лиц для изучения какого-либо вопроса и представления рекомендаций правительству

⁷ Department of Education and Science – Министерство образования и науки

⁸ under the auspices ['ɔ:spɪsɪz] – под эгидой

⁹ five-member international executive committee [ɪg'zekjʊtɪv kə'mɪtɪ] – международный исполнительный комитет, состоящий из пяти членов

- ¹⁰ keep in touch – поддерживать связь
¹¹ local education authorities [ɔ:'θɜ:ɪtɪz] – местные органы народного образования
¹² vocational training – профессиональное обучение
¹³ proficiency tests [prə'fɪʃənsɪ] – тесты на профессиональную пригодность
¹⁴ part-time study – обучение без отрыва от производства
¹⁵ one-year full-time course – одногодичные курсы с отрывом от производства

PRACTISE THE PRONUNCIATION OF WORDS

career [kə'riə]	nostalgia [nɒs'tældʒə]
period ['piəriəd]	trainee [treɪ'ni:]
senior ['si:njə]	

EXERCISES

1. Read the text and translate it into Russian consulting the notes.
2. Answer the following questions about the text:
 1. Why did journalism appeal to young people as a career some time ago?
 2. Why did they think that it was enough to have a nose for news, a notebook and pencil, and ambition?
 3. How did many famous journalists of today start?
 4. Why do senior journalists look back on those days with nostalgia?
 5. Why do they sympathise with youngsters?
 6. Is the situation in the field of journalism the same today?
 7. What do would-be journalists need before they can get a job?
 8. What must they do to hold onto their jobs?
 9. What organization supervises the training of journalists in Great Britain?
 10. How is the training for journalism organized in the USA and in other countries?
 11. When was the NCTJ set up?
 12. On whose recommendations was it set up?
 13. When did the Royal Commission on the Press take place?
 14. What organizations are represented at the NCTJ?
 15. What are the aims and purposes of the Council?
 16. When was the International Council for Advanced Training in Journalism set up?

17. How many members are there in the international executive committee?

18. When did the training schemes run by the Council become compulsory for new entrants to journalism?

19. How many trainees register each year as entrants to journalism?

20. How are the training courses regulated around the country?

21. What is the job of the Regional Committees?

22. Who supervises vocational training?

23. Who conducts proficiency tests?

24. What are the two ways of entering the training schemes organized by the NCTJ?

3. Give Russian equivalents for the following:

long and boring periods of study; journalism appeals to young people; after all; a nose for news; a small-town newspaper; to look back on the days; to make a reputation in the outside world; would-be journalists; a higher standard of school qualifications; to get a job in the first place; to follow a course of training; to lay down a course of training; to hold onto one's job; the chances are very slight; an educational representative; five-member international executive committee; the training and education of journalists; under the auspices; to keep in touch with; to arrange courses; vocational training; experienced journalists; conduct proficiency tests; to enter the training scheme; part-time study; a one-year full-time course

4. Translate the text into Russian making use of Exercise 3.

5. Find the right definition for the following phrases:

- | | |
|----------------------------------|--|
| 1. an experienced journalist | one who holds a university degree |
| 2. a local editor | a person who represents some local organization |
| 3. a foreign correspondent | a person who is higher in rank or authority |
| 4. a senior journalist | a person who takes pictures for a newspaper (a magazine, etc.) |
| 5. a local authority | a person who has gained great experience working as a journalist |
| 6. an educational representative | one who edits a local newspaper |
| 7. a press photographer | one who regularly contributes news or articles to a newspaper from a foreign country |
| 8. a graduate | a person who is elected or appointed to represent educational organizations |

6. Ask questions which could be answered with the following remarks.
Work in pairs.

1. Young people entered journalism because it did not seem to need long and boring periods of study.

2. A reporter needed a nose for news, a notebook and a pencil, and ambition.

3. Many journalists began by working on a small-town newspaper.

4. Journalists learnt how to do the job while working on a newspaper.

5. Today would-be journalists need a higher standard of qualification.

6. Nowadays future journalists have to follow a course of training.

7. The course of training is laid down by the NCTJ.

8. In most countries would-be journalists attend university courses in journalism.

9. The NCTJ was set up in 1952.

10. The Royal Commission on the Press (1949) recommended that the NCTJ be established.

11. There are four educational representatives at the NCTJ.

12. Newspapers and journalist organizations are represented at the NCTJ.

13. The Council is to establish standards of qualification for entry into journalism.

14. The International Centre for Advanced Training in Journalism was set up in Strasbourg in 1956 under the auspices of UNESCO.

15. The Council has 15 Regional Committees.

16. The Regional Committees regulate the training courses around the country.

17. The Regional Committees keep in touch with the local educational authorities.

18. They advise local editors on methods of vocational training.

19. Proficiency tests are conducted by experienced journalists.

20. One can get a job on a newspaper and then apply to enter the training scheme.

21. One of the training schemes combines practical journalism with part-time study.

22. A would-be journalist can take the one-year full-time course organized by the NCTJ.

7. Answer the following questions:

1. What is the National Council for the Training of Journalists?

2. What is the Royal Commission on the Press?

3. What is the Department of Education and Science?

4. What is the International Centre for Advanced Training?

5. What is a Regional Committee?

6. What is UNESCO?

8. a) Remember the prepositions used with the word *appeal*:

to appeal to smb for smth
the appeal for smb or smth

b) Translate the following sentences into Russian paying attention to the word *appeal*:

1. This newspaper doesn't appeal to me.

2. He appealed to the voters for their support.

3. His articles do not appeal to the readers.

4. He is an actor with great audience appeal.

5. That sort of music hasn't much appeal for me.

6. The newspaper's appeal for money has been answered by readers.

7. These paintings have lost their appeal for me.

8. The new programme contained a nationwide television appeal before the general election.

9. You can use your right of appeal to the high court against your sentence.

c) Give your explanation of the facts mentioned in the sentences above using:

because...

as far as I know...

that's why...

that's probably why...

moreover...

d) Paraphrase the following sentences so as to use the word *appeal*:

1. This writer is very popular with young people.

2. Frankly speaking, I don't like his style.

3. He addressed the voters asking for their support.

4. I like the way he writes his articles.

5. Most young men and women are attracted by the life and work of the foreign correspondent.

6. He decided to take a question to the high court to be heard again.

e) Make up short dialogues using the word *appeal* in situations of your own.

9. a) Translate the following sentences into Russian paying attention to the word *apply*:

1. He applied to the editor for a job.

2. If you want to enter the course of training you may apply in person or by letter.

3. Learn how to apply your knowledge.
4. He applied pressure on the other members of the committee to make them vote against the new training scheme.
5. The rule cannot be applied in every case.
6. What I have said doesn't apply to you.
7. We must apply our energies into finding a solution.
8. We can apply his information in covering the problem.
9. That principle doesn't apply here.

b) Answer the following questions:

1. What do you think the editor answered when a school graduate applied to him for a job for the first time?
2. What organization does a would-be journalist apply to for the permission to enter a course of training?
3. Will you apply pressure on him to make him change his mind and cut down his material?
4. Are there any rules applied to writing news for radio broadcast?
5. Do you think that an economist, a lawyer, etc. will be able to apply their knowledge to the job of a newspaperman?

10. a) Read the following phrases and translate them into Russian. Use them in sentences of your own.

to establish: a new state; a government; a business; the facts; the truth; a motive; a claim; a colony; a university; a television service; a newspaper; a hypothesis; one's reputation; friendly relations between countries

established: established reading habits; established tastes; established custom; established authority; established reputation; established author

to hold: the audience's attention; an opinion; a high position; a degree; office; a job; a meeting; a conference; a debate; an examination; an inquiry; elections

to hold «полагать, считать, находить»: to hold smb responsible; to hold smb innocent; to hold smb wrong

b) Ask questions to which the following sentences are the answers:

1. Diplomatic relation between the USSR and the USA were established only in 1933.
2. He established himself as a political commentator only after he had worked for about ten years.
3. Experienced journalists are invited to hold proficiency examinations.

4. He had to pass several examinations before he could hold a job in the newspaper.

5. Elections for the British Parliament are usually held each four years.

6. It is very difficult to hold the audience's attention if you haven't got enough experience.

c) Answer the following questions:

- What one should do
- a) to hold the audience's attention
 - b) to establish oneself as an experienced journalist
 - c) to establish contact with people
 - d) to hold a scientific degree

11. Group the related words. Translate them into Russian with the help of a dictionary:

undergraduate, representative, gradual, application, nominate, apply, enter, represent, graduate, entry, appliance, representation, entrance, graduation, entrant, applicant, grade, applicable, nominative, postgraduate, nominee

12. Fit the meaning to the word:

1. an employee one who is being interviewed
2. a trainee one who has completed a course at an educational institution
3. an entrant a person employed for wages
4. a nominee a person who is undergoing some form (usu. industrial) training
5. an applicant a person who enters a profession competitively or in a competitive fashion
6. a graduate a person who is nominated for an office or an appointment
7. an interviewee a person who applies for a position

13. The following text gives some more details on training for journalism in Great Britain. Look through the list of words before reading the text. Then read the text and answer the questions. (The text was published in 1966.)

competitive соперничающий, конкурирующий

trial period испытательный срок

apprenticeship форма договор о курсе практического обучения

Britain, which has the most competitive and biggest press (in terms of circulations and numbers of people reading newspapers), has no university courses in journalism. It is only in the last few years that any

training has been given to newcomers in the profession, and this is "in-service" training, as it is called. When a young man or young woman joins a newspaper, nowadays in most cases he or she undergoes a six-month trial period during which the editor can assess whether or not they are likely to make a worthwhile journalist.

If at the end of these six months the editor thinks they are promising, then they are asked to sign apprenticeship forms to remain with that newspaper for three years. During this time they are junior reporters, doing small jobs and working up to the more important events. But one afternoon a week they are released to attend lectures in different forms of newspaper production, and twice a week they are expected to attend night school to undertake further studies.

The subjects studied during this three-year apprenticeship are: law for journalists, central and local government, current affairs, English language and literature (if a high enough standard was reached at secondary school in these two subjects they are not compulsory), shorthand and typing.

At the end of each year examinations are held, and candidates must pass before going on with the next stage of their training.

It is remarkable that Britain, which has had a highly organized Press for many generations, has only recently begun to start training those people who join it. Before this scheme was started juniors had to pick up what they could the best way they could in the office, often starting as messengers, "copy-boys" (messengers who carry the reporter's copy to the printers) or even tea-boys.

There are men at the top of every big British newspaper who began in this way. So you see why humility is one of the basic qualities for the would-be journalist. The editor of *The Times* of London, thought by many people to be one of the best newspapers in the world and certainly a very influential one, began his career on newspapers as a telephone operator. He worked his way to the very top of his profession.

So you see that it is not only possible, but sometimes preferable, that the entrant to journalism has to do it "the hard way". Anybody who thinks journalism offers a quick and easy passage to the top had better think again.

14. Answer the following questions about the text above:

1. How long does a trial period last?
2. What is the aim of the trial period?
3. What form do the beginners sign at the end of the trial period?
4. How long does the apprenticeship period continue?

5. What is the position of a beginner during the apprenticeship period?
6. What kind of job do beginners do?
7. How often are they released to attend lectures on newspaper production?
8. How often are they expected to attend night school?
9. What subjects do they study during their three-year apprenticeship?
10. How often are examinations held?
11. What were juniors taught before the new training scheme started?

12. What does the author mean by saying that it is sometimes preferable that the entrant has to do it "the hard way" to succeed in journalism?

15. Answer the questions in list a) by choosing the right answer from list b) below:

- a) What is a copy-boy?
What is a newcomer?
What is an old-timer?
What is a promising journalist?
What is a senior journalist?
What is a junior reporter?
What is a worthwhile journalist?
What is an editor?
What is "in-service" training?
What is an apprenticeship?
What is a six-month trial period?
What is a compulsory subject?
- b) A person higher in rank or authority.
A period during which the editor can assess the qualifications of the would-be journalist.
A person who carries copy from desk to desk and does numerous similar jobs in the newsroom.
A three-year period during which a newcomer does small jobs and works up to the more important events.
A person who gives hope of success or good results in journalism.
One who is considered to be a good journalist.
A person who has for many years lived in a place or has been associated with some club or occupation.
A period when practical journalism is combined with part-time study.
A person who has recently arrived in a place.
One that must be done.

- A person who is lower in rank than another.
 A person who prepares another person's writing for publication or who is in charge of part of a newspaper.
16. Answer the following questions giving your arguments for or against:
- 1) Do you agree that journalism appeals to young people because:
 - a) it doesn't need boring and long studies?
 - b) it gives a lot of chances to make a reputation in the outside world without much difficulty?
 - c) the life of a journalist is very exciting?
 - d) they feel fascinated by the birth of the daily newspaper?
 - e) they imagine that the job of a journalist is more rewarding than any other?
 - f) it is easier to make a good living being a journalist?
 - g) they dream of becoming prominent public figures?
 - h) they find it interesting to write on different problems?
 - i) the job of gathering news seems very attractive to them?
 - j) a journalist is the first person to know the latest news?
 - k) a journalist spends most of his day talking and listening to other people?
 - l) they have a genuine and deep interest in people?
 - m) they want to help people in every possible way?
 - n) they want the world to know their names?
 - o) they want to experience the thrill of meeting important people?
 - p) the idea of being a reporter attracts them?
 - q) they find pleasure in telling somebody something?
 - 2) Do you think that to be a good journalist
 - a) one needs a higher standard of school qualifications?
 - b) one must go through a programme of some vocational courses?
 - c) one must pass proficiency tests?
 - d) one must have a special experience in writing?
 - e) one doesn't need any vocational training but should be a well-educated person?
 - f) one doesn't need a general knowledge but should be talented?
 - g) one must get a university diploma/degree/certificate in journalism?
 - h) one must have a wide general knowledge of history, geography, economics, current affairs and other academic subjects?

17. a) Explain why an educational background ("in-service" training, a period of apprenticeship, vocational training for journalism) is necessary (unnecessary) for the job of a journalist.

b) Prepare a talk on the following topics:

1. "In-service" training in Great Britain.
2. The period of apprenticeship.
3. Vocational training for journalism in Great Britain before the new training scheme was introduced.

18. In the following exercise you are given several situations. Develop them. Pretend that you are very dissatisfied. You are also in a complaining mood so think of all the things you might complain about. Use such phrases as:

displeased with	accustomed to
dissatisfied with	disgusted with
bored with	be bad at
tired of	be good at
surprised at	be brilliant at
used to	be fond of
interested in	

Note that the contracted *I'm* is used more frequently than the more formal *I am*.

Model: The editor told me to go to the fire station and get some kind of a story for tomorrow. I'm tired of covering the fire station news. I'd rather go to a football match.

- a) You attended a very bad lecture yesterday. The facts were incorrect and you didn't think that the lecturer's jokes were very funny.
- b) You wanted to get acquainted with a well-known reporter. You met him in the editorial office and had a talk with him. You didn't like the way he spoke.
- c) You wanted to attend a particular college. You visited the college first and found that it was not what you had expected.
- d) You've read the text about training for journalism in Great Britain. You don't agree with some ideas of the author.
- e) You are editor-in-chief of a local newspaper. A boy of seventeen comes to apply for a job. You don't think he will make a good journalist.
- f) You've seen a poor movie.
- g) You are rather an experienced journalist, but you haven't got any diploma in journalism. You have been offered to attend some half-

academic and half-professional courses. All the academic subjects – English, current affairs, history, geography, economics and others – are taught there. The other half of the courses deals with specialized newspaper, or mass media technique.

h) Most of the correspondence colleges offer courses in journalism, but learning anything by post is hard, and journalism particularly so. One experienced journalist who was asked about a correspondence course in journalism replied: “You might just as well try to learn surgery by post.” That may be a bit strong, but certainly there are many disadvantages in getting into journalism this way. Imagine you’re offered a chance to study journalism by post. Would you agree or disagree? Why?

19. Read the text consulting the notes.

How Do I Get In?

By getting a degree¹ from a liberal-arts college.²

Perhaps that single sentence says everything of importance there is to say about getting into journalism. But then there are a few other things that should be said too.

For one thing,³ training for journalism is different in the latter years of the twentieth century from what it was in the earlier years. I remember my first day as a reporter on the *World* in New York. Although I had previously worked a bit as a reporter in Springfield, I came to metropolitan⁴ journalism and the famous *World* after my final year at the School of Journalism at Columbia,⁵ plus a scholarship abroad.⁶ I was pleased, after all this, to be in the big time⁷ at last. I could stay at my desk as I turned in my first modest assignment, simply shouting “Copy!” and a copy boy came over to get my work of art and take it to the desk.⁸

It was not long before one of those old-timers in a green eye-shade⁹ got up from the desk and wandered my way. “Did you write this piece?” he asked me. When I confessed that I had, he pressed me further: “Didn’t you go to that School of Journalism at Columbia?” When I again confessed, he seemed mollified at such willingness to admit sin.¹⁰ In a friendly fashion he put an arm around my shoulder, and said: “Now listen. The first thing you want to do is forget everything they told you up there.”

This old-timer reflected the most universal attitude of the time. Much earlier Horace Greeley is reputed to have said: “Of all people I want least to see in my office is a college graduate!” And they say that Stanly Walker, city editor¹¹ of the *New York Herald Tribune* in the late twenties

and early thirties, once glared at a job-seeking college-graduate applicant, and asked “Have you ever been to a journalism school?” When the applicant stammered that regrettably he had not, Mr. Walker said, or so the story runs, “You’re hired!”

Finally, there was Captain Joe Patterson, co-founder of that first successful tabloid,¹² the *New York Daily News*. When in the mid-thirties the Columbia School of Journalism changed from an undergraduate to a graduate school, and in the process shortened its course from two years to one, Patterson wrote an editorial¹³ that as I recall began in this way: “The School of Journalism at Columbia has shortened its course from two years to one. This is a step in the right direction. If now they will shorten the course by one more year, they will have it right.”¹⁴

NOTES

¹ degree – зд. диплом об окончании высшего учебного заведения

² liberal-arts college – высшее учебное заведение гуманитарного профиля

³ for one thing – с одной стороны

⁴ metropolitan – относящийся к столице или к большому центру; metropolitan journalism, metropolitan newspaper

⁵ The School of Journalism at Columbia is considered America’s best school of journalism.

⁶ scholarship – стипендия, грант для обучения, образования за рубежом

⁷ to be in the big time – достичь вершины в профессии; the big time – зд. highest or most successful level in a profession, esp. in show business

⁸ desk – ам. отдел газеты; здесь имеется в виду copy desk – the desk which does final editing and writes headlines – отдел окончательного редактирования, где осуществляется написание заголовков

⁹ a green eye-shade – зеленый козырек для защиты глаз от резкого света

¹⁰ to admit sin – признаваться в грехе

¹¹ city editor – редактор отдела городских новостей

¹² tabloid – малоформатная газета

¹³ editorial – редакционная статья

¹⁴ they will have it right – они сделают правильно

20. a) Quickly look through the text and mark the lettered phrases nearest in meaning to the word or phrase given on the left:

1. a modest assignment
 - a) an assignment of great importance
 - b) an ordinary assignment
 - c) an assignment of no importance
2. a metropolitan newspaper
 - a) a small-town newspaper
 - b) a provincial daily
 - c) a big-city newspaper
3. in a friendly fashion
 - a) kindly
 - b) angrily
 - c) seriously
 - d) warmly
4. an old-timer
 - a) a middle-aged person
 - b) a junior reporter
 - c) an old-fashioned man
 - d) a senior journalist
 - e) an experienced editor
 - f) a youngster
 - g) a man who has worked in a place for a long time
5. he seemed mollified
 - a) he seemed displeased
 - b) he seemed satisfied
 - c) he looked different
 - d) he looked surprised
6. to confess
 - a) to state
 - b) to declare
 - c) to say frankly
 - d) to make known one's sins
7. to be reputed
 - a) to be made to do smth
 - b) to be well spoken about
 - c) to be reported
 - d) to be invited
8. to be in the big time
 - e) to be brilliant at smth
 - f) to have a very enjoyable time
 - g) to be in important places

b) Say which of the following statements are true according to the text. If not explain why:

1. The Columbia School of Journalism shortened its course from three years to two.

2. The author of the text is a British journalist who had undergone a one-year full-time course organized by the National Council for the Training of Journalists.

3. When the author came to the small-town newspaper he felt very shy and did not know what to do.

4. As soon as the youngster came to the editorial office of the newspaper he was given an assignment of paramount importance.

5. In the earlier years of the twentieth century editors highly appreciated college-graduate applicants and willingly hired them.

6. The author of the text graduated from a liberal-arts college and got a scholarship abroad.

7. The old-timer advised him to apply all his knowledge received at the college to his job in the newspaper.

8. All the journalists quoted in the text held the same opinion.

9. The city editor of the *New York Herald Tribune* was greatly pleased to hear that the job-seeking applicant was a college-graduate.

10. It was no news for the old-timer that the beginner was a college-graduate because he had met him before.

11. The main idea of the text is that the best education for a would-be journalist is one-year part-time study.

c) Sum up what the text has to say on each of the following points:

1. The author's biography and career.

2. The opinion of the professionals on journalist education in the early years of the century.

3. The first day of the author in the editorial office of the *World*.

4. Give examples of the author's humour.

21. a) Read the following text without a dictionary. While reading, pay special attention to the words you don't know: look carefully at the context and see if you can get an idea of what they mean.

What Is the Ideal Training for Journalism?

There isn't any really. But I think you can make a case for at least a theoretical ideal. That is to go to a first-class college for a liberal-arts course, while working on a school paper. Also, while still in college, you should get a job on a weekly or daily newspaper during summer vacations.

This is almost certain to lead to a full-time job after graduation. And then, after one or two, perhaps even five years as a reporter or a desk man, you can go to a journalism school that offers graduate instruction. By now you will have learned from experience what it is in journalism that you don't know well enough. And you can take both journalism and

academic courses to improve yourself, and perhaps specialize in your chosen field of municipal government or science or history or literature or whatever you prefer.

The only hitch in this plan is that, once most of us get a full-time job, with an attendant monthly salary, it is not easy to give up that salary and go back to school.

b) Write six sentences covering the main points. Using your sentences as guides make a summary of the text.

c) Say a few words about the training scheme of journalism which seems most effective to you. Give arguments to support your viewpoint. Use the phrases:

on the job training; academic studies; liberal-arts college; college plus on-the-job training; the training scheme that combines practical journalism with part-time study or the one-year full-time course

d) Comment on the following:

a) "I am reminded of the time when the then acting managing editor of the *New York Times*, Frederick came to the School of Journalism at Columbia University to address the students. At the end of his talk there were questions. Finally a young man in the back of the room asked, 'Mr. ..., just what are the duties of a managing editor?' Mr. ... thought a moment, cleared his throat and answered in his high-pitched voice, 'Young man, that is something you won't have to worry about for a long, long time.'" What do you think the managing editor meant?

b) It is absolutely essential for a journalist to know a little about a lot.

c) No man can have too much education to do journalism well just so long as he has other qualities it takes.

d) Journalists are born not made.

e) An educated man is one who can entertain a new idea, entertain another person and entertain himself.

f) Edison's formula of success: "Two percent inspiration and ninety-eight percent perspiration."

g) "I never went to a school of journalism," Mike Berger once said. "Journalism was my school." But as an admirer said after his death, "He was a school of journalism, top-drawer, all by himself. His sense of detail, his curiosity and his integrity made him a great reporter."

h) It was a few years ago when someone asked Walter Lippman* his opinion on journalism school, at a seventieth birthday party given for him

* Уолтер Липпман — известный американский журналист и теоретик в области теории пропаганды.

at the National Press Club in Washington. Mr. Lippman replied: "There is nothing to teach in a school of journalism, what journalists need mainly is an education." The reply brought forth applause from that élite of American journalism, the Washington press corps.

22. Read the texts about the faculty of journalism in the Lomonosov Moscow State University. Be ready to talk about them in class emphasizing the details you find most interesting.

WELCOME TO THE FACULTY OF JOURNALISM Moscow State University

History

The Department of Journalism was established in 1947 at the Faculty of Philology, Moscow State University. In 1952 it was reorganized as the independent Faculty of Journalism. About 15,000 mass media specialists who currently work in different central editorial boards, television and radio stations, news agencies in Russia and abroad have been educated at the Faculty of Journalism since that time. More than 500 foreign students from Europe, Asia, Africa and America have graduated from the Faculty of Journalism. More than 300 graduates from the CIS and other foreign countries have studied here. Postgraduate students, holders of the Master's degree, and probationers have an opportunity to continue their studies at the Faculty of Journalism as doctoral candidates.

Courses of Specialization

Students are admitted to specialization in different media: printed media, radio, TV, advertising, PR, publishing, media sociology, photo-journalism, media management, etc. They choose also between specialized fields of study: economics, politics, culture, science, ecology, social problems, religion, sports. There is an independent selection of students for the Department of foreign journalism.

Intensive Course for Media Practice

The students of the 1st and 2nd year have a chance to work as professional journalist staff while producing school newspapers, weeklies, radio and TV programmes in the Centre for Intensive Training. The Centre is equipped with computers, printers (black and colour), copying machines, has an access to Internet and information support from several agencies. During the 1st year all students produce a newspaper, radio and TV news intensively during one day (a weekly – during a week). They are trained to be reporters: finding information and checking facts, hav-

ing contacts with newsmakers, writing and editing news, making scripts and layout.

Practice in Mass Media

Curriculum includes media practice and training in different fields of media: print media, news agencies, radio-, TV-organizations, advertising agencies. Students spend a lot of time there in practical training as trainees or salaried staff members.

During the 1st and 2nd years of studies they produce the school newspaper *The Journalist* and visit different media organizations. After 2nd, 3d and 4th years of study all students spend a month, practising in a specialized medium: print, radio or TV. During the summer practice students are required to produce a journalistic production in newspapers, radio and TV-programs. Evaluation takes place after each training course.

Evening and Correspondence Studies

The 6-year evening and correspondence programmes are structured along the same lines as the general day-form of education.

Postgraduate Course

The postgraduate university-level course lasts 2 years and is designed for professionals with a non-journalistic education. The course aims to provide students with study program of professional cycle generally.

There is a special course for graduate students in marketing and advertising and business journalism.

School of Young Journalists

Faculty of Journalism also provides special courses for school students, future university applicants in Russian language, Russian literature, foreign languages and main principles of journalism.

Unit 8

SUCCESS IN INTERVIEWING

Newspaper reporters not only have risked and lost their lives in the front lines during warfare, but they have braved danger in peace time to cover floods, hurricanes, fires, strikes, crimes and many other kinds of stories. No editor expects a reporter to place himself in unreasonable jeopardy,¹ but he does drill into every cub the fact that² there always is more than one way to get any story. Resourcefulness of the reporter is imperative; the editor miles away cannot do his most important thinking for him.

Consider an experience which the beginner is likely to meet³ – arrival at the scene of an automobile accident after the crowd has disappeared, the injured persons have been removed and the wreckage has been cleared away. The unresourceful reporter probably would phone his office that he is unable to get the story. The resourceful reporter, however, makes inquiries at the stores and residences nearby. He tries to find the policeman on the beat⁴ who probably has the names of the persons who were involved. The experienced reporter possesses the knowledge of all the possible channels through which he can obtain the information that he desires. Often the reporter may recall some news story printed in his paper weeks or months previously which suggests a solution to the mystery at hand. The wise reporter makes a practice of reading his own and rival newspapers daily, and he preserves news items which may be of value to him later. When in doubt whether to clip a certain article,⁵ he follows the safer policy and clips.

When he establishes contact with someone able to give him information, the reporter may be disappointed to discover that the news source is reluctant to cooperate to the desired effect.

The best kind of interview is that which proceeds in a natural, friendly, informal way. The reporter may inspire confidence and make himself attractive by not coming to the point of his visit at once, but by beginning the conversation with some general comment. If he can get his subject chatting about another matter,⁶ he may be able to lead the interview easily into the channel that he wishes it to take.

It is wise to take as few notes as possible during an interview of this kind. Often it may be disastrous to take a single note. If the reporter can get his subject to forget⁷ that he is speaking for publication, he will obtain much more than if the person is constantly reminded that the interviewer is taking down verbatim what he is saying.

Sometimes the interviewee requests the reporter to take verbatim notes. Or the reporter at the end of an interview may remark: "By the way, would you mind spelling that name for me?" Or he may ask for exact figures, addresses, etc., which the interviewee will be glad to have him get correctly.⁸ The reporter must be careful in asking for such information, because he should not suggest to the interviewee that he had better start pointing out clearly which of his remarks are for publication and which not.

The reporter must train his memory to recall, an hour or so afterward, all the important remarks of the interviewee. He should make immediate mental note of any startling statement which he will want to use verbatim, and should keep turning it over in his mind during the rest of the interview. He should seize the first opportunity after leaving the scene of the interview to write down such statements and to make any other necessary notes. If he has an hour or so before he must write his story, he will be surprised to find that, bit by bit, virtually the entire interview will come back to him.

In writing an opinion interview, it is often wise, for the sake of authority, to mention that the statements were made during an interview. So, "Mr. White stated in his interview today" is better than "Mr. White told a *News* reporter today". The newspaper should not boast of an exclusive⁹ interview unless it has shown ingenuity in outwitting opponents.

It may not be so easy to see celebrities who are attending conventions or engaged in business. Often the reporter can obtain an interview with a person difficult to approach, by means of a letter of introduction from some other prominent person. Or he may wait out his party in the lobby of the hotel or behind the scenes during a dramatic performance, concert or lecture.

In the majority of cases the interview can be obtained by the reporter's simply sending up his name or by phoning the person's room from the hotel office. If he has called at an inconvenient hour, he can request an appointment later. Usually he will get it, for the person will recognize the value of the publicity he may receive if he sees the reporter. Anyway, he will not want to offend an important newspaper.

A musician, scientist, writer, politician or any other person who has become prominent, despises the reporter who betrays ignorance of his activities and reputation. Anyone with a speciality, furthermore, is bored to have to talk to another who is utterly uninformed concerning that field of interest. There are numerous biographical reference books which the reporter may consult to learn the outstanding facts about a person's life and achievements. The newspaper's reference department usually can supply clippings related to what the person has done recently.

Without some knowledge of his subject the reporter may fail in his interview. A famous person accustomed to being interviewed may become sympathetic toward the cub and may give him a few stock statements. But familiar, often-used material is not what the editor wants the reporter to get.

The reporter should go to his interview with a number of possible questions memorized. These should be related to the interviewee's field of interest and yet should not be too elementary or questions which it is reasonable to suppose the person has been asked time and time again. The reporter should try to find some new angle of approach, some fresh subject upon which the person interviewed will be able to speak.

NOTES

¹ No editor expects a reporter to place himself in unreasonable jeopardy – Ни один редактор не хочет, чтобы репортер подвергал себя неоправданному риску

² he does drill into every cub the fact that... – он внушает каждому начинающему репортеру, что...

Глагол *to do* употребляется в утвердительном предложении с инфинитивом смыслового глагола для большей выразительности.

Слово *cub* в журналистском жаргоне имеет значение «новичок», начинающий журналист.

³ which the beginner is likely to meet – с которым новичку, по всей вероятности, придется столкнуться

⁴ beat *n* – дозор, обход; маршрут дозора, район патрулирования:
to be on the beat – совершать обход

a policeman on his beat – полицейский на своем участке. В журналистике a beat reporter постоянно освещает события в каком-либо определенном месте: в полицейском участке, на пожарной станции, в больнице, муниципалитете. Например, to be on the White House beat. В отличие от beat reporter существует также assignment

reporter, который выполняет различные задания и направляется в те места, где происходят события.

⁵ **When in doubt whether to clip a certain article...** – Если он сомневается, вырезать ли ему какую-нибудь статью...

clip *v* – делать вырезки (из газет, журналов и т.п.); **to clip an article from a newspaper** – вырезать статью из газеты; **clips, clippings** *n* (GB – **cuttings**) – extracts cut out from newspapers, etc., arranged in files according to subject, and used for research; **file** *n* – скоросшиватель; дело, досье

⁶ **If he can get his subject chatting about another matter...** – Если он может вызвать своего собеседника на разговор о чем-нибудь другом...

⁷ **If the reporter can get his subject to forget...** – Если репортер может заставить своего собеседника забыть...

⁸ **the interviewee will be glad to have him get correctly** – 3д. интервьюируемый хотел бы, чтобы эти данные были зафиксированы точно

⁹ **exclusive** *adj* – исключительный, эксклюзивный

exclusive *n* – a story or a picture which runs in no other paper (материал, напечатанный только в одной газете, эксклюзивный материал)

ESSENTIAL VOCABULARY

interview ['intəvju:] *n* интервью

fact-finding interview интервью-сообщение (информационное)

formal interview официальное интервью

opinion interview интервью-мнение (комментарий, выяснение точки зрения)

to conduct an interview

to give an interview

to have an interview

to lead the interview

interviewee [Intəvju:'i:] *n*

interviewer ['Intəvjuə] *n*

interview *v*

resourceful [ri'sɔ:sful] *adj* находчивый

unresourceful

resourcefulness

cover (an event, an accident, news, a story, etc.) *v* освещать (событие, несчастный случай, новость и т.д.)

beat *n*

beat reporter

a reporter on the beat

to be on the White House beat

to possess knowledge = to have knowledge

channel канал, путь, источник, средство; **through the usual channels**

channels of information

ordinary diplomatic channels

channel of communication

a news story газетный материал информационного содержания

to get a news story

to print a news story

information *n* информация

to ask for information

to obtain information

a news item ['aɪtəm] газетная заметка

establish [ɪ'stæblɪʃ] устанавливать

to establish contact

to establish friendly relations установить дружеские отношения

to establish an opinion выявить мнение

a news source источник новостей

confidence доверие

to inspire confidence внушать доверие

to win confidence завоевывать доверие

point *n* точка; вопрос; дело; существо (вопроса)

to come to the point дойти до главного; **you've missed the point**

вы упустили самое главное; **that's the point** вот в чем дело; **your**

answer is not to the point ваш ответ не по существу

comment ['kɒmənt] *n*

general comment

comment ['kɒmənt] *v*

to comment on smth комментировать что-л.

to comment on a text комментировать текст

to take notes записывать, делать записи

verbatim [və:'beɪtɪm] notes дословная запись

to train one's memory тренировать память

a letter of introduction рекомендательное письмо

to receive publicity получать известность

reference

a reference book справочник

to consult a reference book посмотреть в справочнике

the newspaper's reference department справочный отдел газеты

to fail in smth потерпеть неудачу в чем-л.

a new angle ['æŋɡl] of approach [ə'prəʊtʃ] новый взгляд, точка зрения на что-л.

PRACTISE THE PRONUNCIATION OF WORDS

interview ['ɪntəvju:]

interviewer ['ɪntəvjuə]

interviewee [ɪntəvju:'i:]

hurricane ['hʌrɪkeɪn]

jeopardy ['dʒepədɪ]

experience [ɪks'pɪəriəns]

automobile ['ɔ:təməbi:l]

accident ['æksɪdənt]

injure ['ɪndʒə]

previously ['pri:vjəsli]

verbatim [və:'beɪtɪm]

request [rɪ'kwest]

immediate [ɪ'mi:dɪət]

opportunity [ɒpə'tju:nɪtɪ]

virtually ['vʌ:tʃuəli]

authority [ə'θɔ:ɪtɪ]

exclusive [ɪks'klu:sɪv]

ingenuity [ɪndʒɪ'nju:ɪtɪ]

biographical [baɪəu'græfɪkəl]

sympathetic [sɪmpə'θetɪk]

wreckage ['rekɪdʒ]

inquiry [ɪn'kwɪəri]

EXERCISES

1. Read the text and translate it into Russian consulting the notes and the essential vocabulary.

2. Give Russian equivalents for the following expressions:

to cover different kinds of stories; to brave danger; to risk one's life; to place oneself in jeopardy; to drill some ideas into somebody; to get a story; to make inquiries; to be involved in some accident; to obtain some information; a news source; in a natural, friendly, informal way; to inspire one's confidence; to make oneself attractive; to come to the point of one's visit; general comment; to lead the interview easily; to be careful; to take notes; to take down notes verbatim; to take down what the interviewee is saying; to train one's memory; to seize the opportunity; to write down a statement; to outwit opponents; to attend conventions; to be engaged in business; to phone somebody; to betray ignorance of something; to be bored; to be uninformed; to fail in one's interview; field of interest; to find a new angle of approach; bit by bit; a person difficult to approach; familiar, often-used material; stock statements

3. Answer the following questions about the text, using your own words:

1. Why is the job of a reporter dangerous?
2. What fact does every editor try to drill into every cub?
3. Why is the resourcefulness of the reporter imperative?
4. What will a resourceful reporter do if he arrives at the scene of some accident after the wreckage has been removed and all the witnesses have left the place?
5. Why is it necessary for a reporter to read rival newspapers regularly?
6. What will a resourceful reporter do if he discovers that the news source is reluctant to speak?
7. Why is it not always advisable for a reporter to come to the point of his visit at once?
8. Why is it difficult to speak if the listener is taking verbatim what you are saying?
9. Why is it advisable to check the figures, names, addresses, etc.?
10. What should the reporter do at the end of the interview?
11. How can a reporter usually obtain an interview with a person difficult to approach?
12. Why do prominent people despise the reporter who betrays ignorance of their activities and reputation?
13. Where can a reporter obtain necessary information?
14. What can help a reporter find a new angle of approach to the problem?

4. Read the following sentences and a) state which of them might have been said by: 1. the resourceful reporter, 2. the unresourceful reporter, 3. the policeman, 4. the editor or 5. the interviewee. Group the sentences in five columns accordingly (give only their numbers).

b) Give your responses to the sentences. Work in pairs.

1. I cannot do your thinking for you.
2. I phoned the editor to say that I could not get the story.
3. I've made inquiries at the stores and residences nearby.
4. Have you already established contact with the people to be interviewed?
5. I haven't got any names of the persons involved in the accident.
6. You should have read the rival newspapers. They might have published some news story on the accident.
7. The reporter didn't inspire my confidence.
8. You failed to remember the most important remarks of the interviewee.

9. Why are you taking notes verbatim?
10. I began the conversation with some general comment but couldn't get him chatting.
11. You should have seized the first opportunity and phoned him.
12. You failed in the interview because you betrayed your ignorance of the problem.
13. I haven't seen the accident myself and can't give you any details.
14. Are you going to publish all of my remarks?
15. I advise you to take as many notes as possible.
16. The interview is going to be an exclusive one.
17. I can't recall any news story printed in our newspaper on this accident.
18. The injured persons have been removed to the nearest hospital.
19. Have you made any inquiries at the stores and residences nearby?
20. The automobile accident wasn't a dangerous one. Nobody has been injured.
21. Have you interviewed anyone from the crowd?
22. The news source was reluctant to answer my questions. I failed to get him talk.
23. You should have begun the interview with some general comment.

5. Brush up your grammar.

a) Form the Perfect Infinitive Active and Passive (wherever possible) of the following irregular verbs:

Model: to know
to have known
to have been known

to meet, to write, to speak, to make, to get, to take, to keep, to learn, to have, to show, to send, to do, to give, to find, to see

b) Make up a few sentences in which the above verbs are used in the Present Perfect Tense.

c) Practise asking questions. Use the Present Perfect Tense.

Model: Who has covered the latest events in London?
How many people have been arrested?

Who? to cover the national strike of miners
to interview the chairman of the local club
to phone the police station for information
to obtain the information on the rail unions meeting

to establish contact with the representatives of the trade union organization
to make an official statement at the meeting
to make inquiries at the police station

How many? (people, participants, members, politicians, demonstrators, representatives, strikers)
to be present at the annual conference
to be interviewed by the local newspaper
to be involved in the protest demonstrations
to be injured in the accident
to vote for the support of the peace demonstration

d) Answer the following questions giving short answers. Then give full answers providing new information.

1. Have you ever carried out/conducted an interview?
2. Has your friend spoken to the editor about the assignment?
3. Have you found any interesting information?
4. Has the editor sent a photographer to the scene of the accident?
5. Have you taken down all the remarks of the interviewee?
6. Have you already written your news story?
7. Have you kept him informed of the events?
8. Has the reporter spoken to the people involved in the accident?
9. Has he made any interesting statements during the interview?
10. Has the reporter shown you a letter of introduction?
11. Did you conduct the interview as you wished?

6. Make up sentences as shown in the models using the expressions from lists (a) and (b) below. Use the Past Perfect Tense wherever necessary.

Model 1: He failed in the interview because he **hadn't made** inquiries.

Model 2: This interview was a success because he **had found** a new angle of approach to the theme.

a) that is why...; and as a result...; and naturally enough so...; and as could be expected...;

b) to make inquiries; to establish contact; to be well informed of the problem; to be uninformed of the situation; to train one's memory; to betray ignorance of the problem; to find a new angle of approach; to make oneself attractive; to be resourceful; to possess the necessary knowledge; to read rival newspapers daily; to be reluctant to cooperate; to inspire confidence; to obtain information; to recall all the important

remarks; to take down notes verbatim; to conduct a conversation in a natural, friendly, informal way; to have a letter of introduction; to phone the subject of the interview

7. Make up sentences of your own using the verbs (a) and phrases (b) given below according to the model. Use the Complex Object.

Model: I want **him** to do this.

The editor knows **him** to be a resourceful reporter.

The interviewee considers **him** to be uninformed of the problem.

a) believe, understand, know, consider, want, expect

b) to consult some biographical reference books; to be interviewed by the reporter; to interview some prominent public figures; to find a new angle of approach to the problem; to obtain as much information as possible; to make inquiries at the police station; to cover the news of the accident; to use all the channels of information; to clip all the materials on the problem; to cooperate; to state which of the remarks are for publication; to make an official statement; to write an exclusive interview with a film-maker; to look through the files; to be well informed of the situation

8. a) Read the interviews and translate them into Russian. Which reporter will be most likely to have the satisfaction of seeing his story appear in print? Make a generalization from above about the best way in which to conduct an interview:

1. **REPORTER:** Oh... you don't have any news this week, do you?

NEWS SOURCE: Well, ... no. I can't think of any.

REPORTER: Oh, I see. Well, thank you.

2. **REPORTER:** Good morning. I'd like to talk to you about the semianual Vocational Conference.

NEWS SOURCE: Fine. What would you like to know?

REPORTER: Well, what it's all about. Who goes, and how many, where it is, what happens and when it will be, and, oh... basically everything about it.

NEWS SOURCE: I guess I could tell you all that, but it would take much more time than I can spare right now. Why don't you go back and read about it in the files of your newspaper? There's a conference like this every semester, you know, and your paper had several long articles about the last conference that would answer most of your questions. Then come back to me, and I'll tell you the names of this semester's speakers and the schedule they're going to follow.

3. **REPORTER (on the telephone):** Hello, Mr. Casey. I'm a reporter for the *Central High News*. I'd like to ask you some questions about the Class of 1980 reunion this weekend.

Mr. CASEY: Fine. Go ahead.

REPORTER: According to the article in the daily newspaper last week, you're all going to watch the football game Saturday, and then have a banquet at the Hotel Smith. Who will be your speaker?

Mr. CASEY: Joe Thompson. He was coach of our football team that won the state championship in 1980.

REPORTER: I see. And how many people do you expect?

Mr. CASEY: We have requests for reservations from about 125 alumnae so far.

REPORTER: That's a good representation, isn't it? The school records show 243 graduates in your class.

Mr. CASEY: That's right. Say, you seem to be pretty well informed. Let's see what else I can tell you.

b) Answer the following questions:

1. How do newspaper reporters get most of their news? (By waiting for it? By going out? Meeting people and asking questions? By reading rival newspapers? By listening to radio programmes? By watching TV programmes?)

2. Why do you think gathering news is called "the heart of reporting"?

3. Do you agree that it is the most fascinating and interesting part of newspaper work?

4. Why do you think it is very interesting to talk to people who are "in the know" about different events?

5. What do you think reporters mean when they say that they have the pleasure of being on "the inside"?

6. Is it interesting to know what's going to happen, often before many of the people who are directly affected know about it?

7. Are reporters often fortunate enough to be eyewitnesses to the events they are covering?

8. Can they often write stories from personal experience?

9. Why is most reporting done by getting the facts from one or more people who know them?

9. a) Here are some bits of practical advice for you to write down in your notebook. Check whether you can understand everything without a dictionary.

b) Ask questions on the text composing a dialogue with your friend who is a beginner in journalism. See whether he/she has done everything properly. Use the Present Perfect Tense. Work in pairs.

What to Do Before the Interview

First of all, find out whom you are to see. If you have an assignment, find out what the story is about. Then be sure to think carefully about the subject of your interview.

If You Have an Assignment

- Find out as much about the story as you can from the editor or other staff members, from recent issues of the newspaper, or from other sources.
- Is this an event which takes place annually? Find out what happened last year. The similarities will help in your reporting, and the changes, which have the most news-value, will be clearer by comparison.
- Is this event similar to other events which take place from time to time? Familiarize yourself with the way they have been handled in your newspaper.
- Is the subject unfamiliar to you? Read about it in your library, using books, magazines, encyclopedias, dictionaries or other sources of information. (If you were assigned to cover a story about a Numismatic Convention, and you didn't know that "numismatic" meant "coin collecting", you would not only seem stupid to your news source, but you probably would also come away with a poor news story, or none at all.)

What to Do During an Interview

Contact the Person Who Is Your News Source

State that you are a reporter for the newspaper *Moscow News*, and ask when it would be most convenient to interview him regarding your assignment. Perhaps it will be at once. If so, go ahead. If not, make a definite appointment; then be sure you keep the appointment!

Carry with you a small pad of paper and several sharpened pencils, so that you can take notes on all the facts, dates, names of persons or places. Check the spelling of all names. Copy exactly any direct quotations which you think you might print. If you confine yourself to writing down important facts in abbreviated form, your news source will not mind waiting while you do it. He is personally interested in having these facts correct.

In interviewing your news source, be pleasant and courteous. Remember that he is interested in correct and complete coverage of his

news story. Don't worry if he doesn't follow your prepared questions exactly, ask other questions to be sure you understand fully, and to draw him out on what seems to you to be important points.

At the conclusion of the interview, check your notes with your source. Politeness is good public relations for your newspaper and yourself.

Question Techniques

A conversation often depends on questions to keep it going in the direction you want it to go.

The questioner in a conversation usually controls the conversation. Various techniques may be used to get different sorts of information from different people.

If you are to interview visitors from other countries it is advisable to begin the conversation with some information about the newspaper you represent:

I'm a reporter from the newspaper...; it is a daily (weekly) newspaper; it circulates throughout the whole country; the circulation of the newspaper is about...; our newspaper addresses young people (a wide readership, a serious readership, etc.), those readers who are interested in political problems (scientific problems, problems of art, international problems, etc.).

British people are very often polite in the way they ask questions – if you want to appear more direct, you may appear to be very rude! Anyway, personal questions have to be expressed tactfully. Here are some useful opening expressions we use to lead up to questions:

I wonder if you could help me, I'd like to know...

I wonder if you could tell me...

Do you happen to know...?

Something else I'd like to know is this...

I'd like to talk to you about...

I'd like to ask you some questions...

I'd like to get some information...

Do you have time to talk to me now?

Could you tell me something about...?

You may often need to press people to tell you more than they have done in answer to a question. You may want further details or you may not be satisfied with the answer given. Here are some techniques for getting the extra information you want:

Sorry, but could you explain that in a bit more detail, please?

Could you tell me a bit more about it?

I don't quite follow.
Sorry to press you, but could you tell me...
Sorry, I don't quite understand why.
Let me get that down/Let me write that down.
Is that the correct spelling?
How do you spell the last name?
Is there anything else I should know about?

Making an Appointment

May I speak to...
I'd like to make an appointment with you to clarify some details. Can we meet on Wednesday?
Will it be all right for you if I call you up at six? (Quite. That's quite all right with me. That suits me perfectly. Could you make it seven?)
What time shall we make it? (Let's make it five. Is 2.30 all right for you? Does three o'clock suit you?)
Are you engaged tomorrow night? (I'm afraid I am. I don't think I am. Let me see... No, why?)

What to Do After the Interview

Write your news story immediately, while the interview is still fresh in your mind and while your scribbled notes mean something to you. In case a question now arises, return to your news source and ask the question. Don't make a habit of this, however. It's a sign that you did not try to understand fully during the interview.

If time and conditions permit, it is good policy to take your finished story to your news source to be checked as to accuracy of facts. But don't expect help in writing the story. Organizing the information and using the correct form is your job!

10. Make up a story based on your past experience when you were a beginner and failed in your first interview because you didn't follow the advice given above. Think up some striking details to enliven your story. The details can be taken from previous texts. Use the vocabulary of the chapter.

11. How well can you interview?

a) Have two members of your class informally dramatize a scene in which a reporter interviews a news source about a news story. The "news source" may use facts from a news story which the "reporter" has not seen, or make up a set of facts. The "reporter" should have some information about the story and should be prepared with a set of questions.

b) Discuss the work of the "reporter" in this interview. Was his approach to the news source satisfactory? Did he secure the necessary information with which to prepare a good news story? Are there any other questions he should have asked?

c) Use the following news items as a base for your interviews. Practise question techniques.

150 SCHOOLS CLOSED DOWN

At least 150 schools were closed in New York today as the city's teachers went on strike in support of demands for better working conditions. All the signs were that it would be a long strike.

Mr. ..., president of the United Federation of Teachers, received the overwhelming support of his members when he proposed a strike at a big meeting in Madison Square Garden.

New York is not the only American city to have a teachers' strike on its hands. Teachers have been on strike in Chicago for several days, and there have been scattered strikes to time with the opening of the school year in many other places across the United States.

ATHLETE RUNS 10,250 MILES FROM BRITAIN TO SYDNEY

Sydney, Sept. 9 – Kelvin Bowers, aged 23, a British athlete, arrived in Sydney today at the end of a 10,250-mile run through 13 countries.

"I felt like giving up many times, but now I know it was all worthwhile", Mr. Bowers told Sydney's acting Lord Mayor, Alderman Leo Port, and other welcoming officials. "It was probably a crazy thing to do, but a great challenge. I accepted and defeated it."

Mr. Bowers' wife, Leona, and their son Zhenka, aged four, travelled with him in a van when he set out on the long distance run from Stoke-on-Trent, in April last year.

The run was to raise funds for a new headquarters for a "lads and dads" sports centre in Stoke, but sponsorship arrangements fell through after only a fraction of the journey.

However, Mr. Bowers decided to go on running on a diet of rice and pasta to keep within his budget.

d) Compare the two news items below and comment on the way the information is presented in each of them.

BAN AFTER 70 YEARS BLAMELESS DRIVING

Lilian Sloman, aged 91, was congratulated by Arundel magistrate David Bowerman yesterday for her clean 70-year driving record – and then disqualified for driving too slowly.

She was stopped by police while driving at 15 mph in a 60 mph speed limit area. The magistrate said she had a long and very distinguished career "but the time has come when you have to stop driving".

ТОРОПИТЕСЬ, МИСС СЛОМАН!

Семьдесят лет водительской практики без единого замечания со стороны дорожных инспекторов – этот рекорд принадлежит англичанке Лилиан Сломан, возраст которой 91 год.

Долгий шоферский опыт (Лилиан впервые села за руль в 1914 году) научил ее, что залог безопасности движения – спокойная, неторопливая езда. Однако именно это во всех отношениях похвальное правило в конце концов привело ее к единственному за всю жизнь нарушению.

Мощная автомобильная пробка образовалась на скоростной автомагистрали в западном Суссексе из-за того, что мисс Сломан ехала по ней со скоростью в 4 раза... меньшей, чем положено.

12. Can you take notes for a news story?

a) Read the text consulting the notes. As you read the script of a reporter interviewing a news source, make notes of the important facts. Under the conditions of an actual interview, you would have little time to write, so use as few words as possible. Abbreviate whenever possible. Be sure to write down names, dates, and enough other facts so that you can reconstruct the story from your notes.

REPORTER: Good morning, Miss Stevens. I'm a reporter for the *News*, and I'd like to get some information about the winners of the poster contest. Do you have time¹ to talk to me now?

MISS STEVENS: Yes, now will be fine. Won't you sit down?

REPORTER: Thank you. I'm not sure I understand just what this contest was. Could you tell me something about it?

MISS STEVENS: Well, the Chamber of Commerce wanted some posters to advertise our city's fiftieth anniversary celebration, so they set up a contest and offered prizes for the best posters.

REPORTER: Was the contest just for students?²

MISS STEVENS: No, anyone could enter, but there were three groups of prizes: one for adults, one for high school students, and one for junior high students.³ We talked this over in our art classes last spring, and many of our students decided to enter the contest.

REPORTER: Did all of the schools enter?

MISS STEVENS: It was up to the teachers and their students. I think there were some posters entered from every school. We encouraged our students to take part, and many of them did.

REPORTER: How many entries were there from your school?

MISS STEVENS: About 40. A few students entered more than one poster.

REPORTER: And some of your students won prizes?

MISS STEVENS: Yes. We did very well. John Martin won first prize in the high school division.

REPORTER: Let me get that down. JOHN... M-A-R-T-I-N. Is that the correct spelling?

MISS STEVENS: Yes.

REPORTER: What was John's prize?

MISS STEVENS: He won a \$15 prize and a certificate. They were presented to him last week at the Chamber of Commerce luncheon.

REPORTER: Did we have any other prize winners?

MISS STEVENS: Charlene Towner was in the third place and Kenny Hoffman received an honorable mention.

REPORTER: CHARLENE... how do you spell the last name?

MISS STEVENS: T-O-W-N-E-R. The other one is... Kenny Hoffman... H-O-F-F-M-A-N. Did you get those?

REPORTER: Yes, thank you. Charlene won third place and Kenny an honorable mention.

MISS STEVENS: That's right.

REPORTER: Were those posters used or displayed somewhere?

MISS STEVENS: They were all displayed at the Art Center last summer. A few of the best were printed and distributed all over the city. John's was one of these. I saw it last week in several different store windows in the downtown area.⁴

REPORTER: Is there anything else I should know about the contest?

MISS STEVENS: I believe that's everything.

REPORTER: Thank you very much, Miss Stevens.

NOTES

The text is taken from an American book, that's why there are some features typical of American English:

¹ **Do you have time...?** (US) = Have you (got) time...? (GB)

² **student** (GB) (**undergraduate** or **postgraduate**) – person who is studying at a college, polytechnic or university; (US also) boy or girl attending school

³ **junior high school** – school usually including grades seven and eight, and sometimes six or nine; any school intermediate between elementary school and senior high school; **senior high school** – school attended after junior high school, usually including grades nine or ten through five (**grade** (US) – division of the school course; one year's

work; pupils in such a division. In British English it is class or form in some grammar and public schools).

⁴ **downtown area** (US) – the main or business part of a town or a city

Note the Spelling

centre (GB) – center (US)

honourable (GB) – honorable (US)

b) Be prepared to discuss the notes you've made in class and choose the facts that must be in the story. The class should agree on the major facts which would be needed to write the story properly (one fact, for example, is: "John Martin first in H.S. Division"). Consider your notes in comparison with others in the class decisions as to the necessary facts, as well as how briefly you have stated these facts. How adequate are your notes for the purpose of writing this news story? Rate your work as excellent, good, fair, or poor.

c) Dramatize another interview between a reporter and a news source, similar to the one given above. During the interview take notes as if you were a reporter. Compare notes in class and rate your note-taking. You may dramatize an interview with your favourite actor or actress; a well-known writer; a film-star; a well-known traveller; your favourite lecturer or a teacher; a new entrant to the department of journalism; a well-known journalist, or any person you would like to write about.

13. a) Brush up your grammar. Practise the use of tenses in clauses with *if*.

Model: What will John do if he has an assignment?

If John has an assignment he'll know whom he is to see.

to find out what the story – to be about

to think carefully about the subject...

to find out as much about... as...

to find out whether similar events – to take place

to familiarize oneself with the way...

to handle the event...

to read about it...

Now think of some of your own examples.

b) Make up questions and answer them using the model given below and the expressions from the texts above. Work in pairs.

Model: What would you do if you were a reporter?

If I were a reporter I would meet a lot of interesting people.

if you were to interview...

if you were to cover the story of...

if you were to interview a person reluctant to speak...

if you were to establish contact with a prominent politician...

if you were to make inquiries...

if you were to obtain information on...

14. Translate the following sentences paying special attention to the infinitive constructions with the following verbs:

to make

1. The editor made the reporter cover the automobile accident.
2. The news story which was published in yesterday's issue of the newspaper made us laugh.
3. What makes you think that this news story is not worth publishing?
4. You must make him understand that it is necessary for the newspaper to publish this exclusive interview before the election campaign.

to have

1. You had better have this news story cut down.
2. I had my article improved and corrected.
3. He had his news story typed.
4. He had his materials taken to the editor.
5. The interviewee was glad to have the reporter get correctly the names and the figures.

to get

1. The reporter got the interviewee to answer all his questions.
2. She got him to take some interesting pictures to illustrate the news story.
3. The reporter got his subject to forget that he was being interviewed.
4. I couldn't get him to understand what I meant.

15. a) Below is a funny story which will show you that the life of a cub-reporter is hard. It can be exciting, but it can be frustrating, too. Very often the reporter is on his own, with nobody to turn to for advice. Read the story consulting the notes. They'll help you understand the text.

A Beginner on the Paper

I reached the little town in the afternoon, and that night, in the local mechanics institute, the golf club annual ball was on. It was my first newspaper job.

"Get plenty of names," the editor said. "Get all the names you can. It sells the paper."

The office of our weekly paper was 40 miles away, and here I was, alone in a new branch office, and I did not know the name of a soul. At the hall that night I asked one or two people for the secretary, or the president, or someone who knew what was going on.

A friendly red-faced fellow lurched across and introduced himself, and said he would gladly help. Names? Why, for sure. He gave me scores of names. The chap over there, he said, was Mr. J.J. McDonald, and he was dancing at this moment with Mrs. A.B. Smith. And the débutantes were presented to Mr. A.B. Smith, a well-known local identity.¹ And so on. I came away with a notebook half-filled with names.

Next morning I was typing them all out when a police sergeant came in.

"You're the new bloke on the paper, eh?" he said. "What's news today?"

I proudly showed him my story and the long list of "among those present". He read it in silence for five minutes.

"You better tear it up, son," he said. "Someone's been pulling your leg.³ That fellow McDonald just couldn't have been there. J.J. McDonald is the Presbyterian parson,⁴ A.B. Smith is the Baptist parson⁵..."

My face reddened as he went on. My story, for the wrong reasons, would have been a sensation.⁶

"You want to be careful who you interview in this town," he advised. "There's some pretty funny people around."

NOTES

¹ **identity** [aɪ'dentɪtɪ] *s.l.* – a person of some importance

² **bloke** *s.l.* – a term of address among sailors meaning a chap, a fellow

³ **Someone's been pulling your leg.** – Кто-то дурачил вас.; **to pull one's leg** – одурачивать кого-л.; also: **to have one's leg pulled** – быть одураченным

⁴ **Presbyterian parson** [ˌprezbɪ'tɪəriən] – пресвитерианский пастор

⁵ **Baptist parson** – баптистский пастор

⁶ **My story, for the wrong reasons, would have been a sensation.** – Мой материал был бы сенсацией, но это была бы не моя заслуга.; **for the wrong reasons** – зд. но не по той причине, по которой мне хотелось бы

b) Ask questions about the story and answer them. Work in pairs.

c) Retell the text from the third person making necessary changes. Use the following expressions from the text:

the ball was on; to get plenty of names; the name of a soul; what was going on; to introduce oneself; would gladly help; half-filled with names; among those present; to pull one's leg; for the wrong reasons

16. Read the texts that follow and translate them into Russian. Give a short summary of each text.

Sharing Experience

A. Success in interviewing is due to a combination of tact and understanding of human nature. Some journalists make a point of reading up about the celebrity going for the interview. If you have not taken this precaution, be careful not to say anything which might lead the celebrity to suspect that you are ignorant of the exploits which rendered him or her famous. All celebrities are sensitive upon this point and take an instant dislike to the journalist who reveals that the reason for their fame escapes him. The celebrity who talks is fairly easy, whether you know of him or not, for in the first few minutes he (or she) tells you all about it. A more difficult celebrity to interview is the one who is genuinely shy and modest.

In the latter case the best method of approach is talk from subject to subject until you alight on something about which they are really keen. Often it is the most unlikely subject, not at all connected with their fame. Once you have established this friendly link, it is generally an easy matter later to propound those questions to which you must have an answer if your article is to be worth reading.

B. Remember also that celebrities are people and can be as various as any other kind of people. In the very first few moments of the interview you must sum up the person and decide the best way of tackling him or her. Some like you to be very businesslike and efficient; others look upon an interview as a friendly chat, which may last any length of time. Some prefer you to take notes; others grow so embarrassed at the sight of pencil and notebook that you would do far better to hide them throughout the interview. The first few moments of any interview, then, are crucial, for if you make a mistake in your first impression on the celebrity, you are lost.

A mistake commonly made at interviews by inexperienced journalists is to assume a kind of "know-all" attitude, with the idea that it will please the interviewee if you appear to follow easily whatever he or she is talking about. This is a psychological mistake. Obviously it is not possible to know a great deal about a wide range of subjects even when, as a journalist, you are coming across new subjects almost every day. Moreover, a

celebrity enjoys explaining matters just as much as most of us do. The experienced journalist, when interviewing, often displays ignorance of a very simple matter simply to put the celebrity at ease, for he knows that as explanations progress the interviewee grows more and more expansive and inclined to be helpful.

-C. It is a matter of courtesy to send a copy of the interview to the interviewee before you submit it to an editor, and it is far wiser to do so, for then no questions will be raised as to the authenticity of the interview later. Moreover, the interviewee not infrequently makes slight alterations and additions which greatly increase the interest of the article.

If you find it a difficult matter to begin and maintain a conversation with a stranger, however celebrated, ask questions. They may not be very relevant to the subject of the interview but they do start the ball rolling,* after which it is possible to turn the conversation towards the desired goal.

From: Journalism without tears. A Popular Practical Guide for Amateurs and Beginners in Freelance Journalism by Gertrude Glenson, B.A., Great Britain

D. Favourable Impression. Although the reporter in the press conference and the one asking routine questions for small stories (minor accidents, small fires, etc.) need scarcely have dynamic personality appeal, the more involved interviews demand that the reporter make a pleasing impression upon the person interviewed. The interviewee must respond well to the questions, he must evidence some spirit of cooperation, and he must view the whole interview as a pleasant experience. Naturally, these reactions are always dependent on the reporter's making a favourable impression.

Just how the reporter is to make a favourable impression can hardly be reduced to a formula. He may do so by displaying interest, respect, sympathy, fairness, or any other of the many qualities to which the interviewee may react favourably. Generally speaking, however, the reporter succeeds by displaying an attractive personality and by respecting the dignity of the interviewee.

E. Varied Technique. The interviewer must vary his technique according to the particular situation he faces. Since there are sharp differences among the persons interviewed in the course of a normal day, there must be corresponding differences in technique. The stevedore approached on the morning of the strike, for example, is a problem all in

himself. He is resentful, defiant and reckless. More important, he is especially difficult because he feels that the paper has not or will not present his case fairly. To handle him effectively is a real feat. The best course in such a situation is probably a straight-from-the-shoulder, man-to-man approach with no attempt to influence or to chide.

The mayor speaking at the midday meeting of the service club requires a sharply different approach. The reporter can scarcely expect to be successful by addressing him as he would the stevedore. He must instead, take some cognizance of the mayor's important position as he speaks with him. In all instances the reporter must be able to vary his techniques as the situation may demand.

Certainly there can be no formalized procedure to guide the reporter in varying his technique.

His only course is to analyse his successes and failures in other interviews with a view to improving. A critical analysis and a sincere attempt to improve, coupled with practice, are the best ways to gain the "know-how" of varying one's technique.

F. Asking the Reader's Questions. The reporter who is interviewing should always think of himself as an intermediary.

He is the representative of the reader; he interviews in order to ask the questions which his reader will expect to have answered.

The reader naturally wants to know the usual facts of every story – names, addresses, occupation, and similar details – but he also wants the answers to other questions. In reading an account of an unsolved murder for instance, he wants every detail, large or small, in order to try to find the solution. In an account of court battles, he wants every aspect of the case in order to establish an opinion. Thus, the reporter must obtain all pertinent data as he interviews.

G. Avoiding Routine. In interviewing, the reporter should make a strong effort to avoid a routine procedure, especially in seeking feature story material. In the small stories involving one or two questions, a routine procedure is inevitable. A routine procedure must also be used frequently in such straight news* interviewing as the formal press conference, the questioning of the lawyer about legal implications.

But in many stories where variety is possible, the reporter should attempt to gain a new approach and treatment. The uninteresting, dull

* Straight news or hard news is the news of government activity, of politics, of international relations, of economics, etc. This kind of news is not always easy to understand, and it often makes difficult reading.

* to start the ball rolling – *здесь начать разговор*

questions should be avoided; and in their place, novel or striking ones should be asked. Examples of routine interviewing are to be seen in the stories of movie actresses and sports figures. The actresses are usually asked the same silly questions about their favourite this and that; the sports figures invariably are asked to explain their success. Although these stories may be interesting to many readers, too often they have the atmosphere of having been written many times before.

From: Journalism Today. Its Development and Practical Applications by T.E. Berry, USA

17. a) Read the following list of adjectives very attentively. If you don't remember some of them, consult a dictionary and refresh your memory:

inexperienced	reckless	routine
crucial	resentful	stock
sincere	ignorant	dynamic
favourable	famous	sensitive
pleasant	careful	shy
defiant	dull	modest
attractive	expansive	experienced

b) Look through the above list of adjectives and say which words you would use to describe a person (a celebrity, etc.)

- you wouldn't like to deal with;
- you would like to deal with;
- who makes you feel uncomfortable or angry;
- you wouldn't like to be interviewed by;
- you would like to be interviewed by;
- you would like to make friends with.

18. Look through the texts of the Unit and answer the following questions:

1. How can one train one's memory?
2. What is the best way to establish contact with a person?
3. Is it difficult or easy to find a new angle of approach to a well-known problem? Why?
4. Is it possible to conduct a conversation in a natural, friendly, informal way if you don't like the person you are to interview?
5. How can one inspire confidence? Is it possible to make oneself attractive? How?

19. a) Read the text which follows and translate it into Russian consulting the notes:

As you've already seen, many authors attach great importance to the reporter's personality and tact. But they think it impossible to lay down general rules on how to develop them. An American journalist states that "on the whole, however, newspapermen are extroverts¹ or compensated introverts² with poise,³ self-assurance,⁴ and self-respect"⁵ and gives some suggestions for beginners.

1. Don't conceal your identity.⁶ Begin an interview with a frank acknowledgement of who you are and of the purpose of your visit. Give the impression that you have an absolute right to obtain the information wanted and have no doubt of your ability to get it. Thus, it is wise to avoid negative questions, as "You wouldn't care to say anything on this matter, would you?"

2. Inspire confidence and even awe⁷ by directness in speech. Don't "beat around the bush"⁸ by informing a person, "We'd like to know if you will give us a statement." Rather ask, "What do you think about it?"

3. Be particularly careful in telephone conversations when the other party has the power to end the interview simply by hanging up the receiver. Don't say, "I wonder if -", "I'd like to ask you -". A good beginning is, "This is - of the *Daily News*. I'm calling to ask your opinion about -".

4. Always give the impression of knowing more about a story than you really do or that you have other ways of obtaining information if the immediate source fails to cooperate. At the same time, don't make threats except as a last resort in special cases. Often a person can be induced to give facts by questions which make him believe the reporter has wrong information which he will use if not corrected. From fear of having a wrong impression broadcast, he may open up and tell the truth.⁹

5. Often, if a person is reluctant to talk, it is advisable to engage him in conversation about some unrelated subject, as an object in the room, his wife's picture, or a bit of gossip. After the "ice has been broken" and an attitude of friendship has been created, it is possible cautiously¹⁰ to bring up the real subject of the visit.

6. Don't stop questioning until you have all the facts you want or flat refusals¹¹ on the part of the news source to give them. Often a person's refusal to make a statement is better news than if he were to become voluble.¹²

¹ **extrovert** ['ekstrəvə:t] – человек, не склонный к самонаблюдению

² **introvert** ['intrəvə:t] – человек, сосредоточенный на самом себе, на своих переживаниях; **compensated introvert** – человек, умеренно сосредоточенный на своих переживаниях

³ **poise** – уравновешенность, вь.держка, самообладание; **a man of poise** – уравновешенный человек

⁴ **self-assurance** – самоуверенность

⁵ **self-respect** – самоуважение

⁶ **identity** – 3д. профессия; **Don't conceal your identity.** – Не скрывайте то, что вы журналист.

⁷ **awe** [ɔ:] – благоговение, трепет

⁸ **beat around the bush (US), beat about the bush (GB)** – 1. *охотн.* поднимать дичь; 2. *перен.* ходить вокруг да около, церемониться

⁹ **From fear of having a wrong impression broadcast, he may open up and tell the truth.** – Боясь, что будет передана неправильная информация, он может разоткровенничаться и сказать правду.

¹⁰ **cautiously** ['kɔ:fəsli] – осторожно

¹¹ **flat refusal** – категорический отказ

¹² **voluble** ['vɒljubl] – говорливый, разговорчивый

b) State which of the suggestions you would follow in your job and give your reasons.

c) Express the contents of each advice in the shortest possible way.

d) Compare the opinion of the American journalist with that of the British journalist (see Exercise 9 "Question Techniques").

20. a) Write out a dialogue between an experienced journalist and a beginner making use of the following words and expressions:

avoid doing smth; to obtain the information; to inform a person of smth; to inspire confidence; to be careful in smth; to fail to cooperate; to give facts; it is advisable; it is desirable; to engage someone in conversation; unrelated subject; to create an attitude of friendship; flat refusals on the part of...; to make a statement

b) Act out the dialogue in class.

Unit 9

PRESS CONFERENCES

Persons who know they are to be interviewed by the press often arrange for formal interviews¹ at which representatives of all the newspapers in the community are present. From the standpoint of the reporter, such an interview is undesirable because none of the information he obtains is exclusive.

An advantage of the formal interview, however, lies in the fact that there are several minds thinking up questions to ask.² Frequently the person to be interviewed³ announces in advance⁴ that these questions must be prepared in writing and submitted some time before the hour of the interview. The procedure permits the reporter to know exactly what the subject matter of the interview⁵ is to be, but it also allows the interviewee to prepare guarded answers to questions which, if presented spontaneously, might bring forth answers more to the reporter's liking.

Even when interviewing a person in the company of other reporters, it is possible to obtain material on which to write a different story from those which the others shall write. The keenest listener and the sharpest wit present writes the best story. Comparison of several write-ups⁶ based on a joint interview often discloses different methods of handling the subject.⁷ One reporter plays up⁸ one statement and another reporter picks an entirely different one for his feature. Still a third writer concentrates on the personality of the interviewee rather than upon his remarks.⁹

Sometimes it is possible to loiter for a minute or two at the end of a group interview to get a quick answer to an exclusive question.

From: The Artillery of the Press by J. Reston

NOTES

¹ **to arrange (for) a (formal) interview** – договориться об (официальном) интервью

² **to think up questions to ask** – продумать вопросы, которые намерены задать

³ **the person to be interviewed** – человек, которого предстоит проинтервьюировать

- ⁴ to announce in advance – объявлять заранее
⁵ the subject matter of the interview (article, news item) – содержание интервью (статьи, заметки)
⁶ write-up *n* – отчет, материал
⁷ to handle the matter (subject) – обрабатывать материал
⁸ to play up – обыгрывать
⁹ remark *n* – замечание; *зд* ответы на вопросы

EXERCISES

1. Read the text and translate it into Russian consulting the notes.

2. Study the following prepositional phrases:

to write something up

- a) bring up-to-date; complete: *I must write up my notes of the lecture.*
 b) describe an event with much care and in great detail: *The journalist wrote up the affair for his paper.*
 c) write a description giving praise: *A friendly critic wrote up the acting of the leading players.*

to write something down – put down (on paper) in words: *You'd better put the telephone number down before you forget it.*

to play something up = give excessive importance (to) – преувеличивать, обыгрывать

to play something down = deliberately minimize its importance – намеренно преуменьшать значение чего-л.

to think something up – to invent: *There's no knowing what he'll think up next.*

3. Answer the following questions about the text. Work in pairs.

- How are formal interviews usually arranged?
- Why is such an interview undesirable from the standpoint of the reporter?
- What is the advantage of the formal interview?
- What does the person to be interviewed announce in advance?
- What does the procedure permit the reporter and the interviewee to do?
- Why do you think it is possible to write some exclusive material after a formal interview?
- Who usually writes the best story?
- What different methods of handling the subject can be used?
- How can one get a quick answer to an exclusive question?

4. Rewrite the text in the form of a dialogue between an experienced journalist who knows the procedure very well and a beginner who is to cover a formal interview for the first time in his life. Work in pairs.

5. a) The text in this exercise gives you some idea of how formal interviews are organized and conducted. Read the text attentively and do the assignments that follow it. Some notes are given below to help you.

NOTES

¹ В США в 1789 г. под давлением широких масс конгресс принял «Билль о правах» – первые десять поправок к конституции. «Билль о правах» провозгласил свободу слова и печати. В предлагаемом тексте иллюстрируется «сдерживающее влияние» (restraining influence) печати на представителей власти.

² Chief Executive [ig'zekjutiv] – *зд.* президент США

³ a shred of truth – крупинка правды; not a shred of truth – ни капли, ни грана, ни крупинки правды

⁴ Washington press corps [kɔ:] (корпус) – журналисты, аккредитованные в Вашингтоне при различных государственных учреждениях

⁵ Federal judiciary [dʒu(:)'dijəri] – федеральное судопроизводство

⁶ awkward ['ɔ:kwəd] – затруднительный

⁷ «Он принимал их всех в своем рабочем кабинете, вдали от телевизионных камер и разговаривал с ними доверительно, называя их по имени, так как они постоянно сопровождали его в поездках. Этим репортеров он не только хорошо знал, но мог их наказывать или миловать, что могло крайне усложнить их работу в обстановке жесткой конкуренции».

⁸ «И дело не в безнравственности такого порядка, а в том, что миф о бедном, беззащитном президенте, загнанном в тупик сворой бесчувственных и беспринципных варваров, отнюдь не должен вызывать глубокой скорби и сочувствия».

⁹ evasive [i'veisiv] *adj* – уклончивый

¹⁰ a dunce cap – бумажный колпак, надеваемый ленивому ученику в наказание

¹¹ «Пресс-конференции Трумэна напоминали бейсбольные тренировки с командой «Янки»: нападение бьет, защита отбивает».

to pitch – подавать мяч (в бейсболе); to bat – отбивать (удар мячом в бейсболе может быть очень сильным)

¹² was amiably ['eimiəbli] incomprehensible – был обаятельным и непонятным

¹³ the technique of the Senate filibuster – effort by one or more members of the U.S. Senate to obstruct business by protracted speaking, a tactic possible because Senate rules do not limit the time one man can speak, nor do they require speeches to be relevant. Some have lasted over 24 hours. A filibuster can be broken only by a two-thirds majority on a closure vote.

¹⁴ an old FDR device – старый прием Франклина Делано Рузвельта

¹⁵ soliloquy [sə'ɪləkwɪ] – монолог; разговор с самим собой

The Presidential Press Conference

There is a theory, widely advertised at annual meetings of editors and publishers, that the modern Presidential press conference is a restraining influence¹ on the Chief Executive.² According to this notion, the reporters are representatives of the people, like members of the British House of Commons, who have the power to make the great man answer questions, usually about his shortcomings or failures. There is a shred of truth³ in this but not much more.

President Johnson demonstrated his command of the press conference in a very simple way. He knew that the Washington press corps⁴ was full of specialists, some of whom had devoted most of their careers to the study of foreign affairs, or the Federal judiciary,⁵ or science, or military affairs, and therefore not only knew their subjects but probably knew more about them than he did. If he announced his news conference in advance, they would come running with their well-informed and awkward⁶ inquiries. So he simply did not announce most of his news conferences in advance. He called them often when only the White House correspondents were around, and then usually on the weekends when only a few of them were on duty. He held them in his own executive office, where he was not on display before the cameras, but talking intimately on a first-name basis with those reporters who travel with him all the time and are not only familiar to him but also subject to his system of punishments and rewards, which can be embarrassing to a reporter on a highly competitive beat.⁷

The point here is not that this is wicked but merely that nobody need grieve too mournfully over the fiction of a poor, defenceless President badgered by a pack of insensitive and irresponsible barbarians.⁸ There is nothing in the Constitution that obliges him to conduct his office for the convenience of reporters. If he is experienced enough to get to the White House, he is usually nimble enough to handle the reporters who work there.

He knows the cast of characters. He decides whom to recognize and whom to ignore. He can always retreat into "No comment", or turn a troublesome question into a lecture on something else. Reporters, no matter how long on the White House beat, are not so different from other Americans. They are sentimental about the White House and respectful of the Presidency even if they happen to be critical of the president of the day, and it is a rare journalistic lion who would dare react to an evasive⁹ Presidential answer with a request for a more responsive and detailed explanation.

Every president develops his own defences in this situation. President Roosevelt scorned and ridiculed his questioners. He once awarded a Nazi Iron Cross to John O'Donnell of the *New York News* during World War II and ordered Robert Post of *The New York Times* to put on a dunce cap¹⁰ and stand in the corner. Asking President Truman a question was like pitching batting practice to the Yankees.¹¹ He decapitated you and then grinned. President Eisenhower was amiably incomprehensible.¹² President Kennedy, the real master of "the game", a witty computer. He either overwhelmed you with decimal points or disarmed you with a smile and a wisecrack. And President Johnson learned early to apply to the press conference the technique of the Senate filibuster.¹³ From the start of his administration, President Johnson regarded the press conference not primarily as a duty to respond to questions about his stewardship but as an opportunity to put over his views – an old FDR device¹⁴ – and he quickly learned that the more he talked, the less time there was for questions. Accordingly, a good part of his carefully timed conferences were taken up with executive announcements which in other administrations would probably have been put out by the White House Press Secretary, and when the occasion finally got around to questions, his answers were often soliloquies,¹⁵ many of them interesting and some of them even relevant.

b) Answer the following questions:

1. How many Presidents are mentioned in the text? What are their names?
2. How does the author describe reporters?
3. Can you find any examples of irony in the text?
4. Find sentences where the author compares presidential conferences with a game. List sport terms used by the author.
5. List the devices used by presidents during press conferences.
6. What is the main idea of the article?
7. What arguments does the author give to support his viewpoint?

c) Sum up the article in the shortest possible way.

d) What words does the author of the article use to express that

1. President Johnson preferred not to announce press conferences in advance?

2. President Eisenhower's answers could not be easily understood by reporters?

3. President Johnson's answers were not always to the point?

4. President Roosevelt was fond of making jokes of the interviewers?

5. President Kennedy was a quick-minded person?

6. Translate the following into English. Use the information and opinions expressed in the texts as material for further discussions and essays.

1. Интервью – английское слово. В переводе оно означает «беседа». Этим термином обозначается публицистический жанр, представляющий беседу журналиста (группы журналистов) с одним или несколькими лицами.

Интервью позволяет газете информировать общественность о значительном событии, важном начинании, привлечь внимание к актуальной проблеме, узнать авторитетное мнение по тому или иному вопросу.

Такое выступление газеты, естественно, воспринимается читателем активнее, чем информация журналиста. Положительное психологическое влияние оказывает то, что новость, рассказ о событии исходит от человека, причастного к делу или играющего в нем видную роль.

2. Итак, интервью – форма творческого сотрудничества журналиста и человека (группы лиц), имеющего непосредственное отношение к предмету беседы. Факты и комментарии принадлежат главному образом интервьюируемому.

Следует иметь в виду, что журналист в интервью – активный партнер. От репортера требуется умение вести, тактично направлять беседу, выяснять мнение, точку зрения определенного лица. Он решает вопрос о теме, характере беседы. Порой интервьюируемый отклоняется от темы, подробно говорит об одном, скучно о другом. Задача журналиста – отобрать в беседе нужное газете, представляющее интерес для читателя, для широкой общественности.

Цель беседы – а) получить и сообщить читателю новые, неизвестные ранее факты о важном, интересном для многих событии; б) проанализировать, прокомментировать факты; в) познакомить читателя с мнением собеседника по какому-то вопросу.

За последние годы интервью стало каждодневным явлением в нашей прессе. Все шире его использует местная печать. Интервью становится все содержательнее, разнообразнее по тематике и по форме.

В газетах стали обычными рубрики: «Наши интервью», «Интервью с интересным человеком», «Интервью на тему дня», «Короткие интервью», «Интервью по просьбе читателя» и многие другие.

3. Наиболее простой и распространенный вид интервью имеет вопросо-ответную структуру, когда в газете воспроизводятся вопросы журналиста и ответы интервьюируемого лица. Это интервью-диалог.

Скажем, интервью официального характера обычно придают вопросо-ответную форму.

Официальные интервью отражают не только личное мнение, но, прежде всего, точку зрения, позицию определенной организации правительства и т.д. Нередко такие интервью играют роль важнейшего политического документа. Такими документами являются интервью высокоавторитетных официальных лиц, посвященные важным проблемам внутренней и внешней политики.

Иногда вопросы журналиста (редакции) официальному лицу предлагаются заранее, в письменной форме.

7. a) Give a free translation of the following text making use of the previous texts and the notes to them.

Репортеры при Белом доме

Немного статистики. Президент Франклин Рузвельт за годы своего пребывания у власти провел в общей сложности 998 пресс-конференций. Иными словами, по 6 пресс-конференций в месяц. Дуайт Эйзенхауэр не отличался особой активностью: за восемь лет правления – 193 пресс-конференции. А вот Джон Кеннеди был мастером в общении с прессой. Именно при нем была налажена система живой телевизионной трансляции с пресс-конференций: молодой обаятельный президент, обладающий незаурядным чувством юмора и находчивостью в ответах даже на самые заковыристые (provocative) вопросы, от таких прямых трансляций только выигрывал.

Что же касается Рейгана, его пресс-конференции кто-то назвал шоу, представлением. Иначе их назвать было трудно хотя бы потому, что все они были заранее отрепетированы. На пресс-конференциях не было практически ничего случайного, всё – или почти всё – было расписано по нотам. Даже порядок, в котором репортерам будет разрешено задавать вопросы. Не было ни одной пре-

зидентской пресс-конференции, на которой вопрос не был бы задан репортером Ассошиейтед пресс, второй – корреспондентом Юнайтед пресс интернэшнл, третий, четвертый, пятый – журналистами основных телекомпаний – Эй-би-си, Си-би-эс, Эн-би-си. Если учесть, что каждый из репортеров в дополнение к основному вопросу вправе задать еще один, так сказать, в развитие темы и что в течение получаса, отведенного для пресс-конференции, удастся задать в общей сложности тридцать – тридцать два вопроса – основных и дополнительных, – то можно вычислить: на треть пресс-конференция «сделана» еще до того, как она началась.

И как – помогает? Однозначного ответа не дашь. С одной стороны, да, помогает. Возможность «ляпов» (lapses) – президентских и репортерских – сведена к минимуму. С другой стороны... В пресс-корпусе Белого дома заведено и действует правило: прежде чем передавать отчеты об очередной президентской пресс-конференции, нужно проверить все факты и данные, которые президент привел в своих ответах.

b) Answer the following questions:

1. Which of the presidents was more active as far as presidential press conferences are concerned: Roosevelt, Eisenhower or Kennedy? Why?
 2. Why were the press conferences of President Reagan called a show?
 3. Have you ever watched any presidential press conference on TV? What is your opinion of them? Why?
8. Check your memory.

Text Success in Interviewing (Unit 8)

устанавливать контакт; давать информацию; получать необходимую информацию; естественная, дружеская, неофициальная обстановка; вырезать статьи из газеты; записывать дословно; вести интервью в нужном направлении; все важные замечания интервьюируемого лица; проявить невежество; новичок в журналистике; репортер, освещающий события в определенных местах; репортер, выполняющий общие задания; источник информации; сотрудничать; опытный репортер; находчивый репортер; обладать знаниями; информационный материал; каналы коммуникации; делающий что-л. с неохотой; внушать доверие; редактор; общее замечание; тренировать память; интервью-мнение; рекомендательное письмо; известный человек; свидание; справочники; выдающиеся факты; деятельность; достижения; исключительный; вырезки из газет, досье; интервью-сообщение; давать интервью; официальное интервью; освещать со-

бытие; вовлекать; брать интервью; газетная заметка; завоевывать доверие; дойти до главного; вот в чем дело; комментировать текст; делать записи; делаться известным; справочный отдел газеты; новый подход к проблеме; потерпеть неудачу в чем-л.

Text Sharing Experience (Unit 8, Ex. 14)

известный; невежественный; заботливый; энергичный; застенчивый, скромный; опытный; скучный; искренний; приятный, привлекательный; решающий (критический); дерзкий, непокорный; экспансивный, несдержанный; активный; неопытный; установленный; повседневный; обиженный; возмущенный; обидчивый; избитый, шаблонный, заезженный; чувствительный, нежный

Text Press Conferences (Unit 9)

закончить, завершить (написанное); подробное описание, отчет; восхваление в печати, рекламирование; преувеличивать, обыгрывать; намеренно преуменьшать значение чего-л.; придумывать, изобретать; договориться о свидании; продумать вопросы, которые намерены задать; объявлять заранее; содержание интервью (статьи, заметки); обрабатывать материал; замечание; получить материал; различные методы обработки материала; концентрировать внимание на личности интервьюируемого

9. Topics for discussion and compositions:

1. You can't rely on inspiration when you are going to an interview. Work out questions in advance otherwise you are sure to fail. Remember Edison's formula for success: "Two percent inspiration and ninety-eight percent perspiration".
2. The only ideal relationship for successful interviewing is mutual confidence. Establishing mutual confidence is like building up a friendship. Thus, so far as time permits, the art of making friends contributes to success in the interview.
3. The reporter who asks a question to which the interviewee has a standard, prepared answer ought to and does feel foolish.
4. If the reporter is to be successful in his daily work, he must know how to interview.
5. Successful interviewing is a highly skilled art.
6. It is part of a journalist's training to be "all things to all men".

The Way to Success

10. Read the text and try to find a proper answer to the following question:

What personal lesson can you derive from this story?

Tom Wicker*

When Wicker first applied to the *Times* for a job in 1957, Daniel had been one of the New York editors who had turned him down. If Daniel were to be completely candid with Wicker, which he would never be, he would admit that from the beginning he had not been very fond of Wicker personally nor impressed with him professionally. Wicker was a tall, raw-boned, ruddy-complexioned Southerner with thick fingers and alert narrow eyes and a heavy jaw partially concealed by a reddish beard. He was then in his early thirties and had not been very experienced as a journalist, although he did have interesting credentials. He had already written five novels, three under a pseudonym, that captured some stark scenes of violence and sex and politics in rural settings, and in 1957 he had won a Nieman Fellowship in journalism at Harvard after having worked the previous six years on the staff of the *Winston-Salem Journal* in North Carolina, his native state. Wicker was the son of a railroad man, and had been reared in the poverty of the depression in a small place called Hamlet. Like Clifton Daniel, he had gotten his degree in journalism from the University of North Carolina, but this did not result in any preferential treatment for Wicker; it might have had a reverse effect, making Daniel more aware and critical, especially when Wicker came into the *Times*' newsroom with that beard. Nobody of the *Times* reportorial staff then wore a beard except a foreign correspondent who recently returned from Turkey, and he was quickly transferred to Jersey City.

Shortly after Wicker had completed his fellowship at Harvard he joined the staff of the *Nashville Tennessean*, and then in 1960, his beard shaved off, he appeared again at the *Times*, this time in Reston's** bureau in Washington, and he was hired. He became one of Reston's boys and four years later, at the age of thirty-eight, Reston's successor as bureau chief. It was an incredibly quick rise made possible by the *Times* great shift in the sixties and also by Wicker's talent as a journalist.

* Том Викиер (Tom Wicker) — известный американский журналист, в течение многих лет работавший в газете «Нью-Йорк таймс». Наибольшую известность ему принес репортаж об убийстве президента США Джона Кеннеди, который считается самым лучшим репортажем в истории американской журналистики.

** Джеймс Рестон (James Reston) — известный американский журналист, аккредитованный при Белом доме в Вашингтоне от газеты «Нью-Йорк таймс». Он является обладателем многих журналистских наград и считается наиболее влиятельным журналистом в Вашингтоне.

Wicker was a driven man, sensitive and tough, one who had become resigned without bitterness to the probability that he would never make it as a novelist.

But Tom Wicker had little time to ponder contemporary American taste in fiction once he joined the *Times*. At the *Times* he became caught up in the current of journalism, the daily opiate of restlessness. He travelled across the country with politicians, wrote his stories on airplanes and in the backs of buses. He wrote easily under deadline pressure and liked this life that, through his position on the *Times*, brought him a recognition that would most likely have eluded him had he continued to take the long solitary gamble of the novelist. As a journalist Wicker could usefully employ other assets, too, among them a disarming country-boy manner that he did not attempt to modify, it being no handicap in Washington, it being almost an asset, in fact, during the early administration of Lyndon Johnson, a fellow Southerner, the onetime farmboy and rural schoolteacher: Wicker's coverage of Johnson through 1964 showed a depth of understanding that was not so evident during the Kennedy years.

In addition to Wicker's great interest in politics and people, he possessed a quick mind and an ability to articulate what was on his mind. Like many Southern journalists, Wicker often talked better than he wrote. And wrote he well. He could probably have become a good television commentator, and was effective when debating on panel shows, making his points with long Faulknerian sentences mixed with regional metaphors and wit, coated in a Carolina accent.

But with all his qualities, Tom Wicker's early success on the *Times* owed a great deal to luck, to the fact that he had been at the right place, at the right time. While this may also be generally true of many journalists who succeeded in a big way when young, it was extraordinary true in Wicker's case: he joined the *Times* just before its revolution, he joined Reston's bureau just in time for the early excitement of the Kennedy era and the drama that followed, and he happened to be the only Timesman among the Washington press corps who travelled with Kennedy to Dallas. Wicker's story of the assassination took up more than a page in the *Times* of November 23, 1963, and it was a remarkable achievement in reporting and writing, in collecting facts out of confusion, in reconstructing the most deranged day in his life, the despair and bitterness and disbelief, and then getting on a telephone to New York and dictating the story in a voice that only rarely cracked with emotion.

Wicker had chosen that day to be without a notebook, so he scribbled his observations and facts across the back of a mimeographed itinerary of

Kennedy's two-day tour of Texas. Today Wicker cannot read many of these notes, but on November 23 they were as clear to him as 60-point type. He wrote his story with other reporters in the pressroom of the Dallas air terminal, having gotten there after a half-mile run while lugging his typewriter and briefcase, jumping a fence along the way without breaking stride, remembering almost everything he saw and heard after Kennedy had been shot, although remembering relatively little of what had happened before that. Wicker had been riding in the Presidential motorcade in one of the press buses; and when Kennedy was hit, Wicker heard no shots, although another reporter in the bus noticed that the President's car, which was about ten cars ahead, was speeding away.

The press buses continued to travel at a parade pace, but things quickly began to change. Wicker noticed a motorcycle policeman bump over a curb, dismount, and begin to run. There seemed to be some confusion within the crowds of people who had been lined along the road to get a glimpse of the President. The press buses stopped at the place where Kennedy was to address the crowd. Wicker noticed how the heads of the large crowd of people began to turn as the word was passed back. Wicker was literally seeing a rumour travel. It reminded him of wind sweeping over a wheat field. Then a stranger grabbed him by the arm and asked, "Has the President been shot?" "I don't think so," Wicker said, "but something happened."

Wicker and the other reporters, about thirty-five of them, moved to where they were to hear Kennedy speak, and it was there that another reporter came running with the news. Then all the reporters ran. They jumped into the press buses that would take them to Parkland Hospital. During the next few hours, the details began to pile up – the eyewitness accounts, the medical reports, the words of White House spokesmen, the recollection of one newsman that he had heard shots, the description of a Dallas television reporter who had seen a rifle being withdrawn from the corner fifth- or sixth-floor window of the Texas School Book Depository. There were truths, half-truths, errors, illusions, rumours, secondhand accounts, thirdhand accounts – all these were passed freely to the press, were circulated among them, and there was very little time to check these facts or allegations. Wicker and the rest had to go largely on instinct, the totality of their experience so far in life, their insight into others, a special sense that good reporters develop and use in a crisis. And Wicker's instinct in this crisis served him well.

It is probably true that Wicker's reporting from Dallas that day, one afternoon's work, will live longer than any novel, or play, or essay, or

piece of reportage that he has ever written or will ever write. It was not that he produced a classic. He had not. He had previously reported as well, written better. But the test in Dallas was like no other test. It was an assignment that could make or break a Timesman's whole career in a few hours. Wicker was writing for history that day, and his story dominated the front page, was spread in double measure and set in larger-than-usual type, as was his by-line – this edition of the *Times* would not be thrown away by readers a day later, it was a collector's item. It would be saved by hundreds, perhaps thousands of readers and they would store it for decades in their attics or closets, and would pass it on as a family heirloom or a relic or a vague testimony to their existence on the day President was shot.

When Tom Wicker's story began to come in from Dallas, two pages at a time, he running down the steps of the Dallas terminal each time across the waiting room into a phone booth, miraculously never having to wait for a booth or a line to New York, the most concern was not with Wicker's prose style – it was whether he had it all, and had it right, even things that would have seemed too trivial on any other day... He was writing blind. He was feeling the facts and was guided by instinct. There were 106 paragraphs in his story in the *Times* the next day, and yet only slightly more than one of these paragraphs described what Wicker had seen with his own eyes.

After the assassination story that day, and the related stories that followed, Wicker's stock rose sharply at the *Times*. He was then thirty-seven, having been on Reston's staff only three years, and he had undoubtedly been lucky at being at the right place, at the right time; but in Dallas on that particular afternoon he had also been the right man. It was not surprising a year later when Reston selected Wicker to succeed him as the Washington bureau chief...

From: The Kingdom and the Power by Gay Talese

Unit 10

THE WORLD-FAMOUS NEWSPAPERS

The Guardian

The *Guardian* holds the distinction of being Britain's only newspaper which has risen from the rank of a small provincial Manchester weekly to become one of the country's top quality national dailies. Its gradual but steady rise to such heady prominence stems from several strong journalistic roots, among them appeal to young intellectuals, insistence on balanced and fair reporting, good international coverage and relative financial security.

But perhaps the paper's chief strengths lie in its consistent emphasis on social reform and progressive liberal thought. In the past, the *Guardian* was called "Britain's non-conformist conscience", a role in which it still sees itself. Its priority is the people who govern the country and the way the country is governed. But, as its coverage demonstrates, its interests are numerous – economics, finance, industry, business, sports, science, current history, contemporary literature and art. At times its features take it as far afield as archaeology, engineering, philosophy and man's early beginnings.

One revealing measure of a daily's content and appeal is the readership it attracts. Officials of the *Guardian* say they are trying to reach those with an intelligent, free-thinking, international outlook. Surveys indicate their quest is successful. Daily circulation is about 280,000, of which 75% percent are subscriptions. Since readership statistics in England indicate each copy of a newspaper attracts three to four readers, well over a million of people will read the *Guardian* on an average day. More significantly, the studies indicate these *Guardian* readers are "a lot younger, better off and better educated than the general run of the population".

The statistics do not adequately reveal *Guardian* readers' life styles. Further study of reader profiles indicates many are the thoughtful, discriminating, élite of the society who attach importance to social and cultural enrichment activities, such as books, records, sports, music, the theater and good restaurants. And they are financially prudent, investing in insurance, bank accounts and homes in preference to clothes and cars.

Most intriguing of all is the psychological profile of *Guardian* readers. A 1973 British Market Research Bureau survey showed them to rate high in tender-mindedness ("kindly, imaginative and sensitive"), imagination ("intensive subjectivity and inner mental life") and radicalism ("experimenting, analytical, free-thinking"). The study also found numerous opinion leaders among *Guardian* readers, people described as "adventurous, thick-skinned and socially bold".

Other surveys indicate that readers value the *Guardian* most for its lack of bias. Without a doubt, the paper, along with its more conservative counterpart, the *Times*, is a national institution in Britain, reporting all sides of life widely. But editorially it is highly opinionated. Its human interest appeals attract a wide spectrum of readers. With such an all inclusive approach, the *Guardian* has made a significant impact on the British society.

The *Guardian*'s small format *Guardian Weekly* is also read widely in intellectual circles, even in other countries. In the United States, this version is the most widely read paper imported into the country. Since the *Guardian* has no Sunday edition, the *Guardian Weekly*, an anthology of its best stories, fills this weekend need, with most of its 40,000 copies going abroad.

Several features contribute to the *Guardian*'s bright, attractive, smart appearance. A small cartoon, small pictures of personalities and a small ad or two usually grace the front page – a contrast to pre-1952 days when personal advertisements comprised the front page. One outstanding characteristic is the clear organization of the paper into sections, such as "Overseas News", "Home News", "Arts Guardian", "Financial Guardian", "Small Business Guardian", "Guardian Women", and "Sports Guardian". Virtually every issue contains feature or special report pages. Two editorial pages are given to editorial comment and feedback.

Early in 1978, a staff of 1,003 was serving the *Guardian*, 428 of them technical, 252 administrative and 273 editorial personnel. A staff of 100 supplies advertisement copy, including at least two full-page color ads every week. Together, they turn out four editions each day. Forty-one reporters cover government, one indicator reflecting the paper's vision of "admonishing and instructing the national conscience" and its claim to be national in character.

No local news is printed unless it is of national interest; local news is left to the provincial dailies. But, domestically, the paper does keep offices or bureaus in Bristol, Leeds, Edinburgh and Glasgow. In addition, local correspondents or stringers are located in every major town and city of Britain.

Throughout its 150-years-plus history, the *Guardian's* journalistic quality has been as consistent as its liberal views and its appeal to the informed and the intelligent. This time-tested combination unmistakably has made the *Guardian* one of the world's truly great newspapers, not just for a brief moment, but across the decades.

ESSENTIAL VOCABULARY

intellect ['ɪntrɪlekt] *n* 1. the ability to use the power of reason (rather than to feel or take action); ability to think intelligently and understand: a woman of superior intellect; 2. someone with a great intellect

intellectual [ɪntə'lektʃuəl] *adj* 1. of, using, or needing the use of the intellect: intellectual topics/The argument was too intellectual for me: I couldn't follow a word of it./an intellectual film/an intellectual giant (= an extremely clever person); 2. having a high intellect: an intellectual family; **-ly adv**: intellectually unsatisfactory/Intellectually speaking, it's a very weak piece of work.

intellectual *n* someone who has the ability to reason well, and (often) who uses this ability in his/her work

intelligence [ɪn'telɪdʒəns] *n* 1. (good) ability to learn, reason, and understand: a boy of low intelligence (= not very clever)/Use your intelligence (= don't be so foolish)/intelligence test; 2. a group of people who gather information, *esp* about an enemy country: He works in intelligence/Our intelligence reports indicate that rebel groups are planning an attack./military intelligence/Our intelligence is that the spies plan to leave the country soon. CIA = (the) Central Intelligence Agency: the USA government department that collects information about other countries, *esp* in secret.

REMEMBER: **IQ** [aɪ'kju:] = **intelligence quotient** ([ˈkwɒf(ə)nt] коэффициент); a measure of human intelligence, with 100 representing the average: an IQ test/She has an IQ of 127; **intelligence test** a standardized series of problems progressively graded in difficulty, intended to test the relative intelligence of an individual

intelligent *adj* having or showing powers of learning, reasoning, or understanding, *esp* to a high degree: Human beings are much more intelligent than animals./an intelligent suggestion/The collie is an intelligent dog, easily trained to control sheep.

USAGE: 1. Compare **intelligent** *adj*, **intellectual** *n/adj* and **intellect** *n*. An intelligent person is someone with a quick mind, but an intellectual (person) is someone who is well-educated and interested in subjects which need long periods of study. A small child, or even a

dog, can be intelligent but cannot be called an intellectual. 2. When used to mean a person, intellect suggests someone who has a very good brain, but perhaps not much practical ability: I'm sure he's a real intellect, but he'd be nowhere without his wife.

intelligentsia [ɪn,telɪ'dʒentsɪə] *n* the people in society who are highly educated and often concern themselves with ideas and new developments, *esp* in art or politics: leading members of the intelligentsia

intelligible [ɪn'telɪdʒɪbl] *adj* (to) (*esp* of speech or writing) which can be understood: His argument was so confused that it was barely intelligible./The report would be intelligible only to an expert in computing; *opposite* **unintelligible**

conscience ['kɒnʃ(ə)ns] *n* an inner sense that is conscious of moral rightness or wrongness of one's behaviour or intentions, and makes one know whether one is doing right or wrong: Be guided by your conscience./I had a bad/guilty conscience about not telling her the truth./I haven't done anything wrong – I've got a clear conscience./She has no conscience (at all) about cheating (= does not feel at all guilty about it)/I can't advise you what to do – it's a matter of conscience (= of your moral judgement).

conscientious [ˌkɒnʃɪ'ɛnʃəs] *adj* showing great care, attention, or seriousness of purpose: a conscientious worker/a conscientious piece of work; **conscientious objector** a person who refuses to serve in the armed forces because of moral or religious beliefs

conscious ['kɒnʃəs] *adj* 1. having all one's senses working and able to understand what is happening; not in a sleeping state: He is badly hurt but still conscious. 2. knowing, understanding, or recognizing something; aware: We suddenly became conscious of a sharp increase of the temperature. / He wasn't conscious of having offended her. / (+ that) I was conscious that he was not well, despite his efforts at conversation.

consciousness *n* 1. the condition of being awake and able to understand what is happening; 2. the ideas, opinions, etc., held by a person or a group of people about the stated thing

REMEMBER: to raise political/social/ecological consciousness.

PROFESSIONAL VOCABULARY

to found a newspaper – to establish a newspaper

circulation – тираж; mass circulation newspapers – газеты с большим тиражом

readership – читатели, читательская аудитория

to edit ['edit] – редактировать
 editor – редактор
 editor-in-chief – главный редактор
 sub-editor – заместитель редактора
 editorial [ˌedɪ'tɔ:riəl] – редакционная статья
 editorial policy of the newspaper – политика редакции газеты
 a daily paper – ежедневная газета; to publish a daily paper
 to subscribe [səb'skraɪb] – подписываться на (газеты, журналы и т.п.);
 to subscribe to a newspaper; to subscribe for a book; to subscribe
 somebody to a newspaper (to a magazine)
 subscriber – подписчик; a subscriber to a new publication
 subscription – подписка
 to contribute [kən'trɪbjʊ:t] – писать для газеты, сотрудничать в
 газете; to contribute articles to a newspaper – писать статьи в газе-
 ту; Have you contributed to any newspaper? – Вы сотрудничали в
 какой-нибудь газете?
 feature ['fi:tʃə] – любой материал неинформационного содержания –
 от постоянного раздела/рубрики или колонки, называемых
 column, до серии иллюстраций с продолжением (strip, cartoon –
 комиксы); to carry, contain, give, print, provide, publish a feature;
 daily, weekly, etc. feature – рубрика, помещаемая ежедневно/раз
 в неделю и т.д. и отводимая для материалов типа feature; to fea-
 ture – уделять особое место, внимание
 column ['kɒləm] – 1. колонка, столбец на странице; eight-column
 (page, etc.) – восьмистолбчатый; four-column (article, photograph,
 etc.) – четырехстолбчатый; single (double, multi)-column (headline,
 etc.) – одно/двух/многостолбчатый; 2. постоянный раздел, рубри-
 ка: news column; gardening column; folk music column; student's
 column; television column; children's column, etc.
 to entertain [ˌentə'teɪn] – развлекать, увеселять
 entertainment – развлечение, легкое чтение
 stringer ['strɪŋə] – внештатный корреспондент, стрингер
 contents ['kɒntənts] – содержание

PRACTISE THE PRONUNCIATION OF WORDS

security [sɪ'kjʊərɪti]	adventurous [əd'ventʃ(ə)rəs]
conscience ['kɒnʃ(ə)ns]	psychological [ˌsaɪkə'lɒdʒɪkəl]
conscious ['kɒnʃəs]	psychology [saɪ'kɒlədʒɪ]
consciousness ['kɒnʃəsnis]	international [ˌɪntə(:)'næʃənəl]
engineering [ˌen(d)ʒɪ'nɪərɪŋ]	stringer ['strɪŋə]

archaeology [ˌɑ:kɪ'ɒlədʒɪ]	bureau ['bjʊərəu]
emphasis ['emfəsis]	imagination [ɪˌmædʒɪ'neɪʃn]
emphasize ['emfəsaɪz]	imaginative [ɪ'mædʒɪ(n)ətɪv]
quest [kwɛst]	throughout [θru(:)'aʊt]
bias ['biəs]	priority [praɪ'ɔrɪti]
profile ['prɒfɪ:l]	thoroughness ['θʌrənɪs]
adequately ['ædɪkwɪtlɪ]	advertise ['ædvətaɪz]
personnel [ˌpɜ:sə'nel]	advertising ['ædvətaɪzɪŋ]
adventure [əd'ventʃə]	advertisement [əd'və:tɪsmənt]

EXERCISES

1. Read the text and translate it into Russian consulting the essential and professional vocabularies.

2. Learn the following pairs of words paying attention to the suffixes distinguishing nouns from adjectives: *-ant* or *-ent* in adjectives, *-ance* or *-ence* in nouns.

intelligent – intelligence; prominent – prominence; significant – significance; different – difference; brilliant – brilliance; radiant – radiance; distant – distance; permanent – permanence; relevant – relevance; coherent – coherence; provident – providence

3. Form nouns according to the models and translate them.

Model 1: form – formation

found, circulate, except, create, cooperate, organize, consider, propose, contribute, delegate, subscribe

Model 2: arrange – arrangement

agree, move, entertain, govern, establish, state, achieve, announce, depart

Model 3: friend – friendship

comrade, dictator, author, reader, citizen, member, editor, relation

4. Here are some international words which you can translate into Russian without a dictionary:

circulation, formation, proposition, mass, contribution, delegation, press, leader, activist, interview, review, journalist, sport, congress, commission, committee, discussion, conductor, resolution, agitation, festival, jubilee, class, economic, strategy, mobilization

5. Give Russian equivalents for these phrases:

editorial comment, department, matter, policy, space, opinion, staff, writer, board; independent thinker, opinion, work, research; to conduct a

campaign, a meeting, negotiations, business, affairs, an orchestra; to achieve success, one's purpose, distinction; effective thinking, speaker, capital measures; sharp criticism, voice, wind, flash, contrast, pain

6. Group the related words and translate them using a dictionary:

determine, commit, differ, generality, editor, vary, differently, natural, commitment, edit, generally, varied, readable, editorial, real, nature, general, variety, different, generalize, readership, variant, determination, committee, reader, various, difference, editorship, naturally, generalization, determinative

7. Match the definition in list (b) with the correct word in list (a).

- | a) | b) |
|----------------|--|
| 1. periodical | vertical division of a printed page, often occupied by one subject |
| 2. publication | a special article in a newspaper, usually written by the editor |
| 3. column | number of persons who read a periodical (which may be larger than its circulation) |
| 4. editorial | number of copies of a newspaper or other periodical sold to the public |
| 5. readership | act of making known to the public, of publishing smth; smth published, eg a book or a periodical |
| 6. circulation | a magazine or other publication which appears at regular intervals, eg monthly, quarterly |

8. Study the following words and phrases. Translate the sentences into Russian:

to contribute

1. "To contribute" means to join with others in giving help, money, etc. to a common cause.
2. Workers often contribute money to the Red Cross.
3. The demonstrators contributed some money to the *Morning Star's* fund.
4. Mr. Green has contributed new information on the events in Africa.
5. This journalist is not on the staff of any newspaper but contributes to a number of publications.

to forecast/forecast (n)

1. The newspaper regularly publishes weather forecasts.
2. During the election campaign public opinion polls are held to forecast the election results.

to determine

1. The jury determined the sentence.
2. Sometimes it is possible to determine the meaning of a foreign word without a dictionary.
3. The committee determined the date of the meeting.
4. We were determined to start early.
5. The news determined him against further delay.
6. Have they determined where the new school will be built?
7. His future has not yet been determined but he may study medicine.
8. Do heredity and environment determine a man's character?
9. He was determined to study French.
10. They can't determine the best method of solving the problem.

to commit oneself to

1. I won't commit myself to that course of action.
2. He was fully committed to the plan.

to circulate/circulation

1. Blood circulates in the body.
2. The hostess circulated among her guests.
3. The news circulated throughout the office.
4. In many buildings hot water circulates through pipes to keep rooms warm.
5. In times of prosperity money circulates quickly; during a depression it circulates slowly.
6. This newspaper has a daily circulation of more than one million.

to entertain

1. They like to entertain friends.
2. If you put the idea before him, he may entertain it.
3. The conference will entertain some interesting proposals.

9. Answer the following questions:

1. What newspaper had you contributed to before you entered the university?
2. Have you ever contributed articles to any magazines?
3. You've spoken to the news editor, haven't you? Has he contributed any fresh information on the problem discussed?
4. Have you read today's weather forecast? What's the weather like in London?
5. Has the dean's office determined the day of the examination?
6. Are you determined to study any other language besides English? Why?

7. Why did you decide to choose journalism as your profession? What appeals to you in the job of a journalist?

8. Which entertainment programme on TV do you prefer? Why does it appeal to you?

9. What books appeal to you? Fiction? Detective stories? Science fiction?

10. Whose paintings appeal to you?

10. Translate the following sentences from Russian into English using the words from the previous exercises:

1. Он работает в «Независимой газете» с 1996 года.

2. Вы когда-нибудь писали статьи для журнала «Итоги»?

3. Он работал в многотиражной газете (shop newspaper) до поступления в университет.

4. Сколько места уделяет эта газета международным новостям?

5. Он решил изучать английский язык, так как ему нравится английская литература.

6. Этот учебник значительно отличается от предыдущего. В нем больше интересных развлекательных текстов.

7. Он еще не решил, какую профессию выберет, но я думаю, он будет журналистом.

8. Каков тираж вашей газеты?

9. Газета стремится удовлетворить разнообразные интересы читателей.

10. На кого рассчитан журнал «Лиза»?

11. Brush up your grammar. Translate the following phrases into Russian, paying particular attention to the Passive Voice:

1. He is never listened to.

2. Don't worry, you won't be laughed at.

3. Don't be afraid, you won't be spoken about.

4. The *Guardian* readers are described as adventurous and socially bold.

5. The editor has been called for.

6. The editorial policy of the newspaper is often discussed by the staff.

7. Everybody was shocked by the terrible news yesterday.

8. The article was signed by the industrial correspondent.

9. He has been transferred to another department.

10. Will the report have been prepared by the end of the month?

11. The news is being broadcast just now.

12. How much space is devoted to international news?

13. The article had been written by the evening.

14. What policy is being pursued by the Tory government?

15. This year's plan of activity has been worked out.

16. The newspaper has been widely supported by the working class organizations.

12. Read the following text and translate it in writing, using a dictionary:

The *Guardian* is unique. Like our police force, our political institutions and our climate it is an essential of the English scene. It could of course never have played such a part in the life of the nation if it had not also maintained standards of reporting and of descriptive writing that established it as one of the great papers of the world.

How and why, in the high summer of Fleet Street, did a paper printed in Lancashire achieve a standing that only *The Times* could rival? It is a story of enterprise and talent, of vision and shrewd north country commercial sense, of adventure and of caninness, above all of integrity and of individuality that supplies a host of answers.

13. Explain in your own words what is meant by:

integrity; descriptive writing; political institutions; commercial sense; mass circulation newspapers; the editorial policy of the newspaper; varied interests of the readership; to be highly opinionated; psychological profile; an outstanding national event; independent thinker; editorial comment; time-tested combination; 150-years-plus history; a wide spectrum of readers

14. Answer the following questions. Check the answers with the text "The Guardian" and the text of Ex. 12.

1. Why is the *Guardian* considered to be a unique British newspaper?

2. Why does the newspaper appeal to young intellectuals?

3. What kind of people is the *Guardian's* priority?

4. What are the interests of the newspaper?

5. What do readership surveys indicate?

6. What are the features contributing to the *Guardian's* appearance?

7. What sections does the newspaper contain?

8. What was the staff of the *Guardian* in 1978?

9. In what towns does the newspaper keep offices in Britain?

15. Explain in your own words:

1. What is balanced and fair reporting?

2. What is a newspaper's readership?

3. What is a reader profile?
4. What kind of person can be considered to be an opinion leader?
5. What is a readership survey?
6. What is a counterpart?
7. What is a Sunday edition of a newspaper?
8. What is a stringer?
9. What is a circulation?

16. Group the adjectives which are used in the text "The Guardian" to describe the newspaper and its readers:

intelligent, provincial, significant, free-thinking, relative, national, successful, cultural, personal, clear, bold, editorial, international, thoughtful, consistent, sensitive, attractive, smart, human, intellectual, technical, local, intensive, steady, small, thick-skinned, tender, numerous, mental, adventurous, liberal, brief, outstanding, analytical, imaginative, prudent, general, bright, social, fair, good, better-off, strong, consistent, psychological, heady, younger, social, graduate

17. Answer the following questions:

1. What kind of person can be characterized as adventurous?
2. Do you think that the job of a journalist may be considered adventurous?
3. What other professions can be described as adventurous?
4. What materials should a newspaper publish to attract adventurous readers?
5. What newspapers and magazines usually appeal to intellectuals?
6. Why do you think the *Guardian* appeals to intellectual readers?

18. List the words denoting the key concepts of the text in this Chapter about the *Guardian*. Compare this list with those compiled by your fellow students.

19. Read the following extract and ask as many questions as you can about the text to cover the information given in it:

Los Angeles Times

In 1966, the Times instituted several significant changes that continue as an integral part of its success today. It converted its rather heavy eight-column pages to a modern, six-column format, with column rules eliminated. On page two, the paper began a full-page news summary, providing readers with a concise and comprehensive roundup of the major news developments in all the principal news areas. About the same

time, it also began carrying special background or interpretive articles which have ranked among journalism's best.

...The foreign correspondent for the Times enjoys greater freedom than many of his American counterparts. Like the overseas reporters for the best European quality dailies, he is not bound by deadlines, nor is he under pressure to file every day. He digs in depth and takes his time providing interpretation of events. He is interested in the "why" as much as the "what" of the story.

Perhaps more than any other United States paper, the Times seeks experts for its foreign bureaus and men who will be permitted to stay in one area long enough to understand the situation behind events fully. First, the Times' requisites for staff are very high, and even higher for foreign correspondents. To even gain consideration for a *Times* post, an applicant must have a proven record of at least five years of experience with other newspapers, magazines or other media. At the same time as one observer has commented, being a correspondent for the Times "is the closest one can come to a career service" in overseas journalism since the days when London Times correspondents enjoyed such status".

20. Make up a dialogue with one of the foreign journalists speaking about the newspaper you like most of all. In your dialogue try to use some of the words and phrases given below:

serious and thorough coverage of national, economic and international affairs; front-page news; editor-in-chief; to give a lot of space to; to appeal to a wide readership; an excellent staff of well-qualified journalists; to have a distinguishing character of its own; a strong independent newspaper, a leader in influence and circulation; to boost circulation from... to...; to be recognized for its thoughtful and interpretive articles; progressive, energetic and intelligent; an attractive makeup; diversified typeface size and styles; occasional color printing

21. Some newspapers are very interesting: the following dialogue illustrates the popularity of the newspaper the *Times*. Imagine that you are one of the motorists and describe that day's issue of the newspaper.

"Two motorists met in a very narrow street in London. Neither of them wanted to reverse and clear the road. The first took out a copy of *The Times* and began to read. In an hour the second driver asked politely: 'When you finish reading, won't you give the paper to me?'"

How much time do you think it would have taken a driver to read the newspaper *New York Times* Sunday edition if the average size of the edi-

tion in recent years has been over 500 pages: the record on October 17, 1965, contained 946 pages weighing 7.8 pounds?

22. Learn some more words which are used to describe people's abilities. Think of the situations in which they could possibly be used.

clever *adj* quick at learning and understanding; having and showing a quick, able, and effective mind; intelligent: *the cleverest girl in the class/a clever idea*.

USAGE: **Bright** and **smart** (which is sometimes derogatory) are informal words for *clever*: *She is one of the brightest in the class./He tries too hard to be smart*. **Brainy** (*infml*) means "clever", often at academic work: *She's one of those brainy students!* **Brilliant** is a strong word meaning "extremely clever": *He's a brilliant mathematician*.

genius ['dʒiːnjəs] *n* 1. great and rare powers of thought, skill or imagination: *There's genius in the way this was painted./Rembrandt's self-portraits are works of genius*. 2. a person of very great ability or very high intelligence: *Einstein was a genius*. 3. (for) a special ability or skill; talent: *She has a genius for saying the wrong thing*.

USAGE: **Genius** is a very strong word. It is only used of very rare ability or of the person who has it: *Einstein had a genius/was a genius*. **Talent** is less strong. It is used of special ability but not of the person who has it: *a young actress with a lot of talent/She has a talent for music*.

23. Translate the following phrases into Russian. Think of sentences with some of them:

- | | |
|---------------------|--|
| intellect | 1. keen, sharp, superior intellect |
| | 2. of intellect (<i>a person of keen intellect</i>) |
| intelligence | 1. to demonstrate, show intelligence |
| | 2. great, high, keen, limited, low, outstanding, remarkable intelligence |
| | 3. artificial, native intelligence |
| | 4. the intelligence to + <i>inf</i> (<i>She had the intelligence to see through their scheme.</i>) |
| | 5. of a certain intelligence (<i>a person of considerable intelligence</i>) |
| | 6. to collect, gather intelligence |
| | 7. classified, combat, military, industrial, secret intelligence |

24. a) Write definitions of the following phrases and translate them into Russian:

a bargain-conscious shopper; a money-conscious woman; a media-conscious politician; a conscious decision; a conscious effort; social consciousness; political consciousness; ecological consciousness; the moral consciousness of a political party

b) Choose the right meaning. Give the numbers of the pairs:

- | a) | b) |
|---------------------------------------|---|
| 1. have no conscience | a) being fair and reasonable |
| 2. a prisoner of conscience | b) feel troubled about something one has done or failed to do |
| 3. in all conscience | c) making one feel guilty |
| 4. on one's conscience | d) be as ready to do wrong as right |
| 5. have something on one's conscience | e) in prison especially for political or religious beliefs |

c) What do you think should be done to raise ecological consciousness?

d) **REMEMBER USAGE:** The opposite of *conscious* is *unconscious*: *He's still unconscious/He's not conscious yet after the accident./I was conscious/unconscious of her presence*. In **psychology**, *conscious* is compared with *subconscious* or *unconscious*: *the conscious/sub-conscious/unconscious mind: a conscious/subconscious/unconscious dislike*. None of these words should be confused with *conscientious*, which is related in meaning to *conscience*.

25. Read the following text about the *Guardian* and translate it into Russian. Try to guess whether the previous texts and the following have been taken from the same book. Give arguments to support your viewpoint.

The Guardian in 1829

Internal evidence suggests that until 1829 the two outside pages of the *Guardian* were finally "made up" and printed by Thursday night or Friday midnight, ready for publication on Saturday. The first page was normally devoted to advertisements, though occasionally in the early days these were insufficient completely to fill it. When this happened, no doubt the page was "left open" to the last possible moment in the hope of more advertisements being available. The back page normally contained a high proportion of what may be called magazine material – poetry, literary or historical anecdotes, Letters to the Editor and other miscellane-

ous matter, much of which could be held over without damage if there was unexpected pressure on space. There was, of course, some news on the back page. It always contained, for instance, the list of bankruptcies taken from the *London Gazette* of Saturday or Tuesday.

Friday was the heavy day for the *Guardian* staff because of news arriving by the London mail. For this purpose the two inside pages were kept open until late in the evening. When Parliament was in session there were Thursday's debates to be recorded. Usually there could only be a summary of the later stages of the sitting; but on occasion a full report was given.

The leading articles were printed in the inside pages. There was nearly always at least one dealing with national or international politics, and often others discussing local issues. Their position on an inside page made it possible for them to be written on Friday night, or at least brought up to date if they had been written earlier.

26. Read the following text and a) choose the information that illustrates the most characteristic features of the *New York Times*. b) Compare the *New York Times* and the *Los Angeles Times*. Say what is similar and what is different.

New York Times

In several respects, the *New York Times* ranks as the best or near-best newspaper in the United States. Certainly the biggest in total operations among American elite papers, it places, with 854,000 copies daily, along with the *New York News* and the *Los Angeles Times*, among the nation's top three in circulation. Although in recent years it has cut down on full texts of speeches and documents, the Times does publish the total transcripts of most presidential press conferences and thus comes closest of all American dailies to being a newspaper of record.

In a nation where no true national daily flourishes, the prestigious *New York Times* comes closest to the claim being nationally read. A 1963 West Coast edition failed because most American newspaper advertising is local and out-of-state circulation does not seem to attract advertisers. But, despite that and the paper's pre-occupation with the populous metropolitan East Coast, over one-fourth of its readers live more than 100 miles from New York. The Times manages to have readers in 10,651 towns in every state and in nearly all countries. Because of its thoroughness, it is highly respected in the nation's colleges and universities, found in practically every academic library and widely read by college presidents, professors and students. Its thick Sunday edition sometimes con-

taining 400 pages and weighing four pounds, finds its way into pace-setting homes across the face of the nation, with at least one-third of the copies going outside New York City. The paper's prestigious leadership audience around the world has long helped to make it not only a great American daily, but also a key member of the world's elite press.

Much of the Times' prestige rests on its excellent in-depth coverage – the best in the nation – of national and international issues and political events. For an important event, its accurate and comprehensive coverage may extend to several pages, include all the main texts and offer numerous sidebar stories. The Times' long-established policy of actively encouraging probing reporters and investigative digging leads to such thoroughness. The paper takes itself seriously and has a right to the pride, almost arrogance, it sometimes exhibits.

The quality and completeness of the Times' international coverage is directly traceable to eyewitness reporting by its large foreign staff. Thirty-two full-time correspondents work out of 23 bureaus located in the world's strategic centers and another 25 part-timers complete the paper's world-wide coverage network. In addition, the *New York Times* may be the only newspaper to take all five major international wire services – AP, UPI, Reuters and AFP.

Although the arch-rival *Washington Post* has outshone the Times in thorough coverage of Washington politics on several occasions in recent years, generally speaking the Times still has better total national coverage.

While most commentators speak of the Times' size, thoroughness and complete coverage, there is no doubt that the general quality of its journalism ranks with the world's best. While it is not as unpretentiously interesting in its prose as the London Times, not as well documented as *Le Monde* and not as scholarly and serious as Switzerland's *Neue Zürcher Zeitung*, it does go further in combining the worthy characteristics of all these great papers than any other daily.

27. Translate the text in writing:

Sunday Papers – World's Largest

By far the bulkiest newspapers published anywhere are the Sunday editions of American metropolitan newspapers. These mammoth publications wrapped in sections of coloured comics often contain more than 300 pages, nearly 4 pounds of reading matter covering everything from the current world crisis to interior decorating advice, theatrical notices, baseball scores, and weekly television logs.

There are two dozen such Sunday newspapers in the United States with 500,000 or more circulation, and five with more than a million.

Even these mammoth figures, however, are greatly exceeded by the circulation of several English Sunday papers, printed in London and distributed throughout the British Isles.

The Sunday paper is designed for family reading and is distinguished from the daily editions by two elements: a huge feature "package" and bulk retail advertising. As a medium for late spot news, the Sunday paper is less important than the daily editions because relatively less news occurs on Saturday (which it is covering) than on weekdays. Much of the material in the news sections is of a feature and background nature, stories for which there is no space in the smaller daily editions. Many newspapers print part of their Sunday editions well in advance because of the difficulties of printing such huge issues on the available press equipment on publication date. Stripped-down, predate versions of the *New York Sunday* tabloid, containing the coloured comics and magazine features, are distributed to rural areas across the United States several days before publication day.

The Sunday editions of most newspapers have substantially larger circulation than the daily editions and sell for a higher price, sometimes more than double. Publishing a Sunday paper is a very expensive operation because of the heavy costs involved in buying the coloured comics and nationally syndicated magazine inserts and in preparing the abundance of locally created feature material, such as the weekly television log and the staff-edited local magazine feature section. Newsprint costs on bulky papers are very high. Many smaller newspapers find such a publishing effort unprofitable, especially since they must compete against the metropolitan editions which are distributed over very wide circulation zones. As a result the Sunday field is dominated by the big-city newspapers which can afford to enter it; for most of them it is very lucrative, providing a substantial share of their annual profits.

Department stores have found Sunday editions to be one of their most effective selling tools. The paper is read at home in leisurely surroundings, and almost every member of the family pursue at least one part of the edition as it is scattered around the living-room floor. So the stores put a heavy share of their advertising budget into the Sunday edition, often taking multiple pages or even entire eight-page sections to publicize their wares.

From: Introduction to Mass
Communication by Edwin Emery

28. Explain in your own words why newspapers die. a) Give the shortest possible answer. b) List the reasons as presented in the text. c) Sum up the arguments in your own words. d) Find the most flowery passages and translate them.

Why Newspapers Keep Dying?

Death Notice

On Wednesday, July 12, 1972, the *Washington Daily News*, at the age of 50, after a lingering illness. Survivors are the *Evening Star*, married to the *News*, July 12 at a deathbed ceremony, and the *Washington Post*. In lieu of flowers, the family requests jobs and contributions to the 600 former employees of the deceased.

Why do newspapers die? And why have competing papers been dying at an alarming rate since World War I?

The death of a newspaper is peculiar. There is a lot of romantic bunk about journalism. But it is a special business in an industrial age, the only major mass-produced industry with an intellectual product that has each time handcrafted and redesigned every day. It involves its creators in ways almost no other industry can so that the emotional shock of loss or separation is unique. For readers who liked or loved it, the loss of a paper can be like the death of a favourite relative.

But competitive newspapers fail for very unsentimental reasons. They suffer a terminal disease that has killed almost every face-to-face daily competition in the country. When death comes, a standard corporate requiem of "rising costs" and "unrealistic labour demands" is recited by the owners, and there are charges by employees and readers of callousness and conspiracy on the part of the cold-hearted villains who used the paper as a mere money-maker instead of a community institution.

It is true that costs are rising and it is true that there have been cold-hearted villains in the business. Frank Munsey was one of the early discoverers of how to make money killing newspapers and when he died in 1925 one of the great men in American journalism, William Allen White, wrote a classic obituary in the *Emporia (Kan.) Gazette*:

"Frank Munsey, the great publisher, is dead. Frank Munsey contributed to the journalism of his day the great talent of a meat packer, the morals of a money changer, and the manners of an undertaker. He and his kind have about succeeded in transforming a once noble profession into a 8 per cent security. May he rest in trust."

The Arithmetic of Advertising. There is no need to sympathize with the proprietors who sweet-talk their staffs and readers while guiding them into the corporate gas chamber. But unfortunately the death is usually from an impersonal disease and a simple one.

Daily newspapers make more than 70 per cent of their gross revenues from advertising. The goal of advertisers – who more and more sell standard brands in chain stores that cover an entire metropolis – is to get their message into every household of the area as cheaply as possible. It is cheaper for them to support one big newspaper than half a dozen small ones. So when one paper begins to dominate, it begins a stampede of advertisers that is the start of monopoly.

It is the process that killed the general circulation magazines – *Colliers*, *Saturday Evening Post*, *Look* – at the height of their circulations. They were all pitched at a general national audience, and television, with its even larger audiences, could do it cheaper per thousand.

It is why there were 2,300 dailies in the country in 1922 but 50 years later, with a population almost twice as large, with more real spending money and more reading ability, the total was only 1,750. In 1970, for the first time since records were kept, less than one paper a day was sold per family in America. This is not from less reading, but less buying of competing papers by the same family and the end of “extra” and fewer multiple newsstand editions throughout daylight hours by the same paper.

Newspaper production is intricate, ungainly and expensive. It requires a factory of large proportions in a metropolitan daily but once the thousands of plates are on the presses, each additional paper turned out is, in the manner of most assembly lines, cheaper to produce than the one before because the expensive preparation has already been done. Thus, the more copies turned out, the less it costs per copy.

That impersonal process affected the *Daily News*.

Minimum ad rates for the three Washington papers, before the death of the *Daily News*, were listed in the 1972 Editor & Publisher Yearbook. Under those rates, the same ad that cost the advertiser \$27.20 to get his display before 1,000 readers of the *Post* cost him \$35 for exposure to 1,000 readers of the *Star*, and \$58.20 to get before 1,000 readers of the *News*. This is the result not of villainy but mass production. Like so much of the stress in the quality of life, it comes from each party's doing what seems best for himself.

The Social Consequences. But it is impersonal arithmetic with profound social consequences. It has contributed to the loss of community identity and loss of diversity in the news. In 1880 about 90 per cent of all urban places had their own daily papers and 61 per cent had more than one. Advertising was a small factor and each paper was small, the subscriber paying for most of the cost of the paper. Today fewer than 20 per cent of urban places have their own paper and fewer than 3 per cent competing ones.

There are less than 70 cities today with more than one newspaper management and only one, New York, with three. Over 1,500 have monopoly managements.

There can be some advantages to a newspaper monopoly. It reduces sensationalism. There is competition for the passing eye. Most papers are home-delivered so sensationalist displays don't “sell papers”, as some critics simplistically assume.

A paper unafraid of competition can, if it will, work more carefully on its stories and take time to do comprehensive reports on central issues.

On the other hand, a paper unafraid of competition can also decide to suppress stories or avoid controversy or push only hobby-horses of its owners and editors.

The Readership Puzzle. If the arithmetic of advertising revenue is simple and brutal, there is another factor that is not so simple. The advertising money depends on circulation. But why do people buy a successful paper instead of its competitors?

It is not easy to answer, because papers are bought for many reasons by different people – for TV listings, porkchop prices, comics, sports and crossword puzzles as well as for news. But the general postwar pattern shows that failing papers were usually inadequate newspapers.

Popular syndicated features are sometimes thought the salvation, but by themselves they have never saved a paper yet. When six former newspapers in New York – the *Journal*, the *American*, the *World*, the *Telegram*, the *Herald* and the *Tribune* – finally coagulated in the late *World Journal Tribune* the result was one of the most massive collections of popular, exclusive features in press history, but it wasn't enough to make a real newspaper.

Orvil Dryfoos, late publisher of the *New York Times*, was asked once what he thought made the crucial difference in the Times's successful competition against the *Herald Tribune*. He said that during World War II, the Trib., hoping to bolster its financial position during a high-advertising period with rationed newsprint, decided to print as many ads as possible. The Times, knowing people would be hungry for news during the war, allocated more space to news. The Times made less money, but Dryfoos was convinced that the Times emerged from the war with reader loyalty the Trib. never overtook...

When competitive papers begin to lose their character or meaning to their community, it may be years before the sickness shows in the profit and loss statements. Death comes during crisis recessions, new media competition, a final loss of will by its owners. When crisis comes it is too

late to rebuild character and significance. An irony of American journalism is that so many dailies in so many places are drab, irrelevant imitations of each other but they survive because they are monopolies.

Why not a paper without ads? E.W. Scripps started many of them but the Industrial Revolution and a mass consumption society forced ads into his papers. Ads are attractions by themselves. This was one reason the western edition of the *New York Times* failed in the early 1960s. When Marshall Field started his adless paper in New York, *PM*,* before World War II, he soon discovered that he had to cover the bargains in major stores and report them as news.

There should be a place for the second or third or fourth daily in big cities, but with mass ads there can't be. And with the race having only one winner, the fatal virus of second place may set in quietly years before some unhappy executive walks over to the bulletin board to tack up the death notice.

From: The Washington Post by Ben H. Bagdikian

* *PM* – one of the most interesting of the tabloid experiments, a liberal, experimental daily, without advertising, launched on June 18, 1940 and went out of business in 1949

Unit 11

ADVICE FOR A CUB REPORTER

In the USA the young reporter is taught to state right in the beginning of each news story he writes, what is known as the four *Ws*. These are *What, When, Where, Why* – the basic facts about anything that happened. Rudyard Kipling, the famous author in the British Empire's great days in the late nineteenth and early twentieth centuries, had some early newspaper experience. Small wonder that one of his rhymes says:

I keep six honest serving men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who...

Isn't that a good rhyme for a reporter to have in the back of his head, as he sits down to write his story?

And now read an extract from a British textbook on journalism:

A news story should be as complete with facts as possible. At the minimum the story should cover the five *Ws* and *How*: *What* happened and *Who* was involved? *Where* and *When* did this happen? *Why* did it happen and *How*?

EXERCISES

1. Now when you've learnt the most important rule for a reporter read the following news item, translate it into Russian and state whether the reporter has covered the five *Ws* and *H*.

Yacht Squadron Cannon Stolen

An ancient Chinese cannon which has adorned the battlements of the famous Royal Yacht Squadron headquarters, Cowes Castle, Isle of Wight, for 63 years, vanished before dawn yesterday.

It is at least 400 years old and a squadron staff member said it was so rare that they regarded it as beyond price. It was captured during the Chinese wars at the turn of the century.

2. Read the following text and translate it into Russian. The information will help you master the question form.

Why Do People Ask Questions?

People ask questions because they want to know something: they are asking for information. There are, however, many other possible reasons for asking questions. The question form is made to do a lot of work in the English language. Look, for example, at this question: How did you cook this fish?

This may simply mean, "I'd like to have the recipe" (the speaker is asking for information). On the other hand, it may also mean, "It's delicious" (the speaker wants to compliment the cook). However it may also mean "It tastes awful" (the speaker is criticizing or complaining). Usually, the situation and the way in which the words are spoken will tell the hearer which meaning is the right one, and the reply will depend on the way in which the hearer has understood the meaning. Here are some possible replies to the question above:

Well, first I did X and then I did Y... (the cook is giving the recipe)

Oh! It's really easy. (the cook has recognized the compliment)

Why? Don't you like it? (the cook has recognized possible criticism)

Here is another question which can have several different meanings:

Can you feel a draught from that window?

This may mean, "I think you are cold, and if you are, I'm going to close the window" (the speaker is offering to help). On the other hand, it may mean, "I'm feeling cold and I want you to close the window" (the speaker is asking the hearer to do something). It may also mean, "If you are as cold as I am, then we should close the window, move to another room, etc." (the speaker is suggesting that they do something). It is, in fact, unlikely that this particular question is simply a request for information. Here are some possible replies:

No, I'm fine thanks. (polite refusal to offer)

Yes, it is a bit cold. (polite acceptance of offer)

Oh, are you cold? I'll close the window. (response to request for action)

Yes. Should we move to another room? (response to suggestion)

Below are just a few examples of the ways in which questions can be used in English. Note that some of the questions are directly related to the speaker's meaning. Others, like the examples above, are more indirect, and their meaning depends on the situation in which they are used.

- **when complaining or criticizing**
Can't you drive more quickly? (you're too slow)
Have you washed your hands recently? (they look filthy)
Why did you paint it red? (I don't like it)
Where on earth did you get that hat? (it looks awful)
- **when introducing people**
Have you met/Do you know Mr Jones?
Do you know each other?
- **when inviting**
Are you doing anything tomorrow night? (used to introduce an invitation)
Would you like to come to a film on Friday?
Why don't you come dancing with me?
- **when offering**
Won't you have some more coffee?
Shall I give you a hand?
Would you like me to help you carry that?
- **when ordering or instructing**
Will you just roll up your sleeve? (doctor to patient)
Close the window, will you/would you? (the speaker is in a position of authority)
Will you listen to me for a minute? (the speaker is probably angry)
- **when asking permission**
Do you mind if I smoke?
Can I come in?
- **when requesting**
Could you pass me the newspaper?
Can you reach me the salt? (please pass it to me)
Have you got a minute? (I'd like to speak to you)
- **when suggesting**
Why don't we have lunch before we go?
Have you tried doing it this way?
How about asking Bill to the party?
- **when sympathizing**
How are you feeling today? (after an illness)
Are you all right? (after a slight accident)
- **when threatening**
Do you want a smack? (parent to a naughty child)
How would you like a punch on the nose?

Note that even if a question is used in indirect way it is still a question and so it usually needs an answer. For example, the question, Do you know Mr Jones? requires the answer, Yes or No. If the answer is "Yes", then it is not necessary to continue the introduction. Similarly, the answer to the question, Are you doing anything tomorrow night? may be Yes or No. The speaker will only go on to invite the hearer if the answer is "No".

3. Read and learn the following two dialogues by heart. They will give you practice in studying and using journalistic vocabulary in a realistic context. Besides that they are a good illustration of asking and answering questions during the course of business in a newspaper office. After the dialogues you will find a section entitled "Sentence Practice". In the section the short, almost cryptic dialogue sentences are paraphrased for easier comprehension. You will need to work back and forth between the Dialogue and the Sentence Practice for the most complete comprehension and mastery of the text material.

About Photographs

Vocabulary

alone-type caption – a caption for a picture not accompanied by a story

caption – a very brief statement accompanying a picture

column – one of the vertical sections of a newspaper page, separated by a space or a line; the width of this section; a feature that is regularly published in the same position

crop – cut off part of a picture in order to simplify, emphasize, or enlarge the remaining part

jump – continuation of a story on another page

jump-page – a page inside the paper which includes several jumps

paint out – remove a detail from a photograph by painting over it so that it looks like the background

retouch – alter the details of a photograph

Dialogue

NEWS EDITOR: You haven't got a good two-column picture, have you?

PICTURE EDITOR: There's this one, with these other people in it. We could crop it here.

NEWS EDITOR: The wife doesn't show up very well in this one, does she? Are there any others?

PICTURE EDITOR: That's the only decent one. We could retouch to subdue the background and bring her up* a little. The governor is all right.

NEWS EDITOR: Where will you crop?

PICTURE EDITOR: We'll paint this guy's arm out, if you want.

NEWS EDITOR: I don't mind that. After all, there was a crowd around them. But you can get that in two columns?

PICTURE EDITOR: I'd like to see it a three, but two will do it all right.

NEWS EDITOR: O.K. Get me an alone-type caption. It's going on a jump-page with a lot of election charts and an alone-type will look dressier.

Sentence Practice

1. Do you have a good picture of some voters which will fit into columns? You haven't got a good two-column voter picture, have you?

2. I have this one, but it has some other people in it. There's this one, with these other people in it.

3. You can't see the wife very clearly in this one, can you? The wife doesn't show up very well in this one, does she?

4. Do you have any other voter pictures? Are there any others?

5. That's the only acceptable one. That's the only decent one.

6. We could retouch the picture to make the background less noticeable. We could retouch to subdue the background. This would make her more prominent. We could retouch to subdue the background and bring her up a little.

7. The governor stands out clearly enough. The governor is all right.

8. What parts of the picture will you cut off? Where will you crop?

9. If you like, we can paint this man's arm out. We'll paint this guy's arm out, if you want.

10. I don't think that interferes with the effectiveness of the picture. I don't mind that.

11. It's a fact that they were surrounded by a lot of other people. After all, there was a crowd around them.

12. But do you really think this picture will be effective if it is reduced to two columns?

13. I'd prefer that it be given three columns. But it will be fairly effective in two columns.

14. Have an alone-type caption written. Get me an alone-type caption.

15. It will be printed on a jump page. On the same page there will be a lot of election charts. It's going on a jump page with a lot of election

* bring up = emphasize

charts. Under these circumstances, an alone-type caption will be more attractive. It's going on a jump-page with a lot of election charts, and an alone-type will look dressier.

Two Stories

Vocabulary

daily *n* – a paper which is published every day

interview – a story based on an actual conversation with a subject; the conversation itself

magazine – a special section of the Sunday paper, made up exclusively of features and differing considerably from the remainder of the paper in style of layout (верстка)

profile – a short, vivid biography

quotes – direct quotations from the subject of the interview

Dialogue

MAGAZINE EDITOR: Mary, how are you doing on the Clarkson piece?

CONTRIBUTOR: Fine. I had a wonderful interview with him. He's a very articulate man. Now all I have to do is write it.

MAGAZINE EDITOR: Did you read up on him first?

CONTRIBUTOR: Yes. He's had a fascinating career. I didn't realize he was that old.

MAGAZINE EDITOR: Remember, we don't want a straightaway profile – "He was born, he was raised, he was educated, he has the following accomplishments." We simply want the interview. He's a man who's spent 25 years in the theater. A man of his quality with all that experience must have something to say. And he's earned the right to say it. So let him talk. Use long quotes. You say you got more than you can use?

CONTRIBUTOR: I could write a book.

MAGAZINE EDITOR: Good. And we'll just call it "An Interview". That may seem awfully flat, but I think it's right. Everybody knows his name. And that's an honest title. Besides, I know the dailies will have a lot of stuff about him and the testimonial dinner. That's why I didn't want a profile, but just an interview, a sampling of wisdom of the man. O.K.?

CONTRIBUTOR: I see.

MAGAZINE EDITOR: The next thing is a seaport story. You're going to work on that next, aren't you?

CONTRIBUTOR: Well, I've thought a lot about it. I guess I'm a little afraid of it. It's so big. How can I do it in 1,200 or 1,500 words?

MAGAZINE EDITOR: Just remember we're going to have a lot of pictures, color and black and white. Ray has been shooting for weeks. So you shouldn't spend much time on visual description. The pictures will give the look of the place. We have shots of a lot of the people, too, and the captions can take care of them. Just imagine you're writing a letter to an intelligent friend and trying to catch the personality of the place.

Sentence Practice

1. What progress are you making on the Clarkson feature, Mary? Mary, how are you doing on the Clarkson piece?

2. Now I have to write it, which is no small job. Now all I have to do is write it.

3. Did you read some material about his life before you went to the interview? Did you read up on him first?

4. We'd rather you didn't do a typical profile. Don't just give the facts, like "He was born, he was raised." Don't just say, "He was educated, he has the following accomplishments."

5. This is a man who's worked in the theater for 25 years. He's a man who's spent 25 years in the theater.

6. He is a man of high quality and a lot of experience. A man of his quality with all that experience must have something to say.

7. And because of all his accomplishments, he deserves to be heard. And he's earned the right to say it.

8. You say you took more notes than you'll be able to get into the piece? You say you got more than you can use?

9. That title may sound colorless, but I think it fits the piece. That may seem awfully flat, but I think it's right.

10. But in addition to that, I'm sure the dailies will have a lot of stories about him. They'll have a lot of stuff about the testimonial dinner that's being given for him. Besides, I know the dailies will have a lot of stuff about him and the testimonial dinner.

11. That's the reason I asked you not to write a profile. Your interview might be just a sample of his wisdom. That's why I didn't want a profile, but just an interview, a sampling of the wisdom of the man.

12. Would it interfere with your finishing that story, if we talked about something else? Can you talk about something else, before you've finished that?

13. The seaport story is the next project I'd like you to undertake. The next thing is the seaport story.

14. I believe that's the piece you're going to work on next, isn't it? You're going to work on that next, aren't you?

15. I've given the subject a lot of thought. Well, I've thought a lot about it.

16. I'm a little afraid I may not be able to do it well, I guess. I guess I'm a little afraid of it.

17. There's a great deal that could be said about the subject. It's so big.

18. We'll be using a lot of pictures, both color and black and white. Just remember we're going to have a lot of pictures, color and black and white.

19. For weeks Ray has been making photographs. Ray has been shooting for weeks.

20. You shouldn't devote much space to describing how the place looks. So you shouldn't spend much time on visual description.

21. The reader will get the appearance of the place from the pictures. The pictures will give the look of the place.

22. A lot of people will be shown in the photographs, also. They will be identified and described in the captions. We have shots of a lot of the people, too, and the captions can take care of them.

23. Just pretend that you have an intelligent friend to whom you're writing. Imagine that you want to give him the real feeling of the place. Just imagine you're writing a letter to an intelligent friend and trying to catch the personality of the place.

4. Make up dialogues between: a) a contributor and a picture editor; b) a contributor and a news editor; c) two journalists discussing the materials on the elections; d) an editor and a photographer who has taken some very good pictures. Make use of the previous dialogues. Work in pairs.

5. a) Read the dialogue and translate it:

It's Happened Again!

BILL: Excuse me. I'm from the *Evening Star*. You saw the accident, I imagine. Can I ask you a few questions about it?

WOMAN: I should be glad to answer any questions. Yes, I saw it happen. I saw the car come round that corner.

BILL: What happened exactly?

WOMAN: He was driving very fast. He couldn't stop, and drove straight into the lake.

BILL: Is he – still in the car?

WOMAN: Oh no! The water isn't deep. In fact he is not hurt at all – just wet. He has gone to that farmhouse over there. He's going to telephone the police and ask for a breakdown van.

BILL: Why couldn't he stop? Was he on the wrong side of the road?

WOMAN: Well, yes he was, it's rather a sharp bend. Of course –

BILL: There's a car there – right on the bend – almost in the middle of the road. Who does it belong to?

WOMAN: It belongs to me, actually. You see, there's a lovely view across the lake from that corner. So I had to stop!

BILL: But isn't it a rather dangerous place – ?

WOMAN: Ah! Here comes the police car. They are driving fast!

BILL: Quick! You must move your car!

WOMAN: Oh dear! It's happened again! Men drive badly, don't they? Well, good-bye. I'm sure you will be able to help those poor policemen out of the water!

b) Answer the following questions:

1. What newspaper did Bill represent?
2. Why did he come to the lake?
3. Were there any other witnesses of the accident besides the woman?
4. Do you think that the woman's information could be a little bit biased?
5. Who do you think might be guilty of the accident?
6. Who do you think should be punished for the accident?

c) Imagine that you are a reporter of the *Evening Star*. Write a news item about the accident for your newspaper. Remember the rule of five *Ws* and *H*.

d) Stage the dialogue between Bill and the woman working in pairs.

6. a) Read the text and try to understand it without using a dictionary:

Here Is the News...

BBC Radio News at 9 o'clock:

"In Northern Ireland yesterday a soldier from the British Army died when a gunman shot him..."

"A bomb exploded and injured two people..."

"In the Watergate scandal in the USA a senior member of the Nixon administration resigned..."

"Petrol will cost more from tomorrow..."

"The Minister of Agriculture flew to Luxembourg today for vital talks on Common Market food prices..."

"In Wiltshire in Southern England a family of five died in a fire."

"Four schoolboys are lost in the mountains of Snowdonia in Wales. The weather there is very bad..."

"What a terrible day!" you will probably say. "All these dreadful things happening at the same time."

But this is not one special day. Every day the news in Britain is like this. A plane crashes; there are serious disagreements between Britain and Iceland over fishing; a famous actor or writer dies; your favourite football team loses an important match. The news is nearly always gloomy.

But I must be fair. Sometimes the news is better: a rescue team in a helicopter found the boys on the Welsh mountain, they were not hurt; your football team wins a match; the weather will be fine next weekend. But this is very unusual.

Recently I was on holiday in the South of France. I stayed in a small town where there is modern industry as well as an old market centre. Everyone was happy. They went to work or to the market, and stopped and talked to people they met. A short distance from the town the farmers were working in the fields, slowly and carefully looking after their crops. It was wonderfully peaceful and friendly. I didn't buy an English newspaper and I couldn't listen to the BBC news.

"How good life is here," I thought. "No one is worrying about what is happening in the rest of the world. We all live each day as it comes."

If I must choose between the peaceful "out-of-touch" life of Southern France and the bustling, "informed" life of London, I would choose France. I completely agree with the old English proverb "No news is good news!"

b) Here are some assignments for you:

- 1) Look through the text and say which of the news is completely out-of-date and which of the news may be still vital.
- 2) Imagine that you are a Moscow Radio commentator and prepare a radio news programme.
- 3) Imagine that you've met a friend of yours and he looks very gloomy. Try to find out what is wrong with him. Work in pairs discussing the latest news.
- 4) Comment on the following:

The pessimist is the man who believes things couldn't possibly be worse to which the optimist replies, "Oh yes, they could."

5) Write two news programmes containing the same news presented by different authors: an optimist and a pessimist.

6) Why do you think the author of the text "Here Is the News" thought that the life in France was more peaceful and "out-of-touch" than the life in Great Britain? Was he right?

7. Here are some jokes about journalists and their job. Read them and give your commentary:

WASHINGTON WAGS

Our news desk had just received word that President Eisenhower's press secretary, James C. Hagerty had been taken to the hospital to have his appendix removed.

"Well," one old hand commented, "I hope the doctors don't find as reporters have, that it's awfully hard to get anything out of Hagerty."

MY SQUARE LADY

When her favourite daily newspaper had to cease publication for 17 days because of a printers' strike, an irritated housewife called up the editor. "You knew beforehand that this was going to happen," she said. "Why didn't you print up a lot of papers ahead of time?"

* * *

A London newspaper once ran a competition for a statement of a philosophy of life that could be put on a post card. The winner: "Love, trust, dare – and keep on doing it!"

* * *

It often shows a fine command of language to say nothing.

* * *

It's funny how the strongest words often show up in the weakest arguments.

SHOPTALK

Emil L. Telfel of the William Allen White School of Journalism at the University of Kansas learned the profession the hard way starting as a copy boy, but he didn't harbor sentimental thoughts about it being the best way. "The only thing I learned," he told his classes, "was this: when you go out to get sandwiches for reporters, get the money first!"

8. Read the following text, translate it into Russian and do the assignments given at the end of it:

As Kate had no training or experience, Fleet Street life was tough for her. Everybody was working against a deadline and there was no time to explain things to a beginner; either you were right or you were out, and anyway beginners weren't supposed to start on Fleet Street.

Kate learned by listening to the other desks to cultivate a good telephone voice. She learned to keep her notebook always within reach, never to alter a quotation and to check, check and check again.

Scotty was unusually kind as well as fast, funny and deadly serious. Kate was devoted to him. Once, when he found her rewriting an article for the ninth time, he patted her shoulder and said, "Nobody's piece is ever perfect. Just try to get it as good as possible under the circumstances and then throw it in. And remember it's not your piece – it's team product and you're only the beginning of the chain." Again he started to chew his horribly maimed pencil.

Kate knew that she was lucky. In her first year on Fleet Street she often worked from eight in the morning until eleven at night because she hadn't yet discovered how to take shortcuts. She loved the calm, fast world of daily papers, and she loved working for engaging, humorous Scotty, who protected her, encouraged her, egged her on and ruthlessly cut her copy.

- 1) Find the words and phrases describing the life in Fleet Street.
- 2) Find the words and phrases showing that Kate liked her job.
- 3) What is the author's attitude to Scotty? Find the places in the text that prove your opinion.

9. a) Read the text consulting the notes and translate it into Russian.

Paper Chase

At this time of year, many UCLA¹ students are looking for summer jobs or to begin careers. And they are discovering that barriers to entry in many professions are nearly impenetrable. Recently I went downtown² to a local newspaper to inquire about writing a weekly humorous column. They didn't let me in the building. Of course, I am not a well-known writer, but in my brief conversations with secretaries to assistant associate editors,³ I learned that that point is almost irrelevant. Most major newspapers are not in the market for a column of any kind for anyone.

I can imagine F. Scott Fitzgerald vainly proposing a weekly column. An assistant associate editor answers the phone: "City Desk."

"Oh hello, Mr. Desk. My name is Scott Fitzgerald and I've been thinking that I would like to write a newspaper col –"

"You want classified ads,⁴ situation wanted. I'll ring the switchboard."

"No. I mean, I want to write for your newspaper."

"Sorry, Fitzgerald. We don't need any columns."

"Well, I think I could write a good column. Wouldn't you want to listen about it first?"

"Well, we have no room. Let me explain it to you. Today's paper had 112 pages. Once we've subtracted the advertisements, comics, pictures, attention-grabbing headlines, crossword puzzles, astrological forecasts, and Dear Anney,⁵ do you know how much space we have left for the news and serious columns? I'll tell you: 14 lines."

"But Mr. Desk, I'm not proposing a serious column. It's of a light-hearted –"

"All the more reasons why we can't print it. Do you want me to cut out some important news like the story about the sex-crazed toads in Hampstead, England? How do you think we got our reputation as one of the world's great newspapers? By running a column by some unknown and leaving out news about sex-crazed toads getting squashed by cars?"

"No, Sir. I think the story about the toads was very important. But surely you should consider finding a place for my column."

"Fitzgerald, you don't seem to understand. We've got a paper shortage. We don't have enough paper to bring the news we already have. Every employee is helping collect old papers for recycling. Now, even that's not enough. Today the publisher told every employee to throw his phone book, typing paper and spare Kleenex⁶ into the recycling bin. Last week a reporter was caught drying his hands with a paper towel. The boss gave him a pink slip,⁷ let him read it once and then threw it into the bin also."

"It sounds rough, Mr. Desk."

"Yeah,⁸ kid. You know, if you're desperate for work, I think maybe our circulation department could use you. Do you have a bicycle?"

"That isn't the kind of job I wanted. I want to write a column."

"Okay, Fitzgerald. I'll tell you what you do. Send in a bit,⁹ thick envelope containing everything you've written! I can't offer you a job but I think we can use some of your past work."

"Really? That's great! To whose attention should I address the envelope?"

"Just write: attention: Recycling Department."

NOTES

¹ UCLA – University of California, Los Angeles

² downtown – *AmE* the business centre of a town or city

³ assistant associate editor – помощник заместителя главного редактора

⁴ classified ad (advertisement) – a small advertisement placed in a newspaper by a person wishing to sell or buy something, offer or get employment, etc.

⁵ Dear Anne – рубрика, в которой Энни дает советы тем, кто пишет ей

⁶ Kleenex – a trademark for soft tissue paper used as a handkerchief

⁷ pink slip – *colloq* notice to an employee of termination of employment

⁸ yeah – *colloq* yes

⁹ bit – *colloq* very small

b) Answer the following questions about the text:

1. What do UCLA students discover while looking for summer jobs?

2. Why did the author of the story take the name of the well-known American writer?

3. What kind of article was he proposing?

4. Why did editorial office collect old papers?

5. Why was one of the reporters given a pink slip?

6. What job was the author offered?

7. Why was he asked to collect everything he had written?

c) Learn the dialogue and perform it in class. Work in pairs.

d) Imagine that you're a cub-reporter and have written a column for *Moscow News*. Stage a dialogue between you and an assistant associate editor. Work in pairs.

10. Read the text, translate it into Russian and do the assignments given after it.

This Is Your Chance to Get Known by the Editor

...Supposing you have left school and are working in some other job but are still keen to get into journalism. What then? In some way it is easier for you. Newspapers do not take news only from their own staff. A good newspaper will get news or pictures from wherever it can and pay for it too.

So let us assume you are aged 23, a clerk in Lagos but not very interested in remaining one forever, and you feel you would make a good journalist.

Lagos is full of news as any other of the big towns and cities of Africa.

So you keep your ears and eyes open, and sooner or later you come across something that you think the newspaper would be interested in. It might be anything. You might hear that a footballer dropped down dead in the middle of a game. Any newspaper would be glad to print a few

photographs about that. You might hear that a neighbour's wife has given birth to triplets. That might make a good picture for a newspaper if you tell them (or better if you are handy with a camera). Once you start looking for news it is surprising how much there is that does not find its way into newspapers.

This is your chance to get known by the editor, or the news editor. Either tell them the news, or better still write it up and take it in. The newspaper will be grateful, they will probably pay you a few shillings – but best of all you will get known in the office.

Many journalists who have gone on to make good careers in newspapers started this way, "free-lancing" as it is called.

Even if you live a long way from where the newspaper is printed, you can still send the news in. The big city papers are generally very glad to get news from the country districts, and you might become what they call a "stringer" – that is, a part-time correspondent in your part of the country.

a) Compare the previous text and this one and state which of them has been written by an optimist or by a pessimist and give your arguments.

b) Prepare a dialogue between a beginner and an editor making use of the above text as a reference. Work in pairs.

c) Write out all the examples where *may* or *might* are used and translate them into Russian. REMEMBER: when you are talking about possibility *might* sometimes suggests a smaller possibility than *may*, but often these words are used to mean the same thing.

d) Retell the story as if it were based on your own experience.

e) Imagine that you're a genius forced to work as a clerk in an office. What would you do?

11. a) Read the text and translate it into Russian:

A Janitor Promoted to Reporter on his First Day on the Job

David Shaw began his career in journalism four days after his sixteenth birthday when he was hired by the publisher of a weekly newspaper and a monthly magazine as a janitor. He was promoted to reporter his first day on the job and six months later became editor-in-chief. During his college years at the University of California, Los Angeles, David Shaw worked as a reporter for the Huntington Park *Daily Signal*. Later he went to work to the *Los Angeles Times*. During his first six years as a reporter at the Times, he wrote penetrating articles on subjects ranging from teenage drug use to black militancy to super-market merchandising.

Los Angeles Times Editor Bill Thomas then offered Shaw his present job as press critic. He writes front-page stories on how and what the media do, having been given complete freedom to analyze, probe, and criticize. *Time Magazine*, *Newsweek*, *TV Guide*, *Editor and Publisher*, *Quill*, and several journalism reviews have run stories about his work. His work as a reporter and press critic has won him more than 30 major journalism awards.

b) Answer the following questions making use of the information given after them:

1. What is the job of a janitor?
2. What is the job of a reporter?
3. What is the job of a publisher?
4. What is the job of a press critic?
5. What is the job of an editor?
6. What is the job of a journalist?

Information for reference: to write for newspapers and magazines; to find out and to write about news events for a newspaper or for radio or television; to guard the main door of a large building; to give judgements about the good and bad qualities of the press; to be in charge of a newspaper or a magazine, and be responsible for its organizations and opinions; to prepare for printing, broadcasting by deciding what shall be included or left out, putting right the mistakes; to choose, arrange, have printed, and offer for sale to the public (a book, magazine, newspaper, etc.).

c) Why do you think David Shaw has had such a brilliant career? (Look through the texts of Units 1-4 about the qualities and qualifications that go to make a good journalist and make a list of the qualities David Shaw should have to become a well-known journalist.)

12. Read and translate the following quotations. Say which of them you find interesting, disputable or right. Give arguments supporting your opinion.

Genius

- Genius does what it must and talent does what it can. Genius-worship is the inevitable sign of an uncreative age.
- We define genius as productive reaction against one's training.
- Genius, meaning by that an original creative power, is both much more common than we suppose and much more fragile. It is certainly

more fragile than talent. For talent belongs to the capable and intelligent who understand their own powers and know how to manage them. Genius is sensitive and impressionable.

- Mediocrity knows nothing higher than itself, but talent instantly recognizes genius.

- In every man of genius a new strange force is brought to the world.

- It is a sign of real genius that it remains unspoiled by success.
- The most gifted members of the human species are at their creative best when they cannot have their own way.

- There is a certain characteristic common to all those whom we call geniuses. Each of them has a consciousness of being a man apart.

- Genius is a talent provided with ideals.
- Genius is an African who dreams up snow.
- Before I was a genius I was a drudge.
- Genius is the capacity to see ten things where the ordinary man sees one, and where the man of talent sees two or three, plus the ability to register that multiple perception in the material of his art.
- He is the only genius with an IQ of 60.
- Contempt for food is clearly the first symptom of genius.

Intellect

- Since it is seldom clear whether intellectual activity denotes a superior mode of being or a vital deficiency, opinion swings between considering intellect a privilege and seeing it as a handicap.

- We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality.

- Little minds are interested in the extraordinary; great minds in the commonplace.

- His mind was like a soup dish, wide and shallow; it could hold a small amount of nearly everything, but the slightest jarring split the soup into somebody's lap.

- I rank the great thinker far above the ready writer. Goethe knew twice as much the human scene as Shakespeare but could not put it on paper half as well.

- The grinding of the intellect is for the most of people as painful as a dentist's drill.

- His had been an intellectual decision founded on his conviction that if a little knowledge was a dangerous thing, a lot was lethal.

Intellectual

- An intellectual is a man who doesn't know how to park a bike.
- A highbrow is a person educated beyond his intelligence.
- Intellectuals inclined to be individualists, or even independents, are not team conscious and tend to regard obedience as surrender of personality.
- The trouble with me is I belong to a vanishing race, I'm one of the intellectuals.
- A highbrow is the kind of a person who looks at a sausage and thinks of Picasso.
- An intellectual is a man or a woman of thoroughbred intelligence galloping across the country in pursuit of an idea.

Intelligence

- Intelligence is the faculty of making artificial objects, especially tools.
- Intelligence is not to make no mistakes, but quickly to see how to make them good.
- Simplicity of character is no hindrance to subtlety of mind.
- Military Intelligence is a contradiction in terms.
- The greatest intelligence is precisely the one that suffers most from its own limitations.
- It takes brains not to make money. Any fool can make money. But what about people with talent and brains?
- There are three kinds of intelligence – the intelligence of man, the intelligence of animals, and the intelligence of the military, in that order.

Conscience

- There is only one way to achieve happiness on this terrestrial ball. And that is to have a clear conscience, or none at all.
- When one has a conscience it is generally a bad one.
- I cannot and will not cut my conscience to suit this year's fashions.
- The paradoxical – and tragic – situation of a man is that his conscience is weakest when he needs it most.
- Conscience is the internal perception of the rejection of a particular wish operating within us.
- You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.
- The wings of a beautiful but ineffectual conscience beating vainly in a vacuum jar.

Unit 12

JOURNALISTS UNDER FIRE; MEDIA UNDER SIEGE

TEXT I

The Freedom Forum

The following chapter is based on the materials published by The Freedom Forum World Center which was established in 1991 under the direction of Founder Alien H. Meuhart as successor to the Gannett Foundation. That Foundation had been established by Frank E. Gannett in 1935.¹ The Freedom Forum is a non-partisan,² international foundation dedicated to free press, free speech and free spirit for all people. The foundation pursues its priorities through programs including conferences, educational activities, publishing, broadcasting, online services,³ fellowships,⁴ partnerships, training and research.

The mission of The Freedom Forum is to help the news media and the public to understand each other better. The 1997 series of forums took place in Sydney and Melbourne, Australia, Hong Kong, South America, Africa and North America. The second of The Freedom Forums's 1997's international forums on "News Traditions and Transitions" took place in London.

Charles L. Overbuy, president and chief executive officer of The Freedom Forum writes: "When the topics are hot and the speakers are provocative, the result is almost always simulating conversation."

Our search for answers elicited fascinating, incisive and sometimes poignant testimony from our speakers; the head of the BBC News; a former broadcast journalist now serving in Parliament; a Pulitzer-winning American editor; four editors from formerly communist countries; and a Missouri-born expatriate who began reporting from European combat zones in the late 1930s. Lively questions and comment periods also drew out the views of many of the 160-200 people who packed the meeting rooms at the Churchill Inter-Continental Hotel and The Freedom Forum European Center.

¹ In 1935, newspaper publisher Frank Gannett set up the Frank E. Gannett Newspaper Foundation which began by supporting journalism, education and philanthropy in 14 New York cities served by the 19 newspapers in Gannett's company

² **non-partisan**: *non-* – a negative prefix showing an absence of something; **partisan** *adj* – showing strong often unreasoning support of a particular party, group, plan, etc. and dislike of any others: *a very partisan speech/newspaper*

³ **online service** – компьютерная служба предоставления текущей информации

⁴ **fellowship** – an endowment, or a sum of money paid from such an endowment, for the support of a graduate student, scholar, etc.

⁵ **Pulitzer Prize** – any number of yearly prizes established by Joseph Pulitzer (1847–1911), U.S. newspaper owner and philanthropist, born in Hungary. Prizes are given for outstanding work in journalism, literature and music.

EXERCISES

1. Read the text and translate it into Russian. Consult the notes.

2. Transcribe the following words and learn to pronounce them correctly:

pursue, service, research, endowment, executive, expatriate, series, Melbourne, Australia, Missouri, European, poignant, successor, incisive, fascinate

3. Learn the material below and use the words in sentences of your own:

-SHIP – the position of being: *fellowship, partnership, friendship, citizenship, sponsorship, companionship, readership, membership, championship.*

REMEMBER that the word *Ladyship* is used as a title for addressing or speaking of a woman with a title of *Lady* (a woman of a noble rank, a woman of high position, the wife or daughter of a noble man or the wife of a knight).

a) partnership, friendship, readership, membership, sponsorship, championship

-HOOD – the state or time of being: *motherhood, brotherhood, childhood, boyhood, girlhood, knighthood, celebrityhood.*

b) motherhood, childhood, celebrityhood

ex-husband, ex-wife, ex-Prime Minister, ex-England cricketer;
REMEMBER that the *ex* is used informally meaning someone's former wife, husband, boyfriend, or girlfriend: *I saw your ex the other day.*

c) ex-husband, ex-wife, ex-President, ex

4. Translate the following phrases into Russian. Use them in sentences or situations of your own:

incisive comments; incisive questions; a partisan speech; a partisan newspaper; poignant memories; a poignant farewell; provocative remarks; a provocative smile; incisive remarks

5. Learn the material below and use the words in sentences of your own.

The prefix **NON-** is used with adjectives and nouns showing a negative, NOT:

1. *non-alcoholic drink*; *a non-smoker* (= someone who does not smoke); *a non-stick frying pan* (= which food does not stick to)

2. *infml. (esp. in nouns)* not deserving the stated name: *a non-event* (= something dull):

It was a really bad book – a non-story with non-characters.

Compare prefixes **UN-**, **IN-**, and **NON-**, which all mean “not”. The difference between them is the degree to which they suggest the idea of something opposite rather than something negative. *Non-* is usually just negative (for example, *non-alcoholic drinks contain no alcohol*) but *un-* is often used to suggest an opposite quality. Compare: *He has applied for a non-scientific job* (not connected with science) *in the Civil Service. It was very unscientific* (= showing too little attention to scientific principles) *not to measure your results.* Of the three prefixes, *in-* tends most often to suggest opposite qualities. Compare: *their inhuman* (= very cruel) *treatment of political prisoners. The archaeologists discovered both human and non-human bones.*

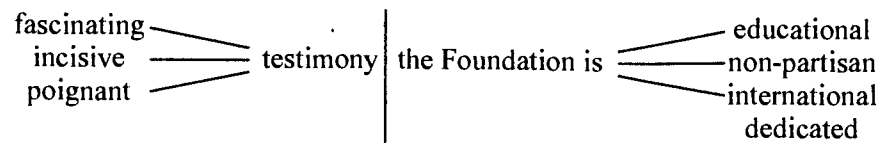
non-alcoholic, non-smoker, non-fiction, non-profit-making, non-aggression, nonaligned, nonconformist, non-existent, non-interference, non-resident

6. Match the meaning with the correct word:

- | | |
|----------------|---|
| a) 1. dedicate | a) to succeed in drawing out (facts, information, from someone, especially after much effort) |
| 2. pursue | b) to give to a holy purpose, often with a solemn ceremony |
| 3. succeed | c) to continue steadily with; to carry on |
| 4. elicit | d) to be next to take a position or rank |

- b) 1. poignant a) likely to cause strong feelings
 2. provocative b) showing strong often unreasoning support of a particular party, group, etc.
 3. incisive c) producing a sharp feeling of sadness
 4. partisan d) going directly to the main point

7. Translate the following word combinations into Russian. Explain in English what is meant by these phrases:



8. Find words with a similar meaning:

- | | | | |
|-------------------|---|------------------|--|
| 1. non-partisan – | neutral
friendly
objective
fair
committed | 4. poignant – | troublesome
unpleasant
distressing
offensive
burning
sharp
painful |
| 2. indecent – | offensive
improper
unspeakable
badly-behaved
socially unacceptable
provocative | 5. provocative – | proud
defiant
militant
challenging
threatening |
| 3. inhuman – | ill-natured
cruel
brutal
ruthless
pitiless
envious | | |

9. Answer the following questions:

- When was The Freedom Forum World Center established?
- What priorities does The Center pursue?
- What programs do its activities include?
- What is the mission of The Freedom Forum?

- Where were forums held in 1997?
- What problem was the second of the 1997's international forums devoted to?
- What speakers took part in this forum?
- How many people were present at the Churchill Inter-Continental Hotel and The Freedom Forum Center?

10. Do you think that the Freedom Forum has a great influence on journalists/politicians/members of governments/members of parliaments or Presidents? Why? How?

Use the following expressions in your answers:

to examine the news media's effects on society; to bring together journalists, scholars, media industry executives; to exchange opinions on urgent world problems; to examine relations between social institutions and the press; to improve professional qualities of journalists; to promote freedom of speech and fairness of mass media; to help the developing countries to improve their mass media functioning; to help journalists to cope with difficulties in their work; to protect journalists

11. Use the words you have learnt in speech:

- How can you elicit information if your interviewee is reluctant to speak? (Look for some advice in Unit 11.)
- Do you agree that journalists should be dedicated to their profession? (Look for some additional information in texts 1, 2 of Unit 1.)

12. Learn the phrases below which can be used to conduct discussions and participate in them. Use any 10 of them in sentences of your own:

to convene a meeting, a conference, a forum – созывать совещание, конференцию, форум
 permanent body – постоянный орган
 organizing committee – оргкомитет
 wide/numerous participation – широкое участие
 preliminary announcement – предварительная информация
 participant, member – участник (конференции, совещания)
 working language – рабочий язык
 scientific contribution – научный доклад (представленный на конгресс, конференцию)
 social program – культурная программа
 under the sponsorship – под руководством, по инициативе
 the application procedure – процедура подачи заявок

preliminary application form – бланк предварительной заявки на участие в конференции
 hotel reservation – бронирование мест в гостинице
 additional expenses – дополнительные расходы
 to reimburse the expenses – компенсировать расходы
 to inform somebody in a due course – оповестить участника в положенное время
 official invitation – официальное приглашение
 project manager – руководитель программы
 I would be most grateful for any assistance – я буду глубоко благодарен за любое сотрудничество/любую помощь
 more information on the program and practical details will follow later – дальнейшая информация по программе и практические детали будут сообщены позже
 to attend a meeting, a conference – присутствовать на собрании, на конференции
 advanced registration of participants – предварительная регистрация участников
 registration fee, enrolment fee – взнос участников
 full participant, member – полноправный участник
 abstract – тезисы
 to issue documents – распространять документы

13. Write a draft project of the forum informing the participants about the details. Use the vocabulary from ex. 12.

TEXT 2

Front Lines and Deadlines: A View from the War Zones

American expatriate Martha Gellhorn says she “never intended to be a war correspondent” but discovered her niche in the late 1930 when she began filing dispatches about the Spanish Civil War to *Collier's Magazine*. The Freedom Forum saluted her as “one of the great correspondents of the 20th century”.

Martha was born in St. Louis, Mo., in 1908. After high school she enrolled, as her mother had, at a College outside Philadelphia. After her junior year, she decided to drop out. She was impatient, she later wrote, “to go everywhere, to see everything and to write about it”, and that's just what she did.

In 1930, at the age of 21, she went to France with \$75 in her pocket and a conviction she could earn a living as a foreign correspondent.

So she fetched up at the office of the *New York Times* and said she was offering her services as a foreign correspondent. The bureau chief laughed so hard he nearly fell off his chair! He pointed out that it was not so easy.

So she had lots of odd jobs first, including on the *United Press*, where she was to sit on a telephone, and stringers telephoned in and they spelled what they were doing in French, and she got all that unbelievably wrong. In due course she was fired, she was fired a lot.

She had been writing all along. The first job she ever had was on the *New Republic*. She was supposed to read the galleys, which she found very dull. So she had tended not to read them, and they had more typos* than they had ever had in all the years of their history, which they also did not find very pleasing.

She never intended to be a war correspondent. She found out about the Spanish war because she was in Germany when it began. The German papers always described the Spanish Republic as “Red swine dogs”. She did not know anything about it except that, and that was all she needed to know. And it was the only place that was fighting fascism.

She could not get any travel documents in Paris, and she took a train and got off near the border of Andorra and walked across. There was a train going down to Barcelona, so she just got on. She did not know Spanish, and she did not have the faintest idea of doing anything except being there. It was a sort of act of solidarity just to be with the right people.

She did not write. She just wandered about. She used to write letters to the wounded in the Palace Hotel, and she used to drive a station wagon with blood in bottles to a battalion aid station. Then somebody suggested she should write about the war, and she said she did not know anything about the war. She did not understand anything about it. She did not see how she could write about it. She knew only about daily life. It was said, well, it wasn't everybody's daily life. That was why she started. She had a friend in *Collier's*, so that's why she sent the manuscript to him. They started to publish her stories regularly and suddenly she discovered she was a war correspondent because it was on the masthead. From then on, there was nothing but wars.

Martha was a passionate defender of the Spanish Republic's losing battles against fascism. She wrote, “Spain was my cause. Spain was what

* typos = mistakes (опечатки)

I loved and believed in." She also wrote, "I had no idea you could be what I became, an unscathed* tourist of wars."

She was on the *Collier's* staff until the end of the Second World War. She went from Spain to China, the Sino-Japanese war, Singapore and Vietnam.

EXERCISES

14. Read the text and translate it into Russian.

15. Answer the following questions about the text:

1. What is Martha Gellhorn?
2. When and where was Martha born?
3. How did The Freedom Forum salute her?
4. What college did she enroll?
5. Why did she decide to drop out of the college?
6. What did she want to do after dropping out of college?
7. When did Martha come to France?
8. What was her ambition?
9. What kind of job did she have in the *United Press*?
10. What was her job on the *New Republic*?
11. Why did Martha decide to go to Spain?
12. How did she become a war correspondent?
13. What other wars did Martha cover?

16. Speak on Martha's biography using the words and word combinations given below:

a) The beginning of her career:

to be born; to enroll; to drop out; to offer one's services; to have lots of odd jobs; stringers; telephone in; to be fired; to read the galleys; to have more typos

b) The way to Spain:

to find out about; the only place; travel documents; to get on a train; not to have the faintest idea; act of solidarity; to drive a station wagon; to know about daily life; a passionate defender; an unscathed tourist of wars

JOURNALISTIC ASSIGNMENTS

17. Write a news item about Martha Gellhorn for a newspaper addressed to young people.

* unscathed = unharmed

18. Write an interview with Martha Gellhorn. What other questions would you like to ask her which were not touched upon in this material? Work in pairs.

19. Imagine that Martha is describing her life story to a fellow journalist whom she has not seen since the Second World War. Speak on behalf of Martha.

20. Suppose that you are to introduce Martha to the Freedom Forum taking place in Russia. What facts from her life would you emphasize? What has impressed you most of all in Martha's life?

21. Do you know any Soviet journalists who participated in the Spanish War? In the Second World War? Write a story about those journalists for a newspaper or for a magazine.

22. Have you heard about Helen Masyuk, the first Russian woman to become a war correspondent on Russian television NTV? She has gained wide public interest for her reliable reports on the conflict in Chechnya. In 1995, she received the International Press Freedom Award from the U.S.-based Committee to Protect Journalists. What questions would you like to ask her if you were given an assignment from the magazine *The Journalist*? Can we say that Helen has also become an unscathed tourist of wars?

TEXT 3

Dying to Tell the Story: Journalists at Risk

Moderator William Orme, executive director, Committee to Protect Journalists

Panelist Yevgeniy Kiselyov, co-founder and vice president, NTV-Moscow, and 1995 Committee to Protect Journalists awardee, Russia.

William Orme: The rise of organized crime is increasingly a greater threat to working journalists. Most of journalists killed are local journalists, covering local stories – killed by people who know them and deliberately seek them out. Inevitably, these are police reporters covering corruption.

Yevgeniy Kiselyov: We have in my company almost 30 correspondents working in the daily news. I cannot remember a single case where any of them refused to go to Chechnya when assigned to do a story. Most of our journalists are young people.

The most difficult task we are facing is assigning younger, junior colleagues to stories that are risky and can cost them their lives. Young and ambitious journalists are eager to go.

I would like to say a few words about organized crime and corruption. Many things are so closely interconnected that sometimes you can

be unaware of the fact that you can be risking your life when you start to investigate a story.

May be the best thing that would help all of us is that criminals who are trying to harass and intimidate and even murder journalists are found and go on trial. But, unfortunately, that never happens. I don't remember a single case of somebody going on trial for murdering a journalist in Russia, for harassing a journalist in Russia or for interfering with a journalist on duty.

I would like to mention two cases:

Dmitry Kholodov, a reporter from the *Moskovski Komsomolets* who was investigating corruption in the highest levels of the Ministry of Defense and who was killed by a booby-trapped attaché case. The attaché case he received from an unknown person who told him that it contained important documents on the case he was investigating. That happened in October 1994, and the police investigation has reached almost nowhere.

Vladislav Listyev, my fellow television journalist, who was killed, shot in the head on the threshold of his house in Moscow a month after he was appointed the new director general of Russian public television. That is the biggest Russian television company. There were rumors that his killing had something to do with the financial side of it and had nothing to do with his journalistic activities. That seems to be true. Nevertheless, that happened in March 1995, and again the public has no information about any progress of the investigation. That seems to me to be the biggest problem of all.

Unless there is a single successful case, we always remain unprotected. Nevertheless, we will continue to do our duty because those are the rules of the game.

Orme: Of the more than 300 murders of journalists we have documented around the world over the past 10 years, people have been successfully arrested and prosecuted in fewer than a dozen cases. So immunity is the norm. Among these 300 cases were a dozen in the United States, and of those dozen cases, a majority remains unsolved.

We (at the Committee to Protect Journalists) were stunned, shocked by the murder of Veronica Guerin, an Irish reporter. We had the privilege of spending a week with her last December in our offices. We were giving her our annual International Press Freedom Award. She was the first European journalist to receive that honor, and it will not surprise any of you who knew Veronica that she was acutely uncomfortable at being singled out for this recognition. She took every opportunity in her public speeches and interviews to change the subject, to talk about other coun-

tries, other issues, generally about the problem of covering crime around the world, anything but to talk about her own case.

It is a shocking thing when a journalist is killed, but it is especially shocking in a society that is democratic, essentially pacific, where such murders are almost unheard of. The last recorded murder of a journalist in Western Europe that I am aware of was a case in 1989 in Belgium.

EXERCISES

23. Read the text and translate it into Russian with a dictionary.

24. Learn the following words from the text:

moderator – a person who tries to help people to reach an agreement

co-founder – someone who founded a firm, a television center together with other people

panelist – a member of a group of people (panel) with special skills who are chosen to perform a particular service: *a panel of experts/advisers*

investigative journalist – a journalist who tries to find out things of public importance, uncover secrets, etc.

prize awardee – a person who received some honorary prize

to assign – to give as a share or duty

to intimidate – to frighten, especially by making threats

to harass – to make (someone) worried and unhappy by causing trouble, esp. on repeated occasions

to interfere – to enter into or take part in a matter which does not concern one, and in which one is not wanted

25. Give Russian equivalents of the following phrases:

organized crime; increasingly a greater threat; to be assigned to do a story; to face the most difficult task; closely interconnected; to be aware of something; to investigate a story; to harass and intimidate a journalist; to go on trial; to interfere with a journalist; to be appointed the director general; to have something to do with

26. Match the meaning with the correct word:

- | | |
|---------------|--|
| 1. successful | a) having a strong desire for success, power, wealth, etc. |
| 2. fortunate | b) which cannot be prevented from happening, certain to happen |
| 3. risky | c) done on purpose or as a result of careful planning, intentional |
| 4. ambitious | d) having done what one has tried to do |
| 5. deliberate | e) having a high degree of risk, dangerous |
| 6. inevitable | f) having or bringing a good condition or situation |

27. Translate the following sentences into Russian paying special attention to the prepositions used with verbs:

1. We are earnestly seeking *after* the truth.
2. The travelers sought shelter *from* the rain.
3. He sought *out* his friend in the crowd.
4. You should seek advice *from* your lawyer *on* this matter.
5. This journalist is seeking *for* fame.
6. Will this president seek re-election *at* the end of his term of office?
7. The sound of the radio interferes *with* my work.
8. I never interfere *between* husband and wife in his affairs.
9. Who has been interfering *with* my books?
10. They tried to intimidate him *into* doing what they wanted.

28. Learn the material below and use the words and phrases in sentences of your own.

The prefix *co-* means:

1. Together, with: *to coexist* (= exist together at the same time, esp. peacefully):
Can the President coexist with a hostile Parliament?
coexistence with (esp. of countries with opposed political systems), the state of peacefully existing together;
coeducation (= of boys and girls together).
2. Doing something with someone else
 - a) as an equal: *my co-author* (= someone who wrote a book with me); *a co-founder* (someone who founded a firm, a TV station together with somebody else);
 - b) with less responsibility; assistant: *the co-pilot* (= someone who helps the pilot); *coworker* (= a fellow-worker); *co-star* (a famous actor or actress who appears together with another famous actor or actress in a film or play; *to co-star* (to appear as a co-star: *It is the first time she co-starred with Robert Redford*); *to co-operate* (to work or act together for a shared purpose).

co-production, co-existence, coeducation, coed, cohabit, co-ordinator, co-author

JOURNALISTIC ASSIGNMENTS

29. Read the following text and translate it into Russian with a dictionary:
Panelist *Daissy Canon*, news director, Caracol Television, Colombia

I would like to start with a statement that says, "For a journalist freedom starts when he chooses truth." That's an ethical principle that is above or beyond codes, courts, etc. It's a basic principle for all activities of human beings. You are free if you face truth. This has been the motto we have used as Colombian journalists.

Unfortunately in the last year, we have had the highest rankings in the bad issues. In violence we are ranked second or third. We are the most corrupted country in the world. We have the highest ranking of murdered journalists.

Colombia has an endemic violence created by politics. Things have become worse in the last few years. Violence has become generalized through drug trafficking and through paramilitary groups. Those are private groups sponsored by military, by the drug traffickers and in some regions by the ranch owners or the *finquero* owners. Large landowners give weapons to their employees to defend themselves from guerrillas. In Colombia, we have 30,000 murders every year. Since the first journalist was murdered by an army captain in 1977, 139 journalists have been murdered. In Colombia, reporters are murdered by the guerrillas, by the paramilitary groups, by drug traffickers.

It will be difficult to understand why some journalists in Colombia think that the truth is more important than life. I say this because I've been a reporter all my life, and now am the director of a news program. Every day the decision is, "Do I tell the truth, do I keep it for myself, do I run the risk?" But I think there is a clear knowledge about the need to defend the truth beyond life.

Latin America Media Forum, 1998

30. Write a short summary of the text so as to include it into the abstracts planned to be published after the forum.

31. Express your agreement or disagreement with the following statements using arguments for and against:

1. You are free if you face truth.
2. Politics can create an endemic violence.
3. There is a clear knowledge about the need to defend the truth beyond life.
4. Violence can become generalized through mass media.

32. Read the text and translate it into Russian in writing:

RISK-FREE JOURNALISM IS WATERED-DOWN JOURNALISM

Speaker Phillip Knightly, author of
The First Casualty

Will there be a last casualty? I take that to mean will we ever arrive at that glorious time in the future when it will be safe to be a journalist. I'm afraid that the short answer is obviously no. Journalism is a very risky business. We have to face that fact. O.D. Gallagher, a famous war correspondent in the '30s and '40s was sent off by the foreign news editor of the *Daily Express* to Abyssinia, Shanghai, Dunker, fall of Singapore, fall of Rangoon, and back here just in the time for the Blitz.

Finally, just after he narrowly missed being bombed during one of the first German bombing raids over London, he went to the news editor and said, "I'm resigning. I'm going to join the army. It's a bloody sight safer being in the army than it is being a journalist."

He was right then and he'd be right now. Look at the casualty list we've been hearing over a past day or so – 39 journalists killed in the Second World War. And considering the breadth of that war and the military casualties, 39 now seems quite small; only three in Korea; 39 in Vietnam; five in Timor; four in Salvador; and 30 in one year alone in the former Yugoslavia.

Now that's the death roll for journalists covering armed conflicts. A new alarming trend is for journalists to be killed for covering what used to be considered ordinary, journalistic beats, as witness the murder this week of Veronica Guerin. Or the mysterious death of Xavier of *Le Figaro*, when he was in the middle of writing about the trade in human organs between Bosnia and Italy. Those who feared the power of the press now feel no compunction whatsoever in eliminating journalists who threaten them – 51 in 1995, almost one a week. And as our O.D. Gallagher found it safer to be in the army, today, statistically, in some parts of the world it is safer to be a policeman than to be a journalist.

33. Answer the following questions about the text:

1. What facts does the author of the book *The First Casualty* emphasize in his speech to illustrate his statement "Journalism is a very risky business"?
2. What conclusion does the speaker come to?
3. What conclusion did war correspondent O.D. Gallagher come to?

4. Do you agree that "Risk-free journalism is watered-down journalism"? Give your arguments and examples to illustrate your viewpoint.
5. What is a new alarming trend for journalists?

34. Read the quotation given below, translate it into Russian in writing and comment on it:

"To preserve the freedom of the human mind... and the freedom of the press, every spirit should be ready to devote itself to martyrdom."

Thomas Jefferson,
letter to William G. Mumford, June 18, 1779

35. Read the text about Veronica Guerin, a brilliant Irish journalist who died to tell the truth. She was the first Western European journalist to receive the annual International Freedom Free Award.

FALLEN JOURNALIST STIRS NATION

Veronica Guerin was no ordinary journalist. She was a brave and brilliant reporter, dedicated and talented. She decided that she wanted to be a reporter when she was thirty and got a job at the *Sunday Business Post* in Dublin, Ireland. She also worked briefly for the *Sunday Tribune* but made her mark in the last two years as a crime reporter at the *Sunday Independent*.

She had a knack for cultivating sources not only among policemen but also among criminals. Perhaps as a forewarning of what might happen to her, she was shot in the leg in January 1995. She later confronted the man who shot her to show that she did not fear him.

Her mission as she saw it, was to expose the truth about criminal operations, which were increasingly prevalent in her country. The Irish people have been critical of the lack of the government initiative to investigate and arrest the crime bosses.

She had extraordinary contacts. Alan Burne, editor of London's *Racing Post*, and a friend of Veronica Guerin, writes:

"I have never met anybody who was so good with people. She was an open, warm person, and she had an incredible talent for getting people to talk.

Every reporter in town would be chasing someone who would be easily evading the pack. But not Veronica. She would drive out to the person's house, wait for them to return and then try to persuade them to talk. Usually she succeeded. She had a way with people.

Two weeks ago she was on the phone, very excited, saying that her paper was going to name the three biggest heroin dealers in Dublin. Lacking her bravery, I urged her to be careful. I said how dangerous it sounded. But her response was simple: "Somebody's got to do it."

She cared about her work, was proud of her profession and wanted the drug barons to be made accountable for their actions.

I will remember her as a supremely dedicated and talented reporter. I will remember Saturday afternoons when as news editor of the *Sunday Tribune* I would watch the door of the newsroom or wait for the phone to ring, hoping against hope that she could rescue my failure to produce a decent story. Usually, she did."

Many colleagues concluded that Guerin's fearless style of reporting finally caught up with her. On June 26, 1996, she was shot dead by a gunman who fired five times into her car as she waited at a traffic light outside Dublin. The gunman was a passenger on a motorbike, and the two hit men escaped in traffic.

Guerin's death touched the nation. A moment of silence was observed at 1 p.m. July 1 throughout Ireland while in downtown Dublin flowers piled up outside the parliament building, left by people fed up with the government's inaction on crime.

Guerin was 36. She left a husband, Graham Turley, and son, Cathal, 6.

36. Prepare a concluding report on the problem "journalists at risk" using the facts from the texts of the Unit. Speak on the ways of protecting journalists. Answer the question: "Why do journalists die to tell the story?"

TEXT 4

On War Reporting

Here are some extracts from the interview with Martha Gellhorn and the discussion following it, published by The Freedom Forum Center in the magazine *News: Traditions and Transitions* (London, May 29-30, 1997).

PRICHARD (president of The Freedom Forum):

What was driving you? Were you fascinated by conflict? Were you like a fireman, like some people say some journalists are, having to be where the action is?

GELLHORN: It was indeed what mattered. What mattered then was the defeat of Hitler. That was the most important thing in the world. I wanted to be where everybody was. I didn't want to be sitting in some place safe. Also, I have a marked tendency not to believe in anything until I've seen it myself. And the thing about war is that it has two sides. The first is the absolute horror of it. The other thing about it is you meet absolutely marvelous people, brave and extraordinary people, soldiers, civilians, people all over raised out of what was ordinary daily life. There are, of course, the monsters, a well-known feature, and there are profi-

teers and cowards and all sorts of vulnerable creatures, but there are also just wonderful people who are simply brave, generous, extraordinary and funny.

SHEILA MAC VICAR (ABC News):

With all the conflicts that you saw, what haunts you now?

GELLHORN: I hated Vietnam the most, because I felt personally responsible. It was my own country doing this abomination. I am talking about what was done in South Vietnam to the people whom we, supposedly, have come to save. I'm seeing the destroyed villages, seeing people dropping of hunger and dying in the streets. My complete horror remains with me as a source of grief and anger and shame that surpasses all the others.

TESSA MAYES (London International Research Exchange):

We're conducting a project looking at how war reporting has changed. You mentioned that in wars you have reported, you were horrified at what your own government was doing abroad. Why do you think many journalists now do not seem to be that critical of what their governments, for example, are doing in the former Yugoslavia?

GELLHORN: I suppose it really depends on how you look at your job or how you feel about the world in general. If you have opinions about life in general and the behaviour of governments and people, then you have to find a place where you can get it published. Not everywhere they will accept that kind of thing. I wrote my pieces on Vietnam for the *Guardian* with extreme care, because this was 1966 when, if I had really let loose with everything I knew and everything I felt, I would simply have been branded a Communist, and nobody would have paid any attention. So there was a degree of self-censorship because I wanted the articles to be published. These were, I think, the first ones that pointed out we were supposedly saving these people but in fact we were destroying them. As a result I never got back; I was banned from Vietnam.

If you care, you must write like that. If that's how you feel, you must just find some place that will publish it. I think it is impossible to be an honorable journalist without having a conscience. Then you must write what is dictated by that.

PRICHARD: So you not really believe in objectivity, the way it is traditionally defined?

GELLHORN: I don't know what objectivity means. We have only our own eyes and our own ears. You can't just look at stuff and say there is no difference between right and wrong, there is no difference between just and unjust. I believe that is a definition of insanity – not to know the

difference between right and wrong. Therefore, since we are presumably not insane, we would know the difference between right and wrong. Therefore, nobody is totally objective.

PATRICIA LATHAM (*journalist*): What advice would you give to the young journalist today who wants to be a roving foreign correspondent, rather like you have been?

GELLHORN: You must take chances with your life. I think the first thing to do is to get some place where you want to be, find something that you are interested in, and then carry on from there.

EXERCISES

37. Read the text and translate it into Russian.

38. Answer the following questions. Work in pairs.

1. Why did Martha decide to become a war correspondent?
2. What does Martha think about the people whom she met while she worked as a war correspondent?
3. What is her attitude to the war in Vietnam? What does she think about the involvement of the USA in the war in Vietnam?
4. Was it difficult for Martha to publish her critical articles against the government's policy?
5. How did she manage to have her articles published?
6. Why was she banned from Vietnam?
7. What does Martha think about the responsibility of a journalist?
8. What is Martha's opinion of objectivity?
9. Is it easy to follow her advice given to a young journalist?

39. Read the extract from the speech made by British journalist Robert Fisk, one of the participants of the discussion. Translate the text into Russian in writing.

"I don't think it is healthy for journalists to meld into the military or the government. There are countries, not the United States, not largely Britain, that do constantly challenge military assumptions. France is one. Israel journalists are constantly challenging the military assumptions and criticizing them most harshly, in a way that in Britain we do not. If you look at the Israeli's press's treatment of Israeli generals when they have made mistakes, they are very savage, and that's democracy. When you look at what the British and American press do, it's pathetic. We don't challenge these people, especially at a time of war when we need to, because there is, particularly, in the United States, this dictatorship of con-

sensus – the feeling to criticize or suggest that your allies may be wrong is somehow unpatriotic. And that's enough to keep you off the network."

This was said by British journalist Robert Fisk who is Middle East correspondent of the *Independent*. For two decades, he has covered the Middle East, first for the *Times* and then for the *Independent*. Fisk has received 13 press awards, including British Journalist of the Year seven times. He was awarded the "Foreign Press Association's 1996 British Media Award" for his reporting on Algeria. Fisk is the author of two books on modern Irish history and *Pity the Nation*, a history of Lebanon war from 1975 to 1990. He holds a doctorate from Trinity College in Dublin.

40. Imagine that you are to introduce Robert Fisk at The Freedom Forum. Tell the audience about his C.V. (curriculum vita – biography).

41. Suppose you are to interview Robert Fisk for a TV program dealing with the BBC coverage of the conflict in Yugoslavia in 1999. What questions would you ask him?

42. What event from Martha's life confirms the most important statement in Robert Fisk's speech? Find it in the texts and comment on the situation mentioned.

43. Write a story about Martha's interview and the following discussion on war reporting. Emphasize the most important viewpoints expressed in the discussion.

44. Suppose you are to make a concluding report on the discussion at The Freedom Forum and you are to promote a proposal to award Martha with the International Press Freedom Award. Think of the most persuasive arguments to support your proposal.

45. Learn the following phrases which can be used in discussions. Use any 10 of them in sentences of your own.

a majority of us believe – большинство из нас считает
a proof of this is – доказательством этому является
a thought occurred to me – мне пришла в голову мысль
allow me for a moment to turn to – разрешите мне пока перейти к
among the problems that confront us – среди задач, стоящих перед нами
and here allow me to call your attention – и здесь разрешите мне обра-
тить ваше внимание
beyond all questions – вне всякого сомнения
broadly speaking – вообще говоря
but I am very sorry to say – но, к сожалению, я должен сказать

but on the other hand – но с другой стороны
 but what I want to make clear is – я же хочу уточнить
 by the way I have not mentioned – между прочим, я не упомянул(а)
 coming back to the main subject – возвращаясь к основному вопросу
 far from it – отнюдь нет
 first of all I ask – прежде всего я спрашиваю
 for this reason – по этой причине
 How is this to be explained? – Как можно это объяснить?
 I am afraid I am not familiar enough with the subject – боюсь, я недостаточно знаком(а) с этим вопросом
 I am firmly convinced – я твердо убежден(а)
 I am glad to notice – я с удовольствием отмечаю
 I am here to introduce – я здесь для того, чтобы представить
 I am sorry to interrupt this discussion – к сожалению, я должен прервать эту дискуссию
 I might go further – я мог(ла) бы продолжить
 generally speaking – вообще говоря

46. a) Read the text with a dictionary and translate it into Russian in writing. b) Give a gist of the text paying attention to the main ideas expressed by the author. c) Write a list of words and expressions you would advise students to memorize and to use in the discussion on the problem of the relationship between opinion and policy. d) Enumerate the problems you suggest discussing at the lesson. e) Give examples of similar situations in Russia.

The conflict between officials and reporters is merely one expression of the constitutional theory of the relationship between opinion and policy: the old problem of the people's right to be informed and the government's obligation to govern effectively, which sometimes means governing secretly. Two contemporary situations illustrate the dilemma. On the one hand, more than 400,000 Americans, most of them conscripts, are fighting a war in Vietnam. Most of them do not know how it started, and even many officials are extremely vague about how we got so deeply involved. It cannot be said that the people were well informed before their commitment to the battle, or even that their representatives in the Congress really debated this decision to wage this kind of war at the time of our involvement.

On the other hand, the President is now conducting that war as Commander-in-Chief, while television cameras on the battlefield record

daily for vast television audiences some of the most brutal and agonizing scenes of the struggle.

In the first situation, there was so little information and so much executive authority that the President could do about what he pleased; and in the second, the people have so much information about the violent incident of the war that it is questionable whether the President of a democratic country can really sustain his policy over a long period of time while the public is being invited to tune in on the eleven o'clock news and see Johnny killed. Something is obviously out of balance here. When nation can conscript its men to fight a war they know so little about and then wage that war on the television screens of the homes of the fighting men, the relationship between public opinion and public policy surely needs analysis.

*From: The Artillery of the Press
 by James Reston*

47. a) Problems to be discussed:

1. Would citizens have more trust in their press than in their governments? Why?
2. In what ways can the government have an adversarial role against the press? Which of the "adversaries" (government or press) has the advantage? Discuss the reasons for your answer.
3. It is argued that governments manipulate information. How can they do it? Could you say the same thing about the press? Make use of some words and expressions given below:

to construct barriers for the agencies in getting some official documents; to try to get information about a particular policy or institution; to oppose the government in some matters

4. Are journalists close to, dependent on, and cooperative with official sources? Is it natural that journalists are dependent to a very large extent on government for their news? Is all the information published by journalists about the government derived from government-related persons?

b) Comment on the following:

An editor for a metropolitan daily newspaper is asked by a Harvard Law professor how far he would go to get a story. "Would you lie? Would you steal? Would you disguise your identity?" The editor thought for a moment, then responded, "Yes, under some conditions, I'd do all of those things even though I might personally find some of them reprehensible." The professor wanted to know, "How do you make your decision; on what theory do you base your actions?" And the editor answered, "I have no theory, I just do what I think is right." (Debates, p. 142)

c) Journalists believe that their work is unpredictable, situational, and relative. This “every-day-a-new-beginning” theme is shared in many newsrooms. But some theoreticians say that journalism is really much more routine than most of its practitioners know or will admit. What is your opinion?

TEXT 5

Media Debates

Who can tell us about the life of journalists, their problems, work, risks, dangers and achievements better than journalists themselves? Let us turn to their articles, books, memoirs and discussions. The student of this book can be assured that authentic newspaper terms have been reproduced faithfully in the material.

These extracts and quotations have been chosen from different books written mostly by journalists representing different countries, political views and having different educational backgrounds and professional experience. Some of the opinions may seem trivial, others may seem original and controversial. Sometimes it is difficult to find an exhaustive answer to the questions touched upon in the discussions. If a question provokes a debate it is worth debating.

The texts have been designed to give students ample practice in studying and using journalistic vocabulary in a realistic context to express their opinions and to defend them.

The author hopes that these discussions will help you master one of the most fascinating and dangerous professions and find the right way in your future job.

REMEMBER that the best way to discuss the problem is to think, talk and read about the topic. Many discussions fail because the participants haven't done enough preparation. The questions and texts are chosen so as to stimulate discussion. Focus on the main issues and speak audibly so that all may hear. The students are encouraged to criticize, comment and share any extra information they may have with the rest of the class.

SPEAKER TONY HALL, CHIEF EXECUTIVE BBC NEWS

The process of globalization that we are experiencing is much more intense – it's wider, it's faster than ever before. Something invented or made in one part of the world can be reproduced in another part of the world within months, even weeks.

On top of that we have an information revolution, where ideas, messages, data, thoughts can be passed around the world in seconds. No state, no organization can control that flow. And though we are all agreed that a revolution is taking place, no one can be sure where it is going to end up – not even Microsoft! Here are some quotations on the topic mentioned above. “At a time when most of our futures are decided globally, the readership of our newspapers, the audience of our broadcast programs, appear to be less and less interested in what is going on around the world.

What is the value of so much information if we cannot make sense out of it?

Most news organizations are spending less on gathering foreign news, less on correspondents, less on bureaus. They can justify it by cost pressures, but not only that – also because many surveys apparently show that audiences or readers are not interested. So, here is challenge number one to all of us: how to engage these people in what we would believe are crucial issues of our time.” (Tony Hall).

EXERCISES

48. a) Read the text and try to understand it without a dictionary. b) Write down a plan of the text choosing the main ideas emphasized by the author. c) Answer the following questions. Give arguments for and against opinions discussed.

1. What new ways of engaging the audiences do you know?
2. How can people be led to things that are significant to their lives?
3. How can journalists make sense of limitless information increasingly available?
4. Do you agree that information without understanding is useless?
5. Do you agree that an information – understanding gap is steadily developing?

49. Comment on the following:

The news industry has changed dramatically. Why? New technology, the changing habits of readers and our mobile society mean that even more changes are ahead. You will be a part of them, won't you? What are you going to do to keep up with the changing world and to make your participation more effective?

50. Translate the following words and phrases into Russian and use them in your own sentences and situations:

to be interested in what is going on in the world; to control the flow of news; cost pressures on publishers are growing; crucial issues of our

time; most our futures are decided globally; to justify the poor quality by rising costs; to appeal to wider audiences; many surveys apparently show the readers appear to; be less and less interested

51. Translate the following quotation into Russian in writing and comment on it:

"I am excited by future and by potential for journalism. I genuinely believe that the most important task facing journalism today is how we make enormous challenges facing the world – globalization of the forces that shaped our lives being the prime one – how we make those forces real to the audience, how we get them involved in that big world picture.

So, what to do? First, we need to commit to firsthand journalism from people who know what they are talking about, reporting directly from where things are happening about what is happening – not parachuting in for the big story; and (we need to commit to) people who understand the area they are working in and make sense of events as they unfold – and are trusted to make the right judgement. These people must be specialists in their fields, journalists with urgent ambition to communicate; men and women who can marshal the facts, separate truth from lies or conjecture, know what is important and what is not; people who can put events in their proper context, see the bigger picture, the trends.

Those are the people that all our audience feedback tells us they want – expert guides talking their language, taking them through the maze of events. In addition, these are the people who will help journalism achieve a broader, wider agenda" (Tony Hall).

52. Questions to be discussed:

a) Are media really powerful?

Media are most powerful	in furnishing information and setting agenda for members of a public.
Media are next most powerful	in actions of members of a public.
Media are least powerful	in influencing the thoughts, opinions, and attitudes of members of a public.

b) Can the media do much to change people's attitudes, opinions, and behaviour in elections? In everyday life? In emergency situations? In solving urgent political problems? etc. To what extent do media influence (or don't influence) the outcome of elections? government's decisions? President's decrees? the policy of the Ministry of Defense? the foreign policy?

Illustrate your opinions by the examples from your experience.

c) Look through the words given below, they may help you:

a powerful source in society; a limited impact of media on formation of opinions; what to think about and what not to think; increasingly evident; quite controversial; their influence on society cannot be denied; politicians' careers: to be ruined, to be helped, to be neglected; a candidate for office as a media event; panics to be precipitated; riots, demonstrations, skyjacking (to hijack an aircraft); acts of terrorism to be stimulated by media, publicity; presidents to be impeached

d) What to teach journalists to help journalism achieve a broader, wider agenda? Comment on the following quotations:

1) Some journalists complain that they are taught a lot, but they feel that they are not very knowledgeable about any specific areas. During their studies they do not have an area of specialization.

The fact is that if one doesn't understand an event, he/she can't report it accurately and certainly can't question it. Do you agree with this opinion? Give your arguments.

2) Another author thinks: "The university has to teach the students the ability of critical thinking. The technical things can be learned easily. In a year one basically gets a good feel of that. But if you have no culture, there is no way you can write. If you have a head full of air, there's nothing you can do. The first things we need to do is to teach students to think."

3) Deputy *Guardian* editor Peter Cole states: "If you can't cover the news properly, accurately, authoritatively, comprehensively, you might as well pack up and go home. Newspapers are about much more, of course, but everything else is the icing on the news cake."

4) Well-known American foreign correspondent James Reston compares the job of reporters with that of diplomats. Read the extract from his book and comment on it:

"Most of us are merely reporters of other men's ideas. Diplomats and reporters have one job in common: they have to report what is going on, the diplomat to his government, the reporter to his newspaper or station. An Ambassador will often talk to a well-informed reporter, but on one condition: the source of information must not be disclosed.

In the process of exchange information a great deal of useful information and analysis is gathered. The diplomats are unpaid stringers for the reporters, the reporters the unpaid tipsters for the diplomats. Ideas that professional diplomats might hesitate to mention to the Secretary of State, and information and analysis which the reporter probably would

not have gathered in any other way, thus get into the newspapers and may sometimes even be read by the President – which may have been what the diplomat had in mind in the first place.”

53. Read the following text and choose the most interesting and original ideas expressed by the author. Write them out.

Bill Ringle spent 37 years with the Gannett Co., retiring in 1988 as Chief Washington correspondent with the *Gannett News Service*. He often traveled to foreign countries to report the news, but always made it relate to the readers back home. His secrets: curiosity and commitment to readers.

Talent for Absorbing Knowledge Makes a Reporter a Pro

Ask Bill Ringle if it's true that he knows a little about everything, and he chuckles.

“Well,” he says, “I would put the emphasis on “little bit”.

Nevertheless, that little bit of knowledge made him into an indispensable reporter for the Gannett News Service, which carries news from Washington, D.C., to Gannett-owned newspapers across the nation.

“I think the idea that I knew something about everything was an illusion,” says Ringle with typical modesty. “It must have been because I was around for so long.”

If there is a key to Ringle's successful reporting career, it may be that he made use of life experiences.

“One failing that young reporters might have is that they lose interest in things,” he says. In China with the Navy in 1945, he developed a fascination with the country that never ended. In 1972, during President Nixon's historic visit to that nation Ringle went along to represent GNS.

But even though his general reporting assignments exposed him to lots of people and experiences, he feels that the specialized reporter of today is more valuable to newspapers.

“Reporters who specialize are more valuable because there is some continuity to the coverage,” Ringle says. “If you don't immerse yourself in an issue, things can change and you won't realize it.”

A journalist reporting on China, for instance, is far better if he or she is aware of trade implications and cultural differences.

But a foundation as a general assignment reporter is essential for specialization later, Ringle says. Three years on a midsize newspaper can prepare most reporters for choosing a speciality.

What else makes a good reporter?

“What is needed is intellectual curiosity,” says Ringle. “You have to read a lot and be aware of what's going on.”

And what's more important, he says: “If you find out you aren't reactive – if you don't get outraged and you don't get enthusiastic – then you should find another line of work.”

Ringle's most fun as a reporter came while digging up stories at the U.S. Tax Court. Tax court?

“That's great stuff,” he claims, “it's like panning for gold,” Ringle says.

But some events seem to write themselves. When the train carrying Robert F. Kennedy's body to Arlington Cemetery arrived in Washington, Ringle was there.

“I was struck by how moved people were,” he remembers. “It was a hot Saturday afternoon, but people lined the streets – blacks and whites, a troop of Cub Scouts, a woman in a bridal dress.” Ringle phoned the story in on deadline, writing as he spoke.

For Ringle, the rewards of the profession have been many.

“You get a front seat at great events,” he laughs. But also, you are forced to look at things a lot more closely than you might have. As you meet people, you're exposed to new ideas and opinions that challenge your own.

From: U.S.A. Today

54. Retell the story as close to the text as you can.

55. Learn to use the following words:

to commit (v)

1. to do (something wrong or illegal): *to commit a crime/a sin/suicide/ murder*
2. (to) to promise (esp., oneself, one's property, etc.) to a certain cause, position, opinion, or course of action: *The government has committed itself to improving health education/has committed considerable resources to improving the rail system. The editor has been asked to publish a number of articles on this issue but so far he has refused to commit himself.*

commitment (n)

1. a responsibility or promise to follow certain beliefs or a certain course of actions: *As members of the NATO, the countries are to follow their commitments. Come and look around our shop without commitment to buy anything. I'm afraid I can't come owing to other commitments. He doesn't want to get married because he doesn't want any commitments. The president has stressed his commitment to holding elections as soon as possible.*

committed (adj)

2. the state of being committed, deeply-felt loyalty to a particular aim, belief, etc.: *The company's success this year would not have been possible without the commitment and dedication of the staff/a deep commitment to feminist principles.*

(to) 1. Giving one's whole loyalty to a particular aim, job, or way of life: *a committed nurse, Christian, teacher/journalist*

2. having made a firm promise or statement of intention: *The government is firmly committed to (maintaining) its nuclear energy program, and is very unlikely to change its policy.*

to challenge (v)

1. (to) to invite (someone) to compete against one in a fight, match, etc.: *I challenged him to a game of tennis.*

2. to question the rightness, legality, etc., of; dispute: *She challenged the authority of the court./Traditional female roles are constantly being challenged by contemporary feminists.*

3. to test the abilities of (a person, or thing); stimulate: *I only like to study something if it really challenges me. The difficulty of putting our ideas into practice challenged us to find a new method.*

challenge (n)

1. an invitation to compete in a fight, match, etc.: *a challenge to a game of tennis/The President faces a challenge to his leadership from his deputy. He accepted his friend's challenge to swim across the river.*

2. a questioning of the rightness, legality, etc. of something: *This new report represents a challenge to the accepted version of events.*

3. something demanding competitive action, interest, or thought: *One of the biggest challenges facing the present government is that of creating new jobs and new industries./I'm looking for a job with a bit more challenge.*

challenging (adj)

needing the full use of one's abilities and effort, difficult, but in an interesting way: *a challenging problem/She finds her new job challenging.*

56. Do you know that the hero of *The Lost World* written by Conan Doyle was Professor Challenger? Why do you think Conan Doyle chose this name for his hero? Do you know that one of the American spaceships is called *Challenger*? Why do you think this name was chosen by its creators?

57. Look through the advertisements informing you of the opportunities offered for journalists nowadays. Pay special attention to qualities and qualifications necessary for applicants. What are your chances?

TELEVISION RESEARCHER

If you have an original mind, tuned by experience in print or radio journalism, you will be keen to apply your resulting ideas to the development of this highly successful shows.

SENIOR PUBLIC RELATIONS ASSISTANT

Harlow News is the Council's own award-winning monthly tabloid newspaper. Delivered free to every home in town, it is a vital part of the communications program which keeps local people in touch with the council services and policies and community events. We need someone who can take complete responsibility for *Harlow News* from the researching and writing of copy through to layout and production. We've just acquired a new desk-top publishing system to make the job quicker and easier and we will give trainings to the person appointed if required. The job is based in the busy Public Relations section of the council committed to an exceptionally high standard of information services. You will also be involved with related activities; including media relations and there is scope for you to develop other PR skills.

A knowledge of local government would be useful but not essential. You will need to demonstrate that you have a talent for writing, an eye for design, and an understanding of layout and production processes.

FINANCIAL NEWS REPORTER – MOSCOW-BASED

Bloomberg is growing across the globe and we are currently looking for someone to join the Moscow office as a Reporter. To the professionals who utilize our information throughout the world accurate and in-depth reporting is vital to their decisions. Therefore, we are looking for a talented, motivated and resourceful reporter who can help us expand our news service.

We will expect you to have at least two years experience with a major news agency, newspaper or magazine. Additionally you will need

excellent writing skills and the ability to deliver quality work to tight deadlines. As this job is based in Moscow, you also need to be fluent in both written and spoken English and Russian.

REPORTING COORDINATOR

A leading consulting organization has vacancies for the two following positions on its technical assistance project: **reporting coordinator**.

The successful candidate should possess:

- *Native Russian, fluent English language skills
 - *The ability to write well in Russian and in English
 - *Strong administrative, computer, and translation skills
 - *A college degree, preferably in language, journalism or a related field.
- You can expect to play a key role in a challenging new business.

58. Think of a dialogue between an applicant and an editor or a chief of the department you want to join. Exchange your roles. Work in pairs using the expressions given below:

information services; to be involved with some activities; to be recommended by; a very high level of interest; the department committed to; resulting ideas; related activities; to read the background material; to be keen on; to be a great team player; news writing course; to be diligent, cooperative and imaginative; to be eager to work; the work was (is) thorough and complete; to hire young journalists; to be extremely dependable, intelligent and creative; to be disappointed; to demonstrate one's strong abilities to think of interesting ideas; to express the arguments clearly and persuasively.

59. Imagine that you are an editor who is to write a good recommendation for the employee. Prepare the recommendation in writing.

60. Imagine that you are to hand in your application in a written form. Write your short biography, educational background and experience. Try to persuade the chief to hire you.

61. What adjectives would you choose to characterize a good and a poor journalist/politician/editor/PR specialist?

ordinary, brilliant, dependable, independent, outspoken, ambitious, cooperative, patient, imaginative, intelligent, creative, active, indifferent, attentive, unsuccessful, ineffective, unfortunate, authoritative, competent, influential, promising, average, moderate, decent, distinguished, luckless, responsible, dependent, friendly, sympathetic.

62. Find a public official or politician – locally or on the national scene – and research his relationship with the press. Is the relationship organized in

a systematic fashion? How does the press treat the individual? If you were giving that person advice about improving or changing his or her image, what would it be?

63. Comment on the example of the American folk wisdom:

"...anyone with a little common sense and a few facts can come up at once with a correct answer on any subject." Can this statement be referred to a journalist or a politician as well?

64. People who argue against ethical standards or moral imperatives in newsgathering tactics usually suggest that each case is so different that rules will straightjacket the reporter. Do you agree with these people? Is that really so? The problem today is that many reporters do not have solid ethical training and do not have the kind of foundation necessary for ethical decision-making. Can you give any example proving this statement?

65. For a journalist, freedom starts when he decides to tell the truth. What is more important, truth or consequences? Do journalists have to take into account the consequences of what they are going to publish? Do the facts have to be published disregarding the consequences?

Read the text and try to answer the above questions:

Publish and Be Damned?

Who is to say where the balance lies between the good aspects and the bad aspects of an aggressive and critical press? The system does serve as a check on reckless ventures, and at the same time it often limits negotiation and adds greatly to the personal strains on the officials concerned. Two distinguished historians have illustrated both sides of the dilemma.

Thomas A. Bailey, for example, provides one example against the press: "Journalistic ethics on the whole have been raised markedly in recent years, but there is still room for improvement. In 1942, the battle of Midway, which marked a turning point in the Pacific war, was won largely because our Navy 'cracked' the secret Japanese code. A large if not great Chicago newspaper later published information, which indicated that this feat had been accomplished. The Japanese promptly changed their code, thereby making it much more difficult to conduct our already hazardous operations in the Pacific. Even if we assume that the people are entitled to know everything, certainly the enemy is not."

And, on the other side, Arthur Schlesinger, Jr., commented thus on Secretary of State John Foster's dullest relations with the press: "Washington newspapermen today hardly know whether to believe the

Secretary of State, because they do not know if he is speaking to them as reporters or seeking to use them as instruments of psychological warfare... What is the responsibility of a newspaperman when he discovers that some rumored development of policy is really only a psychological warfare trick? Should he print the truth at the risk of wrecking the plans of the Secretary of State? Or should he suppress the truth, betray himself, and deceive the American people?"

These are good questions, and they are even harder to answer than Schlesinger suggests, because the Secretary of State is always talking to various audiences at the same time. He may be talking mainly to the American people, but his words are also studied with the great care in Moscow and Peking. In this kind of world, where there are merely 'local' separate audiences for either officials or reporters, the problem is to try to find ways of bringing the old techniques up to date without crippling the function of a free but responsible press.

*From: The Artillery of the Press
by James Reston*

66. Translate the following words and phrases into Russian. Find the sentences with them in the text and use them in your own situations:

to suppress the truth; hazardous operations; instruments of psychological warfare; the risk of wrecking the plans; to cripple the function of a free but responsible press; aggressive and critical press; to be entitled to know everything; distinguished historians; rumored development of policy; various audiences

67. Some more questions to be answered:

1. Can you give any examples of aggressive and critical press in Russia?
2. Do you remember any cases when a journalist was sent on trial for 'cracking' some state secrets in Russia?
3. Do you remember the tragedy in Chernobyl? The people were not informed about the catastrophe for three days, were they? Why?
4. What do you think about the following statement: "All anyone cares about is coups and earthquakes"?
5. Can the government manipulate the press? How?
6. Should the press demand the total disclosure from the government?
7. Do the news media in Russia often promote personalities over issues?
8. Do you think that the state should provide public funds or subsidies to the media industries? Do you see any potential dangers in such situation?

9. Will such help allow the state to gain any direct or indirect financial influence over media?

10. Why is the text entitled "Publish and Be Damned"?

68. Speak on the topic "Newspapers in Russia".

1. Are newspapers duller and more predictable today in Russia than they were in the Soviet Union? Why?

2. Discuss the quality of three major newspapers of contrasting type and approaches, such as *Segodnya*, *Moskovski Komsomolets*, *Argumenty i fakty*, or others. Evaluate the papers you choose on the basis of quality of content, design, reliability, or other criteria you wish to use. Defend your position.

Discussion Points

1. Beauty (as expressed in design, presentation, and format).
2. Literary style (as expressed in writing).
3. Universal appeal (*to touch the heart or mind; to have lasting effect, to be addressed to a mass readership; to appeal to intellectuals, to rank-and-file people*).
4. Impact (*great impact; lessening impact; lack of impact; long-term impact; short-term impact*).
5. Design. Good newspaper design strives to be clear and simple (*to serve its readers best; to be gray and dull; to do a lot of graphics; few "jumps", jumping a story – or continuing it from one page to another – is something that bothers readers; to use shorter stories that will end on the page they began*).
6. Color (*readers like color; to design the color into the paper rather than using it as an afterthought; color doesn't always help a reader; color makes something 25 percent more important than it would have been without it*).
7. Headlines (*a range of headlines weights: to attract the reader to a story; should be bold or light; to reflect the mood of importance of the story*).

69. Read the following quotation, translate it into Russian in writing and express your agreement or disagreement with the opinion of the author. Give an example of a badly designed newspaper.

"The role of any designer is to make the product easily understood, quickly recognizable and user-friendly. With newspaper design, it's to provide a mechanism with an infinite number of ways of putting stories and pictures on a page, while retaining a consistent look."

Why do you think it is necessary for a newspaper to have a consistent look?

70. Answer the following questions:

1. What is the readership of the *Moscow Times*?
2. What materials does the newspaper publish to attract the readers?
3. What kind of advertisements does the newspaper contain?
4. Why is the newspaper mostly distributed free?
5. What helps keep the newspaper going?
6. Do you think that the owners of the newspaper research the market?
7. Do you find the newspaper interesting?
8. If you had an opportunity to choose some English newspaper for a regular reading what newspaper would you choose (the *Guardian*, the *Times*, the *Daily Telegraph* or some other)? Why would you choose it?

71. a) Speak on your favorite Russian newspaper making use of the words and expressions you have learned from the previous texts.

b) Describe the qualities and qualifications of your favorite journalists. What newspapers do they represent? What problems do they cover? Why do their articles appeal to you?

SUPPLEMENT

TEXT 1

Read the text and compile lists itemizing: a) mass media means; b) professions of people who generate them:

What Are the Mass Media?

A message can be communicated to a mass audience by many means: hardly an American lives through a day without feeling the impact of at least one of the mass media. The oldest media are those of the printed word and picture which carry their message through the sense of sight: the weekly and daily newspapers, magazines, books, pamphlets, direct mail circulars, and billboards. Radio is the mass communications medium aimed at the sense of sound, whereas television and motion pictures appeal both to the visual and auditory senses.

The reader turns to his newspaper for news and opinion, entertainment, and the advertising it publishes. In the weekly the focus is upon the reader's own community; in the daily the focus is upon the nation and the world as well. Magazines give him background information, entertainment, opinion, and the advertising; books offer longer range and more detailed examination of subjects, as well as entertainment; pamphlets, direct mail pieces, and billboards bring the views of commercial and civic organizations. Films may inform and persuade as well as entertain. Television and radio offer entertainment, news and opinion, and advertising messages and can bring direct coverage of public events into the listener's home.

There are important agencies of communication which are adjuncts of the mass media. These are (1) the press associations, which collect and distribute news and pictures to the newspapers, television and radio stations, and news magazines; (2) the syndicates, which offer background news and pictures, commentary, and entertainment features to newspapers, television and radio, and magazines; (3) the advertising agencies, which serve their business clients, on the one hand, and the mass media, on the other; (4) the advertising departments of companies and institutions, which serve in merchandising roles; and the public relations de-

partments, which serve in information roles; (5) the public relations counseling firms and publicity organizations, which offer information in behalf of their clients, and (6) research individuals and groups, who help gauge the impact of the message and guide mass communicators to more effective paths.

Who are the communicators who work for and with these mass media? We think of the core as being the reporters, writers, editors, announcers, and commentators for newspapers, news magazines, television and radio, press associations, and syndicates. But there are many others: news photographers; book and publication editors and creative personnel in the graphic arts industry; advertising personnel of all types; public relations practitioners and information writers; business management personnel for the mass media; radio-television script and continuity writers; film producers and writers; magazine writers and editors; trade and business paper publication writers and editors; industrial publication editors; technical writers in such fields as science, agriculture, and home economics; specialists in mass communications research; and teachers of journalism. Actors in television and motion pictures also are communicators in a special sense, adding emotional impact to the written script.

*From: Introduction to Mass
Communications by Edwin Emery*

TEXT 2

Read the text and a) list the characteristic features of news reporting 1) as exemplified by the press; 2) as delivered by television and radio; b) give the shortest possible summary of the text.

What Is Journalism?

A somewhat narrower definition is traditionally applied to the use of the mass media in order to identify the role of the journalist. In journalism there is an element of timeliness not usually present in the more leisurely types of writing, such as writing of books. Journalism is a report of things as they appear at the moment of writing, not a definitive study of a situation. Historically the journalist has been identified by society as carrying out two main functions: reporting the news and offering interpretation and opinion based on news. A journalist may write an account that is entertaining as well as newsworthy; but a person who writes for sheer entertainment only, such as some television script writers, is not a journalist.

Periodical journalism constitutes the oldest and most widely identified area. Periodicals are printed at regular and stated intervals. To be considered newspapers, periodicals must appear at least weekly in recognized newspaper format and have general public interest and appeal. Commonly identified as "journalists" are the reporters, writers, editors, and columnists who work for newspapers, press associations and syndicates, news magazines, and other magazines devoted largely to public affairs, such as the *Reporter* or the *New Republic*. The print media they serve have been known collectively as "the press", although many newspapermen reserve that term to their medium.

News reporting and commentaries delivered by television and radio are equally a form of journalism, as are public affairs documentaries, direct broadcasts of news events, motion picture newsreels, and filmed documentaries. The reporters, writers, editors, and photographers in the television-radio-film area point out that the general descriptive term "the press" applies to them as well as to print media men when they are dealing with news and opinion. But they tend more often to identify themselves with the name of their medium than with the collective word "journalist". So do others in the list of communicators given above – photographers, book editors, advertising men, industrial editors, and so on.

The ephemeral nature of journalistic writing does not mean careless writing, as it is sometimes assumed. Quite the contrary is true in many cases. Journalistic writing is a contemporary report of the changing scene, intended to inform readers of what is happening around them. The impact of journalism can and often does influence the course of events being reported, because it brings the public opinion into focus and sometimes creates it.

...The journalist deals in immediacy; he enjoys the stimulation of being close to events and the knowledge that his efforts can shape the future. He is communicating the developments of the day to an audience whose lives are affected by the events he discusses. The sum total of articles printed in the continuing issues of a periodical constitutes a big slice of history as it is being made. Many of the facts reported in any issue soon are outdated by later developments; yet they are true at the moment of writing.

The television and radio journalist communicates news of contemporary events by means of electronic devices rather than with paper and ink. Although this makes the transitory nature of air-wave journalism even more pronounced than that of the written word, it is not necessarily less effective and may sometimes be more so. Events with strong ele-

ments of sound or sight, such as a forest fire, a football game, or a political convention are especially well communicated by television and radio.

Dramatic evidence of how electronic and newspaper reporting can dominate the life of the world during a great crisis is found in the reporting of the assassination of President Kennedy. The four days after the fatal shots were fired at Mr. Kennedy, including the subsequent murder of the alleged assassin, Lee Harvey Oswald, as millions watched in horror on television, and finally the somber grandeur of the Presidential funeral, were all splendidly reported by television, radio, and newspapers. They provided a massive portrayal of events and held the world tightly in the grip of intense emotion.

*From: Introduction to Mass
Communications by Edwin Emery*

TEXT 3

Read the text and a) divide it into logical parts; b) give a title to each part; c) give an outline to each part.

General Organization of Newspapers

The newspapers in the United States can be divided roughly into four categories: weeklies and semiweeklies, small dailies, larger dailies (mostly in the submetropolitan areas), and the gigantic metropolitan dailies. Each of these newspapers has a definite purpose and is tailored to the needs of the community it serves. The size and frequency of a newspaper's edition depend upon the amount of advertising and circulation revenue it commands; trying to publish a newspaper on a grander scale than its community can support is a sure and swift way to bankruptcy.

Most American newspapers have a page that is eight columns wide and twenty to twenty-one inches deep; the normal column width is slightly less than 2 inches. This is called a standard size page. A rather small minority newspapers are tabloid in format, usually five columns wide and 15 inches deep, or approximately half the size of a standard page. Although it is widely agreed that the tabloid size newspaper is very easy for the reader to handle, the problems of printing it and the limitations on its advertising potential have kept many publishers from adopting this format. In spite of these limitations the newspaper with by far the largest circulation in the United States, the *New York Daily News*, uses the tabloid format.

Unfortunately because of the editorial approach used by some metropolitan newspapers, the word "tabloid" has taken a connotation of sensa-

tionalism. This is unfair to many tabloids whose content is no more sensational than that of standard size dailies. Equating physical size and content is a false approach, too often practiced.

No matter what their size, all newspapers have a fundamental organization in common. Each has five major departments:

editorial, which gathers and prepares the news, entertainment, and opinion materials, both written and illustrated;

advertising, which solicits and prepares the commercial messages addressed to the readers;

circulation, which has the task of selling and delivering the newspaper to the readers of a community;

production, which turns the editorial materials and advertisements into type and prints the newspapers;

and business, which oversees the newspaper's entire operation.

Newspaper stories are written to include the "5 W's and H" – *who, what, when, where, why, and how*. Their purpose is to present a report of an action or a situation in simple, easily understood language that can be comprehended by a mass audience of different educational levels. Increased emphasis has been placed upon simplicity of writing in recent years and upon explaining the "why" of news situations.

Newspaper advertising is divided into two types, display and classified. The former ranges from inconspicuous one-inch notices to multiple-page advertisements in which merchants and manufacturers proclaim their goods and services. Classified advertisements are the small-print, generally brief announcements packed together near the back of the paper; they deal with such diverse topics as help wanted, apartments for rent, used furniture and automobiles for sale, and personal notices. On almost all newspapers except the very smallest, display and classified advertising are handled by different staffs. Most newspapers receive about three-fourths of their income from advertising and one-fourth from circulation.

Display advertising in turn is broken into two categories, retail and national, sometimes called general. Retail advertising, often called local, comes from the sources its name implies, local merchants and service companies. National advertising comes primarily from manufacturers and other commercial organizations selling brand-name merchandise and services over wide regions or the entire country. Much of this advertising is placed through advertising agencies. Local advertising is usually discussed in terms of column inches whereas national advertising is measured by agate lines, 14 to the inch. A column inch is a space one column wide and one inch deep.

The organizational setup of all newspapers is basically the same, although naturally the larger the newspaper, the more complex its staff alignments. The top man is the publisher, and, in many cases, he is also the principal owner of the newspaper. On some papers the publisher's decisions on all matters are absolute, whereas in other instances he must answer to a board of directors. The publisher's task is to set the newspaper's basic editorial and commercial policies and to see that they are carried out efficiently by the various departments heads. On quite a few newspapers, especially smaller ones, the publisher is also the editor; he is then usually referred to as "editor and publisher", a nice tribute to the importance of the editorial content in the newspaper.

Frequently there is a business manager or general manager under the publisher to administer the company's business operations, which range all the way from obtaining newsprint to the purchasing of tickets as the newspaper's contribution to a community concert series. The heads of the advertising, circulation, and production departments answer to the publisher through the business manager, if there is one. But the editorial department, jealous of independence to print the news without being subject to commercial pressures (theoretically), demands and generally gets a line of command directly to the publisher. When editorial and business departments clash, as they sometimes do over ways to handle news situations and expenses, the ultimate decision is made by the publisher. The titles of executive editor and managing editor are most commonly used to designate heads of the news operation.

*From: Introduction to Mass
Communications by Edwin Emery*

TEXT 4

Read the text and say a) What are the specific features of 1) a daily and 2) a weekly? b) What would be your choice – where would you like to work? Reason out. Give an oral précis of the text. (Remember that a précis should be about $\frac{1}{3}$ of the original text.)

The Small Daily Newspaper

The differences in operation of the weekly newspaper and the small daily newspaper are great, because the fundamental element of timeliness has been added. The principle of "today's news today" dominates the minds of daily newspapermen, no matter how small their paper may be.

Because the process of assembling and printing the newspaper is done six or seven times a week, instead of once, the thinking of the men

who do the job is accelerated. Working on a daily does not necessarily make a reporter or an advertising solicitor a better newspaperman than his colleagues on the weeklies, but it does tend to make him a faster one. Deadlines take on a fresh, compelling meaning. A weekly may define its news deadline as "Tuesday afternoon", and still be able to slip through a couple of late columns Wednesday morning without seriously disturbing the rather flexible press time. Not so on the daily; if the copy deadline is 12:40 p.m., any stories sent out to the composing room after that minute may make the press start late. That in turn can mean missed bus connections and lost street sales for the circulation department. However, in the 24 hours before publication a weekly newspaperman turns out a large amount of copy, probably more than he would do on a daily.

A substantial overlapping exists between the weekly and small daily fields, in the sense that weekly cities sometimes are larger than small daily cities, and some weeklies have more circulation and advertising lineage than small dailies. Yet, given a choice of jobs at identical pay, the majority of newspaperman would probably choose the daily. They find more stimulation in the faster pace, in seeing their stories in print shortly after they have written them, and in having a greater kinship with world affairs through the presence of wire service news teletypes in the office.

What, then, causes some towns to have daily papers and other larger towns to have only a weekly? Essentially it is a matter of geography, supplemented at times by the commercial audacity of the publisher. When a good-sized town is close to a large city, competition from the big neighbouring paper may make successful operation of a small city daily financially impossible. Yet there is room for a weekly newspaper to present community news and the advertising of local merchants. A small daily in a relatively isolated region may operate at a profit, whereas the same paper would fail if it were published in the shadow of a large city daily. Perhaps there would be more daily newspapers in operation if more weekly publishers were willing to gamble by "going daily". But they look at their present comfortable incomes, calculate the sharply increased costs of daily operation, and worry about whether they can obtain enough additional advertising and circulation revenue to cover this expense increase. Many of them decide to play it safe and remain weeklies, even when a daily operation might succeed. The economics of newspaper publishing is such, however, that elemental research shows that many towns which support a profitable weekly simply could not support a daily. Nevertheless, across the United States there are quite a few cities which have both a daily newspaper and a weekly. The latter is

usually financially weak and manages to stay in business by picking up the "leavings" in advertising by local merchants and public utilities.

The primary problem a daily newspaper publisher faces is that the cost of producing his paper goes on every day, regardless of how much or how little advertising each issue carries. A "fat" paper one or two days a week cannot carry all this burden if the issues have only a skimpy advertising content. Most newspapers try to average at least a 50-50 ratio between the amount of editorial and advertising content. This may rise as high as 65 per cent advertising or a trifle more on some days.

A small daily newspaper in the proper geographical setting can be financially successful in a modest way with 5000 circulation if it is efficiently operated. Of course, it cannot give its readers as much news, background material, and advertising as they would receive from a metropolitan paper. It can give them the highlights of world and national news from a press association wire without the detailed background they find in a large city daily, plus thorough coverage of local news and the advertisements of local merchants. For most residents in the community that is sufficient. If they had to depend upon a large city newspaper hauled in from 50 or 100 miles away, they would get more news about the rest of the world but would be deprived of news about their neighbours and local school, church, and civic affairs.

To illustrate how a small daily works, here is the actual staff line-up and working procedure of a successful newspaper with a daily circulation of less than 5000. Notice that the staff members, although relatively few in number, work in their own specialized fields without the "doubling in brass" so necessary and so commonplace on weekly newspapers; an editorial man rarely handles any advertising work, and an advertising salesman rarely concerns himself with circulation problems.

This paper has four editorial staff members: the managing editor, a general reporter who helps with the task of editing certain pages, a woman's section editor who also handles some spot assignments, and a beginning reporter who handles local sports and the police and fire beats as well. All three men take pictures; the Number Two man on the staff does most of the darkroom work.

The key man on the editorial staff is the managing editor. His tasks are varied and complex. On a large daily they would be handled by several different men, perhaps including the janitor, but he manages to get them all done and still get the paper to press on time. He makes assignments for the reporters, selects and edits stories from the press association wire, lays out the news pages, writes headlines on news stories, han-

dles telephone calls, writes an occasional story, confers with the business staff on future projects, writes editorials, checks with the composing room foreman frequently during the day, and, at deadline time, supervises the make-up of the front page. Several nights a month he covers civic meetings.

Usually the managing editor of even a small daily has at least some college education and five years or more of newspaper experience. He is managing editor, city editor, and copy desk all rolled into one, a combination of task impossible to maintain on papers much larger than this. The newspaper has at least six pages daily and on heavy Thursdays runs 14 to 16 pages; on a few special days each year it may publish as many as 20 pages.

The advertising staff of this very small daily consists of a business-advertising manager who handles most of the large accounts, another display advertising salesman, a clerk-secretary, and a classified advertising manager. Also in the front office there are a circulation manager, two women clerk-bookkeepers, and a proofreader. In the mechanical department there are four printers and one press operator. This force of 17 men and women brings out a daily newspaper six afternoons a week which, although modest in scope, is an essential part of the city's life.

Nowhere can a young man or woman interested in editorial or advertising work get finer, more rounded experience than on such a small daily. Since mechanical facilities are limited, the flow of copy must be closely scheduled and controlled, giving the beginner valuable experience in the extremely important matter of meeting deadlines. He learns to "make do" with the time and equipment at his disposal. In the editorial department he has an opportunity to cover local stories, observe the workings of a press association wire, and write headlines. His mistakes in news stories are brought to his attention very quickly, since in the small city he is in frequent business and social contact with the people about whom he writes. Also he has an excellent opportunity to practice photography. His ability to take pictures will help him throughout his career; the field of photojournalism, in which a man uses both reporting and camera skills, is growing more important. If a beginner has the extra spark of creative imagination so sought after by newspapers of all sizes, it will shine forth more quickly on a small daily than almost anywhere else in journalism that the young man or woman might work.

Small daily editorial problems. Perhaps you wonder how a four-man editorial staff can produce enough copy day after day to fill the newspaper. A six-page paper with 50 per cent advertising content requires 24 columns

of editorial matter. Where does this small staff in a little city find that much news or more day after day, and get it all written fast enough to make the daily deadline? The answer is that it doesn't need to do so. Part of this editorial hole is filled with feature material purchased from the newspaper syndicates and part is filled by wire service stories selected from the global news reports on the AP and UPI teleprinter which chatters away hour after hour in the newsroom.

Comic strips and syndicated feature columns, such as political commentary and personal advice, may take five to eight columns of that space. Pictures require the equivalent of three or four columns. Some are local photographs taken by staff members or are supplied to the newspaper by commercial photographers; others are feature mats or glossy prints purchased from the news picture services... Whereas the weekly editor must fill his entire paper with stories written or assembled by his staff, the daily editor has the resources of the press association teleprinter. It is quicker and easier to tear a 500-word story off the teleprinter and send it out to the composing room than to report and write a local story of the same length. A daily newspaper undertakes to give its readers a picture of the entire world, and to do so it must use much of the material supplied by the wire service, which has correspondents throughout the United States and around the world. But because wire service copy is easy to use, some small daily editors tend to fill their pages with second-rate telegraph stories when their readers would rather have well-developed local "enterprise" stories and interviews.

The staff which has been described is about the smallest possible one with which to publish a daily newspaper. As the circulation of a paper rises, so does the size of the staff. Any newspaper with less than 25,000 circulation falls within the general category of the small daily; a very large percentage of them are in the range from 7500 to 15,000. A recent survey of newspapers in this latter classification shows that about a third of them have either six or seven men in the newsroom and most of others report that they have eight to twelve men.

In these somewhat larger staffs, the tasks performed by the managing editor of the very small daily are divided among several men, and the functional organization which reaches its peak in the staff of a huge metropolitan newspaper begins to emerge.

The managing editor's primary purpose is to oversee all the operations. Under him he has a city editor to direct the work of the local reporters and photographers and a telegraph editor who does the detailed job of selecting and editing stories from the press association wire. As

the staff grows, a copy desk is set up to handle the task of editing copy and writing headlines, thus relieving the editors of this onerous but extremely important work. With specialists at work, the result is a better edited newspaper. But our six-page, 5000-circulation daily simply couldn't afford to operate with such a large news staff, and anyway there wouldn't be enough work to keep all these specialists busy. So the jack-of-all-trades managing editor does a little bit of everything.

Advertising staff. Advertising staffs grow, too, as a newspaper circulation rises. The survey of dailies with circulations of 7500 to 15,000 showed an average of four retail display salesmen on each staff. The number of salesmen in the classified departments varied from two to five. Although most of the sales personnel in display advertising are men, women play a large role in classified work. Much classified selling is done by telephone. A pleasant feminine voice, projected over the telephone by a woman trained in the techniques of selling, can bring much additional lineage into the paper. In many cases the manager of the classified department is a woman, almost the only department of an American newspaper in which women are likely to reach the top position.

On small dailies, the sale of local and national display advertising is handled by the same men, working in the latter case with the paper's national sales representatives. Because of the volume of the work involved, larger newspapers divide their display sales staffs into local and national sections.

Selling the papers. Circulation procedures of daily newspapers are much better organized than of most weeklies, because the task of distributing and selling the paper must be done every day. There are several commonly used methods of selling a daily newspaper. Most of these are based upon the principle of having the publishing company sell copies of the paper to a distributor or delivery agent at a wholesale price several cents below the announced price per copy. The selling agent — home delivery carrier boy, street corner vendor, or store — sells papers to the public at the published price; the difference between wholesale and retail prices provides his profit. About one-third of the American daily papers sell for more than 5 cents a copy, and most of the rest at that price; many offer reduced prices for home delivery.

The backbone of a successful circulation system in most cities is the home delivery subscription list. Single-copy street sales are affected from day to day by the weather, traffic and shopping, conditions, holidays, and the nature of the banner headline. Home delivery papers are sold to subscribers on a weekly, monthly, or even an annual basis; they give the

newspaper an assured income and a firm circulation figure to quote to its advertisers, who want to know exactly how many newspaper purchasers will receive copies of their messages.

A few decades ago in the fight to win circulation and outdo their rivals, some newspapers resorted to exaggerated claims about their sales. Since advertising rates are based upon circulation figures and upon the cost of reaching each thousand readers, this led to many discrepancies and a chaotic situation in which honest publishers were placed at an unfair disadvantage by the unscrupulous operators. To correct this problem the Audit Bureau of Circulations was formed in 1914.

Newspapers which belong to the ABC, as all larger dailies do, submit detailed reports of their circulation every six months and open their books to a detailed examination by ABC auditors every year. Rigid rules are enforced. The organization puts limits on methods of solicitation, the number of low-cost subscriptions, bulk sales, and other devices used by some publishers to inflate their circulation figures. Types of circulation which fail to meet these standards are disallowed, and others of a somewhat transitory nature are appropriately indicated on the statements published by the ABC about each newspaper.

In their constant battle to build circulation, some daily newspapers use many kinds of prize contests; others never use this kind of sales stimulant. A favourite device is the picture puzzle series or rebus type of puzzle; this starts simply to attract contestants and grows more difficult as later puzzles are published. Readers who participate must buy the newspaper daily during the contest or subscribe for a stated interval. The prizes are high, totaling more than \$25,000 in some metropolitan promotions, but are paid out only after an elaborate series of "tie-breaker" supplementary puzzles.

The experience of many newspapers is that such contest-created circulation does not turn into permanent readers. Yet in the fight to keep their sales figures high, some big city publishers keep throwing in one contest after another at great expense. Others use trick weekly crossword puzzles, called by such names as Cashword or Baffler, or give cash to readers who find their Social Security numbers or automobile licenses in the daily printed lists.

Although some publishers and circulators consider such promotions an essential part of their newspaper-selling methods, others prefer to build readership more slowly but solidly through their carrier boy and street-outlet organizations. The decision is usually made on the basis of the local competitive situation and the state of the paper's circulation

health. No newspaper can afford to have its advertisers see that its daily sales are slipping. If that happens, the advertiser demands lower rates and the financial woes multiply. In the recent history of American newspapers there are many proofs of the fact that once a newspaper goes into a prolonged circulation decline, its prospects for survival are slim.

One widely used method of handling home delivery is known as the little merchant system. A carrier boy has a route covering several city blocks and is responsible for delivery of the newspapers over that route, as well as making weekly or monthly collections of subscription fees from his customers. The publishing firm bills him at the wholesale rate each month for the number of copies he draws from it, and he collects the full subscription price from the readers. The difference is his monthly profit. The more new subscribers or "starts" he obtains, the more his monthly income will be. In effect he is an independent businessman in a small way. The newspaper circulation departments conduct prize contests to stimulate production of new orders, giving rewards such as sporting equipment, bicycles, and special trips to ball games or popular recreation areas to boys who reach specified quotas. Some papers give special awards to carriers who succeed in obtaining a subscription from every house along their routes.

The circulation department of a daily newspaper provides good opportunities for young men with sales and promotional instincts. A successful circulator must also have ability to handle detail, since much of the department's work involves accurate record keeping. Men who rise to the position of general manager in newspapers organizations frequently start in circulation or advertising work. Within the circulation departments of larger papers there are positions as district supervisors whose responsibility it is to see that the paper is properly distributed on news racks and sold by vendors at places where foot and automobile traffic is heavy.

Few people will come to a newspaper office to buy a paper; the paper must be taken to them, and it must be put before them while it is fresh off the presses. To most circulation men the most sacred minute in the day is the moment the press is scheduled to start. Their entire distribution system is keyed to a prompt press start; if the papers begin rolling off a few minutes later, they may miss train or bus connections for out-of-town delivery, or fail to reach a busy sales spot in time to meet the outpouring of potential buyers from a factory or office building. That is why editorial deadlines must be met so diligently. Publication of a daily newspaper is a tightly scheduled operation in which every step is calculated and timed as closely as in an automobile factory assembly line. Failure or

delay in any step of this flow disrupts the entire operation, sometimes with a direct loss of sales.

*From: Introduction to Mass
Communications by Edwin Emery*

TEXT 5

Read the text and divide it into logical parts; give a headline for each part in the form of a key-word. Prove the following: a) It is very rewarding to work on a metropolitan paper. b) It is a waste of one's talent to work on a metropolitan newspaper.

The Metropolitan Press

The newspaper as a mass communication medium reaches its highest development in our great metropolitan centers. Here the publishers and editors think of readers not in terms of thousands but of millions. Figuring three readers to each copy of the paper printed, which is a common rule of thumb in the profession, a big city newspaper with a Sunday circulation of a million copies is read by 3,000,000 people. The impact of a single news story flowing from the typewriter of one reporter, and published in such a huge edition, is easy to conceive.

Many newspapermen in editorial, advertising, and circulation departments look upon a metropolitan newspaper job as the goal of their careers, the ultimate whose achievement is the sign of professional success. Ironically, quite a few big-city newsmen in their quiet "bull" sessions between editions talk longingly of escaping the scramble of metropolitan journalism for what they envision as the calmer, more orderly and satisfying life on smaller papers. Given an opportunity to break away from metropolitan work, however, many of this wistful brigade either refuse to do so or drift back to the so-called "big time" within a few years. The tempo, adventure, and prestige of the metropolitan newspaper are alluring.

Few if any stories in a metropolitan paper are read by all who purchase the paper. Every reader is selective in the stories he chooses, picking a limited number of items from the huge tray of reading delicacies on the basis of his needs, interests, and even his whims. Even so, every story in a metropolitan paper, no matter how insignificantly it is displayed, is seen by thousands of readers.

Thus the reporter on a large newspaper assumes with good reason that his work is being absorbed by a very large number of persons. Yet the very size of the metropolitan region in which his paper circulates makes it impossible for him to have direct contact with his audience. Ex-

cept for personal acquaintances and the handful of readers who are either irate or thoughtful enough to report their reactions to an individual story, the metropolitan reporter has little opportunity to determine how his stories are being received. This is one of the most striking differences between big-city and small-town newspaper work: the larger the city and the paper's circulation, the less personal contact there is between the newspaper's creators and its readers.

The young man or woman looking toward metropolitan newspapers as a place to work discovers two major differences from smaller dailies: greater speed and greater specialization.

Most small dailies have one basic edition a day, designed primarily for delivery to homes. Some may supplement this with a street sale edition in which the front page is remade with larger, flashier headlines and late sports results for sale to casual purchasers. Or they may have an early, skimpily organized edition for distribution to rural areas. In contrast, many metropolitan papers publish at least five editions within a period of eight hours. Afternoon papers are especially burdened with numerous editions because of the fast-changing nature of news during the daytime hours. This means high-speed work by editorial staff, which must be constantly alert for last-minute news developments, and equally fast work by the circulation department in distributing papers to locations where crowds are gathered temporarily, such as homeward-bound commuter crowds. The edition schedule is an almost sacred document, whose stated deadlines govern the work of several hundred employees. If the press run of a big newspaper starts 15 minutes late, the recriminations can be heard all over the building and often precipitate a blunt-spoken post mortem in the publisher's office to determine the blame.

The final minutes before the deadline in each newspaper department are a-tingle with concentrated work. When the deadline has passed, and each department in the complicated process knows that it no longer can call back anything it has done or push something more into the paper, there comes a period of relaxation and waiting for the fresh edition copies to be brought up from the pressroom. Then the buildup process for the next edition begins.

A typical metropolitan deadline sheet has minute-by-minute rules telling when the final story must cross the city desk and move from the copy desk to the composing room; when the last photograph must leave the editorial art department for the engraving room; when the final page must move off the composing stone; when the last plate must be cast in the stereotype department; and finally what minute the press must start.

For the system to work successfully the pages must flow smoothly through the complex assembly line at a designated pace. In a huge newspaper plant the production of a daily newspaper is a coordinated effort rarely exceeded in manufacturing, especially when we remember that the primary product fed into this conveyor belt system, news, is an intangible raw material difficult to find and hard to define. Few readers realize the immensity of effort and planning behind the daily newspaper tossed upon their doorsteps. Partly this is because newspapers have failed to tell their own exciting story well enough.

The young reporter who obtains a metropolitan job right out of school usually considers himself extremely lucky, believing that he is starting his career a big jump ahead of his classmates who go to work on weeklies or small dailies. Unfortunately for him, this is not necessarily the case.

He finds stimulation in associating with skilled veteran reporters and watching exciting stories move through the big paper's production line, on some of which he may do part of the work himself. But too often he finds himself shunted into a minor reporting job, like covering the over-night police beat, where he is unable to get the all-around experience his classmates are absorbing on smaller papers. Years may pass before he gets an opportunity to work on the copy desk, if, indeed, he ever does. Seniority plays an important part in assignments on metropolitan staffs, and unless he is fortunate or shows exceptional talent for writing, the young reporter on a large daily advances rather slowly.

Many editors and personnel managers of metropolitan papers advise beginners to work on small papers for from three to five years before trying the metropolitan field. Often a young man coming to a metropolitan staff with three or four years of smaller city work to his credit will advance faster than one of similar age who has spent those same years on the big-city paper. The all-around experience of a smaller paper prepares the young reporter to fill many different jobs as they become available.

How a metropolitan news staff functions. The key figure in the local newsgathering activities of a big-city paper is the city editor. He may have a staff of as many as 50 reporters, even more in a few cases, who are deployed at the most productive news sources or held in reserve as general assignment reporters to be despatched as important stories break. The reporters who are placed on specific beats, such as the police department or city hall, are responsible for gathering all news that occurs in their territory and turning it in to the city desk. When time permits they write the stories themselves. But the urgency of deadlines often makes this impossible, so they telephone their facts to a rewrite man. These men

When the story has been written, either by the reporter who covered it or by a rewrite man, it is turned in to the city desk.

There the editor or an assistant reads it to catch errors, to be sure that it is easily understood and to look for "angles" which need further development. Writers and editors alike concentrate on finding a good "lead" for the story, an opening paragraph which summarizes the situation or entices the reader to continue further into the article.

Much reporting is done by telephone. The man assigned to a story calls as many sources as possible to cross-check his facts for accuracy and to make sure that he presents the best-rounded story he can. If he went in person to see each of these sources he would never get his job done in time for the next edition. Some metropolitan beat reporters, or "legmen", especially those on police beats, may not write a story a week, even though they have worked on dozens of them by telephone.

While the city editor and his staff are gathering the local news, other groups are putting together the other parts of the paper. News from the rest of the country and the world clatters into the office over the wire service teleprinters and from special staff correspondents. This is edited and coordinated on the telegraph desk.

City news and telegraph stories pass across the news desk, where they are weighed for importance and general interest by the news editor. He assigns them appropriate size headlines and marks them into position on dummy sheets; it is these sheets that tell the printers how to assemble the mass of stories into the proper pages. The stories move along to the copy desk, usually semicircular with the supervisor or "slot man" in the middle. He is also known as a "dealer", because of the way he hands stories around to the "rim men" for editing. These language experts give the stories a final polishing and write the headlines. From the copy desk the stories are sent by pneumatic tubes to the composing room, where the process of turning them into type begins.

The sports department, woman's section, financial editors, and other specialist groups are also at work filling the pages allotted to them in a similar manner.

The man in charge of the entire editorial department is the managing editor, just as on the very small daily we discussed earlier. Only instead of doing the detailed work himself, he supervises the dozens of men and women who do it under his direction. The managing editor's post on a metropolitan newspaper is one of the most demanding and responsible jobs in all journalism.

*From: Introduction to Mass
Communications by Edwin Emery*

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