

PRESS CORPS

Table of Contents

Introduction	111
Newspaper Press Corps	111
Before Pre-Leg I	111
At Pre-Leg I	112
Before Pre-Leg II	113
At Pre-Leg II	113
Selection of Editor-in-Chief	113
After Pre-Leg II	113
In Springfield	114
After Springfield	115
Higher Honors	115
Definitions of Types of Newspaper Stories	116
Guidelines for Newspaper Stories	117
Format for All Newspaper Stories	118
Sample Non-Candidate Interview Story	119
Sample Candidate Interview Story	120
Sample Legislation Story	122
Sample Informal Survey Story	124
Video Press Corps	126
Introduction	126
Officers	126
Journalism	126
Production Team	126
Schedule	127
Before Pre-Leg I	127
Pre-Leg I	127
Pre-Leg II	127
Winter Video Meetings	127
Springfield	127
Higher Honors	127

PRESS CORPS

INTRODUCTION

The Illinois YMCA Youth and Government Press Program encompasses two major phases:

1. Newspaper Press - Students in this area learn some aspects of Newspaper Journalism and compile the program newspaper-*The Observer*.
2. TV Press - Students in this area learn techniques of Video-Taping and TV Reporting. They produce the closed-circuit TV productions that are aired at the hotels in Springfield.

The goals of the Youth and Government Press Program are:

1. To provide students with a meaningful, real-life experience in journalism in association with professionals in the field;
2. To provide adequate coverage of all Youth and Government events; and
3. To secure broader news coverage and public relations throughout the state by professional news media.

DUTIES OF NEWSPAPER PRESS CORPS

NOTE: ADVISORS MAY WISH TO MAKE COPIES OF THIS SECTION OF THE MANUAL FOR ALL PRESS CORPS STUDENTS IN THEIR DELEGATIONS.

BEFORE PRE-LEG I

1. Register according to the Schedule in the General Section of the *Advisor Manual* using the Delegate Registration Form on Page 6, Code of Conduct on 7, and Medical Information Form on 8.
2. Newspaper applicants must also file Form #12 -- Newspaper Registration Form. Only 25 students will be accepted for the Newspaper so the information filed on Form #12 is very important. Those not accepted will be given a refund, as there is no provision to enroll these students in another portion of the program.
3. The student selects someone to be the subject for his Non-Candidate Interview Story. As the name implies, this person **must not be a candidate for office**. See Page 117 for Guidelines for Writing this Non-Candidate Interview Story. See Page 119 for a Sample Non-Candidate Interview Story and Page 116 for a definition of a Non-Candidate Interview Story.
4. The student must submit this subject on the appropriate form - Form #15 --Non-Candidate Story Subject Form-- at the time of First Registration.
5. Then, prior to Pre-Leg I, the student must write a Non-Candidate Interview Story of 250-350 words, based upon the Subject Form he submitted with the First Registration.

NOTE: Be sure to double-space and use the format shown Page 118.

AT PRE-LEG I

1. The student must bring 3 typed copies of his 250-350 word double-spaced Non-Candidate Interview Story to Pre-Leg I.
2. At Pre-Leg I, the Non-Candidate Interview Story will be evaluated, corrected, and returned to the student so he/she may make the necessary changes prior to Pre-Leg II.
3. At the conclusion of Pre-Leg I, the student will take home the copy of the Non-Candidate Interview Story with the corrections, the Press Advisor will take the 2nd copy, and the 3rd copy will be returned to the Youth and Government Office.
4. The Pre-Leg I workshop will cover the following:
 - a. An overview of the governmental process.
 - b. An overview of the Youth and Government program.
 - c. Writing newspaper stories:
 - What is news? What are its functions? How is newspaper news different from television and radio?
 - Types of news articles: What's the difference between "hard news", features, and editorials?
 - The Five W's: Who, What, When, Where, and especially Why will be explained.
 - The basics of writing Legislation Stories, Informal Survey Stories, and a review of Interview Stories will be covered.
 - d. Duties and responsibilities of press participants.
 - The role of editors and advisors in assignments, editing and production will be explained.
 - Observer standards will be explained.
 - Fairness and balance will be stressed.
 - e. The importance of being a self-starter and thinking on one's feet will also be stressed at this time.

BEFORE PRE-LEG II

1. Each student will write a Legislation Story. See Pages 122 and 123 for a Sample Legislation Story. See Page 116 for the definition of a Legislation Story and Page 117 for the Guidelines for Writing a Legislation Story.
2. The students will also revise and re-write their Non-Candidate Interview Stories which were critiqued and corrected at Pre-Leg I.

AT PRE-LEG II

1. Each Newspaper Press Student must bring 3 typed double-spaced copies of his re-worked Non-Candidate Interview Story. The Non-Candidate Interview Stories will again be critiqued and returned to the students for perfecting.
2. Each Newspaper Press Student must also bring 3 typed double-spaced copies of **either** a 250-350 word **Legislation Story** **or** 250-350 word **Candidate Interview Story**. They will be critiqued, corrected, and returned to the students.
3. The student must leave one copy of his work with the Press Advisor as these stories may be used in the Pre-Springfield Assembly newspaper. The Newspaper student will take home the 2nd copy (with corrections), and the 3rd copy will go to the Youth and Government Office.
4. At Pre-Leg II, each newspaper student will be assigned a Second Legislation Story (in addition to the one they prepared for Pre-Leg II).
5. Students will again receive active training in:
 - a. Informal Survey
 1. Students will devise an open-ended question to use in the Informal Survey Story.
 2. Students will pose this question to other Youth and Government participants.
 3. Students will receive training in writing an Informal Survey Story.

AFTER PRE-LEG II

1. Students must perfect Non-Candidate Interview Stories.
2. Students must perfect their First Legislation Stories.
3. Students must write an Informal Survey Story. See Guidelines for Informal Survey on Page 117 and Sample Informal Survey Story on Pages 124 and 125.
4. Students must also write a Second Legislation Story that was assigned at Pre-Leg II.
5. At the Final Registration in January, each Newspaper Press student must submit the following **by e-mail**:
 - a. Non-Candidate Interview Story.
 - b. Legislation Story **or** Candidate Interview Story.
 - c. Informal Survey Story.
 - d. Second Legislation Story that was assigned at Pre-Leg II.
(All stories, a-d, must be submitted to the Youth and Government Office by e-mail to ilyg@illinoisymca.org -- In addition, all four stories must also be e-mailed to the Newspaper Advisor, Mr. Mike Gudwien: gudwienm@wcusd15.org
6. Remember to double-space and use the format shown in the samples.

IN SPRINGFIELD

1. Newspaper students will have as their primary responsibility to put together several editions of *The Observer*.
2. Reporters will work under the direction of the Editor and Press Advisors who will be in charge of assigning various duties such as editing, headline writing, etc.
3. Failure to complete assignments to the satisfaction of the Editor and Press Advisors will be reported to delegation advisors.
4. Reporters are to attend all regularly scheduled Newspaper Press meetings.
5. Newspaper press students are not asked to work after curfew. Unless a very special circumstance arises, these students will all be in their rooms by curfew. Press Advisors will talk with Advisors prior to curfew if any special circumstances should arise.
6. Students are encouraged to bring their own cameras to take photos to be used in *The Observer* and other press releases.
7. Newspaper Press students will participate in a Press Conference with the Governor candidates during the candidate speeches on Friday afternoon.
 - a. Each of the three Governor Candidates will be allowed five minutes in which he may make a five minute speech initially, or make a shorter speech and reserve a portion of his five minutes for summation following the questions.
 - b. There will be a panel of three Video and three Newspaper students who will question the three candidates. The Video and Newspaper students will be seated alternately-- newspaper student, video student, newspaper student,

etc. The questions will be formulated by the Press Corps in advance and must be submitted to the Board Member who presides over the elections and the Press Advisors prior to the speeches.
 - c. The members of the Press panel **MAY NOT** be from the same delegations as either of the Governor candidates.
 - d. The panel members ABCDEF will then question the candidates. Panel Member A will ask the first question of Candidate #1. (The answers to the questions are limited to one minute). Then Panel Member B will ask one question to Candidate #2. Then C will ask #3, D will ask #1, etc.
 - e. Following the 15 minutes of questioning, the three Governor Candidates may use any of their remaining allotment (five minutes total) for summation. If they spoke for five minutes initially, no summation will be allowed.

AFTER SPRINGFIELD

1. After the Springfield Assembly, any stories submitted for the final edition will be sent to the Newspaper Press Coordinators/Advisors (*address to be announced*).
2. The Editor and Press Advisors will be responsible for finishing the last edition of *The Observer* to be distributed to the delegations.

HIGHER HONORS

1. An Editor-in-Chief is selected by the Newspaper Coordinators each year for *The Observer*.
2. Those interested in being considered for Editor-in-Chief must file the Application for Editor-in-Chief, Form #22B. (due by Pre-Leg I).
3. The Editor-in-Chief is selected prior to the Springfield Assembly by the Newspaper Coordinators on the basis of demonstrated expertise.
4. The Editor-in-Chief must meet deadline for submitting a photograph for the Program Book – see calendar.
5. The Editor-in-Chief must arrive in Springfield on Thursday for setup/training.

DEFINITIONS OF TYPES OF NEWSPAPER STORIES

NON-CANDIDATE INTERVIEW STORY

A "Non-Candidate Interview Story" is a news feature story about anyone associated with Youth and Government or someone who might provide information beneficial to the program, but **who is not a current candidate for office**. The focus of the story should be some important or at least interesting aspect of the subject's involvement with, participation in, or relationship to the program. Identify the subject completely; school, YMCA, Youth and Government position, year in school, year in Youth and Government, past Youth and Government positions, and/or profession. (These bits of information should not be all in one sentence, but they should appear in the first few paragraphs of the story.) The writer should explore questions such as: What is the person's goal in Youth and Government? How did the person become interested in Youth and Government? How does Youth and Government figure into the person's future plans? What other activities is the person involved in? The subject(s) of the Interview Story should be quoted frequently. Length: 250-350 words.

CANDIDATE INTERVIEW STORY

A "Candidate Interview Story" is a news feature story about a candidate who is running for a Youth and Government office. The story should detail biographical information about the candidate as well as an explanation stating why the candidate is running for office and what the candidate hopes to accomplish in office. The story should also reveal the candidate's views of Youth and Government and its governmental procedures. The writer should explore such questions as: Why are you running for office? What do you hope to accomplish in office? How does Youth and Government factor into your future plans? What other school activities besides Youth and Government are you involved in? Length: 250-350 words.

LEGISLATION STORY

A "Legislation Story" is an objective story about a bill or group of related bills being proposed by one or more Youth and Government legislators. The bill(s) should be identified completely, as should be the legislators who are sponsoring the bill(s). The writer should focus on the objective of the bill. In other words: What problem in Illinois will this bill correct, or how will it make life in general better for citizens of Illinois? The writer should also explore the scope, the time frame for implementation, and the cost of the legislation. Furthermore, the writer should discover the sponsors' motivation for proposing the bill. The sponsors and any other persons closely connected with the legislation or potential results of the legislation should be quoted frequently. Length: 250-350 words.

INFORMAL SURVEY STORY

An "Informal Survey Story" is a non-scientific survey story which reflects the opinions of a group of Youth and Government participants on a given issue. The lead (first sentence) of the story should be a general conclusion by the writer based on the results of the informal survey. The writer should obtain quotes from a diverse group: Males, Females, Blacks, Whites, Hispanics, Asian Americans, Sophomores, Juniors, Seniors, Legislators, Lobbyists, Attorneys, Pages, Officers, Advisors, Board Members, Northerners, Southerners, etc. The Informal Survey Story is nearly all quotes. The writer should use between 12 and 25 quotes. Length: 250-350 words.

GUIDELINES FOR ALL NEWSPAPER STORIES

NON-CANDIDATE INTERVIEW STORY GUIDELINES

Some information that should be gathered before writing an Interview Story includes:

1. Name (correctly spelled) of Interviewee.
2. His high school, year in school.
3. His YMCA.
4. His history in Youth and Government.
5. If an adult, his profession and association with Youth and Government

Please be certain to include the following:

1. What role does this person play in the program?
2. What is the story angle? Does this person add something special to the program?
3. **Remember, the interviewee cannot be a candidate for office!**

CANDIDATE INTERVIEW STORY GUIDELINES

Some information that should be gathered before writing a Candidate Interview Story includes:

1. Name (correctly spelled) of Interviewee
2. High school, year in school
3. YMCA
4. History in Youth and Government

Please be certain to include the following:

1. What office is he/she running for?
2. Why is he/she running for that office?
3. What does he/she hope to accomplish in office?
4. What activities does he/she participate in at high school?

LEGISLATION STORY GUIDELINES

Some information that should be gathered before writing a Legislation Story includes:

1. A copy of the Bill about which the student is writing.
2. A copy of the Bill Brief (summary description of the bill).
3. A copy of the Financial Impact Statement (description of the cost effectiveness of the bill).

Please be certain to include the following:

1. The names, high schools, and YMCA's of all bill sponsors.
2. Why the bill sponsors chose to write the bill. What is the present law or situation it is attempting to rectify?
3. Quotes from the bill sponsors and other delegates about the bill.
4. A list of groups that might support or oppose legislation.
5. Also consider interviewing and quoting lobbyists.

INFORMAL SURVEY GUIDELINES

To conduct an informal survey, devise an open-ended question about some reasonably controversial issue related to the legislation.

Examples:

- Should students be required to take P. E. ? Why/Why not?
Should riverboat gambling on the Mississippi River be legal? Why/Why not?

Talk to a minimum of 12 students, 6 males and 6 females, from different schools, of different ethnic backgrounds, and of different ages.

VERY IMPORTANT: Identify each student in all stories by name, YMCA and high school.

SAMPLE NON-CANDIDATE INTERVIEW STORY

(Youth and Government Subject Matter and Format)

Type of Story:	Non-Candidate Interview Story	Persons identified in story:
Description:	Foreign Exchange Student	
Number of Words:	260	Pam Wilson, Elmhurst YMCA
Name:	Karen Espinosa	Addison Trail High School
YMCA:	Network YMCA	
High School:	Stagg High School	

Mary Wilson, a youth attorney from Addison Trail High School, said, "I wanted to be an attorney in the Youth and Government Program because it seemed very interesting and dramatic."

Since this is her first year in the Youth and Government Program, she was not sure what to expect. She said, "I was very surprised to discover that this program is so organized. Everyone follows the strict schedules, and the meetings run very smoothly."

Wilson enjoys being an attorney because it is a "position of respect." However, she noticed that "the attorneys seem to be more separate from the other members of the program. Since attorneys do not necessarily have to be as involved in the Legislative and Executive branches, their work is not as political as the legislators' and the lobbyists' work is. Also, lawyers do not have to interact with other groups. They can just work on their own cases."

Although she does not plan to make law a career, Wilson thinks that her experience in the Youth and Government program will help her to understand the mechanics and practical aspects of legal trials. She says, "One important thing that I am learning is that things are easier said than done. Even though a lawyer prepares by doing a lot of research on the case and following precedent, the lawyer still has to learn how to think on his feet and follow proper court procedure at the same time."

Wilson feels that more young people should actively participate in democracy by voting and running for office.

SAMPLE CANDIDATE INTERVIEW STORY

(Youth and Government Subject Matter and Format)

Type of Story:	Candidate Interview	Persons identified in story:
Description:	Governor interview	
Number of Words:	278	Jane Doe, Leg.,
Name:	Bob Woodward	Lake Park High School
YMCA:	Danville	
High School:	Schlarman	

Jane Doe, a senior legislator from Elmhurst Lake Park, believes that the Governor should take on a more active role in the program. As a result, the three-year Y&G veteran is vying for Y&G's highest elected office.

"Each year I see Governors say what they are going to do for the program, and then as the weekend progresses, they do nothing. I want to change that," said Doe, who plans on majoring in political science after graduating high school.

Doe also hopes that if she is elected Governor she could implement legislation that she feels is important to Illinois.

"Illinois is way behind in school funding and in providing health care to the underprivileged. I will push to have legislation passed to help bring the state up to speed in these two areas," said Doe.

In addition to making the Governor more visible and getting legislation passed, Doe also wants to have fun during the March weekend.

"I'd be foolish to say that my only reason for running is political. I know it will be fun," said Doe.

In 2007, Doe helped run the gubernatorial campaign for fellow classmate Blair Davidson, who ended up being elected youth Governor.

- - More - -

As a sophomore, she experienced the excitement of winning first hand and personally, she would like to relive that.

“I remember that election and how much fun it was. I want to feel that again,” said Doe.

In addition to being involved in Y&G, Doe is her class president and captain of the Lake Park softball team.

SAMPLE LEGISLATION STORY

(Youth and Government Subject Matter and Format)

Type of Story:	Legislation Story	Persons identified in story:
Description:	Transcendental Meditation	
Number of Words:	260	Michael Gebis, Leg., Lake Park H.S.
Name:	Kimberly Leeman	Scott Lockhart, Lob., Batavia H.S.
YMCA:	Springfield	Daniel Kim, Leg., Lake Park H.S.
High School:	Williamsville High School	

The Elmhurst Lake Park delegation introduced a transcendental meditation bill designed to help reform prisoners.

TM has been shown to provide relaxation to the nervous system and remove tensions in mind and body.

Michael Gebis, Senate Sponsor said, "Prisoners are always stressed in prison and the TM bill will reform them. The psychologists say this is the only technique that works."

House Sponsor Daniel Kim said, "Other reform programs haven't accomplished anything."

This program has been implemented abroad in South Africa, as well as in American states such as New York and California.

Surveys from the Joliet State Penitentiary indicated that a group of 280 prisoners participated in a TM program; 58 of the 280 were released from prison and two of the 58 returned to prison after being released.

"The present prison system is failing and needs an effective reform program," said Kim.

Gebis said, "This will save the state money by replacing the current program."

A cost of approximately \$2,000 per year is needed to hire TM instructors, but the instructors may work on a volunteer basis as in the California system.

--More--

The Bill stated that "no further revenue would be needed and all funding shall be provided by the reapportionment of monies presently allotted for prison reform programs."

Scott Lockhart, a Lobbyist from Aurora Batavia, wore a button indicating his support of the TM bill. He said, "I support the TM bill and feel that anything to help is positive and good."

SAMPLE INFORMAL SURVEY STORY

(Youth and Government Subject Matter and Format)

Type of Story:	Informal Survey Story	Persons identified in story:	
Description:	Mandatory P. E.		
Number of Words:	270		Tracy Ziemba, Lob., Richards H.S.
Name:	Tom Gallivan		John Bartle, Page, Aurora E. H.S.
YMCA:	Knox County		Kathryn Schnierer, Leg, Morgan Pk.
High School:	Galesburg		Tom Sheehy, Att., M'boro H.S.
			Ann Metrakos, Leg., Stagg H.S.
			Gavin Walsh, Lob., BBCHS
			Dan Hile, Page, Danville H.S.

Is being required to run around a gymnasium every day for 45 minutes necessary to a student's education and physical development?

For some, the answer to this question is definitely yes, while others despise the idea. This year several bills were introduced both for and against mandatory P.E. in high school.

This issue of mandatory physical education is one that delegates feel strongly about. Tracy Ziemba, Lobbyist from Richards High School, said, "P.E. should be mandatory because health and fitness are important.

"Physical education which is required is not only a quest of physical fitness, but it is also a question of humanity and feelings," said John Bartle, a Page from Aurora East High School.

Some delegates feel that physical education being required takes away from other extra-curricular activities. Kathryn Schnierer, Legislator from Morgan Park Academy, said "No, but I think they should stress P.E. I also believe you shouldn't have to take it. You should be able to take other classes in its place."

Attorney Tom Sheehy, Murphysboro, opposes imposed physical education. "Having mandatory gym takes up too much room in a student's schedule when they could be taking more valuable, academic classes," said Sheehy.

--More--

Among those who support P. E. in school is Ann Metrakos, a Legislator from Stagg High School. "High school teenagers need to exercise and be healthy. Physical education stresses this," she said. "If it is a required class, health and exercise are viewed differently than just doing it on your own."

Bradley Bourbonnais Community High School (BBCHS) Lobbyist, Gavin Walsh agreed. "We need to be physically fit," he said.

Dan Hile, a Page from Danville High School, believes that P. E. should be mandatory because, "After high school, no one is there to make you health conscious."

DUTIES OF VIDEO PRESS CORPS

INTRODUCTION

ORGANIZATION

The T. V. Press Corps is divided into two sections; a journalism section, responsible for gathering news items, and a T. V. production team responsible for translating these news items into a television news program.

OFFICERS

Producer: The producer oversees both sections of the T. V. Press Corps. His main concern will be the content of the show, leaving most of the technical worries to the production team. In other words the producer runs the newsroom.

JOURNALISM

The students working in the journalism section will be responsible for gathering news items, scripting these news items and finding substantiating video footage for these news items. There are several positions one can fill when working in the journalism section.

Reporters: These people work in the field gathering news items. Each reporter will cover a specific area of the Youth and Government Program. A reporter may or may not use a camera crew when covering a story.

Traffic Manager: The traffic manager is responsible for all information coming into the news show and the whereabouts of all the people and equipment during the weekend. The traffic manager must keep track of all the stories being covered, who is covering them, and the videotape footage already recorded. He must also keep the tapes organized.

Editors: The editors compile all the video footage and extract that which best helps substantiate the stories being covered.

Script Writers: These individuals translate the news into television news format.

Assistant Producer: The assistant producer is to assist the producer in determining the content of the show. His function is similar to that of a head scriptwriter.

Talent: The talent are those people who will read the news during the taping of the show.

PRODUCTION TEAM

The production team is responsible for taping the news show. This group works in two settings:

A. **T. V. Studio:** The T. V. Studio is a controlled taping environment. It is located in the Crowne Plaza Hotel, and it is where the master tape will be recorded. The positions to be filled are:

- | | |
|------------------------|--------------------------|
| 1. Director | 6. Film Chain Technician |
| 2. Cameraperson | 7. Assistant Director |
| 3. Sound Technician | 8. Production Assistant |
| 4. Lighting Technician | 9. Technical Director |
| 5. Floor Manager | |

B. **Camera Crew:** The camera crew is in effect a portable studio. These people assist the reporters in taping their stories. The positions to be filled are:

- | | |
|-------------------------|-------------------------|
| 1. Cameraperson | 4. Production Assistant |
| 2. Sound Technician | 5. Director |
| 3. Production Assistant | 6. Talent |

SCHEDULE

BEFORE PRE-LEG I

1. It is helpful but not required that the Video Staff have some experience with sound and/or video taping.
2. The students must register according to the Schedule in the General Section of the Advisor's Manual using the Delegate Registration Form -- Form #6, the Code of Conduct -- Form #7, and the Medical Form -- Form #8.
3. Video applicants must also file Form #13, Parts A and B, Video Registration and Travel Agreement. Only 25 students will be accepted for the Video so the information on both parts of Form #13 is very important. Those not accepted will be given a refund, as there is no provision to enroll those students in another portion of the program.

PRE-LEG I

1. All Video staff go to one site -- in the Chicago area. If the student cannot travel that far, **DO NOT PERMIT HIM TO REGISTER AS A VIDEO STAFF MEMBER!!!**
2. At Pre-Leg I, the students will begin technical training with the Video equipment. There will also be time spent on interviewing, story preparation, etc.

PRE-LEG II

1. All Video students must attend the Pre-Leg II location in the Chicago area.

WINTER VIDEO MEETINGS

1. There are one or two other training meetings in January and February which will be held in the Chicago area. Video staff must also be able to attend these meetings.

SPRINGFIELD

1. In Springfield, the Video Staff produces the closed circuit TV Productions which are shown in the hotels on Friday and Saturday nights after curfew.
2. News, interviews, etc for these programs are filmed at all Youth and Government activities -- banquet, elections, committees, Capitol, etc.

HIGHER HONORS FOR VIDEO PRESS

1. A T. V. Producer is selected each year.
2. The applicants for Producer must file an Application for Television Producer -- Form #22 with the First Registration materials.
3. The Producer is selected prior to the Springfield Assembly by the Video Advisors on the basis of demonstrated expertise.
4. The Producer must meet deadline for submitting a photograph for the Program Book -- see calendar.
5. The Producer must arrive in Springfield on Thursday for setup/training.