



MAYNARD INSTITUTE FOR JOURNALISM EDUCATION

Reality Checks

C O N T E N T A N A L Y S I S K I T



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MAYNARD INSTITUTE FOR JOURNALISM EDUCATION

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The Maynard Institute created the **Reality Checks** kit to provide tools for measuring and discussing how accurately the news reflects the realities of America's multicultural society. The kit contains worksheets and content analysis instruments for analyzing community characteristics as well as news stories and images. These tools are based on Robert C. Maynard's "Fault Lines" framework of race, class, gender, generation and geography.

Maynard, editor and publisher of the *Oakland Tribune*, had begun development of the Fault Lines framework before his death in 1993. He believed that the most accurate news helps individuals and communities see themselves whole. He said journalists need to acknowledge differences based on race, class, gender (or sexual orientation), generation and geography as "deep, but completely natural things, as natural as geologic fault lines."

Whether Maynard's Fault Lines are used to assess community characteristics, individual stories or patterns of coverage in the whole newspaper, the **Reality Checks** kit is intended to stimulate thinking and dialogue about *what is and what could be*. The purpose is to help journalists make news coverage more inclusive and representative of their communities.

As a brainstorming tool, the content analysis instruments are designed to increase awareness and to stimulate discussion about the impact of Fault Lines on the journalistic values, constraints and opportunities that affect accuracy. The kit is organized in a progression intended to make it possible for the worksheets and content analysis instruments to be easily understood and used by an individual or groups of varying sizes.

How to Use This Kit

The **Reality Checks** kit equips you with tools for an analysis of both your community and your local newspaper content through the prism of the Fault Lines of race, class, gender, generation and geography. Local content is defined as news stories and images depicting issues, events and people in the newspaper's circulation area and/or news stories and images produced by a staff writer, photographer or graphic artist. The Fault Lines approach is used to identify gaps both in our understanding of a particular community and in news content relative to community and readership demographics. Here is an overview of the tools and specific suggestions for using them.

Begin by identifying the demographics of the community and the readership of your newspaper using the **Community/Readership Demographics Worksheet** and **Community/Readership Demographics Resource List** included in this kit. To help you obtain accurate information, we have provided suggested resources for answering each question. You will need one copy of each of these worksheets for each person participating in the exercise.

Upon completion of this exercise, proceed to the **Fault Lines Content Analysis Tools**. The **Reality Checks** kit contains three separate analysis instruments. Here is a brief overview to help you decide where to begin:

- The **Individual Story and Image Content Analysis Instrument** enables journalists to conduct a personal analysis of individual news stories and/or photographs and graphics. Whether it's done individually or with group participation, a journalist can complete the analysis and participate in a full discussion of content in just 15 to 30 minutes.
- The **Newspaper Analysis Content Analysis Instrument** is used for identifying patterns of coverage in the whole newspaper. It is a two-part instrument designed to analyze the content of local news stories and news images. You have two options for conducting a whole newspaper analysis, and both options use the two-part instrument:
 - **Quick View** analyzes a limited number of local news stories and news images from one or two issues of the newspaper.
 - **In-Depth** analyzes a broader representation of local news stories and images from all sections over a minimum of two weeks. It provides quantifiable analysis and requires data entry and interpretation.



After years of living with geological fault lines that lie beneath the earth's surface in the San Francisco Bay Area and after his experiences covering the social earthquakes of the 1960s, the late Robert C. Maynard identified the five "Fault Lines" of race, class, gender, generation and geography as the prisms through which we in this country see the world.

Maynard focused on the five Fault Lines of race, class, gender, generation, and geography because he believed those were the five most enduring forces that have shaped social tensions since the founding of this nation.

"The most important part is keeping our eyes on the master metaphor for the Fault Line," Maynard wrote. "The society is split along five faults, and we try in vain to paper them over, fill them in or pretend they aren't there...(These) underlying forces, like those in the center of the earth, will thwart us until we come to see our differences as deep, but completely natural things, as natural geographic fault lines. We don't have to resolve our differences. We can agree to disagree."

Maynard's no-fault Fault Lines framework provides a sophisticated tool for journalists to analyze and make sense of complex realities. One person's Fault Line perspective is another's Fault Line blind spot. This approach reminds us that people are the totality of their Fault Lines rather than any one Fault Line. It's not always enough to look at things strictly as a matter of gender or race. While it's true that those differences shape our perspectives, the other Fault Lines play a role as well. A difference of perspective or opinion that appears to one of us to be based on age may appear to others to be based on class. When we confuse race with class or class with geography, we confuse our readers and erode our credibility. With Fault Lines, journalists have a check list that helps them identify the various Fault Lines in a story - and acknowledge where they sit on the Fault Lines chart so they can try to see the world through someone else's eyes.

The five Fault Lines are:

RACE/ETHNICITY	Asian, black, Hispanic/Latino, Native American, mixed race, white
CLASS	rich, upper middle class/wealthy, middle class, working class, poor
GENDER	male, female, gay/lesbian
GENERATION	youth (0-19), 20s, 30s, 40s, 50s, 60s+, boomer, generation X. While age can alter a point of view, that same point of view is often defined by generational experiences. Generation X didn't watch Nixon resign. The baby boomers did not live through the Great Depression.
GEOGRAPHY	urban, suburban, rural; plus region

How are Fault Lines reflected in news coverage?

Some are more subtle and "hidden" than others, but all five Fault Lines are reflected through news sources and photo subjects, story dimensions and story ideas.

Sourcing: In analyzing sourcing, ask:

- What Fault Lines do my news sources and photo subjects reflect? How do their Fault Lines affect their comments, interests, decisions or actions?
- What Fault Lines perspectives are missing? Are they needed to help readers better understand the relevance of the news to their lives and communities?
- If so, how can they be added within the constraints of deadlines, news holes and other available resources?

Dimensions: In analyzing individual stories, ask:

- What Fault lines are reflected in the story? What's missing?
- If there are missing elements, how would adding them help readers better understand the relevance of the news to their lives and communities?
- If so, how can they be added within the constraints of deadlines, news holes and other available resources?



COMMUNITY/READERSHIP DEMOGRAPHICS WORKSHEET

This worksheet is designed to help you identify the community and readership demographics of your newspaper.

	Readership Demographics		Community Demographics		Community Demographics in 5 yrs.		Newsroom Demographics	
	WHAT DO YOU THINK IT IS?	WHAT IS IT REALLY?	WHAT DO YOU THINK IT IS?	WHAT IS IT REALLY?	WHAT DO YOU THINK IT WILL BE?	WHAT ARE THE PROJECTIONS?	WHAT DO YOU THINK IT IS?	WHAT IS IT REALLY?
a. Asian	%	%	%	%	%	%	%	%
b. Black	%	%	%	%	%	%	%	%
c. Hispanic/Latino	%	%	%	%	%	%	%	%
d. Native American	%	%	%	%	%	%	%	%
e. Mixed Race	%	%	%	%	%	%	%	%
f. White	%	%	%	%	%	%	%	%
g. High Income (\$75K +)	%	%	%	%	%	%	%	%
h. Middle (\$35K - \$74,999)	%	%	%	%	%	%	%	%
i. Low Income (< \$35K)	%	%	%	%	%	%	%	%
j. Male	%	%	%	%	%	%	%	%
k. Female	%	%	%	%	%	%	%	%
l. Gay/Lesbian	%	%	%	%	%	%	%	%
m. Adult (18-64)	%	%	%	%	%	%	%	%
n. Senior (65+)	%	%	%	%	%	%	%	%
o. Youth (0-17)	%	%	%	%	%	%	%	%
p. Urban	%	%	%	%	%	%	%	%
q. Suburban	%	%	%	%	%	%	%	%
r. Rural	%	%	%	%	%	%	%	%



COMMUNITY/READERSHIP DEMOGRAPHICS RESOURCE LIST

The following resources are among those that can help you identify your community and readership demographics.

Community Resources

Local offices of civil rights organizations (e.g., NAACP, Anti-Defamation League, Mexican American Legal Defense and Education Fund, National Asian Pacific American Legal Consortium, Native American Rights Fund, Gay & Lesbian Alliance Against Defamation)	Student associations on local college and university campuses Agencies for the mentally/physically challenged Local senior citizens and youth organizations Professional organizations Local charitable foundations
Ethnic associations (e.g., Korean Businessmen's Association)	Coordinating councils
Ethnic community agencies	City planning departments
Social service agencies and their publications	Chambers of commerce
School districts, PTA	State data centers (often under bureaus of economics and business)
Community relations groups	
Local churches, synagogues, mosques and other religious centers	

Notes/Ideas:

Internet Resources

U.S. Census Bureau: http://www.census.gov
State Department of Finance, Demographic Research Unit Homepage (e.g., http://www.dof.ca.gov/html/Demograp/druhpar.htm)
Yahoo! Society and Culture/Issues and Causes/Population: http://dir.yahoo.com/society_and_culture/issues_and_causes/population
Population Reference Bureau: www.prb.org
William H. Frey, demographer: http://www.frey-demographer.org
Local regional government associations (e.g., the Association of Bay Area Governments: http://www.abag.ca.gov)
American Community Network: www.acn.net
Amnesty International: http://www.amnesty.org/aisect/links.htm

Notes/Ideas:

Internal Resources

Marketing Department: community demographics broken into multiple categories
Advertising Department: up-to-date information on local businesses
Circulation Department: demographics by zip codes

Notes/Ideas:



Individual Story and Image Content Analysis Instructions

- You will need one copy of the Individual Story and Image Content Analysis Instrument for each news story and/or news image you choose.
- Review the Individual Story and Image Content Analysis Instrument Sample Article for specific examples of how to fill out the instrument.
- Upon completing the analysis exercise, answer the questions below the graphic, review your findings and use them as a basis for discussion.

INDIVIDUAL STORY AND IMAGE

Instructions: The Fault Lines are reflected in the sources, subjects and topics of news stories, columns, editorials, photographs and graphics. News sources provide information for stories. They are quoted and paraphrased in stories. News subjects, the persons whom the story is about, may or may not be quoted. Only the sources of news stories should be analyzed. Photo/graphic subjects are the persons whose faces can be clearly seen in photographs or graphics.

The numbers assigned to each Fault Line represent codes. Refer to and use the codes when answering questions in the content analysis instrument for Individual Stories and Images.

Every news story or image, in theory, reflects a multiplicity of Fault Lines, but rarely are all those Fault Lines explicitly stated. For example, one can, by and large, determine the gender of a photo subject, but it's often impossible to determine from a photograph alone the subject's socioeconomic class.

Therefore, the analysis can only analyze Fault Lines that are explicitly stated in the text or cutlines or that can be determined through direct or common knowledge, through photographs, or through synonyms and descriptors in the text. Synonyms and descriptors for class, race and geography include "blue collar," "upscale," "predominantly black," "all white," and "inner city."

If a story or image does not state or indicate a particular Fault Line, enter 00 for "can't determine."

STORIES	SOURCE #	RACE/ETHNICITY	CLASS	GENDER	GENERATION	GEOGRAPHY
	1					
	2					
	3					
	4					
	5					
	6					
	7					
IMAGES	FAULT LINES	RACE/ETHNICITY	CLASS	GENDER	GENERATION	GEOGRAPHY
		1. Asian	1. High income (\$75K+)	1. Straight Male	1. 0-17	1. Urban
		2. Black	2. Middle income (\$35K-74,999)	2. Gay Male	2. 18-34	2. Suburban
		3. Hispanic / Latino	3. Low income (below \$35,000)	3. Straight Female	3. 35-64	3. Rural
		4. Native American	00. Can't determine	4. Lesbian Female	4. 65+	4. Neighborhood (specify)
		5. Mixed Race		5. Bisexual	00. Can't determine	5. Other (specify)
		6. White		6. Transgender		00. Can't determine
		7. Non-white, can't determine		7. Male/ can't det.		
8. Other (specify)		8. Female/ can't det.				
00. Can't determine		00. Can't determine				
SUBJECT #	RACE/ETHNICITY	CLASS	GENDER	GENERATION	GEOGRAPHY	
1						
2						
3						
4						
5						
6						
7						

SO WHAT?

Instructions: Upon completion of the above exercise, apply what you've learned to the following:

NEWS VALUES

What makes the story or image newsworthy and why?

NOTES:

CONSTRAINTS

What constraints do you think affected the reporting and presentation of this coverage?

NOTES:

ACCURACY

Would the coverage more accurately reflect the whole community if more Fault Lines dimensions were represented?

NOTES:

OPPORTUNITIES

What kind of follow-up reporting could be done to add Fault Lines dimensions that would help readers better understand the relevance of the news to their lives and communities?

NOTES:

Reeves receives threat at home

Bullet enclosed in death warning

By Kathleen Kirkwood
STAFF WRITER

OAKLAND — It's not the first time Shannon Reeves, president of the local NAACP chapter, has received a death threat.

But this time it literally hit home.

"I will not be intimidated, and I plan to be here a long time to come," Reeves said in response to the note, which came in the mail to his home Friday.

Enclosed with the note was an assault rifle bullet, police said.

According to the text of the letter, Reeves' outspoken support for Police Chief Joseph Samuels Jr. sparked the threat.

Reeves' spokeswoman, Elan Fabbri, said Reeves has received death threats in the past. But earlier threats have been directed to the NAACP's offices where he worked.

Fabbri said Reeves was angry when he discovered the letter, as he was opening the day's mail, just before dinner at home with his family.

Police say three to six other officials and residents have received notes during the past six months, but didn't elaborate further.

"We are aggressively pursuing this investigation with the FBI," said police spokesman Arturo Bautista.

Please see Threat, NEWS-9

Threat: Letter to be considered hate crime

Continued from NEWS-9

The note refers to "racist, out-of-control cowboy cops" in the Oakland department, run by "Joseph Samuels, the leader of Oakland 'gestapo' police force." Reeves is referred to as a "... (racial slur) black Republican."

"It is one thing to disagree with a person or their position. It's another to threaten them with bodily harm," Fabbri said.

The letter is being viewed as a hate crime because there was race-specific language involved. The FBI was contacted because sending a threatening letter through the mail is a federal offense.



Shannon Reeves

"I will not be intimidated, and I plan to be here a long time to come."

Source #1

RACE: 2 - black
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 2 - (18-34)
GEOGRAPHY: 1 - urban

Source #2

RACE: 2 - black
CLASS: 00 - can't determine
GENDER: 8 - female, can't determine
GENERATION: 00 - can't determine
GEOGRAPHY: 1 - urban

Subject #1

RACE: 2 - black
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 2 - (18-34)
GEOGRAPHY: 1 - urban

Source #3

RACE: 3 - Hispanic/Latino
CLASS: 3 - middle income
GENDER: 7 - male, can't determine
GENERATION: 00 - can't determine
GEOGRAPHY: 1 - urban



Newspaper Analysis: Quick View

- Decide which sections of your newspaper you will analyze and for what period of time. For example, you might select Section A, Local News, Business, or Sports for two days. Use a separate copy of the appropriate analysis tool for each local news story or news image you pick.
- Review the instrument with each person participating in this exercise. Use the appropriate Sample News Story or Sample News Image as a model. Make copies of this aid for participants who want it.
- Once you collect the completed instruments, you may find it helpful to do a quick tally as a basis for discussion.

Newspaper In-Depth Analysis

- Decide which sections of your newspaper you will analyze and for what period of time. A minimum of two weeks is suggested. For example,
 - Section A: all local news stories and news images
 - Local news section: all local news stories and news images
 - Other sections: local news stories and news images on cover pages
 - Include all jumps and accompanying news images.
- Estimate the number of articles/images per issue. Then multiply that times the number of issues you are analyzing.
 - Example: If your staff analyzes 60 local news articles per issue x 14 issues, you will need 840 copies of the Individual Story and Image Content Analysis Instrument.
 - Example: If your staff analyzes 15 local news images per issue x 14 issues, you will need 200 copies of the Individual Story and Image Content Analysis Instrument.
- Review the instrument with each person participating in the newspaper analysis. Use the Sample News Story or Sample News Image as a model. Make copies of the appropriate aid for participants who want it. Check that each participating staff member is aware of the correct **Start and End Dates** of this exercise.
- Collect the completed instruments from participants. Ask your data-management department to enter the data using a spreadsheet software program such as Microsoft Excel.

NEWS STORY AND IMAGE CODING SHEET

Use separate sheets for stories and photos. Circle answer that best applies for each news source in a story or subject in a photo for the categories on the left-hand column. Write the number that best applies for the Fault Lines categories if you select "other" for any of the categories, specify in the space allowed. If a story does not state or indicate a particular Fault Line, enter "00" for "can't determine."

DATE: _____ PAGE: _____ KEY WORDS IN HEADLINE: _____

**1. SECTION/
PLACEMENT**

1. A Section, Pg. 1
2. A Section, inside
3. Local, Pg. 1
4. Local, inside
5. Features, Pg. 1
6. Features, inside
7. Sports, Pg. 1
8. Sports, inside
9. Business, Pg. 1
10. Business, inside
11. Other, Pg. 1 (specify) _____
12. Other, inside (specify) _____

2. NEWS TYPE

1. Breaking/ spot news story
2. Enterprise story
3. Analysis/ Opinion (excludes unsigned editorials)
4. Story briefs
5. Photo with story
6. Photo stand-alone
7. Mug shot
8. Photo teaser
9. Illustration

3. TOPIC

*circle
main topic*

1. Government
2. Politics
3. Crime
4. Accident/natural disaster
5. Arts/entertainment
6. Sports
7. Health
8. Education
9. Environment
10. Business
11. Civil rights/discrimination
12. Feature/human interest
13. Religion
14. Technology
15. Science
16. Immigration
17. Other (specify) _____

**4. LOCATION
OF NEWS
EVENT**

1. Urban
2. Suburban
3. Rural
4. Other (specify) _____

**5. IDENTIFY AS
STORY/ IMAGE**

1. Story
2. Image

Source/ Subject	Race/Ethnicity	Class	Gender	Generation	Geography	Occupation
1						
2						
3						
4						
5						
6						
7						

FAULT LINES

- Race / Ethnicity**
1. Asian
 2. Black
 3. Hispanic / Latino
 4. Native American
 5. Mixed Race
 6. White
 7. Non-white, can't determine
 8. Other (specify)
 00. Can't determine

- Class**
1. High income (\$75K+)
 2. Middle income (\$35K-74,999)
 3. Low income (below \$35K)
 00. Can't determine

- Gender**
1. Straight male
 2. Gay male
 3. Straight female
 4. Lesbian female
 5. Bisexual
 6. Transgender
 7. Male, can't det
 8. Female, can't det
 00. Can't determine

- Generation**
1. 0-17
 2. 18-34
 3. 35-64
 4. 65+
 00. Can't Determine

- Geography**
1. Urban
 2. Suburban
 3. Rural
 4. Neighborhood (specify)
 5. Other (specify)
 00. Can't Determine

- Occupation**
- SEE BELOW

OCCUPATION

Instructions: Occupations are indicators of class. Therefore, to assist in further analyzing the Fault Line perspectives in news coverage, please enter one of the following code numbers to indicate the occupations of news sources.

1. entertainer (professional athletes and performers in movie, recording and television industries)
2. elected official (includes officials in local, state and federal government, law enforcement, such as police chief)
3. non-elected government official (such as the fire chief and high-ranking officers; and the criminal justice system, i.e. asst. dist. atty.)
4. government worker (excludes police officers and firefighters) (for government or private industry)
5. spokesperson (someone speaking as an ordinary citizen)
6. company executive (someone speaking in the capacity of an expert)
7. ordinary citizen (someone speaking in the capacity of an expert)
8. expert (private industry)
9. blue-collar worker
10. white-collar worker (private industry)
11. educator (teacher or administrator)
12. student (elementary, middle school, high school or college)
13. private attorney
14. physician
15. nurse/health care worker
16. police officer/firefighter (includes detectives)
17. journalist
18. community advocate
19. other (specify)
00. can't determine

6. Number of Sources/ Subjects in Story/ Image:

1. Zero	4. Three	7. Six	99. Not applicable
2. One	5. Four	8. Seven	
3. Two	6. Five	9. Eight or more	

DATE: 3/10/99
PAGE: A1
HEADLINE: Mayor has his backers for reforms
SECTION/ PLACEMENT: 1 - A Section, Pg. 1
NEWS TYPE: 1 - breaking/spot news
TOPIC: 1 - government
LOCATION OF NEWS EVENT: 1 - urban
STORY OR IMAGE: 1 - story
OF SOURCES/ SUBJECTS: 6 - five

Mayor has his backers for reforms

Baptist ministers union supports government, schools overhaul

By Kathleen Kinkaid and Jonathan Schorr
Staff Writers

OAKLAND — Mayor Jerry Brown and City Manager Robert Thomas Tuesday expressed their support for the school district board's (SFPSD) Tuesday from a reclusive Baptist ministers union.

Brown and Thomas said they wouldn't back down under pressure coming from some NAACP leaders and another coalition of parents. In fact, Brown said he would have filed a lawsuit against the school district if he thought it would be rejected then a legislative takeover.

"At some point, there may be a day of reckoning and I say that to my heart," Brown told a gathering of 40 members of the Bay Area Baptist Ministers Union, a the Good Hope Missionary Baptist Church in Oakland.

Brown said he had met over the weekend with his cabinet and other planning professors who played second to the mayor's first instincts.

Brown predicted that "you should be able to tell me tomorrow there are new plans and new hopes for the school system."

Although the ministers union is supporting Brown's move to ward the schools and his unopposed approval of city management, they did issue a few words of caution to him.

One pastor told Brown to give more time to get the high performance, according to the NAACP and the teachers' union.

Rev. J. M. Hagan of Good Hope Missionary Baptist Church urged Brown not to "ignore the city of Oakland more than it is already marginalized."

"I'm not challenging you, I'm just trying to debate to you," said Hagan, a pastor for 30 years. Hagan said he had supported Brown because he knew the school system would bring change.

Like most other ministers in the room, Brown said he would support Brown's move. "I don't know what to say," said Hagan.

Brown said after the meeting he wouldn't comment on Brown's performance, but Hagan said he did say he was convinced the only way to go is to get rid of the many ways that the

From the Support, March 10

Support: Members offer qualified backing

Continued from NEWS-1
 Francisco and San Jose.

"We must have goals, we must have timetables and so far in the city of Oakland, we have not had goals, timetables or performance measures," Brown said.

The Baptist ministers union is the first major group to give public support to Brown's plan to take over the district. That plan is based on a bill state Sen. Don Perata (D-Alameda) has introduced into the Legislature that would give Brown the power to appoint a trustee to oversee the district.

The plan has drawn fire from those who see progress under the current administration, and those who question whether a Brown-appointed trustee could do better with the schools. Among those opposing the plan is the Rev. J. Alfred Smith Sr., influential pastor of Allen Temple Baptist Church.

But numerous members of the Baptist ministers union Tuesday expressed qualified support for Brown's plan to install new leadership in the school district.

"We believe that the school system needs to be reformed," said union president Rev. Joe Smith of Good Hope Baptist, "we stand with [him]."

The Rev. Leon Straton, pastor of Christian Home Training Missionary Baptist Church, alluded to concerns about divisiveness in the new plan. He said, "I'm very relieved that they're going to give some attention to the schools, but at what cost?"

In a brief address to the ministers, Brown outlined the reasons for a takeover. Citing numerous test scores, Brown said, "The time for excuses is over. We want an emergency mobilization."



Good Hope Baptist Church in Oakland. ROD A. LAMKEY JR. — Staff

Source #1

RACE: 6 - white
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 4 - 65+
GEOGRAPHY: 00 - can't determine
OCCUPATION: 2 - elected official

Source #3

RACE: 2 - black
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 00 - can't determine
GEOGRAPHY: 1 - urban
OCCUPATION: 19 - other, clergy

Source #4

RACE: 2 - black
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 00 - can't determine
GEOGRAPHY: 1 - urban
OCCUPATION: 19 - other, clergy

Source #5

RACE: 2 - black
CLASS: 2 - middle income
GENDER: 7 - male, can't determine
GENERATION: 00 - can't determine
GEOGRAPHY: 1 - urban
OCCUPATION: 19 - other, clergy

DATE:	3/10/99
PAGE:	A1
HEADLINE:	Mayor has his backers for reforms
SECTION/ PLACEMENT:	2 - A Section, inside
NEWS TYPE:	5 - photo with story
TOPIC:	1 - government
LOCATION OF NEWS EVENT:	1 - urban
STORY OR IMAGE:	2 - image
# OF SOURCES/ SUBJECTS:	4 - three

Subject #1

RACE: 2 - black
 CLASS: 00 - can't determine
 GENDER: 7 - male, can't determine
 GENERATION: 4 - 65+
 GEOGRAPHY: 1 - urban
 OCCUPATION: 00 - can't determine

Subject #2

RACE: 2 - black
 CLASS: 00 - can't determine
 GENDER: 7 - male, can't determine
 GENERATION: 1 - (0-17)
 GEOGRAPHY: 00 - can't determine
 OCCUPATION: 00 - can't determine

Subject #3

RACE: 2 - black
 CLASS: 2 - middle income
 GENDER: 7 - male, can't determine
 GENERATION: 00 - can't determine
 GEOGRAPHY: 00 - can't determine
 OCCUPATION: 00 - can't determine

Support: Members offer qualified backing

Continued from NEWS-1
 Francisco and San Jose.

"We must have goals, we must have timetables and so far in the city of Oakland, we have not had goals, timetables or performance measures," Brown said.

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But numerous members of the Baptist ministers union Tuesday expressed qualified support for Brown's plan to install new leadership in the school district.

"We believe that the school system needs to be reformed," said union president Rev. Joe Smith of Good Hope Baptist. "We stand with him."

The Rev. Leon Starn, pastor of Christian Bible Training Missionary Baptist Church, alluded to concerns about divisiveness in the new plan. He said, "I'm very relieved that they're going to give some attention to the schools, but at what cost?"

In a brief address to the ministers, Brown outlined the reasons for a takeover. Citing numerous test scores, Brown said, "The time for excuses is over. We want an emergency mobilization."



Grovis Lewis, 19, (center) of Oakland asks Mayor Jerry Brown a question Tuesday at the Good Hope Missionary Baptist Church in Oakland.



You may want to take some time to discuss and answer these questions once you have completed the content analysis and/or the image/graphic analysis. These questions are intended to stimulate discussion.

1. Who are your audiences? What audiences do you want to reach?
2. After examining the data collected from the analysis, do you think you are reaching the audiences most important to you and your newspaper?
3. What are the three gaps you believe are the most important for your newspaper to address? How can you fill those gaps?

Context Discussion

The following questions are designed to address the *so what* of news coverage to determine if the coverage contains information that might help readers understand its relevance to their lives and community.

1. How well does the news coverage overall convey history and background about events or issues?
2. How well does the coverage – through words or images – convey the impact of what’s being reported on individuals? On different groups in the community? On the entire community? In what ways does the coverage compare the news to similar events or situations?
3. Overall, how well does the news coverage convey multiple dimensions or perspectives across the Fault Lines of race, class, gender, generation and geography?



The Robert C. Maynard Institute for Journalism Education, a resource center for diversity in news media, provides a variety of programs and services for daily newspapers across the country. Options for Newspaper In-Depth Analysis include on-site training, independent audits, data entry and interpretation, and facilitated discussions.

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