

INSIDE JOURNALISM

Volume 1, Issue 5

Now You're in the Know

A Walk Through Your Neighborhood And a Trip Around the World, What Clothes to Wear And Where to Be Seen, Foods to Eat and Seeds To Plant, Advice and Ways to Invest Your Time. All In One Day's Post.

INSIDE

6 Health: Blood Hounds Volunteer

8 Business: How To Unlock a Value Chain

10 Seven Principles Guide The Post





An Integrated Curriculum For The Washington Post Newspaper In Education Program

About This Inside Journalism

Today's newspaper readers expect entertainment and business, health and food, fashion and lifestyle, sports and science, births and deaths, religion and real estate as well as international, state and local news to be covered in the pages of The Washington Post. As life in the metropolitan area has become more complex and the technologies in our environment have increased, the areas of coverage in the Post have expanded.

The INSIDE Journalism curriculum guides focus on different aspects of news gathering and producing each day's Washington Post. Previous guides in the series have studied the front page ("On the Front Lines"),

news ("The Pledge of News"), photography and photo ethics ("Good Picture") and the editorial page ("Talk of the Town").

The lessons in this INSIDE Journalism guide focus on the Monday through Friday sections of The Post.

The daily Main News, or A, section includes international stories and the editorial and opinion pages. Other daily sections are Metro, Business, Style and Sports.

On Thursday several Extra, community news sections, are printed for Maryland (Anne Arundel, Howard, Montgomery, Prince George's, Southern Maryland), Virginia (Alexandria/Arlington, Fairfax, Loudoun, Prince William) and the

District. The Southern Maryland, Loudoun and Prince William Extras also appear on Sunday.

Readers can plan their reading week around these special sections.

Monday —Washington Business

Tuesday —Health

Wednesday—Food

Thursday—Home and Extra

Friday—Weekend

Saturday—Real Estate

Sunday—Arts, Travel, Show, Outlook, Book World, T.V. Week and The Washington Post Magazine.

After skimming the front page, you might begin reading The Post by turning to page A2. Here you can introduce students to INSIDE, a table of contents of that day's columnists and features.



FILE PHOTO—THE WASHINGTON POST



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Extra! The Sections

The INSIDE Journalism curriculum guide provides information and resources that can be used on many grade levels and in many subject areas. Here are a few suggestions for using the material in this guide.

Review

Review the purpose of the headline and lede paragraph. “INSIDE Journalism: The Pledge of News” provides the annotated news story and “How to Read a News Story.” For more assistance on reading the front page, download “INSIDE Journalism: On the Front Lines.”

Read

Give students “Blood Hounds ‘Volunteer’ Without Even a Bow-Ow” found in this guide. Read the headline out loud. What do students think the article might be about? How is “Bow-Ow” a word play? Review the vocabulary words. Read the first two paragraphs of the article. Explain why the first paragraph is not a traditional news lede. Which of the five Ws and one H are given in the second paragraph? After students read the Feb. 4, 2003, Health section article, begin discussion with the questions provided.

According to the supervising technician in small animal internal medicine/ICU at Mississippi State University’s College of Veterinary Medicine, “Animal trauma victims, puppies with parvovirus, chemotherapy patients, and those undergoing major surgery or amputations often need blood transfusions or blood products. As with humans, blood must be readily available or the patient dies. ... Dog blood can

be frozen in blood banks, but cat blood is difficult to maintain and usually is drawn as needed.”

Find and Read

Give students “INSIDE the Post.” After students have completed the activity, discuss their answers.

Research a Value Chain

Ask students if they own or have used PlayStation 2. Do they like it? Give older students “How to Research a Value Chain.” This activity contains excerpts from “Tracking Toys Before They’re Put in Play” by Fred Barbash published on Feb. 13, 2000, in his Investing column.

After reading the article, you could compare what Barbash had to say about PlayStation 2 months before it entered U.S. stores with actual American reaction to and purchases of PlayStation 2 in 2000 and after. A chart could be prepared to show Sony and PlayStation 2-related company stock value in January of consecutive years 2000-2003. Are all of the companies mentioned in the article still in business?

We encourage you to use PlayStation 2 as an example of how to conduct a value chain for a product of your students’ choice. This is appropriate for students involved in the Stock Market Game. Use it to teach students how to research many sources as one way to determine whether or

In the Know

Columnist: Writer who has a standing, opinion column. The column is identified with the writer’s name.

For example, in the Metro section, a column by Marc Fisher appears on Thursday and columns by Courtland Milloy appear on Wednesday and Sunday.

Copy: The written words or text of the actual news, editorial and feature stories

Cutline: The line of copy that explains a photograph, most often naming the people in the photograph or explaining the action taking place.

Extra: An added section to The Post that is delivered on Thursdays and Sundays to selected areas. Extra provides news and features about the community, profiles of neighbors and neighborhood organizations and political action.

Headline: The largest print headline that identifies a story and summarizes the main idea of the article

Key: A form of table of contents that includes a brief summary and page number of news articles to be found somewhere in the paper. Something to “key” the reader in to news on other pages or sections of the newspaper.

Subheadline: The smaller headlines, under the main headline, that offer additional information to the lead headline



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not to invest in a firm involved in the production of a new product.

A note from Fred Barbash: The real benefit of this process, for investors or just for kids interested in “how things work,” is exposure to the inner workings of innovations. Ultimately, this process, whether applied to Starbucks Coffee or PlayStation, is a process of discovery. Identifying companies this way doesn’t mean they are worth investing in. One must consider what proportion of a company’s overall revenue might come from, say, the PlayStation. If it’s a large proportion, that makes the PlayStation more relevant. If it’s a smaller proportion, it may merely be a blip on the company’s overall revenue stream.

Discuss Freedom of the Press

The First Amendment guarantees rights of the American people, including freedom of the press. Individuals who have accepted the role of maintaining a free press also accept the responsibilities that come with it. Give students “In 1933, a Principal Behind New Principles of The Post.” You may wish to use previous Washington Post timelines for 1902-1916 and 1919-1932 to explain the background and leadership failures that lead to the newspaper’s “mental, moral and physical” bankruptcy. After students have read through The Washington Post, ask them to give examples of Meyer’s principles practiced by today’s Post writers, photographers and editors.

Meet the Ombudsman

Give students “Meet the Ombudsman.” Michael Getler, Post ombudsman since 2000, tells

about his role in keeping The Post responsive to its readers, their concerns and expectations. An archive of columns by The Post’s ombudsman can be found at <http://www.washingtonpost.com/wp-dyn/opinion/columns/ombudsman/index.html>.

Write

After becoming familiar with the different sections of the newspaper and the type of information within its pages, ask students to write about one of these topics: My favorite section of the newspaper, My advice to the _____ section editor, Why a newspaper needs local and international news, How well The Post meets the principles established by Eugene Meyer.

Enrichment

1. “Washington Post timeline, 1933-43” and “A Changing Community, A Changing Role” may be used to stimulate discussion of the time period in print and at The Post. Options for further reading are provided. “A Changing Community, A Changing Role” focuses on news reports from 1935, 1938 and 1944. These articles can be discussed as the first rough draft of the history of World War II. The 1935 account of public school policy changes in Germany might easily have been overlooked, but they were reported in The Post along with national and local news. Discuss why it is important to know about civil rights infringements in other countries. Students could be assigned to read The Post’s international coverage for a month. Do they find stories that reflect abridgement or lack of rights that Americans expect their

Images of U.S., 1933-1945

On the Web

➤ <http://memory.loc.gov/ammem/fsowhome.html>

America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945

The Library of Congress has released documentary photographs taken under the auspices of the Farm Security Administration-Office of War Information. View “Documenting America: Photographers on Assignment” in the special presentations section in which works of Ben Shahn, Dorothea Lange, Gordon Parks and four other photographers are highlighted.

➤ <http://newdeal.feri.org/>

New Deal Network

Photo Gallery, documents and art, and lesson plans are available through a grant from the National Endowment for the Humanities. NDN is sponsored by the Franklin and Eleanor Roosevelt Institute and the Institute for Learning Technologies at Teachers College/Columbia University.

➤ http://edsitement.neh.gov/view_lesson_plan.asp?ID=304

Worth a Thousand Words: Depression-Era Photographs

A lesson plan for using Depression-Era photographs available on the Internet from the National Endowment for the Humanities.

➤ <http://www.fdrlibrary.marist.edu/photos.html>

Franklin D. Roosevelt Presidential Library and Museum

Photographs of Franklin and Eleanor Roosevelt, The Great Depression and New Deal and World War II. All images are copyright free and in the public domain.



An Integrated Curriculum For The Washington Post Newspaper In Education Program

government to protect?

2. After reading The Post timeline and “A Changing Community, A Changing Role,” discuss what was happening in America from 1933-1943. Photograph collections would enhance this look at America. Check out “Images of U.S., 1933-1945.”

3. How do you respond to disasters, war reports and other “bad things”? The Washington Post NIE program provided a guide for classroom teachers after the attacks of Sept. 11, 2001. Many of the suggested activities can be used now. You can find “Media in the Time of Tragedy” at www.washpost.com/nie. Click on lesson plans.

The MindOH! Foundation in response to the Columbia space shuttle disaster has an online activity sheet to use with younger students. It can be downloaded at

<http://www.mindohfoundation.org/initiatives.htm>.

Answers to INSIDE THE POST

I. A. 35 cents, A1; B. Answers will vary. Look in upper right corner of A1; C. Answers will vary. Look in upper right corner of D1; D. Answers will vary, inside the section; E. Answers will vary.

II. 1. C (and Dilbert in E); 2. B; 3. F; 4. H; 5. B; 6. E; 7. A; 8. G; 9. D.

III. A-E. Answers will vary.

IV. A-C. Answers will vary; D. Style section. Answers will vary;

E. The food section has five columns; F. Answers will vary; G. The Main News section of the paper carries a full page of science coverage on Mondays; H. Advice columns are in Style and Business sections; I. The Washington Post is a local newspaper and it does focus on local business or employees through our Washington Business section; J. Answers will vary, back page of Metro section.

IN PRINT

Long Time Coming: A Photographic Portrait of America, 1935-1943. W. W. Norton & Company. 2002. Historian Michael Lesy’s compilation of 410 FSA images.

Official Images: New Deal Photography. Pete Daniel, editor. 1987, Smithsonian Institution Press.

Walker Evans (Masters of Photography Series), Lloyd Fonvielle and Walker Evans.

Let Us Now Praise Famous Men. James Agee, author, and Walker Evans, photographer.



Blood Hounds 'Volunteer' Without Even a Bow-Ow

Angela Way of Crownsville is skittish about giving blood. But Cheyenne, her 3-year-old, 104-pound Rottweiler, has no such problem.

Cheyenne just made her third "voluntary" donation to the Eastern Veterinary Blood Bank (EVBB), an Annapolis-based company that distributes blood to veterinary hospitals for canine surgeries and transfusions. The bank defines "voluntary" this way: The animal isn't restrained or sedated, and the owners don't get paid, explains bank co-founder Patrick Lee. Most doggie donors, he says, give every other month for several years.

Cheyenne meets the basic donor criteria—she's between 9 months and 8 years old, over 35 pounds and generally healthy. At a session last week, veterinarian Steve Kubelun and blood collection assistant Brandee Stout hoisted Cheyenne onto her side on an examining table. Then Stout lay down alongside the dog, gently holding her while Kubelun inserted a needle in the dog's chest, just above her foreleg, and began drawing blood. Less than 10 minutes later, the donation was complete and Cheyenne got her reward: doggie treats that Stout had hidden under a pillow on the table.

Cheyenne took the process calmly. Says Kubelun, "If they get agitated, we just don't use them as donors."

Blood bank staff members screen all donated blood for six common diseases, including heartworm and tick-transmitted illnesses, and do a blood chemistry profile and a complete blood count. Like human blood, dog blood is "typed"—but in

Bow-Ow Words

Agitated: Upset, disturbed

Criteria: Rule or requirement

Endemic: Native or commonly found

Infectious: Causing infection or passing on potential harm

Recipient: One who receives something

Skittish: Nervous, shy

Solicit: To seek to obtain by persuasion, approach

Transfusion: Transfer of whole blood or blood products from one individual to another

Voluntary: Acting on one's own free will, done without constraint or expectation of reward

a distinct numeric system. Recipients can usually tolerate a number of different blood types. Because there aren't enough animal blood banks, says Lee, some animal hospitals keep their own "donor dog" and some veterinarians solicit donations when necessary. Lee says his bank's methods better protect the quality of the blood. Since the bank—one of only four animal blood banks nationwide—opened in 1993, it has had more than 4,000 donors, says Lee. In 2001, it collected 25,000 units of dog blood. He says the bank regularly distributes blood throughout the United States and has even shipped blood products to Argentina, France and the Bahamas.

Jane Wardrop, president of the Association of Veterinary Hematology and Transfusion Medicine, says that demand for animal blood is growing as technology makes more animal

surgeries possible and more pet owners opt to have them.

Lee says it's not necessary to keep dog donors on-site. The volunteered animals are screened with each donation and "diseases endemic to dogs are visible," he says, so they can't harbor undetected diseases that can be passed on to blood recipients.

It's not just donor dogs who get treats after a collection. At EVBB, owners do, too: free regular screenings of their pet for common infectious diseases, a physical exam at every visit and free blood should their pet ever need it.

—Diane Knich

Discussion Questions

1. Why are animal blood donations necessary?

2. Why is the definition of "voluntary" modified by the EVBB?

3. Are dogs able to donate blood more than one time in their lives?

4. The MSPCA Angell Memorial Animal Hospital in Boston has the following guidelines for canine blood donors. Compare and contrast their criteria to those of the EVBB.

Can My Dog Become a Blood Donor?

- * Minimum weight: 50 pounds;
- * Age: 1-9 years;
- * Not currently on medications;
- * Must be current on vaccinations and dogs must be on heartworm-preventative medication.

5. Blood products have a shelf life of only 30 days. Why is it important for a veterinarian or animal hospital to have a blood bank or have contact with a company like EVBB?

6. What else do you need to know before you will allow your dog or cat to donate blood?

NAME _____

Inside the Post

I. Short Answer. Answer each question with a headline, page and section reference.

A. Every day The Post provides news, information for your daily life and entertainment for a very small price. How much does The Post cost if you buy it at a newsstand? _____

B. What is the major news story today? _____

C. What is the major sports story today? _____

D. Where does the key of the Metro section send the reader? _____

E. Which article explains a difficult concept? (Include the concept in your answer.) _____

II. Matching. Sections of The Post are listed. Match the section to a description of the content that is found within it. Sections may be used more than once.

A. Main News section

____ 1. The comics

B. Metro section

____ 2. Weather forecast

C. Style section

____ 3. Recipes

D. Sports section

____ 4. Eye on Design and Digging In columns

E. Business section

____ 5. Neighborhood or local news

F. Food section

____ 6. Information about bankruptcy and mergers

G. Health section

____ 7. Major national and international news

H. Home section

____ 8. Nutrition or exercise information

____ 9. Final score and individual points per game

III. The Metro section takes a look around the neighborhood and region. In Metro you find reports on the people, places and events which affect the lives of the Washington metropolitan community. Find articles that tell about these topics:

A. Accidents or crime _____

B. Education _____

C. Federal government employees _____

D. Residents _____

E. Science or technology _____

IV. Who, What, Where, When, Why and How. Answer each question in a complete sentence. Include the article's page number.

A. Who won a game yesterday? _____

B. What's happening today in Congress or the Supreme Court? _____

C. Where do you find an article about technology? _____

D. When does a movie you want to see begin? _____

E. How many columns are in the Food section? _____

F. Who is in a photograph in the Style section? _____

G. On what day will you definitely find science coverage? _____

H. Where can you find advice? _____

I. Why is a local business or one of its employees in the news? _____

J. How high is the temperature expected to be today? _____

How To Unlock a Value Chain

Are you waiting for a new product to go on sale? You have a hobby or personal interest in it, your friends are anticipating it or you read about it in the Business section of The Post. Now you want to have it. If you are involved in the Stock Market Game, you may want to know a method for determining whether your group should invest in the manufacturer of the new product.

You need to produce a value chain. It is a process of discovery.

Use PlayStation 2 as an example of how to conduct a value chain for a product of your choice. This activity contains excerpts from "Tracking Toys Before They're Put in Play" by Fred Barbash published on Feb. 13, 2000, in his Investing column. What he reports was true at the time the article was written.

1

SELECT A PRODUCT

My wife says you can tell the men from the boys by the cost of their toys. I agree.

But

when the kid and the dad converge on one fad, that's an exception. Such a convergence may come with the Sony PlayStation 2, which debuts in Japan next month and here



in the autumn. PlayStation 2 will be the most advanced game console in history, says the hype, but it will be no mere toy. Faster than a speeding Pentium, more powerful than the most powerful graphics engine, able to play DVD movies and someday download from the Internet, this could become one of the all-purpose, do-everything techno-boxes that will help render the PC obsolete.

Don't take my word for it. It was cited in "The World In 2000," published by the very serious Economist magazine, as one of the four great toys for the coming year.

2

CONSIDER INVESTMENT OPTIONS

What potential does the product have for consumer interest? Use the Internet and other resources to find the companies that produce components of the product or are integral to the product's final destination.

The investment angle is not necessarily just Sony Corp. (SNE), a massive conglomerate with vast revenue to which PlayStation 2 may make a relatively modest contribution. PlayStation 1—and Sony games for it—comprised roughly 12 percent of the company's sales last year.

Nor is it PlayStation itself. It's always possible it won't be ready in the United States in time for Christmas, or that Sony won't meet the challenge of keeping the price under control (at or around \$300), or that it simply won't live up to expectations.

Indeed, a problem has already cropped up with its ability to play some games made for PlayStation 1.

My aim is to show how any investor with access to the Internet can deconstruct a potential blockbuster of a product—be it PlayStation or Sega Enterprises Ltd.'s new Dreamcast, or Pokemon—learn something about its value chain, and begin determining whether any of its links are worth your investing dollars.

3

BEGIN YOUR RESEARCH AT THE MOTHERSHIP

Begin your research with a visit to the mothership—in this case, Sony.com.

Look at the news releases.

Over the past two years, Sony has provided information in news releases about the companies supplying components and services for building this complicated toy.

How big might PlayStation 2 get? Last year, Sony produced and shipped 71 million PlayStation 1 consoles. Console users and game-rental companies purchased roughly 600 million units of software games licensed by Sony and produced by dozens of companies for PlayStation. A PlayStation console is currently in one of every four American households. If the next generation lives up to the hype—and we'll get some hint of that in Japan next month—the possibilities are mouthwatering.

4

SEARCH THE WEB FOR SUPPLIERS

Do a Web search through Google using a phrase such as "sony playstation partnerships," which may turn up announcements from supplier companies of deals with Sony.

My surfing turned up LSI Logic (LSI), Rambus Inc. (RMBS) and

How To Unlock a Value Chain (Continued)

MIPS Technologies Inc. (MIPS). I had hoped for more, but Sony, teamed with Toshiba, is doing much of its own design and manufacturing. The ones I found are all large and successful companies, so large that whatever they make for Sony, while useful, it may not necessarily provide a pop in the stock price.

On the other hand, you should know about them anyway, rather than allowing them to be the sole province of fund managers and technology specialists. They have their own Web sites, which often announce partnerships with other companies. ...

5

FIND COMPANIES LICENSED TO MAKE THE PRODUCT

Return to Sony's site map, click the link to "Third-Party Software" and see the companies that are licensed to make games for the PlayStation 2.

Visit their Web sites. It's a trip. ... I could live with "Roadrash Jailbreak," "Tomorrow Never Dies," "WWF Attitude," and all the soccer, football and basketball titles among the hundreds I saw.

Interactive software companies that wrote these games are already gearing up for the new PlayStation. ...

Electronic Arts, among the largest of these companies and famous for its Sim City and FIFA 2000 soccer games, reported in the last quarter that 48 percent of its net revenue of \$600 million came from sales of PlayStation 1 games. It has announced that it will be going all out for the next generation.

John Riccitiello, president and chief executive of Electronic Arts, explained what he called the "symbiotic" relationship between a new generation of console and a new

generation of games: As the console gets more exciting, so do the games. As people see how great the new games are, the more they want to buy ...

The fact that PlayStation 2 is supposed to be compatible with PlayStation 1 games will not limit sales of new software, he said. Backwards compatibility "is the biggest marketing idea since the beginning of time," Riccitiello said. "The kid begging for PlayStation 2 says, 'Look, Dad, I know you spent \$700 on PlayStation software in the last three years. . . . Don't worry. My old library won't be outdated. You're not flushing that investment down the toilet.' ..."

Indeed, Standard & Poor's Corp. analysts project that Electronic Arts should be a "prime beneficiary" of what they predict will be the "huge success" of PlayStation 2.

The gamemakers occupy a highly competitive field, make products for a variety of platforms, including Sega, Nintendo and plain old PCs, and have high profit margins. All of that is good for investors, since their fates are not tied to a single device.

6

LIST RELATED PRODUCTS, READ SPECIALTY MAGAZINES

To find out who makes peripheral devices such as joysticks, steering wheels, game pads and stuff I don't think I want to know about, I departed Sony's Web site and ventured into one of the many Web-based video game magazines. These are probably great for kids and useful to investors interested in what's popular. I wouldn't stay too long, however.

7

WHAT OTHER COMPANIES ARE INVOLVED IN PRODUCTION?

Dissection of a value chain can go much further. Game companies employ other companies for software writing tools, for example.

8

FIND THE STOCK RATINGS

Once you find a stock that interests you, professional stock analysts could be helpful. You can find their ratings—strong buy, buy, accumulate and so forth—on many Web sites (MSN Money Central, SmartMoney.com, CBS MarketWatch). But it's difficult for the lone investor to get in-depth analyses on individual stocks.

The best source I've found is Standard & Poor's Personal Wealth (www.personalwealth.com), which charges \$9.95 a month, a fee that includes intelligent market news and access to S&P's analyses.

9

DECIDE WHETHER TO INVEST

This PlayStation sojourn was cursory. If it sells, retailers and distributors, game-rental outfits and assorted hangers-on should benefit as well.

I'm not recommending that anyone buy anything—though personally I suspect I'm going to be a sucker for the PlayStation whether or not my 5-year-old is interested.



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In 1933, a Principal Behind New Principles of The Post

At the height of the Great Depression, Eugene Meyer, a financier and former governor of the Federal Reserve Board, purchased The Washington Post. The newspaper was bankrupt, had the lowest circulation among five D.C. newspapers and needed a change to get rid of a tarnished reputation.

Eugene Meyer had a vision of what makes a newspaper truly great and that vision included serving the public according to seven principles. He offered them in a speech on March 5, 1935, and published them on his newspaper's front page.



PHOTO BY ALFRED EISENSTADT/FILE PHOTO—THE WASHINGTON POST

Eugene Meyer poses with his daughter, Katharine, around 1923. Later in her life, Katharine, like her father before her, would become publisher of The Washington Post and, like him, would help transcend its civic role.

7 Principles

- 1 The first mission of a newspaper is to tell the truth as nearly as the truth can be ascertained.
- 2 The newspaper shall tell ALL the truth so far as it can learn it, concerning the important affairs of America and the world.
- 3 As a disseminator of news, the paper shall observe the decencies that are obligatory upon a private gentleman.
- 4 What it prints shall be fit reading for the young as well as the old.
- 5 The newspaper's duty is to its readers and to the public at large, and not to the private interests of its owners.
- 6 In the pursuit of truth, the newspaper shall be prepared to make sacrifices of its material fortunes, if such a course be necessary for the public good.
- 7 The newspaper shall not be the ally of any special interest, but shall be fair and free and wholesome in its outlook on public affairs and public men.



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A Changing Community, A Changing Role

From the Depression to world war, the country and its capital city were maturing. The Washington Post, now owned by Eugene Meyers, was also changing—for the better. Meyers informed Post readers of the principles by which he and his employees would gather news and publish daily.

Read excerpts from *The Century* in *The Post*, “the first rough draft of history as reported in *The Washington Post* on this date in the 20th century.” The stories were reported in *The Post* on Sept. 11, 1935; Nov. 13, 1938; and Dec. 18, 1944.

1. If you knew nothing other than what is reported in each article, what is your reaction to the action that is taking place?
2. What does each article add to your understanding of the time period?
3. How does each reflect Meyer’s commitment to inform his readers?
4. Read today’s *Post*. Which articles might be providing insight into actions and conditions to which we should be paying closer attention?

Harbinger of the Holocaust

The ban on Jewish children in German public schools was just one of the laws passed by the Nazis at their 1935 convention in Nuremberg. Another, passed a week later, stripped Jews of their citizenship and forbade them to marry non-Jews. The stories on the top right side of the day’s paper deal with the aftermath of Huey Long’s assassination. The powerful senator from Louisiana, known as “Kingfish” for the pervasive control

he exercised over his state, had died the day before. An excerpt from *The Post* of Sept. 11, 1935:

By the Associated Press

BERLIN, SEPT. 10—Nazis “purged” their public schools today by ordering Jewish children to get out. Bernard Rust, Prussia’s commissioner for culture and education, chose the opening of the Nazi Party convention at Nuremberg to announce that Jewish school children between the age of 6 and 14 must leave by next Easter.

Separate public schools which the Jewish children must attend will be opened on that date. The decree ordering the preparations said all pure German schools must be free “from Jewish and foreign influences.”...

Children who have only one Jewish grandparent, or so-called “quarter Jews,” will be allowed to remain in the regular public schools.

For the entire excerpt, go to <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A46817-1999Sep11.html>

After Kristallnacht

On the night of Nov. 9, 1938, thousands of Jewish-owned businesses throughout Germany were destroyed by rampaging Nazis. Jews were attacked in their homes and beaten on the streets; about 30,000 were arrested and sent to concentration camps. The episode that became known as Kristallnacht, or the Night of Broken Glass, was reinforced in the days that followed by laws intended to further break Germany’s Jewish population. Strangely enough, the front page of Nov. 13, 1938, juxtaposed this story with a smiling birthday photo

Washington Post Timeline

1933: The *Post*, now a shadow of its former self and running fifth in a five-paper town, is put up for sale. The bankruptcy auction is held on the front steps of the paper’s E Street headquarters. Eugene Meyer, a financier and former governor of the Federal Reserve Board, bids anonymously and obtains the paper for \$825,000. Meyer later describes *The Post* at this time as “mentally, morally, physically and in every way bankrupt.”

1935: “Good Reading for the Little Folk” discontinued.

The first Gallup poll appears in *The Post*. The question: “Do you think expenditures by the government for [Depression] relief and recovery are too little, too great, about right?” The responses are 9, 60 and 31 percent, respectively.

The Post receives its first Pulitzer Prize. The Prize is won by editorial writer Felix Morley.

For the first time, the words “An Independent Newspaper” appear on the editorial page of June 7.

1938: Circulation is in the 100,000-copy range. When Eugene Meyer bought *The Post*, circulation was less than 50,000.

1943: After losing millions every year since Meyer’s purchase of the paper a decade earlier, *The Post* finally makes a profit, \$13,732.



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of Louis Brandeis, the first Jewish Supreme Court justice. An excerpt:

By Ralph W. Barnes
Special Cable to The Post

BERLIN, NOV. 12—Nazi Germany's blackest week of anti-Semitic terror, destruction and legal oppression was climaxed today with issuance by the government of a series of decrees intended to destroy all that is left of the economic position of the Reich's 500,000 Jewish citizens.

As a starter, a crushing "fine" of 1,000,000,000 marks (\$400,000,000) was levied on German Jews in their entirety as a sort of racial punishment for the act of a single Polish Jew, 17-year-old Herschel Grynszpan, in assassinating Ernst von Rath, secretary of the German embassy in Paris. The proceeds from the fine are to go to the Reich.

Other legal measures announced today provide ...

- The estimated figure of 35,000 Jews taken into custody during the past few days is now believed in some quarters to be appreciably too low. ...

- Throughout the Greater Reich, distress, even real want, is increasing swiftly among the families of Jewish men, who have been whisked away in the dragnet operations of the police. Unless measures are taken quickly by the government, many Jewish women and children will be faced with starvation.

- Nearly all the Jewish community leaders, who might otherwise direct relief operations, are imprisoned and the Jewish agencies which might function in the matter remain closed by order of the authorities. The only Jewish body still permitted to function is Halfaverein, which handles only matters connected with Jewish immigration.

For the entire excerpt, go to <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A60171-1999Nov13.html>

U.S. Concentration Camps

The attack on Pearl Harbor rallied Americans

against Japan, but it had a devastating effect on Japanese Americans. Two months after the surprise bombing and the subsequent entry of the United States into World War II, President Roosevelt signed Executive Order 9066, which called for all people of Japanese ancestry living on the West Coast to move, or be moved, to internment camps to prevent them from assisting the enemy. A monument to the more than 100,000 American citizens forced to leave their homes is under construction in the District. An excerpt from The Post of Dec. 18, 1944:

The War Department yesterday revoked its order excluding all persons of Japanese ancestry from the West Coast. It expressed belief "that the people of the Pacific Coast area will accord returning persons of Japanese ancestry all the consideration to which they are entitled as loyal citizens and law-abiding residents."

However, unfavorable reaction came from some congressional circles.

Gov. Earl Warren of California issued a proclamation calling on citizens of the State to protect and maintain the constitutional rights of the loyal persons of Japanese descent who returned to the State. He notified all chiefs of police, sheriffs and other officials "to join in uniform compliance to prevent intemperate action."

More than 115,000 persons of Japanese ancestry were evacuated from strategic areas on the West Coast, the States of California, Washington and Oregon. The majority of them eventually were transferred to relocation centers located chiefly in the Mountain States, including Arizona, Utah, Wyoming and Colorado. ... For the entire excerpt, go to <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A8653-1999Dec18.html>



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"Persons of Japanese ancestry"—a name used in public order-posters—wait in California in 1942 to board a train headed for a camp at Gila River, Ariz. U.S. soldiers monitor them, right. In fact, most in line were Americans who happened to be Japanese, and along the West Coast, the U.S. government forced them to leave home and live in guarded camps in other states, an act President George H. W. Bush called a "serious injustice" 50 years later in a letter of apology to the affected families.