

PEARSON

高等院校双语教材
新闻传播学系列

The Complete Reporter

Fundamentals of News Gathering,
Writing, and Editing

(Seventh Edition)

全能记者必备

新闻采集、写作和
编辑的基本技能

(第七版)

凯利·莱特尔 (Kelly Leiter)
[美] 朱利安·哈里斯 (Julian Harriss) 著
斯坦利·约翰逊 (Stanley Johnson)

张金玺 改编

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· 北京 ·



出版说明

为了尽快了解和吸收国外新闻传播学的最新研究成果，提高我国新闻传播学的教学研究和实际工作的水平，满足各院校对双语教材在质量和水平上更高的要求，使读者能够读到原汁原味的原版教材，中国人民大学出版社适时推出了这套“高等院校双语教材·新闻传播学系列”丛书。

本丛书所选的图书均系欧美等国外新闻与传播界有影响的知名学者所著，内容涵盖了新闻与传播学各个领域，真实反映了国外新闻与传播学领域的理论研究和实践探索的水平，因而受到了欧美及世界各地的新闻与传播学院师生、新闻从业人员的普遍欢迎，其中大部分版本多次再版，影响深远，历久不衰，成为新闻与传播学的经典教材。

为了适应大学本科生层次的阅读需要，我们在广泛听取有着丰富的双语一线教学经验的教师建议和意见的基础上，对原版教材进行了适当的改编，删掉了一些与中国国情不符和不适合教学的内容，尽量适应了当前国内本科教学的课时需要。

本套教材以下特点尤为突出：

- 保持英文教材的原汁原味。本套丛书根据国内教学需要对原书进行了改编，主要是删减了与中国国情不符和不适合教学的部分，在体系结构与内容版式等方面都保持了原版教材的风貌。

- 简洁的中文导读。本丛书在引进英文原版图书的同时，将简明目录译为中文，同时改编者为其撰写了导读，供读者阅读时参考。

- 篇幅合理，价格适中。本套教材适应教学与读者的实际需要，在内容上进行了删减，总体篇幅更为合理，相对较低的定价，充分考虑到了学生的购买能力，从而使本套丛书更易走近广大读者。

- 强大的教学支持。依托国际出版集团的资源优势，本套教材的原版为教师提供了配套的教辅材料，如教师手册、丰富的网络资源等，使教学更为便捷。

本套丛书是我们在双语教材出版方面所作的一次尝试，其中的编选或有不当之处，真诚的期待广大读者提出宝贵的建议与意见，以便我们改进。另外，需要指出的是，鉴于国外作者所处的政治、经济、文化背景的不同，其观点及内容或有不妥之处，望读者在阅读时注意比较和甄别。

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2009年2月

导言

通向全能记者之路

作为一本教科书，取名为《全能记者必备》，顾名思义是本书能够提供一名全能新闻记者所必须掌握的基本知识和基本技能。书是好书，可是提醒读者，知易行难，千万不能天真地认为仅仅阅读学习本书就真能摇身一变，成为全能记者。实际上世上任何一本书也不可能有此功效，因此，本书最大的价值在于提供了一条通向全能记者的路径和思维。

全书围绕一个关键词展开——全能。那么，学习此书或者如想成为一名优秀的新闻记者，也当在这个关键点着力。所谓全能，至少应该有两个层面的含义，其一是新闻技能的“十八般武器”都能熟练掌握，沿用当下的时髦话是，要做新闻工作的复合型人才。采访、写作、编辑、评论样样精通，报纸、广播、电视、网络诸种媒体全能胜任。这种综合素质不仅是必备的，也是媒体急需的。一位资深记者对此深有感触地说：“现在，只会‘单打’的记者不少。有的只会写一般的消息，不会写评论或不写评论；只会写新闻稿件，不会或几乎不写业务研究文章，只等到评职称需交论文时才手忙脚乱、东拼西凑；有些文字记者不会摄影；有些摄影记者文字功夫较差，甚至连简要的文字说明都写不好，这都令人遗憾。”

同样令人觉得缺憾的是，目前中国新闻学教育界基本上还是“分门别类”，采访是一门课，编辑是另一门课，此外广播电视较之传统新闻学专业又是一个独立专业，当然教科书也是“各说各话”，没有一本“包罗万象”的百科全书式的业务书，便于学生整合学习。而这正是本书的特色所在。本书介绍的知识和技能包括：新闻事业的发展趋势、新闻事业的社会功能、记者的职业特征和新闻单位的结构；新闻价值、新闻写作的一般规律、各种类型新闻（一般新闻、简单新闻、复杂新闻和特殊新闻）及各种体裁（消息、特写、评论等）的写作手法；稿件编辑及制作流程。掌握了以上知识和技能，就具备了一名记者的基本素质。

第二个层面的含义更重要，对中国国情、社情和民情有一定广度和深度的了解和思索，这也是新闻学课堂上较为薄弱的环节，也不是外国新闻学教科书能够提供的。假设你是一名负责法庭新闻报道的记者，至少你需要知道中国法院的基本体系和运作方式，具体而言，中国法院在审级上分为基层法院、中级法院、高级法院和最高法院，实行两审终审制，主要案件类型有民事、刑事和行政。再具体一些，你需要知道，法院系统通常负责宣传报道的机构是研究室或办公室，这样你去采访报道案件就知道该和哪个机构联系，从而避免束手无措，无从下手。必要的法律知识不可或缺，否则就会在不知不觉之中犯下错误。比如，报道中常见什么警方抓获罪犯之类的说法，都是不正确的。我国法律规定，“未经人民法院依法判决，对任何人都不得确定有罪。”所以，在法院判决之前应称犯罪嫌疑人，检察机关起诉后称被告人，只有在判决有罪以后，才能称其为“罪犯”或者“犯罪人”。这是我国刑法制度人权保护的重大进步，体现了对人权的尊重，新闻报道尤其要注意，以便在全社会普及和树立法治思想。

美国新闻学教育非常重视这方面，正如本书所言：“获得资质的新闻院校为学生们提供的，是以新闻专业课程为中心的内容广泛的文科教育。由于记者需要博才多学，因此，新闻专业学生的专业课只

占全部课程的四分之一，其余四分之三的课程包括：艺术、科学和人文学科。学校还鼓励那些期望在某个特定领域有所专长的学生选修相应的专业课，通常包括政治学、自然科学、外交关系、国内经济学、农业及其他课程。”新闻系学生通常要学习的课程包括：英语写作、历史、政治学、经济学、心理学、一门或一门以上的自然科学、一门或一门以上的外语。外语，如西班牙语，对一个在有众多拉美裔人口地区（如佛罗里达州南部、西南各州和加州南部）工作的记者是一个重要的资本。另外，演讲通常也是必修课，当记者报道演讲，或自己被邀请演讲时，受过专门训练肯定是非常有益的，因为许多记者和编辑经常受邀演讲。

回到《全能记者必备》这本书，它是一本适用于新闻行业新手们的入门指导，或者说是一个能最快地领你进门的好师傅。即便你在读它之前是对新闻工作知之不多甚至一无所知的门外汉，它仍然耐心地将什么是新闻、如何当记者的道理向你娓娓而谈，而且简直是事无巨细、手把手地带你走过一条新闻自选题诞生到报道完成之间的每一个环节：该去何处找新闻、该去找何人采访、如何采访，而且这种指导细分为灾难、犯罪、经济、政治、会议、人物各类题材的新闻事件。在我看来，本书给你指明了一条通向全能记者之路。

张金玺
2009年12月

*Dedicated to
Julian Harriss
1914–1989*

*A quiet, gentle man whose intellect and immense writing talents
could never be hidden behind his shy demeanor.*

PREFACE

In his excellent book, *My Times: Adventures in the News Trade*, John Corry, who had a 31-year career at the *New York Times*, wrote:

“Each story I wrote defined me. In a society where so many ache to be heard, a by-line was better than money.”

In this seventh edition of *The Complete Reporter*, the aim is to help students develop their skills as a reporter that will earn them by-lines as John Corry did during his distinguished career.

This new edition contains much that is new. Yet, it has retained the basic concept and organization that served students and teachers well in the first six editions.

All chapters have been rewritten in part to reflect changes in the newspaper profession, especially the increased use of computers as a research tool for reporters and the introduction of digital photography. New illustrations and photographs are included to help students visualize the principles discussed.

As in previous editions, the exercises are written in incomplete sentences to resemble a reporter’s notes. They serve as an example of note taking which has proved useful to students using past editions. The exercises are designed to give students an opportunity to practice the principles discussed in each chapter and to challenge them to think carefully before writing. Some contain examples of libelous or unethical statements as well as trivia which will help the instructor make the point that careful reporters avoid using such material in their stories.

Incorporated in this edition are many of the suggestions offered by teachers who have used the textbook over the years. The features in previous editions that have been so effective as teaching tools have been retained.

The Complete Reporter is a practical, basic textbook designed to teach students how to gather, write and edit news stories. The techniques discussed in the book are the ones that are used daily at every newspaper. That makes it an excellent text for not only beginning but also advanced reporting classes as well.

Acknowledgments

I am indebted to the dozens of publishers, editors and reporters, many of whom are former students, for their ideas, suggestions and examples that have been used in this edition. I am also grateful to the teaching colleagues who have made valuable suggestions which also have been incorporated in the text, including Lois Bianchi, Queens College, City University of New York; and Jean Chance, University of Florida. I owe a debt of gratitude to everyone who has given me unstinting support and encouragement, especially to the late Bill Gollhofer and to Andrew R. Pizarek. And Betty Bradley and Janine Jennings have my everlasting gratitude for their hard work on my behalf. Thank you all.

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PART ONE

Reporting Today

“The day of the printed word is far from ended.”

That statement is as true today as it was when made by Erwin Canham, long-time editor of the *Christian Science Monitor*, several decades ago during a period when the demise of the American newspapers was being predicted by countless futurists then enamored with television.

In fact, there may be even more printed words around today than ever before. Many people just may be reading or seeing them in new and different sources such as Web pages on the Internet and electronic mail.

The explosion in the electronic delivery of news and information has brought dramatic changes to the newsroom just as it has to society, which in turn has presented journalists with a greater challenge than any they have faced in the past.

The long-held belief that newspaper editors and reporters were writing and editing for a “typical” reader is no longer valid. Today, they try to reach a vastly segmented and rapidly changing audience that has a wide choice of alternative sources of news, information and entertainment.

Among the many changes that challenge editors and reporters to produce newspapers that are relevant to the needs and demands of the readers are the continuing change in the role of women in the workforce and as a consumer group; the rise in the number of single-family households; the increase in the number of persons older than 65 in the general population; the mobility of the American family; and the public’s general mistrust of the news media.

Those and many other changes in society mean that reporters today must have a far broader perspective than ever before. No longer can a reporter simply tell the reader, “Here’s what happened.” Readers want to know, “What does this mean to me?” and “What, if anything, can I do about it?” They want news they can use.

An excellent example of that kind of news is the “Ms. Cheap” column created by veteran reporter Mary Hance for the *Nashville Banner* and continued in the *Tennessean* in Nashville after the *Banner* ceased publication. Mary Hance set out to help readers find the best buys in town on literally anything the reader might want or need. She haunts store sales, swap meets, church auctions, secondhand shops and any other place there may be a bargain and she tells her readers about it. In turn, her readers share bargain spots they have found with her. The column was an instant hit and remains one of the most popular features in the newspaper.

In Indiana, several newspapers got together to do a collective statewide au-

dit of how public officials and employees respond to the taxpayers and the press when they seek information under the state's open records law. They found widespread violations of the law by public officials as well as open hostility by state legislators and other public officials to the law and the people who sought to use it. The results of the audit, published in a series of shared stories, brought calls from the citizens to enforce penalties on officials who violate the law, a promise from the governor to review the open records law and a move by several state senators to rewrite the law to make public records more accessible.

Reporters need to know how to gather facts for a story as well as how to write in a clear and coherent style so that readers can immediately understand the story. That's not always easy because many stories are far more complex than who did what to whom, when, why and how.

News does not exist in a vacuum. The reporter shouldn't either. Every reporter should be a voracious reader, a collector of information about everything that is going on. A civil war in an African nation may have an immediate local impact, especially if the local National Guard or Army Reserve unit is activated and sent to the war zone. That makes it a local story.

In addition, it is important for reporters to know as much about the complete operation of the newspaper as possible—not only its editorial policies, but its business, technical and mechanical divisions as well. Newspapers are a team effort, and reporters should know and understand the important role of all the departments.

Beyond that, reporters must know the characteristics of journalism as it is practiced not only at his or her newspaper, but also in the profession in general. To be successful, reporters must keep up with current trends in the profession and be flexible enough to change as the profession and the society it covers changes.

A reporter needs to understand the unique role of a newspaper in society. It is basically a business, but it is a very special business. After all, the press is the only private business singled out in the Bill of Rights. The First Amendment to the Constitution thrusts a tremendous responsibility on journalists. The true professional will always be aware of that.

What Is News?

There are almost as many answers to that question as there are editors and reporters. In fact, no uniformly satisfactory definition has been found. The question will be thoroughly explored in Chapter 2. However, it is a given in most city rooms that news is what the editor says it is.

While there may be no definitive definition of news, there is a body of knowledge dealing with writing and presenting news that every reporter should master. To be effective, a reporter simply has to understand the theories and concepts of how news is gathered and written as well as the particular role a newspaper plays in a community.

Developing News Style

News writing follows all the accepted rules of English grammar, sentence structure, spelling and punctuation. Yet it differs in many ways from other forms of writing. It strives for certain qualities of style: simplicity, conciseness, vividness, directness, clarity, brevity and accuracy. News style is discussed in Chapter 3.