



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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*Reality Checks*

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The Maynard Institute created the *Reality Checks* kit in response to requests from the APME, ASNE and Total Community Coverage partner newspapers across the country. It provides tools for measuring and discussing how accurately the news reflects the realities of America's multicultural society.

The kit contains worksheets and content audit 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, gender, generation, geography and class.

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 - and that journalists need to acknowledge differences based on race, gender (or sexual orientation), generation, geography and class 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 audit instruments are designed to increase awareness and to stimulate discussion about the impact of Fault Lines on the journalistic constraints, opportunities and choices that affect accuracy. The kit is organized in a progression intended to make it possible for the worksheets and content audit 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, gender, class, 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 Audit Tools**. The *Reality Checks* kit contains three separate audit instruments. Here is a brief overview to help you decide where to begin:

- The **Individual Stories and Images Content Audit Instrument** enables journalists to conduct a personal audit of individual news stories and/or photographs and graphics. Whether it's done individually or with group participation, a journalist can complete the audit and participate in a full discussion of content in just 15 to 30 minutes.
- The **Whole Newspaper Analysis Content Audit 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 the geologic 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, gender, class, 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 they were the 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 of 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 as geologic 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 our 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. So it's not enough to look at things strictly as a matter of male or female, black or white. While it's true that those differences often 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 that they can try to see the world through someone else's eyes.

#### The five Fault Lines are:

<b>RACE/ETHNICITY</b>	Black, Asian, Hispanic/Latino, Native American, mixed race, white
<b>GENDER</b>	male, female, gay/lesbian
<b>GENERATION</b>	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.
<b>CLASS</b>	rich, upper middle class/wealthy, middle class, working class, poor
<b>GEOGRAPHY</b>	urban, suburban, rural; plus region

#### How are Fault Lines reflected in news coverage?

Some are more subtle and "hidden" than others, but 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, 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, would adding them help readers better understand the relevance of the news to their lives and communities?
- If so, 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. Resources are listed separately.

	Readership Demographics		Community Demographics		Community Demographics in 5 yrs.		Community Demographics in 10 yrs.	
	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 WILL BE?	WHAT ARE THE PROJECTIONS?
a. Black	%	%	%	%	%	%	%	%
b. Asian	%	%	%	%	%	%	%	%
c. Hispanic / Latino	%	%	%	%	%	%	%	%
d. Native American	%	%	%	%	%	%	%	%
e. mixed race	%	%	%	%	%	%	%	%
f. white	%	%	%	%	%	%	%	%
g. Male	%	%	%	%	%	%	%	%
h. Female	%	%	%	%	%	%	%	%
i. Gay/Lesbian	%	%	%	%	%	%	%	%
j. Adult	%	%	%	%	%	%	%	%
k. Senior	%	%	%	%	%	%	%	%
l. Youth	%	%	%	%	%	%	%	%
m. High Income	%	%	%	%	%	%	%	%
n. Middle Income	%	%	%	%	%	%	%	%
o. Low Income	%	%	%	%	%	%	%	%
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
Ethnic associations (e.g., Korean Businessmen's Association)	Agencies for the mentally/physically challenged
Ethnic community agencies	Local senior citizens and youth organizations
Social service agencies and their publications	Professional organizations
School districts, PTA	Local charitable foundations
Community relations groups	Coordinating councils
Local churches, synagogues, mosques and other religious centers	City planning departments
	Chambers of commerce
	State data centers (often under bureaus of economics and business)

### 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](http://dir.yahoo.com/society_and_culture/issues_and_causes/population)
- Population Reference Bureau: [www.prb.org](http://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](http://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 Stories and Images Content Audit Instructions**

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

## INDIVIDUAL STORIES AND IMAGES

**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 audit 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 audit 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	GENDER	CLASS	GENERATION	GEOGRAPHY
	1					
	2					
	3					
	4					
	5					
	6					
	7					
FAULT LINES		RACE / ETHNICITY	GENDER	CLASS	GENERATION	GEOGRAPHY
		1. Black	1. male	1. High income (\$75K +)	1. 0-18	1. urban
		2. Asian	2. female	2. Middle income (\$35 - 74,999K)	2. 19-34	2. suburban
		3. Hispanic / Latino	3. gay	3. Low income (below \$34,999K)	3. 35-64	3. rural
		4. Native American	4. lesbian	00. can't determine	4. 65+	4. neighborhood (specify)
		5. mixed race	00. can't determine		00. can't determine	5. other (specify)
		6. white				00. can't determine
		7. Non-white, can't determine				
	8. Other (specify)					
	00. can't determine					
IMAGES	SUBJECT #	RACE / ETHNICITY	GENDER	CLASS	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-1

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: 1 - Black  
GENDER: 2 - male  
CLASS: 2 - middle income  
GENERATION: 2 - (19-34)  
GEOGRAPHY: 1 - urban

Source #2

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

Subject #1

RACE: 1 - Black  
GENDER: 2 - male  
CLASS: 2 - middle income  
GENERATION: 2 - (19-34)  
GEOGRAPHY: 1 - urban

Source #3

RACE: 3 - Hispanic / Latino  
GENDER: 1 - male  
CLASS: 2 - middle income  
GENERATION: 00 - can't determine  
GEOGRAPHY: 1 - urban



### Whole 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.

### Whole Newspaper Analysis: In-Depth

- 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 Whole Newspaper News Stories Content Audit Instrument.
  - Example: If your staff analyzes 15 local news images per issue x 14 issues, you will need 200 copies of the Whole Newspaper News Images Content Audit Instrument.
- Review the instrument with each person participating in the Whole 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.



# WHOLE NEWSPAPER: NEWS STORIES

# SOURCES

**Instructions:** The Fault Lines are reflected in the sources, subjects and topics of news stories, columns and editorials. 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.

For example, one can, by and large, determine the gender of a news source by the name, but it's often impossible to determine class if the person's class or occupation is not stated in the story.

Therefore, the audit can only analyze Fault Lines that are explicitly stated in the story or those that can be determined through (1) direct or common knowledge, (2) photographs accompanying the story or (3) synonyms and descriptors in the story. Synonyms and descriptors for class, race and geography include "blue-collar," "upscale," "predominantly black," "all white," and "inner city."

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

Every news source, in theory, reflects all five Fault Lines, but rarely are all five explicitly stated.

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

DATE: \_\_\_\_\_ EDITION: \_\_\_\_\_ KEY WORDS IN HEADLINE: \_\_\_\_\_

- 1. STORY TYPE**
1. breaking/spot news
  2. enterprise
  3. opinion (excludes unsigned editorials)
  4. briefs

- NUMBER OF SOURCES IN STORY**
- |        |          |                  |                    |         |
|--------|----------|------------------|--------------------|---------|
| 1. one | 2. two   | 3. three         | 4. four            | 5. five |
| 6. six | 7. seven | 8. eight or more | 99. not applicable |         |

- 2. PLACEMENT**
1. front section page one
  2. inside front section
  3. local news section page one
  4. inside local news section
  5. other section page one

SOURCE #	RACE / ETHNICITY	GENDER	CLASS	GENERATION	GEOGRAPHY	OCCUPATION
1						
2						
3						
4						
5						
6						
7						

- 3. TOPIC**
- circle up to three*
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) \_\_\_\_\_

FAULT LINES	RACE / ETHNICITY	GENDER	CLASS	GENERATION	GEOGRAPHY	OCCUPATION
	1. Black 2. Asian 3. Hispanic / Latino 4. Native American 5. mixed race 6. White 7. Non-white, can't determine 8. Other (specify) 00. can't determine	1. male 2. female 3. gay 4. lesbian 00. can't determine	1. High income (\$75K+) 2. Middle income (\$35-74,999K) 3. Low income (below \$34,999K) 00. can't determine	1. 0-18 2. 19-34 3. 35-64 7. 65+ 00. can't determine	1. urban 2. suburban 3. rural 4. neighborhood (specify) 5. other (specify) 00. can't determine	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<br><small>(professional athletes and performers in movie, recording and television industries)</small>  | 9. blue-collar worker<br><small>(teacher or administrator)</small>   |
| 2. elected official  | 10. educator<br><small>(elementary, middle school, high school or college)</small>                         |
| 3. non-elected government official   | 11. student  |
| 4. government worker   | 12. private attorney   |
| 5. spokesperson<br><small>(includes officials in local, state and federal government, law enforcement, such as the police chief and high-ranking officers, and fire fighting, such as the fire chief and high-ranking officers, and the criminal justice system, such as assistant district attorneys)</small> | 13. physician  |
| 6. company executive   | 14. nurse/health care worker   |
| 7. ordinary citizen<br><small>(excludes police officers and firefighters)</small>  | 15. police officer/firefighter<br><small>(includes detectives)</small>                                     |
| 8. expert<br><small>(for government or private industry)</small>   | 16. journalist   |
|  | 17. other (specify) _____  |
|  | 18. community group leader<br><small>(someone speaking in her/his capacity as an ordinary citizen)</small> |
|  | 00. can't determine<br><small>(someone speaking in the capacity of an expert in a subject)</small>         |

- 4. LOCATION OF NEWS EVENT**
1. urban
  2. suburban
  3. rural
  4. neighborhood (specify) \_\_\_\_\_
  5. other (specify city, state or country) \_\_\_\_\_

- 5. IMAGES**
- Does the story have images?
1. yes
  2. no

**DATE:** 3/10/99  
**PAGE:** A1  
**HEADLINE:** Mayor has his backers for reforms  
**STORY TYPE:** 1 - breaking/spot news  
**PLACEMENT:** 2 - front section page one  
**TOPIC:** 1 - government  
 2 - politics  
 13 - religion  
**LOCATION OF NEWS EVENT:** 1 - urban  
**IMAGES:** 1 - yes

# Mayor has his backers for reforms

Baptist ministers union supports government, schools overhaul

By Kathleen Kirkwood and Jonathan Schorr  
 STAFF WRITERS

OAKLAND — Mayor Jerry Brown and City Manager Robert Brown under the city they proposed changes of City Hall and the school district, found reinforcement Tuesday from a receptive Baptist ministers union.

Brown and Brown said they wouldn't back down under pressure coming from local NAACP leaders and another coalition of persons. In fact, Brown said he would have filed a lawsuit against the school district if he thought it would be quicker than a legislative solution.

"At some point, there must be a day of reckoning and I say that day has come," Brown told a gathering of 40 members of the Bay Cities Baptist Ministers Union at the Good Hope Missionary Baptist Church in Oakland.

Brown said he had met over the weekend with Ed Blakely, an urban planning professor who played second to the mayor's race last June.

Brown predicted that "you should be able to kill this solution (there are new plans and new hopes for the school system)."

Although the ministers union is supporting Brown's moves toward the schools and his anticipated overhaul of city management, they did throw a few words of caution his way.

One pastor said Brown is giving Father Chief Joseph Serrano Jr. time to meet the high performance standards the mayor and city manager are setting.

The Rev. R.H. Dupont of Second St. Missionary Baptist Church urged Brown not to "imagine the city of Oakland more than it is already fragmented."

"I'm not challenging you, I'm not trying to dictate to you," said Dupont, a pastor for 38 years. Dupont said he had supported Brown because he knew the former governor would bring change.

Like most other ministers in the room, Dupont said he would support Brown's moves — Serrano or de Santos.

Brown said after the meeting he wouldn't comment on Serrano's performance, but Brown he did say he was dismayed the city's crime rate is still higher than many area cities like San

## Support: Members offer qualified backing

Continued from NEWS-1  
 Francisco and San Jose.

"We must have goals, we must have objectives and so far in the city of Oakland, we have not had goals, objectives 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 Jr., 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, and unless president Rev. Joe Smith of Good Hope Baptist (we stand with him)."

The Rev. Louis Norton pastor of CHRISTIAN LIFE Training Missionary Baptist Church, alluded to concerns about discontinuity in the new plan. He said, "I'm very relieved that they're going to give more 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."



Gov. Lewis, 18, (center) of Oakland asks Mayor Jerry Brown a question Tuesday at the Good Hope Missionary Baptist Church in Oakland.

**Source #1**

**RACE:** 6 - white  
**GENDER:** 1 - male  
**CLASS:** 2 - middle income  
**GENERATION:** 4 - 65+  
**GEOGRAPHY:** 00 - can't determine  
**OCCUPATION:** 2 - elected official

**Source #3**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 2 - middle income  
**GENERATION:** 00 - can't determine  
**GEOGRAPHY:** 1 - urban  
**OCCUPATION:** 16 - other, clergy

**Source #4**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 2 - middle income  
**GENERATION:** 00 - can't determine  
**GEOGRAPHY:** 1 - urban  
**OCCUPATION:** 16 - other, clergy

**Source #5**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 2 - middle income  
**GENERATION:** 00 - can't determine  
**GEOGRAPHY:** 1 - urban  
**OCCUPATION:** 16 - other, clergy



# WHOLE NEWSPAPER: NEWS IMAGES

**Instructions:** The Fault Lines are reflected in the sources, subjects and topics of photographs and graphics. Subjects of news images are 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 audit instrument for News Images.

Every news image, in theory, reflects all five Fault Lines, but rarely are all five 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 audit can only analyze Fault Lines that are clear from the image or that can be determined through direct or common knowledge.

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

# SUBJECTS

DATE: \_\_\_\_\_ PAGE: \_\_\_\_\_ EDITION: \_\_\_\_\_ KEY WORDS IN HEADLINE: \_\_\_\_\_

- 1. IMAGE TYPE**
  1. photo w/ story
  2. photo stand-alone
  3. graphic w/ story
  4. graphic stand-alone
- 2. PLACEMENT**
  1. front section page one
  2. inside front section
  3. local news section page one
  4. inside local news section
  5. other section page one

**3. TOPIC**

*circle up to three*

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. neighborhood (specify) \_\_\_\_\_
5. other (specify city, state or country) \_\_\_\_\_

**NUMBER OF SUBJECTS IN STORY**

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight or more
99. not applicable

SUBJECT#	RACE / ETHNICITY	GENDER	CLASS	GENERATION	GEOGRAPHY	OCCUPATION	LOCATION IN IMAGE
1							
2							
3							
4							
5							
6							
7							
FAULT LINES							
	<b>RACE / ETHNICITY</b> 1. Black 2. Asian 3. Hispanic / Latino 4. Native American 5. mixed race 6. white 7. Non-White, can't determine 8. Other (specify) 00. can't determine	<b>GENDER</b> 1. male 2. female 3. gay 4. lesbian 00. can't determine	<b>CLASS</b> 1. High income (\$75K+) 2. Middle income (\$35-75K) 3. Low income (below \$35K) 00. can't determine	<b>GENERATION</b> 1. 0-18 2. 19-34 3. 35-64 4. 65 + 00. can't determine	<b>GEOGRAPHY</b> 1. urban 2. suburban 3. rural 4. neighborhood, (specify) 5. other, specify 00. can't determine	<b>OCCUPATION</b> SEE BELOW	<b>LOCATION IN IMAGE</b> 1. foreground 2. background 3. middleground

## 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 subjects.

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

**DATE:** 3/10/99  
**PAGE:** A1  
**HEADLINE:** Mayor has his backers for reforms  
**IMAGETYPE:** 1 - photo w/story  
**PLACEMENT:** 2 - inside front section  
**TOPIC:** 1 - government  
 2 - politics  
 13 - religion  
**LOCATION OF NEWS EVENT:** 1 - urban

**Subject #1**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 00 - can't determine  
**GENERATION:** 4 - 65+  
**GEOGRAPHY:** 1 - urban  
**OCCUPATION:** 00 - can't determine  
**LOCATION:** 1 - foreground

**Subject #2**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 00 - can't determine  
**GENERATION:** 1 - (0-19)  
**GEOGRAPHY:** 00 - can't determine  
**OCCUPATION:** 00 - can't determine  
**LOCATION:** 3 - middleground

**Subject #3**

**RACE:** 1 - Black  
**GENDER:** 1 - male  
**CLASS:** 2 - middle income  
**GENERATION:** 00 - can't determine  
**GEOGRAPHY:** 00 - can't determine  
**OCCUPATION:** 00 - can't determine  
**LOCATION:** 1 - foreground

**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 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 audit and/or the image/graphic audit. 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 audit, 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, gender, class, 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 Whole Newspaper In-Depth Analysis include on-site training, independent audits, data entry and interpretation, and facilitated discussions.

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