Organization of the college weekly newspaper.

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BOSTON UNIVERSITY

School of Public Relations and Communications

THESIS

ORGANIZATION OF THE COLLEGE WEEKLY NEWSPAPER

By

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Summary of Organizational Needs
of Typical College Weekly

1. Formulation of college policies governing newspaper.
3. A student-faculty Publishing Board, with a constitution.
4. A college-collected subscription fee from all students.
5. Academic requirements for staff membership; e.g., C average.
6. Academic requirements for executive posts; e.g., B average.
7. Use of advertising and subscription profits for scholarship aid which will replace any part-time campus jobs held by any key executives.
8. A constitution of the newspaper.
9. An editor who is an editorial page editor only.
10. A managing editor who directs the news function.
11. A business manager who directs the business staff.
12. An executive editor who coordinates the opinion function, (editor), news function (managing editor), and business function (business manager), who handles primary competitions for the business and editorial staff, and who is the promotion manager of the newspaper.
13. An activities publicity editor in charge of editing publicity from clubs and fraternities and sororities, of training publicity chairmen up to minimum standards of competence, and of organizing these chairmen into a supplementary reporting staff.
15. A librarian who handles the morgue.
16. A statement of general and specific duties attached to every position on the newspaper.
17. A manual for campus publicity chairmen.

18. A desk book or style book, such as the *Iowa Newspaper Desk Book*. (Appendix 1)

19. A code of ethics.

20. A statement of procedures for handling primary competitions.


22. An office library of journalism books and other reference material.

23. An office file of exchange newspapers.

24. Systematic criticism of the newspaper by its members.

25. Membership in the Associated Collegiate Press.

26. Tradition-keeping aids, such as photos of past editors on the office walls.

27. Morale-building aids, such as medals and social events.

28. Standardized forms, such as a Weekly Profit and Loss Estimate, a Monthly Financial Statement, Advertising Call Slips, Advertising Prospect Record, Copyeditor's Record Sheet, Photo Assignment Sheet, Darkroom Work Record, News Editor's Record, Staff Directory, and Job Analysis Form.

INTRODUCTION

Background to Thesis

Statement of Purpose

The college press is a youth movement. There is a complete staff turnover on every college newspaper every few years. Only the age level of the staff remains relatively constant in this continual turnover -- at approximately 20 years. The age level of the college press executives -- the managing editors, news editors, editorial writers, business managers, advertising managers and others -- is forever close to age 21.

The youth-movement characteristics of the college press, which includes the perpetual inexperience of the newspaper workers, require the working out of appropriate organizational forms and procedures. These forms are a problem of college editors and staff members. They are also a problem of college educators who make the basic policies which determine the journalistic activities of the more than 50,000 students who are involved during the academic year in producing the news-
papers published in most of the 1808 institutions of higher education in the country.¹

The purpose of this thesis is to examine the question of
how should a typical college weekly be organized from the
viewpoint of:

(1) making the work of the students on the staff
as educationally rewarding as possible;

(2) aiding the staff to publish the best newspaper it can provide the college community.

It is intended to provide material which might be of use to educators interested in the problems of the college press, or of use to college editors and other newspaper staff members.

Role of Organizational Forms

Proper organization is the key to making the work of a college newspaper staff as educationally rewarding as possible. Duties can be so divided among the staff of the typical college weekly, for example, that all the work needed for an excellent newspaper can be done without any student giving more than 15 hours a week on a semester average. That many college editors are now taking from their studies 25 or 30 or more

¹. The 1808 listed in the U. S. Office of Education's 1949-50 Educational Directory does not include unaccredited institutions of small enrollments, and some junior colleges listed in the Directory of the American Association of Junior Colleges. The basis for the 50,000 estimate will be given later.
hours weekly on a semester or yearly average for the sake of an extra-curricular activity would hardly seem to reflect credit on their ability to put first things first, or on the wisdom of college faculties and administrative officers.

Proper organization and competent personnel are interrelated factors which determine the quality of service provided a college community by its student newspaper. Organizational forms and procedures are neither a substitute for, nor a guarantee of, competent personnel. Proper organization, however, is likely to develop staff competence, and to maintain this competence despite the continual loss of trained workers.

Definition of Weekly

The "weekly" newspaper which is the subject of this thesis may be issued once or twice -- or perhaps three times a week, as at the University of Connecticut -- and may contain four, six, eight or ten pages in an issue. It may be a tabloid size newspaper of five columns, or it may be a standard size newspaper of eight columns, such as The Bowdoin Orient, or may have six columns, such as The Concordiensis published at Union College in Schenectady, or may have seven columns, such as The Caellian, published at the New Jersey College for Women.

There are 41 daily newspapers published in American
Some, such as The Daily Columbian of the University of Missouri, or The Daily Iowan of the State University of Iowa, are professional newspapers on which faculty members hold the key directive positions, while the students are provided the educational experience of working on a regular daily newspaper. Others, such as the Brown Daily Herald are printed on half-tabloid-size paper, and the total weekly output could be fitted into a 10-page weekly of a tabloid size.

Most of the daily newspapers present special organizational problems, however. These are outside the scope of this thesis. Some of the suggested answers to the problems of the college weekly could be applied to most college daily, or fortnightly, or monthly newspapers. But the college weekly newspaper's organizational problems differ somewhat from those of the daily on the one hand, and the fortnightly or monthly on the other.

The organizational differences between a weekly and a semi-weekly are likely to be trivial. For example, the undergraduate newspaper of the University of Massachusetts was an eight-page weekly during the semester starting in the Fall of

2. Bentel, Dwight, Editor & Publisher, Jan. 8, 1950, p 18. This is the only estimate of the number of dailies I have run across. Most of the college dailies are listed in the Editor & Publisher Yearbook, and Ayer’s Directory.
1950, and was a four-page semi-weekly during the semester starting February 1951.

Size of Weekly Press

The weekly would seem to be the typical college newspaper -- defining newspaper as a printed publication of news and views, and including the photo-offset newspapers published by many colleges. No one, however, has published anything approaching a complete list of college newspapers.

According to the National Advertising Service, Inc., which provides national advertisements to most of the college newspapers which carry such advertisements, "there are some 700 colleges with a college newspaper wherein national advertising is run." The current issue of the Newspaper Manual issued by the Associated Collegiate Press reports that "at the outbreak of World War II, a conservative estimate listed more than 1000" college newspapers.

Many colleges have more than one weekly newspaper. New York University, for example, replaced its daily newspaper by a few weeklies issued by students in different schools. Smith

3. New England schools which use photo-offset include the University of Vermont, and St. Michael's College in Vermont.


5. p 3. This edition -- the 1949 edition -- was revised in 1946. A copy of the Newspaper Manual is Appendix II in this thesis.
College students issue two newspapers -- **SCAN**, a four-page semi-weekly that is published on Tuesdays and Fridays, and **Current**, a six-page weekly that is published on Thursdays.  

Vassar College likewise has two student newspapers. It would seem safe to estimate that there are approximately 1000 college weekly or semi-weekly or tri-weekly newspapers; that is "weeklies" in the loose usage of this thesis.

It would also seem safe to estimate that there are at least 50,000 students who work on the college press in the course of an academic year. The writer has not been able to find any institution of higher education that does not have some sort of a student newspaper, which would indicate that almost all of the some 1800 such institutions issue a newspaper. The smallest State Teachers College in Massachusetts -- North Adams: enrollment, 215 students on Oct. 1, 1950 -- has a 4-page monthly of half-tabloid size. Its January 1951 masthead showed a staff of 26 students.

A count of the number of names on the masthead of a score of weekly newspapers will show that a staff of 50 or

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6. **SCAN** is not a newspaper of the Student Christian Association. The initials represent Smith College Associated News. It was founded 45 years ago. **Current** was founded four years ago. Together these papers issue 14 tabloid-size pages weekly in a school with an enrollment of approximately 2,300 students. Both exist on voluntary subscriptions and advertisements.

7. The older **Miscellany** and the **Chronicle** which was started in 1944.
more is not unusual. Following are some counts of the names listed on the mastheads in March 1951 of some typical college weeklies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Editorial</th>
<th>Business</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Mount Holyoke News</td>
<td>74</td>
<td>43</td>
<td>117</td>
</tr>
<tr>
<td>Rensselaer Polytechnic</td>
<td>76</td>
<td>7</td>
<td>83</td>
</tr>
<tr>
<td>Bowdoin Orient</td>
<td>28</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Vermont Cynic (U. of V.)</td>
<td>37</td>
<td>22</td>
<td>59</td>
</tr>
<tr>
<td>Boston University News</td>
<td>30</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>Concordiensis (Union College)</td>
<td>35</td>
<td>19</td>
<td>54</td>
</tr>
<tr>
<td>Wesleyan Argus</td>
<td>49</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Bates Student</td>
<td>65</td>
<td>17</td>
<td>82</td>
</tr>
<tr>
<td>The Tech (M.I.T.)</td>
<td>38</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Amherst Student</td>
<td>34</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Massachusetts Collegian (U. of M.)</td>
<td>44</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Editorial</td>
<td>Business</td>
<td>TOTAL</td>
</tr>
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<td>----------------------------------</td>
<td>-----------</td>
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<td>-------</td>
</tr>
<tr>
<td>The Heights (Boston College)</td>
<td>28</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Current (Smith College)</td>
<td>29</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>SCAN (Smith College)</td>
<td>39</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>The Beacon (U. of Rhode Island)</td>
<td>25</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Maine Campus (U. of M.)</td>
<td>23</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>Clark Scarlet (Clark U.)</td>
<td>40</td>
<td>14</td>
<td>54</td>
</tr>
<tr>
<td>Northeastern News (Boston)</td>
<td>42</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>Tufts Weekly</td>
<td>53</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>Wheaton News</td>
<td>50</td>
<td>16</td>
<td>66</td>
</tr>
<tr>
<td>Trinity Tripod (Hartford, Conn.)</td>
<td>31</td>
<td>10</td>
<td>41</td>
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The size of a college or university has little effect on the total number of students who may work on the newspaper. A more important factor is whether student subscriptions are voluntary or paid by a fee or tax collected by the college -- the voluntary subscription plan usually producing a much larger circulation or subscription staff. Some work has to be done
by a student before his name appears on the masthead, but doubtless many names are carried after the students become inactive. A college newspaper, unlike a professional newspaper, can carry much deadwood.

If it is remembered that the typical masthead does not include the names of competitors for the editorial and business staff, and that the masthead does not carry at any one time the names of all students who serve on the staff during a semester or a year, it would seem safe to conclude that the weekly, semi-weekly and tri-weekly college newspapers alone have close to 50,000 students working on them. The total number of students working on all the newspapers published in all the institutions of higher learning may well be close to 100,000.

The college press, as Dwight Bentel has observed, is "no journalistic pewee." He continues:

"Its combined circulation is something more than 1,000,000, and is read by twice that many. It reaches and influences in their formative stages a group of young men and women who go on to positions of responsibility and leadership in American society........

"At its best the undergraduate newspaper is a pretty smooth piece of journalism by anybody's standards, and a solid academic achievement. It's a builder of campus morale and a public relations medium of high order.

"At its worst........wow!"

3. Editor & Publisher, Jan. 8, 1949, p 18.
Services of College Newspaper

In considering almost any question affecting the college press it is useful to keep two background points in mind:

1. the services of the newspaper to its student staff;
2. the services of the newspaper to the college community.

Educators, of course, differ in their attitudes toward newspapers in general, and the college newspaper in particular. That is to say, any communication medium is a controversial subject. "If the astronomers should discover a daily newspaper on Mars, there is at least one thing we could say about it with reasonable certainty: somebody up there would not like it." Almost every person who can read and write is likely to consider himself an expert on journalism; at least, if he does not know much about it, he knows what he does not like.

But, however much tastes in journalism may differ, it is important to remember that the services of a college newspaper are essential. In addition to providing the staff with editorial and business management experience that can be of much value to these students, the typical college newspaper is the central source of information for the different groups of students about what is happening in the college.

"Student publications play an important role in integrat-

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ing varied phases of University life.¹⁰ A publication of news and views is a key instrument of social integration. It provides for the exchange of information and opinions, and focuses attention on the most news-worthy of the different aspects of a campus. The extra-curricular activities -- the athletic teams, the music groups, the student clubs, the theater organization, and student government association, etc. -- depend on the college press for publicity and for much of the success of their programs.

A college newspaper is also an educational instrument for readers, apart from the information it provides them about campus happenings. Any college newspaper is likely to promote scholarship, for example. The Dean's list is news, as are the publications and research work of faculty members. College weeklies vary in the quality of the educational services provided readers and in how much scholarship-promotional information they contain, but educators themselves are a factor in this variance.

For good or harm, a college newspaper is a key instrument for building student morale, and in the public relations of a college or university. In general, the college press is a force for good. The typical college weekly does more to

¹⁰ Quoted from the preamble to "A Plan for Supervision of Student Publications at the University of Missouri," on page 33 of a 39-page mimeographed "Survey of Student Publications" issued by Henry Ladd Smith, chairman of the Subcommittee on Student Publications of the University of Wisconsin. The Survey was issued on Nov. 29, 1950.
integrate different groups of students into the life of the
school, more to preserve good traditions, more to unify a cam­
pus, more to develop common loyalties and a unified community
spirit than any extra-curricular activity. And the cost is a
mere fraction of other useful extra-curricular activities, such
as the varsity athletic program.

Educational Services to Staff

Equally important are the educational services of a
newspaper to the changing student staffs. College newspapers
deriffer again, and again widely, in the quality of the educa­
tional experience provided students on the staff. Opportuni­
ties certainly exist for all staff members to get some educa­
tion in journalism. The nature of journalism education is out­
side the scope of this paper, but a college weekly can obvious­
ly serve students and teachers as a journalism laboratory.

A speech is a speech and an interview is an interview --
on a college campus or in New York City. Lead writing is lead
writing, makeup is makeup, headline writing is headline writ­
ing, editing is editing, news judgment is news judgment, accu­
racy is accuracy, deadlines are deadlines, libel is libel,
writing is writing -- on a college weekly or on a metropolitan
daily, a small-town daily, or a country weekly. Experience on
a college weekly is not likely to be the educational equivalent
of a journalism internship course on a professional weekly or
daily newspaper. But a professionally competent adviser could
come close to providing many students with a comparable experience.

**Training in Writing**

Journalism is an ideal activity for developing in college students a greater insight into the distinction between fact and opinion, news and editorials. The difference between a statement for which there is or is not a procedure of verification or the difference between a statement on which all readers will or will not agree, is fundamental to journalism, to clear thinking, or to good writing.

A college newspaper is an activity in which college students can acquire, or further develop:

1. a sense of form about writing;
2. a focus on the reader or audience or market;
3. some skill at the art of plain talk, and popularization techniques;
4. competence in rules of grammar;
5. appreciation of conciseness.

These are important aspects of writing of any kind.

Whatever else may be said of news and editorial writing, it is highly formalized. The mass communication function, the need for speed, the focus on reader interest, and the professional nature of journalism are among the factors which have imposed forms; such as the first-things-first form of the summary lead. The news story lends itself to teaching a sense of form about writing, including memos and love letters and theses
and short stories and novels, in a way that few, if any, other types of writing lend themselves for the average college student.

Fact writing is a discipline. It is also the kind of writing that most college students are going to do all their lives. The few who will be literary artists can much better be left to their own devices than the many who are going to be stating facts and explaining or organizing them -- verbally and on paper. News writing is an easily teachable discipline in fact writing; so easy, in fact, that some teachers are misled into dismissing it as "formula" writing.

A sense of form about writing is related to a focus on the reader or audience, which is central to news writing. This type of focus is quite difficult -- but important -- for many college students to develop. The average young man or woman who is completing the transition from home to society, who is concerned with getting his feet under him, has to be focused on himself. Thoughtfulness of others is not a widespread characteristic of adolescents, and an extra-curricular activity which involves writing for an audience can contribute to the development of maturity, as well as to the development of a sense of form about writing. To write for a reader, to write with an intention of giving a reader accurate and easily-understandable information, is not what the typical college student thinks of when he thinks about "writing."

Conciseness, of course, is not a peculiar virtue of news-
paper writing. There is a pressure for brevity in news writing, however, because newspaper space is always limited. Moreover, the transmission of words and their printing in newspapers cost money. A newspaper copyeditor, as a general rule, will instantly edit out "a distance of" in the sentence. "The man fell a distance of 20 feet." The usual college student is trained to add the extra words. The pressure in the classroom is toward length.

Many educators have pointed out the value of high school journalism as motivated composition. The college newspaper has this obvious value. The extra-curricular activity is in this respect "quite as valuable to future business men, plumbers, teachers, lawyers, and stenographers, as to future journalists," as Hyde remarks. Freshman English courses often provide little enough toward motivating students to want to acquire skill in writing.

The values in news writing, which are related to the general point being made here about the educational opportunities presented by the college newspaper, have been well stated by Burges Johnson in a booklet he wrote in 1936 that was

11. Among books on scholastic journalism which make this point is Grant M. Hyde's Journalistic Writing. This pioneer text appeared in 1922 under the title A Course in Journalistic Writing. The fourth edition was published in 1946.

12. Ibid., p. vii.
critical of separate courses in journalistic writing: 13

"It cannot be merely coincidental that newspapers have trained so many writers who have distinguished themselves outside the field of newspaper journalism. Their names are legion and range from imaginative writers such as Barrie and Kipling to essayists, biographers, and historians and writers of good verse. This record supports the contention that practice in any kind of good writing trains for any other kind of good writing.

"The training of the reporter has in the past emphasized certain techniques that tend to develop skilled writing in any field. It is not difficult to list them as they have appeared in the highest type of newspaper training.

"First, there is the recognition of a sharp distinction between news and editorial, fact and opinion. Writing practice with this distinction in mind, with the constant effort to avoid bias, prejudice or preconceived notions when reporting observed facts, is as good discipline for the imaginative writer as for the reporter of news events.

"Second is an intensified consciousness of audience: an ability to imagine one's readers while writing, and to adapt words and style to the reader's understanding.

"Third, the acquired habit of getting to the point or purpose of the piece of writing as promptly as possible.

"Fourth, the acquired ability to discover the element of human interest in dry fact, and then to emphasize that interest element without distortion of the truth.

13. Classes in "Journalistic Writing" and Journalism", p 5. The 37-page booklet was published at Union College, Schenectady. Johnson's conclusion to the five points quoted above is: "If these several elements which enter into the training of the newspaper-writer explain his success in other fields of writing, there is no reason why they should not be utilized to some extent in all classroom composition training. But the coming into existence of so many classes in journalistic writing where these devices are used has helped to deprive the conventional composition class-room of their revitalizing effect."
"Fifth, newspaper writing requires all possible evidence that assertions of fact have been verified. This is done by a skillful use of direct quotation as well as by the frequent citation of authority."

**Work Habits**

In addition to the opportunities presented by the college newspaper for some pre-professional journalism training and for education in writing, the college newspaper should aid its staff members to develop what might be called the work-habits of journalism. Hyde suggests\(^{14}\) that by-products of a course in journalistic writing should be:

"To utilize the character training that comes from careful fact-gathering -- an exercise of greater value than writing out of one's head.

"To encourage habits of accuracy and carefulness of detail which come from working with printer's copy."

Accuracy and speed are at war with each other even on a college weekly. On a college weekly there are the usual newspaper opportunities to get the wrong middle initial. There are the same opportunities in a college newspaper office to quote the saying about this newspaper has three rules -- accuracy, accuracy and accuracy -- as there are in a metropolitan daily. Many a college journalist, if only by making mistakes, must have learned the glories of the accurate statement. As Columnist Frank Kent has observed, 'in no other profession, that of pure science excepted, 'is the premium on accuracy so high' as in journalism.'\(^{15}\)

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15. Quoted from *Newsmen at Work* by L. R. Campbell and R. E. Wolseley, p 15.
The college newspaper experience should also aid students in developing the doing-it-now habit. There are deadlines to meet. The pace may be slower than on a city daily. But there is ample opportunity for college journalists to appreciate, as Carlyle phrased it, "the indispensablest beauty of getting done."

Other work habits which experience of a college newspaper should aid in developing include the habits of checking, and of doing small bits of research. Few activities in a college are more likely to develop an insight into the difference between a primary and a secondary source of information, and a general understanding of the get-the-facts-or-the-facts-will-get-you-saying. The three-reading method of the copyeditor -- once for general sense, once for careful editing, and once for checking the general sense and coherence of the story after the editing -- is the kind of work-habit that many students can learn on the copy desk of a college weekly. Each copyeditor can test his speed and skill against the others, and all can acquire a better appreciation of competence.

Social Habits

The college newspaper is more useful than any course in college for increasing the ability of a student to meet people, to get along with them, and to get information from them. A well-run college newspaper is a team operation, which requires qualities of co-operation and responsibility. The work develops -- or should develop -- poise, tact and courtesy.
The interview -- person-to-person, or by telephone -- is the basic technique of the reporter. Any college student who participates in the newspaper activity is likely to get a quality of social experience of much educational value. Some will get training in leadership.

**General Education**

We live in an age of mass communications. Journalistic media are foremost among the tools of adult education. Any college student would be aided in knowing how to read a newspaper for profit or for pleasure by learning how to write news. Every college graduate is a consumer of journalism. The college newspaper can provide a major general education opportunity to many students -- using "general education" here to mean that part of the professions of other men which undergraduates should know even though they do not follow these professions.  

16. A newspaper editor may use "general education" to mean the kind of education which equips a reporter to meet people and get relevant information from them -- a type of education acquired often after graduation -- or education which equips a newspaperman to teach himself what he needs to know. Educators use the term in so many ways that general education might be defined as my subject, not the other fellow's. The viewpoint here is that there is no college subject which is not a professional subject to someone, and that general education is a part of professional education which is provided by many teachers. That is, the undergraduate needs to become an informed layman on many subjects in which other men are experts, or make their careers: history, poetry, physics, economics, journalism, music, novel writing, philosophy, education, etc.
A college newspaper can also provide students with a greater insight into the problem of the relation of the expert and the layman -- a basic problem in our age of specialized knowledge, and one of particular importance to journalism. Other general education by-products of college newspaper experience might include a better understanding of the problem of fact and impression, and a keener sense about current events.

A foremost by-product should be an insight into organizational problems. A well-run newspaper in itself can teach students, for example, such principles as the delegation of authority. In addition, college journalists have an unusual student opportunity to learn how their school is organized. And learning how the college community is organized may even teach some college students the newspaperman's skill at orienting quickly to a new community -- a skill of general value in our mobile society.

In short, work on a college newspaper provides students with many opportunities to learn many things -- some of critical importance (the difference between fact and opinion), some of a pre-professional sort (newspaper techniques) which are equally useful to non-journalism students, some of a character-building sort (the habit of accuracy), and some in the social graces bracket.

Whether these opportunities are seized upon and used to their full educational value depends upon such matters as
college policies and newspaper organization. The opportunities have been listed in considerable detail for a background point, but seeing some of the details would appear to be important for anyone interested in trying to cope with this college newspaper activity.

Organization of Thesis

Pages v and vi of this thesis give a summary of the organizational needs of a typical college weekly. The thesis will consist of an analysis of these suggestions. Many of them make sense only as part of a whole, and the writer's intention is to cover the whole problem of organizational forms and procedures appropriate to the college weekly even if he does not exhaust each particular problem.

The suggestions themselves are based upon policies which affect certain basic organizational forms and procedures of a college weekly. These policies are determined by college educators, and it is planned in the first chapter to try to formulate the basic policies which should govern a typical college weekly.

In concluding this background section, it should be added that there is no one policy, nor one way to organize, nor one set of procedures which is applicable at all times to all college weekly newspapers. This does not mean, however, that there are 1000 different policies, nor 1000 equally good organizational forms and procedures.
Chapter I

College Policies and Newspaper Organization

Introduction

A student newspaper, no matter how it is organized or incorporated, is a part of a college. It could not exist if the faculty and administration decided it should not exist as an extra-curricular activity for students enrolled in the college. The college grants the franchise, so to speak. It can suspend the newspaper.

Moreover, educators determine basic policies and procedures for the college press. These policies may range from hands-off-except-the-dean's-if-need-be to pre-publication censorship by a member of the college staff. Basic procedures include such matters as whether newspaper executives get salaries or scholarship aid or other forms of compensation, whether course credit is given, whether the college assesses or collects a subscription fee from all students, or whether there are academic requirements for participation in the activity. Although the college press is manned by students, educators inevitably have a responsible -- in fact, a decisive -- role in its operation.

The educational policy governing a college newspaper, and newspaper organizational forms and procedures in a sense
flow from each other. One cannot be understood without an understanding of the other. This chapter will include first a statement of the educational policy from which the organizational forms and procedures suggested in this thesis derive -- later sections being intended to make more clear what the policy means in terms of organizational forms.

This chapter will also include an examination of this policy in relation to other possible ones and will stress the advantages in having formulated policies by educators -- advantages both to educators and to college journalists.

Statement of Educational Policy

A college president, or a dean, or a student activities director, or an educational policies council, or a faculty senate, or a cabinet -- or some similar policy-making individual or group -- could state a college's educational policy concerning the college newspaper in many different ways. There is no one way. The only need would seem to be that the policy be clear to the newspaper staff, the student body, the faculty, the administrative officers, and any outside person or groups who may at one time or another become concerned with this college policy.

All college administrations, of course, have such a basic policy, even if it has not been formally stated nor even carefully considered.

The effort here is to set down one which would seem to
be applicable to the typical college weekly.

This formulation of educational policy governing the college newspaper consists of four fundamental and interrelated points:

(1) the work of the students of the staff shall be made as educationally rewarding as possible;

(2) the newspaper shall be a free and responsible press, providing the students who work on it with an opportunity for education in free and responsible living;

(3) the newspaper staff shall be aided in developing as much professional competence and discipline as possible — a certain amount of professional competence being essential for staff responsibility, and a certain amount of staff responsibility being essential for a free press, quite apart from the educational value of such competence.

(4) any mistakes made shall be corrected as soon as possible by the responsible person or persons — failure to do so being "serious incompetence" which shall warrant the removal of the person or persons concerned.

Any educator would agree with the first point in this policy — that the work of the students should be as educationally rewarding as possible. A central consideration
here is that many responsible educators may not have examined adequately how to accomplish it.

Most educators would agree with the second point that a student newspaper should be a free and responsible press, although interpretations of the phrase might differ. Certainly any educator would say that the students should have enough judgment and competence to make censorship unnecessary. The key problem here is the development of organizational forms and procedures necessary for an uncensored student newspaper to be a realizable goal.

It should be noted that this policy rules out faculty censorship as standard practice, but not the threat of censorship — "censorship" being used to mean the reading of the copy for approval prior to publication.

Many educators would not regard the third point as a policy without, perhaps, more discussion than the statement provides. It would be easily possible, however, to show that it takes a certain amount of journalistic competence for a college journalist to be responsible. For example, if you do not know the journalistic distinction between fact and opinion, or the difference between a primary and a secondary source of information, or the laws governing journalism, or how to present fairly two sides of an argument, or how to so write that serious misunderstandings will not be created, you cannot be a responsible newspaperman on a college newspaper or any other.

A certain amount of maturity and judgment is included in
journalistic "competence." A key problem here, however, is that competence can be used for good or harm, depending largely upon student attitudes. The formulation of policy, incidentally, should be a contribution to student attitudes. It should aid in attracting to the newspaper students who have a responsible attitude.

The fourth point might be considered to be implied in the second and third; namely, any mistakes made must be corrected. Procedures for the correction of mistakes, including procedures for the removal of persons responsible for making serious mistakes, are so fundamental to the operation of a free and responsible press, however, that it would seem to merit statement as a fourth and basic inter-related point.

This statement of policy is intended to be read by students as well as members of a college faculty and administration. The first point about the work of the students being made as educationally rewarding as possible, may not be a formulation calculated to arouse immediate enthusiasm in the rank-and-file of the typical college weekly, nor in students who hold executive positions. Nonetheless, it is basic. It should appeal to the more responsible students -- the students with the type of attitude needed for a free and responsible press. It should also contribute to the building of staff morale, the morale of the student body in the educational institution, and the morale of alumni and friends.

A confirmation of this view may be found in a manual for
the newspaper staff of the Northern Illinois State Teachers College. The manual was issued by the adviser.\(^\text{17}\) He selected for this opening sentence, the following:

"From the viewpoint of the faculty and college administration, the college newspaper should be an educational instrument. That is, its chief purpose is to promote development of the capacities and understandings of students -- in the area, of course, concerned with writing and producing publications. The adviser is a 'teacher' and should be interested in the educational development of the students more than in the production of a newspaper, though it is worth considering that certainly the production of a newspaper must be regarded as important by the students if the activity is to be an effective educational tool.

"The service function of the paper in bringing news to students and faculty is secondary, as are also public relations and college promotion objectives. These various functions are not regarded as in competition with each other. In an issue over which ones shall be given choice consideration, however, the educational goal of the activity should be regarded as prime."

Role of Adviser

Each of the four points in the policy which has been presented implies that the typical college weekly should have an adviser who is:

(1) a teacher, and

(2) a person able to give technical or professional guidance.

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17. Street, Paul, Guide for Staff of the Northern Illinois 1948-1949. The first section of this manual is a statement of educational policy.
Many colleges have such advisers. The universal title seems to be "editorial adviser," and it serves in some colleges to distinguish this adviser from a "business adviser." Such an editorial adviser might well be called a "technical adviser." This would seem to have an advantage in that it indicates a basic function of the adviser is to aid the staff in developing the journalistic competence needed for staff responsibility and a free press.

There is a subtle -- at times, perhaps, invisible -- line between giving technical guidance to college students on such matters as lead writing or headlines or makeup or libel or punctuation, and taking from the students the responsibility for the contents of a newspaper. Any teacher who has some technical competence, however, should usually be able to make the line clear, and to maintain the sense of student responsibility required for a free and responsible college press.

It might be remarked here that proper technical guidance should contribute toward eliminating the need for censorship, and the whole censorship issue. But if an occasional need for adviser-pressure should arise when time is short, an adviser can be of much, if unappreciated, use to the student staff, the newspapers as a campus institution, and the college as a whole.

Another possible title is "technical consultant." This would indicate that the adviser offers advice only on the request of the students. The theory behind it would be that the
students know enough to know what they do not know, and would request technical advice in the same way that an editor would request aid from a libel lawyer. The inexperienced young men and women on the typical college weekly, however, do not know enough to know what they do not know -- about libel or journalism in general. They need someone who uses initiative. A "technical consultant" could. Technical adviser, however, would seem to be the better title.

In any case, the educational policy suggested as being suitable for the typical college weekly requires a technical adviser. Without such an adviser the students on the staff will not get the kind of educational experience they could have, and the college will not get the quality of newspaper it could have. An adviser is a part of a college newspaper organization which comes from this policy.

The ideal adviser would be a journalism teacher. But many of the educational services needed could be provided by a local newspaperman or a teacher in some other field. Radcliffe College, for example, has a local newspaperman as adviser. Many colleges have newspaper advisers who are teachers of such subjects as English and history. Some of these advisers have had newspaper experience, or have acquired through reading journalism texts sufficient knowledge to give useful technical guidance to the college newspaper. And there are many bridges between the problems of the college newspaper and such fields as English and history, and government.
Adviser Vs. Supervisor

"The very best kind of education is obtained in doing things one's self under competent direction and with good guidance," reads a sentence of Charles W. Eliot's that is inscribed on a building at Clark University. An important distinction could be drawn between "competent direction" and "good guidance," between a supervisor and an adviser -- and there is something to be said for both in relation to the college press.

In some colleges the contents of the student newspaper are read for approval by a member of the college staff prior to publication. Such a procedure can provide an educational experience of considerable value to the student staff. Many journalism students might prefer a college weekly on which a professionally competent teacher provided the discipline and training they would get if he supervised their work. The type of education given students by the faculty members who supervise the Daily Iowan or Daily Columbian might well be desired by most college students, journalism majors or not.

Most college newspapers, however, are not professional enough for a significant number of their staff members to want supervision by a professionally competent person -- presuming the college has such a person, and that he is willing to take the responsibility for the contents of the newspaper. When a faculty member reads the typical college weekly for approval prior to publication the student body labels the newspaper as "censored." The activity loses prestige for the students on
the staff. "Censorship" becomes the scapegoat -- the explanation for all complaints. That the faculty member may be providing the staff and the student body with a service is overlooked. Uncensored mimeographed publications may be bootlegged around the campus, as happened in one New England college some years ago.

**Emotional Set of Students**

Fundamental to any college policy governing the newspaper is the emotional set of the students. In considering the role of the adviser one needs to remember that the college press is a youth movement, and that college journalists are completing, or trying to complete, the transition from home to society. They want "freedom." They are trying to get their feet under themselves, and are focused on themselves.

Some are leaning against parental authority; indeed, come to college at a 45 degree angle. Many have a sense of insecurity, particularly about their ability to earn a living. They wish to appear important. Extra-curricular activities are a kind of glory road -- a means of becoming a big wheel on campus, or a man of distinction. These activities appeal to students who wish to obtain recognition from fellow students. Participants in extra-curricular activities who have a deep inner sense of insecurity may be betrayed into behaving in a show-off way.

It should be noted, incidentally, that the emotional set of the typical college student is not one that is appropriate
to journalism. A newspaper reporter needs to be focused on the reader, not on himself. He needs to be concerned with providing reliable information, not with expressing himself. He needs to have a public-service concept and to regard journalism as a profession in the sense that "a profession is a group organized to perform a public service." It is of crucial importance, hence, that a college newspaper have procedures which are likely to attract those students who have some degree of emotional maturity.

It should be noted, too, that a unique aspect of the college newspaper as an extra-curricular activity is that it provides an opportunity for students to beard the administration in its den, as well as opportunity to make comments on almost every aspect of a college. College journalists can interview deans and presidents, give or deny publicity to all the other student activities, praise or condemn the theater and music productions. The newspaper can attract students who are motivated primarily by a wish to show-off.

The college press provides, of course, countless illustrations of student attitudes. For example, on Feb. 14, 1951 the editor of a college weekly published in the northeast ran a page-one editorial, captioned A GRAVE CRISIS, which began as follows:

"For a long time now, it has been rumored about the University that this paper is actually an organ of the Administration. This is one of the most unfounded rumors which has ever been uttered. Proof of this are the frequent editorials in which we state our views, as opposed to those of the Administration's.

"At this time we are faced with a grave crisis! Certainly no one can deny that our student self-government is in turmoil. In this essay we hope to shed some light on what is going on around the University . . . ."

A new editor of another college weekly, in explaining his enthusiasm at becoming editor in February 1950, made the following comment in his first editorial:

"Finally, our enthusiasm comes, in part, from being associated with a college paper, a participation that remains one of the few most completely student activities. Freedom of policy prevails to a great extent."

As was said above, there are countless manifestations in the college press of the emotional set of its staff. But the general point that the students want "freedom" and a sense of importance, is doubtless sufficiently obvious that no further illustrations are needed to emphasize it.

The adviser, rather than the supervisor, is more appropriate to the emotional set of the students who work on the typical college weekly. The free-and-responsible-press idea is also likely to be popular with the student body as a whole. The general principles governing the press in our society is reflected in our colleges. The right to print news according to fact and views according to belief in a society based on liberty under law is certain to be viewed as a right of the
college press by most students, as well as many teachers.

Moreover, mistakes made in the typical college weekly can be corrected. In the process there is likely to be some excellent educational activity for the student staff and the student readers. Indeed, learning from mistakes is fundamental to the process of education. What is crucial is that there be procedures for the correction of mistakes -- procedures which make sense to the college journalists because they flow from the college's statement of educational policy.

This adviser versus supervisor problem, as well as other key policy problems of the college press can be illustrated by two case studies -- one involving libel, and the other involving good taste.

Case Study in Libel

Following is a letter that appeared in the letters-to-the-editor column of a New England college weekly on Nov. 2, 1950:

Dear Editor,

Last week a student on this campus, John Doe, went to the infirmary with a severe stomach ache and abdominal pains. Upon examination by Doctor Smith, he was told that he was suffering from ptomaine poisoning. Shortly afterwards Doe's father removed the boy to the hospital. There it was learned that he was in reality suffering from a severe case of ruptured appendix! As a result, Doe was in serious shape for a while, and only

19. The writer has edited this letter to eliminate the names of the persons involved.
this week he started on the road to recovery.

It is a shocking example of the inefficiency of the medical staff of this school when the doctor cannot even tell the difference between ptomaine poisoning and a ruptured appendix. A near fatal mistake was made this time. Must we wait for a fatal one before something is done to correct the situation?

This letter was signed by a student whose name was listed on the masthead as News Editor of the paper. The Editor attached the following Editor's Note:

**TO INVESTIGATE**

The facts as stated in the above letter (except that Doe is in the hospital...) have not been verified as on this date. However, I would like to suggest that the Student Government Association investigate the case of Doe and determine whether or not the doctor is fully deserving of the writer's accusations. Let us not hastily draw any verdict against the doctor until more definite facts are known.

A page-one news story in the issue of the following week made clear that the doctor had diagnosed the case correctly upon examination, had telephoned the sick student's father who lived nearby to get the student admitted to the local hospital for observation and a possible operation for appendicitis. The doctor had told the student at the time of the diagnosis, of course, that he might not have appendicitis, but that he would have to be removed to the hospital for further testing and possibly an operation. In short, the News Editor had been taken in by a typical college rumor about medical cases. Neither the Editor nor the News Editor had any awareness that there might be libel in a charge of malpractice against a
doctor, or any awareness of the relation of the layman to the expert.

Many adults, of course, feel they can pass judgment on medical diagnoses. The News Editor's mistake would appear to be quite honorable on the face of it, for any News Editor could have printed an anonymous news story about the rumor rather than writing a signed letter. It is curious that neither the Editor nor the News Editor followed such an A.B.C. of journalism as to check with the doctor, or with some authority, but apparently the editor felt the way to get the facts was to print the rumor.

In the Nov. 9 issue, along with the news story that reports the facts of the mistake, there appeared another letter by the News Editor. It was a letter of apology to the doctor, and read as follows:

Dear Editor:

On Sunday a week ago, I received some reports on the Doe case from persons who had talked with Doe. On the basis of these reports, I wrote a letter that was published last week. ...

After the issue came out, I received a report from a member of the Health Council. On the basis of this new information, I concluded that the opinion expressed in that letter was wrong, and that the facts were not complete. As soon as I could after receiving this report, I made a broadcast over the college radio station at which time I retracted the charges I had made in my letter and the previous night's broadcast.

My present opinion on the Doe case is that Doctor Smith is completely exonerated of the opinions I expressed last week.
It is embarrassing to make a mistake in print, but I am glad to learn that I did not have all the facts straight. I regret that I formed an opinion on insufficient facts, even though facts on such matters are hard to get.

I should like to publicly apologize to Doctor Smith for printing rumors that reflected on him about the Doe case.

In addition, the Editor ran a lead editorial on the whole problem, of which the following is an abbreviated version:

I would like to make clear to the student body that as Editor I am completely responsible for the opinions of the paper, and that letters to the editor are my responsibility alone.

In reference to the letter written by the News Editor last week, let me make it known that I was in error when I decided to print the letter. First, in the Constitution there is a section on Letters to the Editor which contains the following comment: "Letters that contain direct or implied criticism of any person (rather than policies) shall be printed only after the editor has obtained permission from the person involved." The letter previously mentioned did have direct criticism of Doctor Smith and I did not contact him before deciding to publish it. ....

Doctor Smith has often been a subject of rumors as well as news reports in this newspaper. Perhaps the printing of a rumor will make clear his, or anyone's, difficulties in overcoming rumors and false impressions based on lack of knowledge. In my editor's note last week I tried to indicate that I hear many reports but rarely is a person willing to write an honest letter and sign his name. It is certainly worse to print a rumor than to speak it, but the same principles apply to each.

In short, the net effect of this instance of libel was that the student journalists learned much, as did the readers of the newspaper. Doubtless the doctor was annoyed at being accused of "near murder," but the total effect must have been...
to make him popular with the students. College doctors are inevitably victims of spoken rumors, and the Editor's final point would seem to be well taken. If mistakes -- even mistakes of libel -- are corrected, they are not likely to do any damage. They might even do good.

The contents of this newspaper, of course, were not read over by a faculty member prior to publication. One might speculate that if a faculty member had suppressed the letter, he might have strengthened the rumor and unintentionally done the doctor and the college a disservice.

**Education in Good Taste**

Although libel may be simple, good taste is obviously a complex problem. Many college newspapers print April Fool issues, and these provide no end of examples of how the concept of good taste of college students differs from that of the faculty.

Before giving some examples of April Fool humor, the obvious point should be made that it takes much skill to do light writing. It is not a kind of writing that the average college journalist can do. When trying to produce humor he is likely to fall back on double-meaning sentences of a burlesque-house type; likely, too, to fall forward on his face.

Moreover, young people have a strong wish to appear sophisticated -- and in the effort to achieve sophisticated humor can quite easily achieve vulgarity. The distinction is
not easy to see, and tastes do differ. At any rate, double-meaning "sophisticated" stories and cartoons are a standard type of April Fool copy. An example that the writer noticed in a New England college newspaper during the past year was a cartoon showing a teacher looking at a quite chesty co-ed and remarking: "My, what a beautiful pair of elbows you have." In his researches the writer located two April Fool issues published at the same time by two different colleges in which the caption was: Which Twin Has the Phony?

Following is a typical headline which ran in the April Fool issue of one New England college:

Miss Atha Lettick Suportur
Is Named Wrestling Coach

Such stories are usually illustrated by a publicity picture of a burlesque queen.

Following is an excerpt from a page-one story about the appointment of Dr. Emil Smutnick to the faculty as reported in another April Fool issue:

Then came the affair with Hips Litz, well-known Polynesian dancing girl. This girl, as every TV fan knows is famed for her stunning costume consisting of a large rhinestone in her navel. Emil was feeling low one night and decided to pluck the stone from its mooring. The girl misunderstood his actions and gave a Polynesian dancing girl's equivalent of a slap, neatly rendering him sterile.

Occasionally the efforts at humor can be less skillful. "The situation called for a quick probe," reads one April Fool story which the writer clipped, "and with a good supply of
lead in their pockets six reporters rushed to S.O.B.'s lush new apartment." The initials T.S. were used in another April Fool issue -- in a page-one headline, in fact. A careful reader versed in Army slang can find many obscene phrases in April Fool newspapers.

When a college humor publication is too gross for the faculty or administrative officials, suspension of the publication results. For example, a United Press story of Nov. 9, 1950 reported that "Touchstone, University of Connecticut student humor magazine, was under suspension today, following complaints that it lampooned the Army and condoned 'lust and drinking.'" On April 5, 1951, the New York Times reported that "a faculty committee yesterday ordered indefinite suspension of The Campus, City College undergraduate newspaper," as a result of an April Fool issue.

But even violations of good taste can often be handled by the resignation of the editor or editors who were responsible. The April 10, 1951 issue of one college newspaper, for example, carried the following letter from the editor of the April Fool issue:

"I did my best to put out a humorous publication worthy of the long-time X---- tradition. I realize now, however, that material of poor taste got into the paper and that I used poor judgment all around. I apologize to the University, the Student Body and my co-workers. ... It is not easy to leave The X----, which has honored me highly and for which I had enjoyed working for nearly four semesters.

This issue also carried an editorial of apology, and a letter
of protest against the April Fool issue signed by several members of the staff.

Education in good taste is a difficult problem. An uncensored newspaper may occasionally make serious errors of taste. So long as educationally useful corrections can be made, however, an uncensored college newspaper would seem to be a sound general policy.

It would also seem to be a sound general policy for college newspapers to adopt a rule of never trying to use sex as a basis of humor. It is understandable that a humor issue should deal with matters about which there is some tension among students, such as sex or Moscow. It is understandable, too, that college journalists might wish to produce a "sensational" issue occasionally, and that they do not always understand that a good newspaper is quite a sensational achievement. But such a rule has obvious merit to it. In 1950, following an April Fool issue, the staff of one New England college weekly adopted a by-law to the constitution banning the use of sex as a basis of humor.

It would also seem to be a sound policy for a college newspaper to adopt a rule of not trying to bring out humor issues at all unless it has some staff members who have demonstrated a bit of skill at light writing. The April Fool issues are as dull as dishwater, and the juvenile notions of the writers must embarrass many readers. To expect a college newspaper staff to adopt such a rule, however, is probably
The Censorship Issue

The preceding analysis of the role of the adviser has touched on the general problem of censorship. Because this issue is so central to the policy problems of the college press, a few comments might be added here. In an article dealing with college press censorship, Dwight Bental, reported:

"In the closing minutes of the joint convention of the American Association of Teachers of Journalism and the American Association of Schools and Departments of Journalism at Philadelphia in 1947 a resolution was jammed through the sessions that 'These associations are unequivocally opposed to censorship of undergraduate publications in any form whatsoever, de jure or de facto. Every teacher of journalism is duty-bound to oppose such censorship of undergraduate publications to the fullest extent of his ability.'"

It would have been interesting if the resolution had explained what is "censorship." Apparently the word was being used in the sense it is being used here; that is, that a member of the college faculty or administration reads the copy for approval prior to publication.

Brucker divided censorship into "three basic patterns: preventive censorship, punitive censorship, and censorship at the source." In most colleges "punitive censorship and

20. Editor & Publisher, Jan. 8, 1949, p 18.

censorship at the source" is preventive censorship, and is more workable and efficient than the blue-pencil censorship by a member of the college staff.

The central fact about the control of a college newspaper is that it is part of a college. College newspapers differ from professional newspapers in that all college newspapers are subject to control by the faculty and administration; specifically, the editor and all other staff members are subject to disciplinary action through the dean's office for conduct unbecoming a student of the college.

If the Mayor of Boston could suspend or remove the editor of the the Boston Globe from the Boston community, the professional press would be similar to the college press so far as control is concerned. The only way a college newspaper could be said to be not subject to "faculty control" would be for the college authorities to give the editor and staff members a guarantee that they would not be subject to disciplinary actions as are all other students.

Although all college editors are subject to control, procedures differ in the type of control -- partly because of differences in schools. A small liberal arts college in a quiet New England town is quite different from the University of California. "Censorship" is an emotion-arousing word that needs to be used with some effort to define it when the college press is under discussion, if for no other reason than that the emotional set of college students is likely to cause
many of them to regard censorship, rather than competence, as the key problem of their newspaper. Like many important words "censorship" cannot be used usefully without giving it some specific meaning, and the first thing to do about it is to define it.

"Education that shall make men masters of their vocabulary is one of the central interests of liberty," Lippmann observed back in 1920. In this same essay he also observed that education for journalism should include "rigorous discipline in the use of words." One job of a college newspaper adviser is certain to include the getting of students to examine "censorship" critically. And it is a safe bet that the trouble with most of the student talk about censorship that had been heard by the teachers who adopted this resolution is that students rarely took the time to specify what they meant by censorship, de jure or de facto.

From the viewpoint of a teacher or a college administrator the central question is not whether there is censorship, but What kind of an educational experience is being provided the students? The typical college weekly offers educators an opportunity to provide students with an experience in free and responsible living, which is what citizenship in our free society means. The adviser, rather than the supervisor, is likely to provide a superior quality of educational experi-

ence. Or as Dwight Bentel phrased it:

As a training ground for effective participation in a democratic society, which is what a college proposes to be, censorship is an educational self-contradiction. Artificial methods don't produce realistic outcomes, as old John Dewey used to point out so impressively.23

The training of college journalists in responsibility is by no means an easy problem. Education is hard work. But the best way to avoid the educational problems of a student newspaper is not to have students.

The No-Adviser System

Some New England colleges have no official adviser to the editorial staff. These colleges include Smith, Mount Holyoke, Wheaton, Pembroke, Brown, Amherst, and M.I.T. Advice is given to the editors, of course. In one of these colleges the president is the unofficial editorial adviser, and holds a regular meeting with the editor to discuss any problems. In another, the dean is an unofficial adviser. Such officials give quite useful general guidance,24 even if they are not adequate substitutes for a technical adviser. And most of these schools are small liberal arts institutions in which there is a close and excellent relation between the faculty

23. Editor & Publisher, Jan. 8, 1949, p 18.

24. One editor told the writer that his president's favorite point was: "Think of the alumni." Needless to say, this is quite sound advice -- a focus on all readers being part of an editor's equipment.
and the student body.

The advantage of the no-adviser procedure is that it makes clear that the students have been given the responsibility for the newspaper. The sense of student responsibility is fundamental to the success of the free-and-responsible-press idea. Students on the typical college weekly, if given responsibility, will usually measure up to it — and neither adults nor adolescents can be responsible if they are not allowed to be.

It is possible, however, to combine the advantages of an adviser with the advantages of student responsibility. What is needed are procedures which make clear the student responsibility, and an adviser who gives students an understanding that they have a right to reject his advice.

It might be remarked, incidentally, that persons who feel free to reject advice usually have poise in taking advice. It takes poise to take advice. Doubtless it is difficult for many students to distinguish emotionally between advice and "being told what to do" — an emotion being a blunt instrument. Doubtless, too, our American traditions of freedom and self reliance contribute to an emotional set against taking advice.

**Staff Responsibility Procedures**

There are many procedures by which an adviser could make students feel that they have been given responsibility if they have. One is formulation by the college of basic
educational policies governing the newspaper, such as were outlined at the start of this chapter. A key job of an adviser is to make his own role clear to the changing student staffs. This will be facilitated if the college has formulated its educational policies. If a college has not done so, an adviser's first job might well be to formulate one.25 Unless an adviser makes his role clear he is likely to be regarded by some students as a snooper or a censor.26

At the opening of each semester, an adviser could send a note to the editor, explaining his and the editor's responsibilities, for posting on the bulletin board of the newspaper office. Another possible procedure would be for the adviser to call a meeting of all executives on the staff each semester and record a vote on whether they wish to have the adviser, or some other staff member read all copy for accuracy and approval prior to publication. This vote could subsequently be reported to the entire staff by the adviser.

25. A manual such as Adviser Paul Street prepared is one possible method.

26. Editors of three newspapers in New England used the word "snooper" or "snooping" in relation to advisers when the writer interviewed delegates from 31 colleges and universities at an inter-collegiate press conference held at the University of Massachusetts on April 27-29, 1951.
Unless an adviser or some faculty member does read the newspaper for approval prior to publication, there would seem to be merit in the idea of having the masthead occasionally carry a statement along the following lines:

Official undergraduate newspaper of X---- College. The staff is responsible for its contents -- no faculty members reading it for approval prior to publication.

This would not only make clear to the staff its responsibility, but might also serve to make clear that no faculty member considers the contents of the newspaper to be accurate. Daily newspapers occasionally quote from college newspapers. Such a sentence might well be a useful warning to newspapermen to check on the reliability of the information. It is also possible that many faculty members are comforted by the notion that they can be careless in talking to student journalists because the adviser is censoring anything not fit for publication.

Need of Formulated College Policies

The need for policy-making bodies in colleges to formulate policies governing the college newspaper has been touched on earlier in this chapter, especially in the previous section. It is intended in this concluding section to stress this point because of the policy ambiguity and uncertainty which exists in many colleges.

A clear statement of policy is needed not only by the adviser, but by the student editors. If a college newspaper
is uncensored -- that is, if the copy is not read for approval prior to publication by a faculty member -- it is because this is the educational policy of the college administration. Every editor ought to see clearly that the newspaper is a part of a college, and could not exist if the administration decided it should not exist as an extra-curricular activity of students enrolled in the school.

There is reason to take pride in the fact that the administration follows this educational policy; that is, seeks to prepare students for citizenship by giving them an experience in free and responsible living. The administration is responsible for this policy -- responsible, in short, for permitting students to be responsible for the college newspaper. An editor, hence, should also see clearly that his function is to justify the confidence of his college's administration in him and the student staff -- that his function is to maintain an uncensored student newspaper. A reading of uncensored college newspapers will show that many editors have no such clear awareness.

A clear statement of policy is also needed by the student body and alumni. They, too, can take pride in the educational effort of the college administration. In many colleges there is a gap between the faculty and the administration. Perhaps "the administration" is a convenient scapegoat. At any rate, in colleges which have a gap between the faculty and the administration, a certain amount of confused anti-
administration sentiment is likely to circulate among the student body and be reflected in the newspaper. Consider, for example, the following excerpts from a farewell editorial of an outgoing editor of one New England college weekly:

"If a person learns nothing else in a post such as this, it is that human beings are a fallible lot. A certain formula for popularity, however, is conducting a campaign against the Administration. It can be done with relative immunity for as long as the name calling is kept clean, the chances are that the Administration will completely ignore the affair. In the meantime, the editor becomes the campus hero and defender of student rights."

This formula for popularity exists on many college newspapers, partly because it is appropriate to the emotional set of students. But an understanding of administrative policies could be a corrective influence.

A clear statement of policy, finally, may be needed to handle any outside pressures that might arise over the contents of a student newspaper. A useful example was provided during the past year in connection with a story dealing with the subject of abortion in a literary magazine published by students at Rutgers University.

President Robert C. Clothier in a statement issued on Dec. 6, 1950, reported that the article "was written originally as a serious attempt to imitate the style of some contemporary American writers," and that "through a series of editorial errors, all of them inexcusable," the excision of some passages that had been disapproved by the faculty adviser
was not made. President Clothier's statement also said that "It is clear that the article as a whole was intended as an attack on a highly immoral practice," and that "no attack on religion was ever contemplated."\textsuperscript{27}

The article, however, did offend some groups in the state. On February 6, the Catholic War Veterans, St. Peter's Memorial Post No. 757, New Brunswick, ran an advertisement in the \textit{Newark Star Ledger} supporting the "previously publicized stand of the New Brunswick Knights of Columbus that the story's author ... 'went out of his way to attack religion in general.'"\textsuperscript{28}

The upshot of this episode was that the editor of the magazine resigned along with three other editors. "Governor Driscoll and the legislature were called on to conduct a 'full and complete investigation' by the Union of Holy Name Societies of the Catholic Diocese of Trenton."\textsuperscript{29} The firing of the faculty adviser was urged. In brief, there was a good deal of feeling aroused.

The merits of the matter are outside the scope of this paper. The point is simply that student publications can offend public opinion, and that they may require college authorities to explain the policy governing the publication.

\textsuperscript{27} \textit{The Caellian}, Dec. 7, 1950, p 1. This is the newspaper of the New Jersey College for Women, a coordinate college of Rutgers.

\textsuperscript{28} \textit{The Caellian}, Dec. 7, 1950, p 1.

\textsuperscript{29} \textit{The Caellian}, Dec. 14, 1950, p 1.
Critics may not be aware that there is a sound educational principle in uncensored student publications, and that the students usually justify the confidence placed in them. If the policy has been formulated it can be explained much more quickly and much more clearly than if the policy has not been formulated. The policy formulation may not cover all contingencies, but it can be more easily adapted to a specific issue than a policy which has never been formulated. Delay of a dean or president in expressing and explaining educationally-responsible policies can result in increasing outside pressures, and in needless loss of good will toward the school.

When a college newspaper offends public opinion the president and the dean are the targets of criticism and pressure, as this incident demonstrates. When the previously-mentioned April Fool issue appeared at City College of New York, "several citizens who had no connection with the school but had seen the newspaper over the shoulders of students reading it in the subway, telephoned the college yesterday to register their condemnation of the paper." The condemnation was registered with the dean, not with the editors.

Formulation of the college policy, in summary, is needed not only by an adviser, but by the student staff of the newspaper, the faculty, the student body, alumni, and what might be called the public relations of the college. It is the first step in working out proper organizational forms and procedures.

Chapter 11

College Procedures and Newspaper Organization

Introduction

Educators, not students, decide whether or not a college newspaper shall be governed by such a policy as was discussed in the previous chapter. Such basic procedures as whether there is an adviser, and the role of this adviser, are also decisions made in the last analysis by the college authorities. The same is true of other basic procedures affecting the organization of a college newspaper: whether the newspaper executives get salaries or scholarship aid or some other form of compensation, whether there are academic requirements for participation in the activity, whether course credit is given, or whether the college collects a subscription fee from all students.

College policies and procedures affecting the student newspaper differ widely. On pages v and vi of this thesis there is a list of organizational needs of the typical college weekly. College newspaper organizations differ on each of the items listed in this summary, except for the few items which are not part of any college newspaper organization, so far as the writer knows.

The publishing board item is a typical example. Three
New England college newspapers have joint student-faculty publishing boards -- The Maine Campus, The Bowdoin Orient, and The Massachusetts Collegian. At least 30 New England college newspapers do not have such boards. The three boards which do exist differ in how they are constituted and in some of their functions.

Whether or not a newspaper has a publishing board is a decision made by advisers or college authorities. Students may approve the idea. But they are not likely to discover, without the aid of an adviser, the need for such a board which the writer believes exists on all college newspapers. 31

The purpose of this chapter is to discuss the need of a publishing board for the typical college weekly. This chapter is also intended to provide a brief analysis of the other educator-made procedures affecting the organization of the college weekly.

Need for Publishing Board

The concept of a publisher would seem on the face of it to be a logical starting point in the organization of a college newspaper. A publishing board of a student newspaper, of course, would not have all the powers of a publisher of a

31. The staff of The Massachusetts Collegian voted unanimously in Dec. 1950 to establish a publishing board. The adviser, however, had convinced key executives on the newspaper of the idea, and they, in turn, produced the unanimous vote. A report on the establishment of this board appeared in the Springfield Union on Jan. 13, 1951 -- the day after its first meeting.
professional newspaper -- the board and the newspaper being governed by policies of the college of which the board and the newspaper are a part, as the previous chapter stressed. One of the values in having a publishing board is that the concept of the publisher, including the limitations of the board, could be made clear to the student staff. In addition, the board could provide a number of services which a college newspaper needs in view of its youth-movement characteristics.

First of all the board can give representation to other publishing interests besides the newspaper staff. For example, the president of the student government association can represent the student-subscriber interest. He can also be a vital link between the two activities. A local newspaperman can represent an alumni interest, while also contributing to the professional atmosphere of the newspaper.

Secondly, the board can be a useful organizational instrument for coordinating the business and editorial work of the newspaper. The business manager and the business adviser could be among the board members. Many college weeklies have not achieved such coordination. Members of both the business and editorial staffs, hence, miss an opportunity for quite useful education.

Thirdly, the board can interpret any matters of general policy affecting the editorial and business staff which are not covered or made clear by the newspaper's constitution -- if it has a constitution, which it should. No constitution
can cover everything, and a constitution should be a growing thing.

Fourthly, the board can assist in carrying over from year to year the traditions, lessons, and accumulated experience of the newspaper. There could be a few faculty members on the board. Minutes should be kept, probably by a faculty member who can easily have them duplicated and sent to all members of the board prior to each meeting.

A student staff, of course, can hand on traditions and lessons. But the emotional set of the college journalist is likely to motivate each new staff into efforts to do something new and unique, and to be unconcerned with good traditions. Similarly, useful lessons -- e.g., the reasons why some previous staff adopted a ban on sex as a basis of humor in April Fool issues -- may be lost.

Fifthly, a board can be a useful instrument for settling any disputes or solving any specific problems referred to it by newspaper staff members, or members of the campus community. Disputes can arise between members of a college newspaper staff, and college newspaper executives do not usually have so much more competence or authority than the lower-ranking staff members that the executives can easily settle disputes.

Specific problems are countless. They may range from such questions as how to run a picnic to whether liquor advertisements should be printed or how to handle rumors about medical cases.
In addition, a board can be a factor in introducing many minor procedures which are needed by a newspaper that has a continual turnover in personnel. For example, college newspapers need many standardized forms, covering everything from receipts to weekly profit-and-loss estimates. Many of the organizational needs listed on pages v and vi of this thesis could be provided through a board which met no more frequently than once a month.

Finally, the publishing board can be an instrument for assessing the quality of the newspaper and the educational experience being provided the staff. "Profits" of a college newspaper are the education of its staff and the services provided the college community. Regular assessment is needed.

In the introduction to this thesis the possible educational services of a college newspaper were discussed. The point was made that whether the opportunities presented by the college press are seized on and used to their full educational value depend upon college policies and newspaper organization. From this viewpoint, the publishing board would seem to be a basic organizational need.

There are other incidental services which a board should provide. For example, it should contribute toward better student faculty relations. The faculty members will obviously have a loyalty to the newspaper, and will contribute much to it. The board should make clear the institution-wide character of the newspaper, and that it is not run by any fraternity
or any clique. It should be effective in clearing up any misunderstandings about the newspaper which may arise among members of the student body or faculty or administration.

Many colleges and universities have one publications board which coordinates and supervises all student publications, such as the newspaper, the yearbook, the literary magazine and the freshman handbook. This type of board, for example, exists at Kent State and Wayne universities, Union College in Schenectady, and the universities of Minnesota, Michigan and Maine. A chief duty of such boards is to supervise the spending of student money. Some boards select key executives for the publications, such as the editor and business manager.

In some colleges there is a single board for all extracurricular academic activities; that is, for the publications, as well as the theater and musical organizations. The University of Massachusetts has a board of this type.

Separate boards for each publication also exist in some schools. Examples are provided by Rutgers, Syracuse, Pennsylvania State, and Iowa State. These separate boards may or may not be coordinated through some central board.

If a newspaper publishing board is to provide the services discussed in the preceding section, it should be a separate board. An all-publications board is likely to be a board for no publication. A coordinating board has many uses. But it cannot perform the educational functions which should be performed by a publishing board. College newspaper problems
are complex. They could both swamp and bore the non-newspaper representatives on an all-publications board.

There is a place for both types of boards. A separate board for a newspaper that is represented on a coordinating board would seem to be the logical organizational need of the typical college weekly.

**Composition of Board**

How a newspaper publishing board should be constituted can obviously vary. If it is to decide matters of general policy on the newspaper plainly it must contain key executives on the newspaper -- these executives being the liaison between the board and the staff. If it is to coordinate the business and editorial work, the board should contain the heads of these staffs.

Later in this thesis there will be some analysis of how the typical college weekly should be organized. Stress will be given to the need on a high school or college weekly for an executive editor, as Hyde and other writers on scholastic journalism have pointed out. If a college newspaper has an executive editor, then the other key executives would be the student in charge of the news function (managing editor), the

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32. Op. cit., p 339. Dwight Mitchell in his book *Journalism and Life*, Little Brown & Co., 1939, points out on page 321 that some high school newspapers have a "student publisher to coordinate the business and editorial departments." "Publisher" would seem to be a poor name for the "executive editor" or "general manager" of a school paper.
student in charge of the opinion function (editor, or editorial page editor, or editor-in-chief), and the student in charge of the business function (business manager).

Hyde suggests that a school newspaper should have a Board of Control that is constituted as follows: 33

1. From the student staff -- the executive editor, the managing editor, the editor-in-chief, and the business manager.

2. From the faculty -- the journalism teacher or publications adviser, the commercial teacher, the printing teacher, and one other teacher selected by the school head.

3. A local alumnus who has worked on school publications.

4. One or more students representing the student body at large."

Adapting Hyde's suggested composition of a 10-member Board of Control to a college newspaper's publishing board, one could get a 9-member body consisting of four members of the newspaper staff (Executive Editor, Managing Editor, Editor, and Business Manager) three faculty members (the technical adviser, the business adviser, and one other teacher), a local alumnus who is a working newspaperman, and the student who is president or chairman of the student government association.

Another faculty member could be added, but there would seem to be merit in maintaining a student majority in order

to allay any student fears of "faculty control." Such a 9-
member board should be both large enough and small enough for
most colleges. It could provide the services discussed earlier
in this chapter.

A slightly larger or slightly smaller board could doubt-
less serve approximately as well. The all-publications board
of the University of Maine, for example, consists of four stu-
dent government members, four faculty members, and two members
of the newspaper staff. The board, incidentally, selects the
Editor and Business Manager of the newspaper.

Bowdoin College has a separate publishing board for the
newspaper. It consists of two faculty members, one or two
members of the editorial staff, and one or two members of the
business staff -- the editorial staff representative (or repre-
sentatives) having a total of one vote, and the faculty mem-
ers having one vote each. This board also selects the Editor-
in-Chief, the Associate Editors, the Business Manager, and the
Assistant Business Managers.

Student Government Relations

The president of the student government association
would be a logical representative on the publishing board of a
newspaper in any college which finances the newspaper through
a student tax. Some colleges collect a fee from all students
to cover the subscription to the newspaper. But many have a
tax that is voted by the student government association, or
is voted by a student body referendum called and conducted by
the student government association. This is a factor in the
student government versus college newspaper conflict which
flares up regularly in many colleges. Frequently the student
government association takes the view that it is the publisher
in that it controls the division of the student tax. This
view is also taken at times by college editors.

For example, here is the lead on a page-one story in the
University of Connecticut student newspaper of Dec. 1, 1950:

"The CAMPUS must revise its constitution by noon
on Tuesday, December 15 and 'make the CAMPUS
more democratic,' or publication will be sus­
pended by the Senate."

Another sidelight on student government and newspaper re-
lations is provided by the lead of the following page-one story
in the student newspaper of Kent State University, on Oct. 26,
1950:

"Student council voted yesterday to bring student
members of the Publications Policy committee
before it next week to explain their qualifica-
tions for the job.

"Members of council also voted to send two represent­
atives to Prof. William Taylor, chairman of the
school of journalism, to find out his reasons for
appointing the committee.

"These moves, it was made clear, were not for the
purpose of removing the four student members, but
merely to find out whether the persons are qual-
ified."

This story also reported that one of the student council mem-
bers "remarked that it was up to council to decide whether
student publications were having the student viewpoint in mind. 34

There have been instances when college administrators have sought to make the student government association a control instrument when a student publication has made serious errors. For example, the previously-mentioned United Press story of Nov. 9, 1950, on the suppression of the University of Connecticut humor magazine, quoted an administrator who was adviser to the Student Senate as urging the "Senate to censor the magazine." This story also reported that the "Senate withdrew its financial support of the publication, pending further investigation."

In some colleges and universities the key executives of the student newspaper are elected by the student government association -- usually on recommendations of the outgoing senior editors. This election method was a factor in a dispute between a college newspaper and the student government association at U.C.L.A. during the past year. The May 5, 1951 issue of Editor & Publisher reported:

"Editor and entire staff of the Daily Bruin, University of California at Los Angeles, resigned in protest against 'juggling' of editorial appointments."

This story also reported that as a result of the fracas an

34. None of the four student representatives on this Publications Policy Committee was connected with the newspaper. The newspaper stories indicated an opinion that the newspaper should be represented.
"advisory board" had been created for the newspaper, consisting of three students and two faculty members.

The existence of a publishing board should contribute to clarifying the concept of who is the publisher, and make clear the responsibility of the college administration. The inclusion of the head of the student government association on the board should eliminate needless and confused conflicts between the association and the newspaper.

Compensation to Newspaper Executives

One of the controversial problems of the weekly college press is that of financial compensation to staff members. It is a complex problem. It is probably easy, hence, for students and teachers to have strong convictions based on seeing only some aspects of the problem.

Many college weeklies provide no financial aid of any sort to any members of the newspaper. Chief reasons given for this policy are:

(1) compensation to executives would cause other staff members to feel that the executives should do all the work;

(2) compensation to newspaper members would require compensation to students in other, if not all other, extra-curricular activities;

(3) unless there was a uniform compensation system, one extra-curricular activity would have an advantage over other extra-curricular activities in attracting students to it.

Many college weeklies provide financial aid. There are at least six different systems. One is simply the providing
of scholarships which are based partly on consideration of extra-curricular work of the students. Some colleges give editors this type of aid, although it is listed merely as regular scholarship aid of the college scholarship office. The extent of such aid would be quite difficult to determine.

A second system might be called the expense account system. For example, the editor of the Springfield College student newspaper gets a $425 personal expense account for the year in which he is editor.

A third system is called profit-sharing. The University of New Hampshire provides a good example. The editorial and business staffs share the so-called profits of the newspaper in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Position</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>17%</td>
</tr>
<tr>
<td>Associate Editor</td>
<td>11%</td>
</tr>
<tr>
<td>Senior Managing Editor</td>
<td>10%</td>
</tr>
<tr>
<td>Junior Managing Editor</td>
<td>9%</td>
</tr>
<tr>
<td>News Editor (each of 3)</td>
<td>6%</td>
</tr>
<tr>
<td>Sports Editor</td>
<td>10%</td>
</tr>
<tr>
<td>Business Manager</td>
<td>15%</td>
</tr>
<tr>
<td>Advertising Manager</td>
<td>10%</td>
</tr>
</tbody>
</table>

The profits for one year are determined in the Spring and are distributed in the Fall. In 1950 the total profit shared was $1200. Any amount above this goes toward new equipment for the newspaper, or into providing more news coverage.

Amherst and Williams colleges use somewhat similar systems. In the 1949-50 year the share distribution at Amherst amounted to $1320, of which the chairman (editor-in-chief) and the business manager received $159.72 each. Fifteen other staff members received amounts ranging from $91.08 to $46.20.
In 1951 the Amherst College newspaper is not going to distribute profits -- chiefly because of criticism from the student government association which votes a student tax ($3. a year) for the support of the newspaper. Union College in Schenectady gave up the profit-sharing system several years ago -- because of the same criticism, according to the present editor.

Williams College splits the profits so that editorial staff executives get 55% and the business executives get 45%. This paper also contributes 5% of its income to the student activities council, half of which goes to a sinking fund in case of accident. In 1950 a total profit of $1500 was divided among 15 members of the staff.

A fourth system provides a commission to advertising and subscription salesmen. For example, the University of Connecticut gives the salesman 10 per cent of new advertising contracts, 5 per cent of advertising renewals, and 2 per cent for subscriptions. The Tufts, Boston College, and M.I.T. newspapers pay advertising salesmen a 10 per cent commission.

A fifth, and widely used system, is called straight salaries; that is, an established amount of financial aid is attached to certain positions on the newspaper. A common basis of the salaries is the college tuition -- actual cash being paid only to students whose tuition costs have been taken care of, such as veterans.

Boston University, for example, provides full tuition to
the managing editor and the business manager, three-quarters tuition to the associate and the assistant editor, one-half tuition to three other members of the editorial staff and two members of the business staff, and one-quarter tuition to three members of the editorial staff and three members of the business staff.

Another basis of the salaries is the hourly rate used by the school for campus jobs; for example, 50 cents an hour, or 60 cents, or 75 cents.

The straight salary system -- that is, payment attached to the position, regardless of who holds it -- is aimed primarily at attracting competent students to the newspaper. The salaries are intended to make it possible for the newspaper to compete with other work opportunities, such as student correspondent jobs, which would otherwise attract the competent students needed by the newspaper.

On March 24, 1950, R. M. Bliss, acting head of the Department of Journalism at Drake University, released a summary of a study he made of staff compensations of college and university yearbooks and newspapers. Highlights of the study included:

35. This summary is Appendix 6 in the Survey of Student Publications issued on Nov. 28, 1950 by Henry Ladd Smith, chairman of the Subcommittee on Student Publications of the University of Wisconsin.
"Twenty-one of 25 institutions answering pay salaries to yearbook editors (average $380). Three pay by profit-sharing or bonus plans, and one pays nothing.

"Average salary of college paper editors (20 schools reporting) was $469. (Four pay nothing to editors and one uses a profit-sharing scheme.

"The average circulation of college papers in the 25 institutions answering is 6,300. Average frequency of issue is 3.6 per week. ... Seventeen of the schools answering are state institutions, seven are private and one is both public and private."

Among the college weeklies which provide salaries there is, of course, great variation in the amounts provided. The Editor of the University of Connecticut newspaper is paid $125 a semester, and the Business Manager is paid $100. Fifty-two per cent of the total income of this tax-supported newspaper, however, is used for salaries, keys, awards, and banquets. In the Fall semester of 1950 nine executives, in addition to the Editor and Business Manager received salaries ranging from $75 to $20.

An example of a slightly different system of straight salary payment is provided by American International College in Springfield. The college pays $5 a week to two co-editors and the business manager -- these three students receiving a total of $140 each during the year in which 28 issues of the newspaper are published.

Another variation of the straight salary system is provided by the University of Delaware. Here the Editor receives a full meal ticket; that is, the position carries with it com-
pensation to the amount of the board bill.

A fifth type of compensation system is the use of newspaper funds to provide scholarship aid to members of the newspaper staff. The Smith College SCAN, for example, created a $200 scholarship for one of its members who otherwise would have had to work at a campus job during the semester that started in February 1951.

In April, 1951, the Massachusetts Collegian received answers from editors of 31 college weeklies published in the northeast about systems of compensation to members of the newspaper staff. The editor of only one newspaper — The Heights of Boston College — answered yes to the question: Are funds of the newspaper used to give scholarship aid to members of the newspaper staff?

Yet, it would seem that this type of compensation system is so obviously desirable as to be non-controversial. Straight salaries and profit-sharing are subjects on which educators disagree. But none could object to the use of newspaper funds to replace the income from a part-time job held by any newspaper executive whose position requires that he give 12 or more hours a week to the newspaper. It is a rare student who has any business holding an executive position on a student newspaper while also holding a part-time job.

36. This questionnaire will be discussed in a later chapter.
Moreover, all college weeklies use funds of the newspaper for such purposes as banquets and awards to members. The use of funds for scholarship aid violates no principle, and serves a much more worthy cause. Many students who hold key positions on college newspapers also hold part-time jobs. It would seem a wise investment for the newspaper to make it possible for such students to quit their part-time jobs for more work on the newspaper or more attention to courses -- wise from the viewpoint of the newspaper, or of the college faculty and administration. And the jobs, if on the campus, would then be available to other students.

Such a scholarship aid system would have approval by the college's scholarship committee, for the newspaper would be supplementing the funds of the committee. The newspaper could have its scholarship proposals approved by this committee, such a procedure would provide a check on any abuse of the scholarship aid, and would make it easier for the newspaper scholarship system to get general approval by the faculty and administrative officers.

The funds, of course, should be taken from advertising or subscription profits, so that no objection would be raised by a student government association concerned over the use of student tax funds. Advertising and subscription profits can easily be defined. Indeed, such a scholarship system could provide the student staff with many of the educational values of the profit-sharing system. The scholarship system would
also be an incentive for competent business and editorial management -- an incentive that could do no harm to many weekly newspaper staffs.

A newspaper is a business. Students on a college newspaper can, through a combination of competence and work, raise considerable revenue. Hence, it makes sense to provide an incentive for competent management, and to motivate college journalists to learn something about business administration. These students have an excellent opportunity to become familiar with market analysis work, advertising, accounting, salesmanship, the costs of publications, and business procedures in general.

The importance of a college newspaper as a source of revenue, if given competent management, is indicated by the following report in *Editor & Publisher* of June 9, 1951, about the University of Kentucky student newspaper:

"A new $400,000 journalism building, to be financed entirely through profits on the student newspaper, the Kentucky Kernel, is nearing completion." 37

Any compensation system is likely to pay for itself twice over by attracting competent students to the newspaper staff. Much more than a compensation system is needed. Proper newspaper organization and adequate guidance are more important than financial rewards or incentives. But a compensation system is

37. P 76.
of value.

Moreover, the newspaper and the yearbook are somewhat unusual extra-curricular activities from the viewpoint of the amount of sustained work required of their executives. Week after week the newspaper demands time from students who hold responsible positions, unlike a literary magazine or a theater organization.

Both the newspaper and yearbook are somewhat alike -- and somewhat different from other extra-curricular activities -- in that the type of work is physiologically similar to studying; that is, neither extra-curricular activity provides a change from, or relaxation from, the type of activity known as studying. College journalists, of course, give much of their working time to semi-social activities. Nonetheless, a glee club and a yearbook are by no means similar extra-curricular occupations.

In colleges where compensation to newspaper executives is a controversial issue, the use of newspaper funds for scholarship aid to any needy executives would be a wise procedure. Such a system, if clearly presented, should have unanimous support in any college community. It should be regarded neither as a step toward a straight salary system, nor as a bar to it. On its own merits a newspaper scholarship system is needed on any campus where any newspaper executives need to hold part-time jobs.

All extra-curricular activities are similar, of course,
in that they provide an opportunity for students to serve their college by playing a responsible and creative part in its life. This motivation plainly is one that should be kept foremost. But it is consistent with this service motivation for college administrations to have this type of scholarship aid. These scholarships would go only to students who hold extra-curricular positions which require sustained work, and who also have to hold part-time jobs. The whole principle of giving compensation to students -- irrespective of the degree of financial need -- in order that they might be aided in providing services, or in acquiring education, is not inconsistent with the service motivation.

Any college newspaper which has a publishing board should have little difficulty in setting up a newspaper scholarship system. If the publishing board is needed to coordinate the editorial and business work, and to develop better editorial and business management, the introduction of such a scholarship system will advance the purposes of the board.

Policy on Academic Requirements

College policies vary on whether there should be academic requirements for membership on the college newspaper. It is difficult to determine how carefully college administrators have considered this somewhat minor problem of theirs. At any rate it is intended here to indicate the major reasons for the existence of academic requirements.
Students who are successful as students are obviously more likely to have attitudes appropriate for a free and responsible college newspaper than students who are not successful as students. In addition, it would seem that extra-curricular opportunities should be available first to students who can first avail themselves of the curricular opportunities.

If a college had a policy of requiring, say, a C average for membership on the college newspaper it would contribute to a first-things-first approach by students on the newspaper, as well as students not on the newspaper. Such a requirement would be in accord with a widespread faculty attitude, and would increase the prestige of those students whose names are listed on the masthead of the newspaper.

For the same reasons a B average would seem to be a sound requirement for students who hold executive positions. An extra-curricular activity which takes nine or twelve or more hours week after week from the time available to a student, moreover, needs students with a B average.

The difficulty with any general policy is the exceptions. A student whose average is below B may be the best available editor. He may need the experience; for example, he may be a student who is preparing himself to go into newspaper work.

The answer to this difficulty, however, is not to reject a sound general policy. If a college newspaper has a technical adviser, he can make exceptions for editorial staff members. If a college has a business adviser, he can make ex-
ceptions for business staff members.

Such a procedure would impose on the adviser an obligation to see to it that the student does not fall seriously behind in his studies.

The laizzez-faire approach of some administrators may have merit. It can be argued that if college students do not have enough sense to put their studies above an extra-curricular activity then they should be educated by being failed out of school. This approach, however, hardly seems responsible enough to either the students or the newspaper to be consistent with the free-and-responsible press policy discussed in the previous chapter.

Policy on Subscriptions

One other basic procedure affecting the college press that is determined by educators is whether the college should collect a subscription fee to the newspaper from all undergraduates. It does not appear to be a controversial matter. Most New England colleges which have weekly newspapers collect the fee or tax. There are exceptions, such as Williams, Mount Holyoke, and Smith Colleges.

The advantages in collecting the fee are that the newspaper has financial stability, the cost of the newspaper to the subscribers can be lower, and subscription-getting work that is not of great educational value can be eliminated.

It should be remarked, incidentally, that whether or not
a college assesses or collects the subscription fee does not affect the responsibility of the college administration for the newspaper. The newspaper is still a newspaper manned by students enrolled in the college, and is controlled by basic college policies, or their absence -- regardless of how widespread contrary impressions may be among students or educators.

In some colleges the fee is set by the college administration. In others it is set through the student government association. There would seem to be sound reasons for either procedure. A college administration can do a more expert job in determining the fee. This procedure might also counteract the impression that the college administration has no responsibility for the newspaper.

On the other hand, setting of the subscription fee as a part of a student tax can provide some useful education in citizenship on a college campus. If the tax is inadequate the services will be inadequate. Education in the relation between taxes and services, which is so fundamental in our democracy, is certain to be facilitated by having the student government association determine the amount of the student tax for the newspaper, or else conduct student body referenda on the amount.

The newspaper itself can be a key factor in determining how much tax support it should have. Considerable journalistic skill might be needed to convince a student body that it should vote higher taxes to have a newspaper which can provide
the services wanted. It is not too unreasonable, however, to expect such skill.

The voluntary subscription policy contains some important educational values. These have been well stated in an excellent text on high school journalism:

"If the school paper is subsidized by the Board of Education, and thus circulated gratis to all students, or when all students through some scheme or other are forced to buy it -- then the paper is threatened by stagnation and mediocrity. Only when the paper has to please its readers in order to survive can it become a really great paper. Reader interest is the lifeblood of the paper, and only through struggle to gain and retain it can a paper become the living force in the school that it deserves to be." 38

A proper focus on reader interest, however, can be achieved even if a check-off subscription system exists. The possibility of getting subscriptions from alumni and faculty members can provide an adequate educational challenge to both editorial and business staffs.

Stagnation and mediocrity threaten some college newspapers less because of financial stability than because of unsound organizational forms and inadequate guidance.

Chapter III

Model for a Publishing Board Constitution

Introduction

The purpose of this chapter is to sum up the major points about college policies which have been discussed previously. The method of doing so will be to present a model for a publishing board's constitution.

There is no one way to write such a constitution. Some provisions will have to vary because of differences in colleges which have weekly newspapers. For example, if the college has a journalism teacher it is likely that journalism students will be the nucleus of the newspaper's staff, and that the journalism teacher will be the technical adviser to the newspaper. Hence, journalism students should be listed among the major publishing interests. This model is intended simply to be suggestive, and to illustrate how the previously-made major points would be reflected in a constitution.

Procedural Problems

Because the publishing board is a joint student-faculty board it would seem a sound procedure for the board to operate on a unanimity principle as far as possible. The students and teachers have the same basic interests, but different viewpoints. Hence, there would be value if all the board members
sufficiently exchanged information on debatable matters until unanimity is reached. The existence of such a procedure, moreover, would have educational value in itself.

Procedures followed by the newspaper should in general be included in a separate constitution of the newspaper. One fundamental procedure might be included in both constitutions; namely, there must be adequate training of competitors, before election to the staff.

For the purposes of this model constitution it will be assumed that the newspaper is using the *Iowa Newspaper Desk Book*. It is a rare college weekly which could develop a style book that is comparable, and some such book must exist if only for the sake of adequate training of competitors.

A constitution should be a growing document. Hence, it must provide for revisions. In view of the unanimity principle previously stated, it would follow that amendments should be made by a unanimous vote.

Another basic procedural consideration is who should approve the constitution. Some college newspaper constitutions are approved by no one. Some are approved by the student government association. Some are approved by the director of student activities, or the dean, or president. Any of these three representatives of the college administration

39. This is Appendix I of the thesis.
would be satisfactory; perhaps the dean is the most logical. In a typical college his functions include control over the personnel of the newspaper.

A final procedural problem is whether the publishing board should select the key executives of the newspaper. It seems to the writer that the ideal system for selecting such executives would be one that combines the virtue of the staff election method with the virtue of careful selection. The ideal nominating instrument, hence, would seem to be the outgoing seniors on the newspaper and the Technical Adviser. The staff could then accept or reject, following which the publishing board could accept or reject.

The details of the election method should be recorded in the constitution of the newspaper, rather than the publishing board's. This method will be discussed in the next chapter. Because four student members of the publishing board are selected by this method, however, there should be a brief mention in the board's constitution of the election procedure affecting these members.
Article I: Name

The name of this organization shall be the Publishing Board of the (name of newspaper).

Article II: Purpose

This Board shall be the Publisher of the official undergraduate newspaper. Hence, it shall represent the major publishing interests -- student-subscribers, the newspaper staff and advisers, alumni, journalism students, and the college as a corporation -- in the community served by the newspaper, and shall provide the following services:

(1) Interpret and decide any matters of general policy affecting the editorial and business staff which are not covered or made clear by the newspaper's constitution;

(2) Assist in carrying over from year to year the traditions, lessons, and accumulated experience of the newspaper;

(3) Settle any disputes or solve any specific problems referred to the Board by members of it, of the newspaper staff, and of the campus community;

(4) Coordinate the business and editorial work, and aid the staff in producing a newspaper which will realize its purposes as stated in its constitution;

(5) Assess the quality of the newspaper and the educational experience being provided the staff;

(6) Determine financial compensation to students on the newspaper.  

Article III: Membership and Officers

Sec. 1 The Publishing Board shall be constituted as follows:

40. If the college has a policy against compensation, then this service should be eliminated.
1. Executive Editor of the newspaper, who shall serve as chairman;

2. Technical Adviser of the newspaper, who shall serve as secretary;

3. Managing Editor of the newspaper;

4. Editor of the newspaper;

5. Business Manager of the newspaper;

6. Business Adviser of the newspaper;

7. President of the Student Government Association;

8. An alumnus who served on the newspaper, and is a working newspaperman;

9. A member of the faculty or administration appointed by the President of the College.

Sec. 2 The four Board members who are on the newspaper's staff shall continue in office until their successors have been nominated by the outgoing seniors of the newspaper and approved by the staff and approved by the Board.

Sec. 3 The (Executive Editor, or Business Manager or one of the advisers) shall be the Publishing Board's representative on the (name of coordinating board, if any).

Sec. 4 The Technical Adviser and the Business Adviser shall be appointed by the President of the College upon the recommendation of the Director of Student Activities (or the name of the position of the college staff member who is the manager of the extra-curricular activities being coordinated by the coordinating board) and with the approval of the head of their departments and the Dean of the University. These advisers shall serve for as many one-year terms as seem desirable.

Sec. 5 The newspaperman-alumnus shall be appointed by the Technical Adviser for as many one-year terms as seem desirable.

Sec. 6 The faculty or administrative representative selected by the President of the College shall be appointed for as many one-year terms as seem desirable.
Sec. 7 Former advisers who have served for three years shall be invited by the chairman to be consulting members, and shall be asked to contribute to Board meetings without voting.

Article IV: Meetings

Sec. 1 The chairman shall call a regular meeting once a month during the school year, but may call a special meeting at any time.

Sec. 2 Two-thirds of the voting members shall constitute a quorum.

Article V: Amendment

This constitution and its by-laws may be amended at any time by a unanimous vote when a quorum is present.

By-Law 1. Statement of Basic Principles Governing Board

41. If the college has not formulated its policy, then the Technical Adviser might add a footnote in which he presents his formulation of the college policy governing the newspaper, following approval by the dean or president. It would seem useful to add a footnote to this by-law anyway, which records the following points:

1. Like any undergraduate newspaper, this newspaper is a part of its college, and could not exist if the administration decided it should not exist as an extra-curricular activity of students enrolled in the college.

2. The Publishing Board of a student newspaper, of course, does not have all the powers of a publisher of a professional newspaper—the Board being governed by policies of the College of which the Board and the newspaper are a part.

3. The Administration is responsible for this policy; responsible, that is, for permitting students in the college to be responsible for the newspaper. This policy has worked successfully for many years. If it should not continue to work, the Administration will be held responsible. The Board's function, hence, is to provide a student-run newspaper that will justify the confidence of the Administration in the student staff.

It might seem that these points would be too obvious for statement. But a careful reading of the weekly college press will show, if examples in this thesis have not already done so, that there is widespread uncertainty about these points.
The Publishing Board shall be governed by four basic and inter-related policies of the college faculty and administration:

1. The work of the students on the staff shall be made as educationally rewarding as possible;

2. The newspaper shall be a free and responsible press, providing the students with an opportunity for education in free and responsible living;

3. The newspaper staff shall be aided in developing as much professional competence and discipline as possible—a certain amount of professional competence being essential for staff responsibility, and a certain amount of staff responsibility being essential for a free press, quite apart from the educational value of such competence.

4. Any mistakes made in the newspaper shall be corrected as soon as possible by the responsible person or persons.

By-Law 2. Executive Committee

The Executive Editor and the Technical Adviser shall serve as an Executive Committee of the Board on any matters of general policy affecting the editorial and business management between meetings of the Board.

By-Law 3. Scholarship Aid

The Technical Adviser may recommend to the Board that scholarship aid be given to students who:

1) Hold positions on the newspaper which require 12 or more hours of work a week on a semester average;

2) Hold part-time jobs which the scholarship aid will replace;

3) Are recommended or approved for scholarship aid by the chairman of the College Scholarship Committee; and

42. This by-law should be satisfactory even if the college has a policy against compensation.
4) Providing the scholarship funds come either from outside gifts or the work of the newspaper staff; i.e., from advertising or subscription profits.

By-Law 4. Newspaper Procedures

1. The Technical Adviser shall call a meeting of all executives on the staff each semester and record a vote on whether they wish to have the Technical Adviser, or some other faculty member, read all copy of the newspaper for accuracy and approval prior to publication.

2. Unless a faculty member does read the newspaper for approval prior to publication, the masthead shall occasionally carry the statement:

   Official undergraduate newspaper of the (name of college). The staff is responsible for its contents -- no faculty members reading it for accuracy or approval prior to publication.

3. The Technical Adviser shall give a report on this vote each semester to one of the regular meetings of the entire newspaper staff.

4. No competitor shall be elected to the editorial staff without passing a written test, prepared by the Executive Editor and the Technical Adviser, covering newspaper law; specifically, Section B (Guide to Reporting) and Section S (Law of Journalism) in the Desk Book used by the newspaper, and the discussion of newspaper law led by the Executive Editor or Technical Adviser at one of the meetings for competitors.

By-Law 5. Board Procedures

1. The chairman shall invite the head of any department of the newspaper, such as the advertising or sports or subscription department, to be a consulting member of the Board at any meetings at which questions of direct concern to the department are scheduled for discussion.

2. The secretary's reports shall be duplicated and distributed to all Board members prior to the regular monthly meeting.

3. Because a major function of the Board is to provide for adequate exchange of ideas and information between persons of different experiences and viewpoints but similar interests, the Board should, whenever possible, defer voting on any matter about which there has been such an insuf-
icient exchange of information that unanimity is lacking.

4. At each regular meeting of the Board there shall be reports on the income and expenses of the newspaper, and on any changes in personnel, and on the primary or advanced competitions.

Date

Approved

Dean of University
or
Dean of College
Chapter IV

Key Provisions of a Newspaper Constitution

Introduction

Because a college newspaper has a continual turnover in personnel a constitution is a useful organizational instrument. There is no model constitution for all college weeklies. There are, however, many newspaper procedures which could be common to most college weeklies, and which could be recorded in a constitution.

The purpose of this chapter is to discuss some key articles which could be in the constitution of a typical college weekly. The method will be to draft possible formulations of these points, and to comment on them.

The standard form of constitutions is discussed, of course, in many books. It would seem desirable that constitutions of college newspapers should follow this general form.

Usually the first article in a constitution covers the name. If the newspaper has a slogan or motto, this can be added as a second section, for example:

Sec. 2. The motto of this newspaper shall be A Free and Responsible Press, in accordance with the faculty and administration policy of providing students with an opportunity for education in free and responsible living.

Statement of Purpose

A key article in a constitution is the one which defines the purposes of the newspaper. If carefully written it might indicate the services which the newspaper seeks to give its community. This would seem worth indicating because they may need to be impressed upon groups in the community which support the newspaper -- the student body, the faculty and the administrative officers. Listing these services might also be a contribution to the morale of the staff, and a means of attracting new staff members. In addition, the statement of purposes might serve the staff as a guide for measuring competence.

In short, what seems needed is a statement which indicates some of the services discussed in the introduction to this thesis. For example, here is one possible statement:

Article II: Purpose

Sec. 1. The purpose of this newspaper is to help its community by providing its readers -- the different student groups, faculty members, administrative officers, parents and alumni -- with the services of a newspaper.

Sec. 2. The primary function of the newspaper shall be to present news in accordance with its news value. News shall be defined as "an accurate, unbiased account of the significant facts of a timely happening that is of interest to the readers of
the newspaper that prints the account.

Sec. 3. Other basic functions of the newspaper shall be to present opinions about the news, and to provide a medium for advertisements.

Sec. 4. The newspaper shall publish as much news and views desired by its readers as possible, so that the newspaper will:

1. Serve as a central source of accurate and timely information to the different groups of students and other readers, and as a record of the contemporary history of the school;

2. Serve as a means of focusing attention of the most important and newsworthy happenings, of promoting scholarship, worthy extra-curricular activities, and such other activities as will increase the prestige of the college of which this newspaper is a part;

3. Serve as a means of advancing the aims of different campus groups, of integrating these groups into the life of the college community, and of developing a unified community spirit.

Sec. 5. In addition to providing readers with the services of a newspaper, The X--- has the purpose of providing students with practical experience in the business and editorial aspects of newspaper work for its value as general education or as pre-professional training.

This statement of purposes is intended to make clear that the audience is not "the students," but different groups of students, as well as faculty members, parents, alumni, etc. One shortcoming of some college newspaper constitutions is that the only audience recognized is the student body. A college newspaper's audience may not be as heterogeneous as that of a professional newspaper, but it is more varied than a stereotyped concept of a student body. In addition, this
statement puts a focus on accuracy, which is vital, and makes the news function central.

Maulsby's definition of news is about as good a definition as the writer has been able to find. It has the advantages of:

(1) being relevant to the basic distinction between fact and opinion which college journalists need to learn;

(2) making clear that news is a selection of facts, and requires the use of judgment;

(3) getting a focus on the reader, rather than the writer;

(4) getting a focus on accuracy, and it is hoped, on the difference between a primary and secondary source of information.

The inclusion of this definition in the statement of purposes should also provide the staff with a means of determining competence. Article II could include a section stating that the newspaper shall be operated in accordance with the Canons of Journalism of the American Society of Newspaper Editors. This could also serve for determining competence, and should have educational value in itself.

**Article III: Organization**

In the next chapter of this thesis there will be a statement of the general and specific duties attached to every

position on a typical weekly newspaper. Such a statement could be by-law 3 in a constitution, if it were printed. Or else it could be mimeographed separately.

Article III of the constitution, then, could provide some brief statements listing the executives of the newspaper and their general functions.

This article could also contain a statement about academic requirements, such as:

Any undergraduate who meets the academic requirements of a C average may compete for membership on the editorial and business staff as provided for in Article IV.

The functions of the advisers should be written down in the constitution and by-laws. Article III would be a logical place. These functions have been discussed previously in this paper. Major points to be made in the constitution would be that the advisers should provide professional guidance, and should aid the Executive Editor in handling primary competitions and the outgoing seniors in handling advanced competitions. If the Technical Adviser is a journalism teacher, there should be a provision that he may use the newspaper as a journalism class laboratory; for example, he might wish to give students in a copyediting class some live copy.

In the next chapter of this thesis some of the specific duties of the advisers are indicated in connection with duties of various executives on the staff. One major responsibility of the Technical Adviser should be to give a written ruling on any copy which may violate laws governing journalism, with
the Executive Editor being responsible for having the publishing board and the staff review any copy omitted because it was ruled by the Technical Adviser to be in violation of such laws. One test of competence for an Executive Editor would be his ability to recognize questionable copy. A review procedure should have many educational benefits.

Article III could also indicate the functions of the outgoing seniors in handling the advanced competitions; for example:

The outgoing seniors and the advisers shall be responsible for conducting advanced competitions for all executive positions. Just as any student may compete for membership on the staff, any staff member may compete for any executive post. The Technical Adviser shall appoint the chairman of the outgoing senior group, and this group shall make written nominations for each executive position, subject to approval by the staff and by the Publishing Board.

The revision of the constitution would also be a logical job for the outgoing seniors. This experienced and impartial group should be the best possible means for making necessary additions and for preventing needless changes.

**Article IV: Competitions, Elections and Dismissals**

Competitions for jobs on the newspaper are the means for developing and maintaining the competence of the staff. No aspect of a newspaper which has a continual turnover in personnel is more important. There are few college journalists who can do a competent job at teaching fellow students; few, in fact, who have much interest in training the future staff.
A key function of the Technical Adviser, hence, is to assist in the handling of competitions.

The logical staff member to be in charge of primary competitions -- that is, competitions for any students who wish to join the staff -- is the top executive. One cause of the inadequate handling of competitions on many college weeklies is that the top executive is usually swamped with other work. The top executive on many weeklies is the chief editorial writer, the director of the news gathering and writing work, and in charge of the makeup of the newspaper. He may also be the chief reporter.

The organizational system discussed in the next chapter of this thesis provides for an Executive Editor who coordinates the work of the editor (opinion function), managing editor (news function) and business manager. With such a system the Executive Editor would be able to handle the primary competitions. He is the logical person for this job because he would have the most social prestige of any staff member, and is likely to be the most competent.

There are limits to how much competence students want to acquire in connection with an extra-curricular activity, of course, just as there are limits on how much they wish to learn in classes. For example, competitors do not want to study carefully how their college is organized. It takes too much time. Likewise, competitors do not want to read extensively in journalism books for the sake of improving their
skill at news writing.

One duty of a Technical Adviser should be to make it easy for competitors to get the minimum knowledge and skill required. For example, competitors should be given mimeographed sheets listing who in the college a reporter needs to see about what. Also, competitors should be given a few of the type of assignments used in journalism courses on reporting with the Executive Editor and the Technical Adviser explaining such matters as how the leads should be written. This type of assignment is useful in grading competitors. A properly run competition should eliminate the poor students and give prestige to those students who "make the newspapers." The competitions procedure cannot be too difficult. But it needs to be difficult enough for there to be prestige to winning membership, as well as to assure minimum competence.

A useful device would be a mimeographed statement or rules for writing a summary lead on a straight news story. A possible statement is included as appendix III of this thesis. It, of course, is intended only to be suggestive. It is designed to combine quite simple rules with quite difficult ones. How primary competitions are conducted would depend much on the type of adviser which a weekly newspaper has. Different advisers, obviously, would work out different procedures. In any case, it would seem desirable that the competitions procedure be written. The statement of procedures could be revised as experience is accumulated. A suggestive example
of what the writer has in mind is provided in appendix iii -- the point system of apprenticeship used by the Hobart Herald of Hobart and William Smith Colleges in Geneva, N.Y. The writer is not recommending this quite good procedure; the point is simply that some procedure should be worked out on every college weekly.

Many college weeklies have no procedures. The student executives conduct competitions. Frequently these are more appropriate to a fraternity or a social club than a newspaper. They have some value, even if they fall far short of the opportunity presented.

The question of advanced competitions -- that is, competitions for the executive posts -- is related to the previously discussed question of how executives are selected. A standard method in colleges or universities which have publications boards is to have this board select top executives, usually on recommendation of the outgoing editor and business manager. In some schools, as was mentioned earlier in connection with the U.C.L.A. dispute, the student government association elects the top newspaper executives. The New Jersey College for Women has a somewhat unusual system in that the Editor-in-Chief is elected by a vote of the student body -- anyone who has served on the newspaper staff for a year being eligible to run if she can get 25 signatures on a petition.

This whole question is a troublesome and controversial problem in many colleges. The widespread practice of having
the students who hold the executive positions select their successors is attacked as undemocratic. The method is criticized as making the top executive positions the reward of popularity, rather than competence. When publications boards select there are charges of favoritism and faculty domination.

A procedure of competitions for the top executive posts would seem to be part of the answer to this problem. Some college weeklies have made progress in this direction; for example, the outgoing seniors on the Amherst College newspaper determine their successors on the basis of competitions which the seniors conduct. A logical group to conduct these competitions would be the outgoing seniors and the advisers. The logical method would be to follow a written procedure -- with more advanced tests than those held in connection with the primary competitions.

There should be a form that any student on the newspaper could fill out when entering this advanced competition. The writer does not know of any such forms, but has drafted one that will be included as appendix iv to the thesis.

In addition, there should be written tests. Again, the writer does not know of any such tests. A suggestive example will be included in appendix iv. This is a type of test which could be given reporters who are competing for positions on the copy desk.

Hyde is of the opinion that there should not be elections for the top executive positions on a school newspaper. He is
concerned primarily, of course, with the high school newspaper, and his view is that "no worker will take directions from one who has obtained his authority through popularity, perhaps electioneering," and that "to elect the executive editor or editor-in-chief in a staff composed of competitive workers means to place a puppet in this important post." 45

There are values in the election system used by many college newspapers. The authority of college executives depends less on competence than on social prestige -- and the election carries prestige. The staff feels responsibility to an executive it elects. Moreover, there is a training in democracy involved. Democracy depends upon good followers, as well as leaders. It would not seem amiss for a college newspaper to provide its staff with an insight into the importance of qualifications for leaders.

A procedure which should combine the virtues of different systems would be to have the outgoing seniors make written nominations. The Technical Adviser could appoint the chairman of the outgoing senior group -- presumably the highest ranking member -- and could meet with the group as a secretary. The seniors should nominate students for the publishing board positions; that is, Executive Editor, Managing Editor, Editor, and Business Manager. The staff should then confirm or reject. Once the four top executives have been confirmed they should

meet with the seniors and determine selections for sub-editors, such as the News Editor. If the staff rejects any of the nominees for the four top positions as unqualified -- an unlikely development -- and if the seniors cannot convince the staff, then a new nominee should be put forward until the staff approves. Finally, the Publishing Board should confirm or reject, as was indicated in the previous chapter.

This procedure is designed to provide for getting (1) qualified executives, (2) a check on any errors, (3) a well-considered exchange of information, and (4) executives who have prestige with the staff and student body. The writer does not know of any colleges which have the whole procedure, but it is a combination of parts that can be found in many. One close approach is provided by the University of Connecticut. Last year the newspaper gave up its system of having the seniors elect their successors -- there was criticism of this system as undemocratic by the student government association -- for a system now in effect under which the seniors have the nomination power and the staff the electing or confirming power. This student newspaper, however, has no publishing board.

The need for a free and responsible press to have a section in its constitution providing for the dismissal of students for serious incompetence was discussed in the first chapter of this thesis. Such a section might be written as follows:
Because this newspaper is not censored, any serious mistakes -- that is, mistakes involving bias or malice or libel or bad taste; no matter how well-intentioned or whether a result of lack of information or similar incompetence -- shall be cause for dismissal as on any newspaper. Any violation of this constitution which is judged to be serious incompetence shall result in the dismissal of the responsible reporter and/or editor by the elected officers or the publishing board.

The procedures for dismissals will be discussed in more detail in the next chapter, particularly under the sub-head of Duties Common to All Executives. A point that should be made here, however, is that there is value in having such a section in the constitution. Otherwise, any removal of any student on the newspaper may be regarded as "censorship."

An example of this was provided this past year by a minor episode at Brown University. On Feb. 1, 1951, the Brown Daily Herald came out with a page-one news story under the headline: DEAN DISCIPLINES COLUMNIST. Next to it was an editorial captioned: CENSORSHIP. The episode, in brief, concerned the placing of the Features Editor on College Discipline for having written an article attacking a faculty rule forbidding undergraduates to marry without the Dean's permission -- the Dean taking the view, according to the editorial, "that it would be unfair to punish a student for disregarding the rule without equally punishing the man who incited him to do so."

The merits of this case, of course, are not relevant here. The point is that the newspaper regarded the Dean's action as "censorship," inasmuch as the student could not
participate in any extra-curricular activities while he was on College Discipline. This is not an unusual reaction. If a college newspaper constitution has no provisions for the removal of students for serious incompetence it is likely that the efforts of responsible students or advisers to maintain a free and responsible press will be regarded as censorship.

By-laws Needed

The by-laws of a constitution should record policies of the newspaper as well as the details of procedures. For example, there could be a Code of Ethics attached to a constitution as a by-law. Some college newspapers have such codes, appendix v of this thesis containing the code of the University of Michigan's newspaper. The writer's view is that it would be useful to make accuracy an ethical obligation, and to include in the code, or else in the style book, some basic points such as these of Bleyer:


47. Ibid., p 442.

"Realize that every mistake you make hurts someone.

"Don't make the necessity for speed an excuse for carelessness and inaccuracy."

In a model style sheet presented by Hyde there is a concluding section on "Some Principles of Journalism," which contains
a dozen suggestive items, such as:

"Information obtained in social relations should not be used except with the express permission of the informant."

One by-law needed by many college weeklies is a policy on letters to the editor. College editors occasionally take the view that so long as someone else wrote the letter the editor has no responsibility for printing it. A suggestive example of this by-law might include the following points:

1. No unsigned letters shall be printed, and all Editor's notes shall be written by the editor.

2. Letters that contain direct or implied criticism of any person, rather than policies, shall be printed only after the Editor has obtained permission of the person involved.

3. No letters shall be printed which violate laws governing journalism -- the Editor being responsible to call questionable letters to the attention of the Technical Adviser, and this Adviser being responsible to give a written ruling on any copy which he regards as being in violation of such laws.

4. The following notice shall occasionally be printed in the letters-to-the-editor column: Correspondence on topics of public interest is welcome from students and faculty. The only requirement of letters, which do not violate good taste and are neither slanderous nor libelous, is that they bear a genuine signature.

A growing group of by-laws is a key instrument for preserving the accumulated lessons of the newspaper.
Chapter V

Description Model of Newspaper Organization

Introduction

The purpose of this chapter is to list the general and specific duties attached to each position on a theoretical college weekly. It will be presumed that this weekly has an Executive Editor and a Publishing Board; in short, that its organization is consistent with policies discussed previously in this thesis. Altogether 26 positions will be described. Some of these -- for example, the copyeditor's position -- would be held by more than one student.

Because a well-run newspaper is a team operation, each member of the staff should know not only the general and the specific duties for which he (or she) is responsible, but the general and some of the specific duties of all the team members. Such knowledge is of particular importance on a student-manned newspaper because of the need for competent personnel combined with the continual turnover.

Moreover, a newspaper staffed by busy students requires a high degree of efficiency. It may manage without it. But a statement of all the duties attached to all the positions should serve to save time for every staff member when he or she needs to know whom to see about what.

Such a statement of course is something like a cook book—
quite dull reading. The writer's notion is that the statement should be by-law 3 in the constitution of the newspaper, and that staff members would read carefully only the sections which apply to their own positions. The by-law would also have reference use, and would be of value in giving every staff member a general idea of the team operation. Finally, it could be of much aid in training competitors for all positions.

The idea of having job descriptions is presented in many high school journalism textbooks. Sample job descriptions of a general but suggestive sort are presented. What is new here is the effort to distribute all the duties among the various positions in an organizational structure based on policies appropriate to the typical college weekly.

The duties will be so divided that (1) no staff member has more to do than can be done properly in a maximum of 15 hours a week on a semester average; (2) all the necessary duties will be done; (3) as many students as possible will have an opportunity to participate in the work; (4) everyone on the staff will have a job; and (5) overlapping or duplica-

tion of duties will be reduced to a minimum. The minimum and maximum amounts of time each position requires on a weekly average will be the first sentence in each description.

Another purpose of this chapter is to provide examples of forms, such as a monthly profit and loss statement, that should be used on a typical college weekly. Altogether there are 18 forms. A few of these, as will be indicated, have been adapted from high school journalism texts. In each case the form follows the list of duties attached to the position which requires the use of the form. No executive on the staff has more than three forms to aid him in his work, and many have only one.

It will be presumed that the newspaper will have a central copy desk. Some writers on high school journalism, such as Spears and Lawshe, recommend a system of page editors for the typical high school newspaper. There is much to be said for this system, but the central copy desk is appropriate to the college press. It is needed to provide some pre-professional experience, and to train students for executive positions.

It will also be presumed that a daily newspaper is published in the college area, and that the student in charge of the news function will clip stories about the college from this newspaper. It will be called the Daily News.

The statement is intended, of course, merely to be an example of a statement listed the general and specific duties
of each position on a college weekly. There are many ways such a statement could be written, and each of them could be the best for a particular college weekly.

New Positions Created

One of the problems of a typical college weekly is to get good reporters. Another problem is what to do with seniors who have held executive positions. As a solution to both these problems the writer has created a position designated as Star Reporter. The description will explain the position. It might be added here that in a sense the development of a good reporter is the highest achievement of a college newspaper.

It will also be noted that another position created by the writer is designated as Activities Publicity Editor. On every college weekly someone edits the publicity copy turned in by publicity chairmen of clubs or fraternities and sororities. Sometimes it is the editor, sometimes the managing editor, sometimes the news editor. It would seem logical that all such copy should be handled by one person, who, in addition would organize these publicity chairmen into a supplementary reporting staff in the same way that a typical small-town weekly does. Moreover, many college students would be aided if they learned how to be competent publicity chairmen. This skill can be used by some of them in adult life; that is, they can serve their clubs and churches as publicity chairmen.

The typical college weekly needs a manual it could give publicity chairmen. This manual should explain the deadlines
of the newspaper, what news is, how a summary lead should be written, and how copy should be prepared. The college weekly could also have the student publicity chairmen attend the training sessions for competitors. Separate meetings for these chairmen should be arranged, if for no other reason than to impress each one that he is in competition for limited space with many others.

What title to give the student who makes assignments -- the college weekly's equivalent of the city editor -- is a problem. Many college weeklies use the name News Editor or Managing Editor or Campus Editor. The title here will be simply Assignment Editor, with the News Editor being the title of the student who is the slot man on the central copy desk. The editorial page editor will be called Editor, because it may sound more impressive to most college journalists.

No feature editor is provided. If a college weekly has such a position, with separate news and feature writing staffs, most of the students are likely to take the glory road of being feature writers rather than mere reporters.

49. One suggestive model is the Handbook for Weekly Newspaper Correspondents, School of Journalism, Montana State University, 1947. This handbook is designed for a professional weekly newspaper. The writer does not know of any handbooks or manuals designed for use by a college weekly.
It would seem unsound to separate news and feature writing in an organizational structure.

Likewise, there are no co-editors, or co-advertising managers. The effort here is to get clear lines of responsibility. If a co-worker is needed, one should be the associate or the assistant.

The general intention is that duties attached to each position should be both clearly and fully defined so that each staff member, or competitor, will know (1) all the duties that he (or she) must be competent to perform; (2) the person to whom he is directly responsible; (3) the amount of time he is expected to give to the duties attached to the job; and (4) the relation of the job to the team operation.

The positions will be described in the following order:

Executive Editor;

Managing Editor, and those positions that are part of the news function;

Editor, and those positions that are part of the views function;

Business Manager, and those positions that are part of the business function.

At the end of the chapter there will be an organization chart, followed by an INDEX TO POSITIONS page.
Duties Common to All Executives

(Executive Editor, Managing Editor, News Editor, Assignment Editor, Activities Publicity Editor, Editor, Business Manager, Advertising Manager, Subscription Manager, and Circulation Manager.)

1. Each executive -- i.e., a person who coordinates the work of others -- is expected to assist the persons directly responsible to him (or her), and to do their work whenever necessary.

2. Each executive is expected to delegate authority to the persons directly responsible to him (or her), but is expected to over-rule any of them when he (or she) thinks a serious error is involved.

3. Each executive is expected to work through channels, and not to by-pass any other executives; in short, to contribute to a team operation.

4. Because each executive is responsible for the work of the persons directly responsible to him (or her), he (or she) is expected to remove any of them for incompetence, or inability to do the required duties, pending approval of the person to whom the executive is responsible and the Publishing Board.

5. Each executive may appoint temporary successors should any position for which he (or she) is directly responsible become vacant because of a resignation or removal, pending approval of the person to whom the executive is responsible and the
Publishing Board. In making a temporary appointment, of course, the executive must have the approval of the executive to whom the person appointed is directly responsible.

6. Each executive is responsible for assisting the Executive Editor in handling primary competitions and editorial promotion work, and for assisting the outgoing seniors in handling the advanced competitions.

7. Each editorial executive is responsible for doing some reading each week of exchange newspapers, and/or files of the newspaper, and/or journalism books for ideas that might be applied to the newspaper.

8. Each executive is responsible for contributing to and carrying out the policies and traditions of the newspaper—especially the four executives who serve on the Publishing Board and are its direct liaison with the other executives.

**Executive Editor**

Hours expected to work weekly on semester average: minimum-10 maximum-15

Responsible to Publishing Board for directing and coordinating the work of the Managing Editor, Editor, and Business Manager.

**General Duties**

1. To be chairman of the Publishing Board, and the chief liaison officer between the newspaper and the community served by it. The Executive Editor is expected to work for quality of performance in the editorial and business operations, to provide ideas to staff members, to develop as much profess-
ional competence and discipline as possible in the staff; in short, to give leadership to the staff in realizing the purposes of the newspaper as stated in Article II of its constitution.

2. Because the quality of the staff is fundamental to the quality of the newspaper, the Executive Editor is responsible for conducting the primary competitions open to any undergraduate who wishes to join the editorial or business staff. He (or she) may delegate some of this responsibility to one or more persons who may be able to handle part of this work more competently, but is responsible for nominating all persons for election to the staff in accordance with the Statement on Primary Competitions Procedure.

3. The Executive Editor is the promotion manager of the newspaper — being responsible for its reputation and prestige as a campus institution, and for increasing the good will of readers toward the newspaper. He (or she) is responsible for handling complaints of readers, and for initiating editorial promotion work.

Specific Duties

1. To handle those relations with the printer which require knowledge of both editorial and business problems, specifically to:

   A. Post on the office bulletin board at the start of each semester a statement signed by the printer and Executive Editor which lists the schedule
of deadlines for the delivery of copy and proofs, the deadline for the start of the printing run, and the deadline for the delivery of the newspaper;

B. Make a written agreement with the printer detailing the prices for the printing of a typical 4-page, 6-page, 8-page and 10-page paper for a stated number of copies;

C. Obtain from the printer for the Business Manager's files a report on the actual cost of each issue, and the number of copies printed;

D. Report to the staff on any failures to fulfill agreements with the printer, especially on those failures that increase printing costs;

E. After each issue is printed to get a report from the Managing Editor, Editor, and Sports Editor of typographical mistakes for which the printer was responsible, to inform the printer in writing of these mistakes, and to file a carbon of this report.

2. To read the proofs of the newspaper prior to publication -- the Executive Editor being the staff's last safeguard against any inaccurate or misleading or unsuitable material. The Executive Editor is responsible for eliminating any material which violates the newspaper's purposes as stated in Article II of the Constitution, or the newspaper's code of ethics or the Canons of Journalism, or which violate laws of libel or
rights of privacy or canons of good taste.
3. To call to the attention of the Technical Adviser any copy which may violate laws of libel or privilege or good taste — the Technical Adviser being responsible to the Publishing Board and the staff to give a written ruling on any such copy, and the Executive Editor being responsible for having the staff review any copy omitted because it was ruled by the Technical Adviser to be in violation of laws governing journalism.
4. To call one joint meeting each month of the editorial and business staffs, to arrange for reports to this meeting by staff executives, and to promote critical discussion of the work with a view to improving it. If the Secretary is absent the Executive Editor shall appoint a temporary secretary so that the meeting will be official and its proceeding accurately recorded.
5. To call a monthly meeting of the Publishing Board, and any special meeting that may be needed, and to present an Order of Business to these meetings.
6. To have every staff member fill out the Staff Directory Sheet prepared by the Publishing Board, and to file these sheets in an office folder.
7. To conduct systematic readership surveys, to report the results to the staff, and to maintain a file of those surveys.
8. To make a personnel study of the staff each semester with the aid of the Job Analysis Form, and to make suggestions to
the Publishing Board for revision of this form.

9. To keep the staff adequately informed about their newspaper, and to report to the staff once each semester on the results of the questionnaire listing General Questions for staff members.

10. To write, or have written, and to post on the office bulletin board, a critical post-publication review of each issue. The Executive Editor should arrange to have such reviews written by at least six members of the staff each semester, and should file all reviews in the Post-Publication Review Folder kept in the office.

11. To plan and approve special issues of the newspaper -- e.g., issues for parents or alumni -- and to write or have written for regular issues informational and promotional articles about the newspaper covering such matters as its history, its contributions to campus life, its financial affairs, its alumni, and its purposes.

12. To handle, with or without a committee, any special needs or problems that might arise, such as fund-raising activities, social affairs, questionnaires, or requests from other school activities for a representative of the newspaper.

13. To recommend to the Publishing Board permanent successors to any executive who resigns or is removed prior to the end of the semester.

14. To handle all relations with the Associated Collegiate Press, including the mailing of each semester's newspapers to
the ACP for its critical services, and the reporting of the ACP's criticism to the staff.

15. To arrange educational programs for staff meetings, including talks by faculty members and professionals in the fields of journalism and advertising, and the showing of newspaper films.

16. To aid the Activities Publicity Editor in training publicity chairmen of clubs, fraternities and sororities, so that these chairmen will be competent at publicity work and an effective news reporting group which can supplement the work of the staff reporters.

17. To exchange ideas with the editors of other college newspapers published nearby, and to study the organization of these newspapers.

18. To aid in determining credits for staff members that will be the basis of the annual award of medals for service to the newspapers and the school.

19. To preserve records that might be of use for future staff members or Executive Editors, such as minutes of meetings.

20. To write an annual report at the end of the term of office, and to read it at the last meeting of the Publishing Board for discussion and recording in the minutes.
(To be filled out by each staff member at start of semester, given to Executive Editor, and filed in alphabetical order in Staff Directory Folder in Office. Please type or use ink and print clearly.)

Full Name .................. Class of ..........
School Address ....................... School Phone .........
Home Address ........................ Home Phone ........
Position on newspaper ...............
List clubs, including frat or sorority, to which you belong, and any positions you hold:
List your other extra-curricular activities ........
About how many hours per week do you expect to give to these other extra-curricular activities: .....
How many to newspaper: ........
Do you hold a part-time job? .... For how many hours a week? ....
Where do you work, if you have part-time job? .......... Phone number where you can be reached at work: ........
Schedule of hours when you are at work M.W.F. .... T. Th. ...... Sat. ...... Sunday.
List class schedule so that you can be reached if need arises:

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<th>HOURS</th>
<th>CLASS ROOM</th>
<th>COURSE TITLE</th>
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Newspaper Job Analysis Form

(To be filled out by each staff member one month after college opens, and one month before it closes without reference to the Statement of Duties attached to constitution. Return to Executive Editor.)

1. Name and title

2. Give a general statement of your duties in the space available.

3. List some specific duties. (Use reverse side to list any specific duties that you think may not be listed for your position in the Statement of Duties attached to the Constitution.)

4. How many hours per week do you average on this job.

5. Maximum no. of hours put in during one week this semester.

6. Minimum no. of hours put in during one week this semester.

7. Give title of your immediate superior; i.e., the person to whom you are directly responsible.

8. Give title of person or persons directly responsible to you.

9. Give title of person to whom your immediate superior is directly responsible.

10. Did you receive adequate training for your position.

11. List titles on books in journalism you have read.
General Questions for Staff Members

Name: 

Class of: 

(The purpose of this questionnaire is to find out whether all members of the staff have been adequately informed about their newspaper. The correct answers will be given at the next staff meeting.)

1. How many copies do we usually print per issue.

2. Give your estimate of the cost of paper and printing an average issue.

3. Estimate the cost of the cuts per average issue.

4. Estimate the miscellaneous cost per average issue (Phone bill, taxi, photo supplies, postage, office supplies, etc.)

5. Estimate the approximate percentage of space devoted to advertising per issue.

6. What is our income per column inch from local ads.
   National ads.
   Classified.

7. What percentage of our income comes from advertising.

8. Estimate the income we must have from advertising to break even on an issue.

9. What is the width of a column in inches.
   in picas.

10. Length of a column on an inside page.
    inches.

11. Overall size of a page.
    inches by.
    inches.

12. How many paid subscribers would you estimate we have.

13. Estimate the post office charge per week for mailing copies to our paid subscribers and complimantaries.

14. Estimate the profit we make on each new subscription.

15. What is annual student tax for newspaper.
    The total student tax.

16. Estimate the total cost of publishing the newspaper for a year.

17. Give the day and the time of day that the printing press usually starts.

18. Estimate how long it takes to complete the printing run.

Return to Executive Editor
Managing Editor

Hours expected to work weekly on semester average: minimum-10, maximum-15

Responsible to Executive Editor for directing and coordinating the work of the News Editor, Assignment Editor, Activities Publicity Editor, and Sports Editor.

General Duties

The Managing Editor is a member of the Publishing Board, and is in charge of the newspaper's primary function -- the gathering, editing and presenting the news. He (or she) is responsible for policies governing such matter as makeup, what general and sports news and feature stories are printed and left out, and how space is allocated. The Managing Editor is expected to keep straight and interpretative news stories free from inaccuracies and "opinion and bias" within the meaning of the Canons of Journalism, to develop as much professional competence as possible in the news and feature writing staff, and to give leadership to the news department in realizing the newspaper's purpose as stated in Article II of its constitution.

Specific Duties

1. To make plans for each issue with the Assignment Editor, Sports Editor, News Editor and Activities Publicity Editor, and to approve the Assignment Sheet.

2. To get the advertising dummies from the assistant advertis-
ing manager, to count the inches available for news and feature copy, and to make a general allocation of space to the News Editor, and Sports Editor.

3. To find out from the Editor if there is any space for news department copy on the editorial page, or any official announcements or other copy under preparation for the editorial page which the Editor would like to suggest be printed on the pages set aside for news and feature stories.

4. To call a regular meeting each week of the News Editor, Assignment Editor, Activities Publicity Editor and Sports Editor, and to determine with them the allocation of the available space. At this meeting the Managing Editor should offer the News Editor any suggestions on the page-one news plays.

5. To approve all photos recommended for printing by the Assignment Editor and Chief Photographer, to crop these photos, to mail them to the engraving company, to edit the photo captions and/or cutlines, and to inform the News Editor and printer of the cuts with and without the captions and/or cutlines.

6. To check all copy and headlines put in the managing editor's basket by the News Editor and Sports Editor, to initial all stories below the News Editor's and Sports Editor's initials, and to put the copy in the basket for the printer. If the Managing Editor is absent, the Executive Editor shall check the copy and headlines.

7. To make up the final page-size dummy sheets on the basis of the News Editor's dummy -- the Managing Editor and the News
Editor being responsible for the makeup of page one, and the other pages of the newspaper except the editorial page and the sports page.

8. To read all copy left out by the News Editor, Sports Editor, and the Activities Publicity Editor, and to call to the attention of these editors after the issue is printed any items that the Managing Editor believes had more news value than items which were selected for printing.

9. To re-write any news or feature stories, or the leads on any news or feature stories that are improperly written, and to handle any major reporting jobs that develop at the last minute.

10. To check the proofs of the news department's pages in the office at the printing shop if the Executive Editor needs this aid, and to cut or eliminate any stories as required by the space limitations or makeup of the newspaper.

11. To read the paper carefully after publication and to submit to the Executive Editor a list of any proof errors for which the printer was responsible.

12. To write a correction box for any non-typographical errors, or any typographical errors that require correction, and to inform the responsible reporter and sub-editor.

13. To write "must" on any stories or announcements that must be printed, such as Official Announcements or policy news stories.

14. To call to the attention of the Executive Editor or
Technical Adviser any news or feature copy that might violate the laws of journalism or the purposes of the newspaper as stated in Article II of the Constitution.

15. To read all stories dealing with controversial matters, to make certain that the news reports are fair to both sides, and to call all controversial copy to the attention of the Executive Editor.

16. To call to the attention of the Editor any news stories that may provide a basis for editorial opinion, and to copy-read editorials upon request of the editor.

17. To clip all general news items about the school in the local daily press, to paste these clips into the Daily News Clip Folder for the use of the News Editor in determining how to play the news, or for the use of the Assignment Editor, Activities Publicity Editor, Editor or Executive Editor. The Managing Editor should review the file of clippings with the News Editor before the News Editor begins work with the copy editors.

18. To give the News Editor a written report after each issue on any errors made by copy editors and passed by the News Editor.

19. To preside at staff meeting when the Executive Editor is absent.
News Editor

Hours expected to work weekly on semester average: minimum-8 maximum-12

Responsible to Managing Editor for directing the work of the copyeditors and for determining the news plays and the makeup of all pages except the editorial page and sports page.

General Duties

To mark headline instructions on news and feature copy, and to check the work of the copyeditors in the editing of, and the writing of headlines on, all copy except that handled by the Editor, the Sports Editor, and the Activities Publicity Editor, if inside-page space has been allocated to this editor for activities copy. The News Editor has the same functions as the slotman on the copy desk of a daily newspaper, and is responsible for selecting what news and feature stories shall be printed on page one or on inside pages, and for instructing copyeditors in how much stories shall be cut on the basis of their news value in relation to other stories and the total space available in the issue.

Specific Duties

1. To meet with the Managing Editor, Assignment Editor, Activities Publicity Editor and Sports Editor prior to the meeting of the copy desk to (1) get the page dummies showing the advertising of the issue; (2) aid in reaching general agreement on the allocation of space to the Sports Editor and the Activities Publicity Editor; (3) find out how much of the News Editor's
space has been set aside for cuts, and the total number of inches available for news and feature copy; (4) collect from the Assignment Editor all the copy turned in by reporters and a list of stories-to-come; (5) collect from the Activities Publicity Editor all copy turned in by publicity chairmen that this editor considers eligible for the News Editor's space, and a list of stories-to-come; (6) determine with the Sports Editor on sports story possibilities for page one; (7) review with the Managing Editor the Daily News Clip Folder and the news judgment shown by the local daily press in handling news of the school.

2. To inform the copyeditors of the schedule of meetings of the copy desk, and the approximate periods of time each copyeditor is to work on the copy desk.

3. To write on each piece of copy before giving it to the copyeditor the type of headline wanted, and any editing instructions, such as "cut ½."

4. To fill out the News Editor's Record Sheet prepared by the Publishing Board as the copy is edited, and to file the Sheet in the Copyeditor's Record Folder when the copy desk meeting is finished.

5. To collect the Copyeditor's Record Sheet from each copyeditor when the copydesk meeting is finished, and to file it in the Copyeditor's Record Folder. The News Editor should also file the Copyeditor's Record Sheet filled out by the Activities Publicity Editor, Sports Editor and the Assistant
Sports Editor.

6. To make arrangements with the Assignment Editor for having typists available to re-type any copy that required so much editing that the copy is no longer clean enough for the printer, or regular enough for the copyeditor to determine the length of the story in type.

7. To initial each story below the copyeditor's initials after glancing over or checking the editing done by the copyeditor, and to put the finished story in the managing editor's basket. The News Editor, of course, should improve on the editing and headlines whenever possible.

8. To so organize the copy desk that copyeditors may become specialists in handling type of news; e.g., news of the weekly meeting of the student government association.

9. To clip together, or type together, all headlines of the same point size, in order to aid the printer.

10. To call to the attention of the Editor any news stories that may provide a basis for editorial opinion.

11. To eliminate any opinion expressed by reporters in straight or interpretative news stories.

12. To call to the attention of the Managing Editor any news or feature copy that might violate laws of libel or rights of privacy or canons of good taste, or that might violate the purposes of the newspaper as stated in Article II of the Constitution.

13. To read all stories dealing with controversial matters in
News Editor's Record Sheet

(To be filed by News Editor in Copyeditor's Record Folder.)

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<th>TYPE OF HEAD &amp; GUIDELINE</th>
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<th>COPYEDITOR'S NAME</th>
<th>NEWS EDITOR'S COMMENTS</th>
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order to make certain that the news reports are accurate as well as fair to both sides, and to call all controversial copy to the attention of the Managing Editor.

14. To record all stories and headlines on the News Editor's page-dummy sheets before putting the copy in the Managing Editor's basket, and to make up the final dummy of the newspaper with the Managing Editor.

15. To determine the total number of copyeditors who should be on the newspaper staff and to arrange for the maintenance of this number.

16. To give the Managing Editor a folder containing all copy that had to be spiked because of lack of space or other reasons.

**Copyeditors or Copyreaders**

Hours expected to work weekly on semester average: minimum-3 maximum-6

Responsible to News Editor for editing all copy and for writing headlines of the type specified by the News Editor -- copyeditors having the same functions as those on any newspaper copy desk.

**General Duties**

1. The copyeditor is the guardian of accuracy, and hence of the newspaper's reputation. He (or she) is responsible for catching and correcting all errors of fact and of writing, and for improving the writing without making needless changes in the reporter's copy.
2. Each copyeditor is expected to be familiar with the Style Book -- i.e., the *Iowa Newspaper Desk Book*, and the supplement used on this newspaper. He (or she) must know the following sections of the *Desk Book*: Section S (Law of Journalism), Section O (Essential Points for the Copyreader), Section M (Miscellaneous Style Rules) and Section K (Grammatical Problems Common in Newsrooms).

3. Each copyeditor should follow the when-in-doubt-cut-it-out rule when reading any copy which seems inaccurate and cannot be checked, or which may violate laws of libel or canons of good taste. Any questionable material must be called to the attention of the News Editor. Failure to do so shall be deemed "serious incompetence" because the News Editor, and other executives, will often lack time to do more than glance over a story after it has been edited, and hence must rely on the judgment and editing ability of the copyeditor.

**Specific Duties** (in addition to those listed in the fourteen points of Section O in the *Style Book*.)

1. To re-type, or have re-typed, any copy that required so much editing that it is not clear enough for the printer, or regular enough for the copyeditor to determine the length of the story in type -- and to proofread all re-typed copy.

2. To write headlines that conform to the rules outlined in Section P of the *Style Book*.

3. To inform the Assignment Editor, and the reporter if convenient, of any errors made by the reporters.
Copyeditor's Record Sheet
(To be filed by News Editor in Copyeditor's Record Folder.)

For copy desk meeting
(Hours) ____________________________ (Date) ____________________________

Copyeditor's Name ____________________________ Class of ____________________________

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<th>REPORTER'S NAME</th>
<th>REPORTER'S SlugLine</th>
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4. To slug all copy below the reporter's name and the reporter's guideline or story title with the first two words of the headline.

5. To initial each edited story on the outside left-hand fold of the paper, and to record the length of the story — in inches of type — below the initials.

6. To give the News Editor at the end of each copydesk meeting the Copyeditor's Record Sheet for filing in the Copyeditor's Record Folder.

Activities Publicity Editor

Hours expected to work weekly on semester average: minimum-8 maximum-12

Responsible to Managing Editor.

General Duties

1. To organize the publicity chairmen of all student activities into a supplementary reporting staff, to develop these chairmen into skillful publicity writers, and to edit all publicity copy on the basis of its news value and the space allocated for it.

2. The Activities Publicity Editor is responsible for knowing and performing all the duties of a newspaper copyeditor, as well as for handling the organizational and executive duties involved in working with the publicity chairmen of the student clubs, and fraternities and sororities.
3. All news and feature copy about clubs or fraternities and sororities turned in by non-staff members, or any staff members who are serving as publicity chairmen for such student organizations, shall go to the Activities Publicity Editor. He (or she) is responsible for directing the work of reporters or typists or competitors assigned to him. As a general rule, one re-write man and one typist should be assigned by the Assignment Editor to assist the Activities Publicity Editor, and more should be assigned if either the typist or re-write man has to work more than six hours in a week.

Specific Duties

1. To inform all student publicity chairmen of the deadlines for copy to reach the newspaper office, and to make arrangements to receive all publicity stories from clubs, fraternities and sororities.

2. To provide each publicity chairman with a copy of the Publicity Writer's Manual prepared by the newspaper, and to make suggestions to the Managing Editor for improvements in this manual.

3. To call meetings of publicity chairmen for informational purposes and to conduct a training program in connection with the primary competitions for the newspaper.

4. To keep a Futures Book of scheduled events of all clubs and fraternities and sororities, and to aid the Assignment Editor in planning news coverage of selected events.

5. To meet with the Managing Editor, News Editor, Assignment
Editor and Sports Editor prior to each issue (1) reach agreement on the amount of inside-page space to be allocated for printing the most newsworthy items turned in by publicity chairmen to the Activities Publicity Editor, and (2) inform the News Editor of page-one possibilities of any publicity stories.

6. To edit all publicity copy for the allocated space, with the aid of staff members assigned to the Activities Publicity Editor for re-write and typing work, and to write headlines on this copy.

7. To give the News Editor shortly before the copy desk begins work all the edited copy and headlines for the allocated space, a list of any stories-to-come and any marginal copy left over that the News Editor might decide to run if it should have more news value than some of the copy turned in by reporters, or if some unexpected space should become available to the News Editor.

8. To write "must" on any copy turned in by publicity chairmen that must be run for policy or informational reasons, if there is any uncertainty over whether the News Editor can find room for the copy, or uncertainty over whether all the space allocated to the Activities Publicity Editor will be available when the issue goes to press.

9. To give the Managing Editor all copy turned in by publicity chairmen for which space could not be found, and which has no future possibility of being printed.
10. To write occasional editorial-page or interpretative or background articles on the activities of clubs, fraternities and sororities.

12. To turn over to the Assignment Editor or the Managing Editor any copy turned in by publicity chairmen that needs to be handled by a reporter or a re-write man not on the staff assigned to assist the Activities Publicity Editor.

13. To get a list of all clubs and to keep records of the number of publicity stories about clubs and fraternities and sororities, and to train publicity chairmen to develop coverage of activities which receive little or no publicity.

14. To handle complaints from publicity chairmen with the aid of the Managing Editor and Executive Editor.

15. To remove any assistants for incompetence, or failure to perform the expected duties, pending approval of the Assignment Editor and Managing Editor, and to request new assistants from the Assignment Editor.

16. To fill out the Copyeditor's Record Sheet before giving the edited copy to the News Editor for a final check, and to give the Copyeditor's Record Sheet to the News Editor for a final check, and to give the Copyeditor's Record Folder when the editing of all activities-publicity copy for the issue is completed.
Sports Editor and Assistant Sports Editor

Hours expected to work weekly on semester average: minimum-8, maximum-12

The Sports Editor is responsible to the Managing Editor.
The Assistant Sports Editor is responsible to the Sports Editor.

General Duties

1. The Sports Editor is responsible for directing the sports department in the gathering, editing and presenting of sports news and views. He (or she) should read the statement of duties of the News Editor, Copyeditors, Activities Publicity Editor and Assignment Editor, and should note which of the duties of these executives apply to the sports department and are handled by the Sports Editor with the aid of the Assistant Sports Editor.

2. The Assistant Sports Editor is selected by the Sports Editor with the approval of the Managing Editor and the Executive Editor. As a general rule, the Assistant Sports Editor is expected to handle the assignments to sports reporters and the copyediting work -- with the Sports Editor checking all copy and headlines and handling the makeup of the Sports page.

3. The Sports Editor is responsible to select, with the approval of the Assignment Editor and Managing Editor, three reporters and a typist for the sports department.

4. Any copy written by the Sports Editor shall be copyedited by the Assistant Sports Editor or the Managing Editor -- or the Editor, if the copy includes opinion -- in accordance with the
Copyeditor's Record Sheet

(To be filed by News Editor in Copyeditor's Record Folder.)

For copy desk meeting ___________________________ (Date)

Copyeditor's Name ________________________________ Class of __________

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newspaper's policy of not printing any writing that has not been read by a reader prior to publication.

Specific Duties

1. To approve all assignments to reporters by the Assistant Sports Editor.

2. To plan photo coverage with the Assistant Sports Editor, to request the Assignment Editor to arrange with the Chief Photographer for photos of sports events, and to write the captions or outlines.

3. To meet with the Managing Editor, News Editor, Assignment Editor, and Activities Publicity Editor prior to each issue to (1) inform the News Editor of any page-one possibilities, and (2) reach agreement with the other news department executives on the allocation of space to the sub-departments.

4. To fill out the Copyeditor's Record Sheet of the Assistant Sports Editor.

5. To record all stories and headlines for the sports page on the Sports Editor's page-dummy sheets before putting the copy in the Managing Editor's basket, and to make up the final dummy of the sports page.

6. To clip and paste in a Daily Sports News Clip Folder any sports stories about the school which appear in the local daily press.

7. To write or suggest editorials dealing with athletic activities.

8. To arrange for occasional meetings of the sports staff to
review its work.

9. To handle relations with the sports editors of other college newspapers -- e.g., for borrowing or loaning cuts.

10. To give the Executive Editor a written list of typographical errors on the sports page for which the printer was responsible.

11. To read the proofs of the sports page in the office, or in the printing shop if the Executive Editor needs such aid.

12. To preserve records which might be of use to the future sports staff of the newspaper.

**Assignment Editor**

Hours expected to work weekly on semester average: minimum-9 maximum-12

Responsible to Managing Editor for directing the reporters in the gathering and writing of news and feature stories -- the duties being similar to those of a city editor of a metropolitan newspaper.

**General Duties**

1. To be head of the news gathering staff, consisting of reporters, re-write men, photographers and typists. The Assignment Editor is responsible for the quality of the news and feature coverage of the school, and for determining which reporters shall cover beats, which shall do general assignment work, which shall be assigned features, and which shall serve as re-write men.

2. The Assignment Editor should plan for more copy than there
will be space to print so that only the stories high in news value will be printed. He (or she) is responsible for determining with the Managing Editor and Executive Editor the total number of reporters, typists, re-write men and photographers that should be on the newspaper staff, and for maintaining this personnel level.

3. The Assignment Editor is expected to give guidance to reporters and re-write men, so that they will increase their skill at gathering and writing news. He (or she) should be a competent copyeditor, and should give all copy of the reporters a preliminary editing before turning it over to the News Editor. This editing should include the re-writing of any leads which do not conform to proper news story form, and whenever necessary the Assignment Editor should be assisted by a re-write man and/or the Managing Editor.

Specific Duties

1. To enter scheduled events that might be a source of news or feature stories in the Futures Book kept on the Managing Editor's desk.

2. To prepare with the aid of the Managing Editor the Assignment sheet for reporters and executives, and to post it at a regular time on the office bulletin board.

3. To file the Assignment Sheet for each issue in the Assignment Sheet Folder after entering any comments on the way the assignment was handled that might be of value in determining the merit of reporters during advanced competitions.
4. To receive all stories from the school's News Service, and to have them edited and typed into printed-line count of the newspaper with the aid of re-write men or typists. Some of these stories may be given to beat reporters who may be able to get newer angles or additional information.

5. To re-type, or have re-typed by a typist, any copy that required so much editing that it is not clean enough for the copy-editor and printer, or regular enough for the copyeditor to determine the length of the story in type.

6. To meet with the Managing Editor, News Editor, Activities Publicity Editor and Sports Editor prior to the first meeting of the copy desk to exchange information and agree on the allocation of space to the various sub-departments of the news department.

7. To collect photo requests from the sports editor, Editor, and Activities Publicity Editor, and to prepare typed assignments to the chief photographer and other photographers on the Photo Assignment Sheet after the Managing Editor has approved the photo assignments.

8. To assign reporters, re-write men and typists to assist the Sports Editor, News Editor, and Activities Publicity Editor.

9. To file the Typist Record Sheets filled out by each typist.

10. To distribute assignments fairly to reporters on the basis of the competence of the reporters and the need for training reporters. Two or more reporters may be assigned to the same story, and experiments should be made in rotating types of
PHOTO ASSIGNMENT SHEET
For Issue Dated

From: Assignment Editor

To: Chief Photographer

1. Time prints or print is wanted
   Instructions or remarks:

2. Time prints or print is wanted
   Instructions or remarks:

3. Time prints or print is wanted
   Instructions or remarks:

4. Time prints or print is wanted
   Instructions or remarks:

5. Time prints or print is wanted
   Instructions or remarks:

6. Time prints or print is wanted
   Instructions or remarks:
assignments and beats.

11. To remind each reporter to keep a string book containing all printed stories.

12. To give each reporter and re-write man a folder for filing carbons of the original of every story written, and to provide a regular space in the office for the filing of these folders.

13. To put a by-line whenever it seems appropriate on any page-one stories written by competitors, or the Editor or Managing Editor or Executive Editor or any business department member or any reporter. By-lines shall not be put on news stories which contain opinion; instead, the opinion shall be eliminated. By-lines shall be put on all critical reviews of Theater productions.

Reporters

Hours expected to work weekly on semester average: minimum-3 maximum-8

Responsible to Assignment Editor.

General Duties

To gather and write news and feature stories -- reporters having the same relation to the Assignment Editor as reporters on a daily newspaper have to the City Editor. Each reporter is expected to use initiative in getting news, and to increase his skill at writing news.

Specific Duties

1. To be familiar with the Style Book, particularly the sec-

2. To write the date and time, in place of "30" as an end mark when finishing a story; e.g., 8/21--9 a.m. The original of each story should be placed in the Assignment Editor's basket prior to the deadline, and the carbon should be filed in the office folder given to each reporter by the Assignment Editor.

3. To put a dot over every name and figure when double-checking the story for accuracy before putting it in the Assignment Editor's basket.

4. To suggest possible news and feature stories to the Assignment Editor.

5. To give the Assignment Editor a written report on any assigned story that could not be obtained.

6. To call to the attention of the Assignment Editor any spot news or feature stories that developed on the beat, or elsewhere, so that this Editor can inform the News Editor.

7. To paste in the Reporter's String Book every story that appears in the newspaper on which the reporter worked. This String Book may be kept permanently by the reporter, and will be used in rating staff members who participate in the advanced competitions for the executive posts.

8. To read files of the newspaper and at least one Exchange Newspaper a week for ideas that might be applied in improving the reporting. Reporters should also read the Daily News Clip Folder kept by the Managing Editor.
9. To suggest possible editorials to the Editor.

**Rewrite Staff**

Hours expected to work weekly on semester average: minimum-2 maximum-8

Responsible to the Assignment Editor for doing rewrite work in place of, or in addition to, news gathering work -- the rewrite staff members having the same duties as rewrite men or general assignment reporters on a daily newspaper.

**General Duties**

The rewrite staff shall aid the Assignment Editor, the Activities Publicity Editor, the News Editor and the Sports Editor -- the Assignment Editor being responsible for determining, with the Managing Editor and the other news department executives, the distribution of the rewrite staff.

The rewrite staff shall be selected by the Assignment Editor and Managing Editor from those reporters who have demonstrated skill at lead writing, at general news and feature writing, and at obtaining information by telephone. Some beat reporters may be more competent than the rewrite staff members, but only the best reporters shall be selected for regular rewrite work.

**Specific Duties**

1. To file a carbon of the original of all rewritten stories in the office folder given to each rewrite man by the Assignment Editor. The source of all rewrites should be given in the upper left corner, of course, below the writer's name--
such as News Service; or the name of the publicity writer, or the name of the reporter.

2. To keep a Rewrite String Book.

3. To handle any reporting jobs that develop at the last minute or unexpectedly.

**Typists**

Hours expected to work weekly on semester average: minimum-2 maximum-6

Responsible to the Assignment Editor for doing typing work, unless assigned by the Assignment Editor to assist the News Editor, Activities Publicity Editor, or Sports Editor.

**Duties**

1. To become familiar with the Style Book.
2. To fill out the Typist Record Sheet after each typing job, and to give the sheet to the Assignment Editor for filing in the Typist Record Folder after the work for the issue is done.

**Star Reporters**

Hours expected to work weekly on semester average: minimum-3 maximum-5

Responsible to the Assignment Editor for gathering and writing news and feature stories, and for doing rewrite work.

Only members of the senior class who have held executive posts on the newspaper are eligible to be star reporters. Star reporters shall be named by the Publishing Board on the nomination of the Technical Adviser and the Executive Editor, and shall
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**TOTAL**

(To be filed by Assignment Editor in Typists Record Folder)
be listed on the masthead with an asterisk after their names.

Chief Photographer and Photographers

Hours Chief Photographer is expected to work weekly: minimum-10
maximum-15

Responsible to the Assignment Editor.

All photo assignments should be done in a maximum of 20 hours
a week -- the covering of events, taking of pictures and the
printing work being shared by the Chief Photographer and the
others on the photo staff. The staff should include competent
photographers only -- up to a maximum of 5. Four would be
ideal, and if there are four competent photographers none
should work more than 8 hours in any one week.

Duties

1. The Chief Photographer is responsible to the Assignment
Editor for the purchase and distribution of photographic sup-
plies for his own use and the use of other staff photographers.
The Chief Photographer is in charge of the darkroom and all
photographic equipment.

2. Each photographer, including the Chief Photographer, is
responsible directly to the Assignment Editor for taking pho-
tos in accordance with the instructions on the Photo Assign-
Sheet, for turning in the prints on time, for properly identi-
fying the persons in pictures unless a reporter was assigned
to work with the Photographer, for advising the Assignment
Editor and the Managing Editor on the cropping of prints se-
lected for engraving, for filling out the Darkroom Work Record immediately after completing each printing job, for keeping a working file of negatives and prints, and for turning over to the Librarian all negatives and prints considered suitable for permanent filing.

3. Additional duties of the Chief Photographer:

1. To collect and file in an office folder all Photo Assignment Sheets given to photographers by the Assignment Editor.

2. To maintain a Photographic Department Record Book in which are listed all expenditures for supplies and itemized lists of the supplies purchased.

3. To give a monthly report to the Assignment Editor, with a copy to the Business Manager, on the Monthly Report Form prepared by the Publishing Board.

4. To be responsible for the care of the photographic equipment belonging to the newspaper, and to submit an inventory statement, along with recommendations, to the Executive Editor, with a copy to the Business Adviser, at the beginning and end of each semester.

5. To recommend the monthly photographic department budget to the Assignment Editor and the Business Manager. The Business Manager should determine the photographic department budget in a meeting with the Assignment Editor, Chief Photographer
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<th>Name</th>
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Photographic Department Monthly Report Form

Report for Month Ending .................................

1. SUPPLIES BOUGHT
   Film (Quantity and types) .............................

   Flashbulbs ...........................................
   Developer ...........................................
   Hypo ................................................
   Photographic paper ..................................
   Other ...............................................  

2. SUPPLIES ON HAND
   Film ..................................................

   Flashbulbs ...........................................
   Developer ...........................................
   Hypo ................................................
   Photographic paper ..................................
   Other ...............................................  

3. Supplies Consumed
   Film ..................................................

   Flashbulbs ...........................................
   Developer ...........................................
   Hypo ................................................
   Photographic paper ..................................
   Other ...............................................  

4. Number of Negatives developed ........................

5. Number of negatives printed ...........................

6. Total number of prints made ..........................

7. Number of new cuts made that appeared in paper...  

Remarks:  ................................................

Chief Photographer ....................................
Date .....................................................

Con:to: Assignment Editor, Business Manager
and Executive Editor. The Business Manager's decision must be approved by the Publishing Board.

6. To write a report to the Executive Editor at the end of the semester on the work of the photographic department.

7. To edit the librarian's permanent file of prints and negatives at the end of the semester.

Editor

Hours expected to work weekly on semester average: minimum-10 maximum-18

Responsible to Executive Editor for directing and coordinating the work of the Associate Editor, Librarian, Exchange Editor, and any columnists or artists who work on the newspaper.

General Duties

The Editor is a member of the Publishing Board, and is in charge of one of the newspaper's basic functions -- the gathering, editing and presenting of opinion. The Editor has the same responsibilities as the editor (or editorial page editor, or editor-in-chief) of a metropolitan newspaper.

The Editor is expected to base most of the editorials on news events -- the primary editorial function being to provide comment on, and interpretation of, news reports. He (or she) is also expected to plan the editorial coverage so as to provide adequate editorial variety, and to write or have written light as well as serious editorials. The Editor is responsible for
the quality of the research and writing of the editorial page, for the leadership this page provides the community served by the newspaper, and for realizing the newspaper's purpose as stated in Article II of the newspaper's constitution.

Specific Duties

1. To approve all unsigned editorials, and approve the printing of all signed editorials.
2. To read and edit all letters selected by the Editor for publication in accordance with the by-law covering the newspaper's policy on letters to the editor, and to write all Editor's Notes.
3. To open all letters not addressed to specific persons, and route all incoming mail to the proper persons.
4. To draft an editorial platform of several planks in consultation with staff members, to present the platform to the Publishing Board for approval, and to print the platform and/or editorials that will help realize this platform.
5. To collect all Official Notices from the Dean's office, and to print them on the editorial page or to arrange with the Managing Editor for the printing of them elsewhere in the newspaper.
6. To approve all cartoons printed in the newspaper, and to suggest cartoon subjects to any available artists.
7. To ask reporters and other staff members to write editorials on matters about which they wish to express opinions, and to edit these signed editorials.
8. To assign special feature articles or columns for the editorial page.

9. To edit all material printed on, or written for, the editorial page, such as the Exchange Editor's column, and to give by-lines when appropriate.

10. To have the Associate Editor or Executive Editor or some other staff member copyedit all editorials written by the Editor.

11. To handle miscellaneous feature copy for the editorial page, such as poetry.

12. To assign editorial research projects to the Associate Editor and other staff members.

13. To arrange for editorial page debates on subjects about which there are differences of opinion.

14. To call to the attention of the Executive Editor or the Technical Adviser any controversial copy or any expressions of opinion that might violate laws governing journalism or canons of good taste -- the Editor being responsible for the observation of the Canons of Journalism and the newspaper's Code of Ethics in the opinion department.

15. To write or have written the material printed in the ears on page-one of the newspaper.

16. To suggest possible news story to the Assignment Editor or Managing Editor.

17. To offer suggestions to the librarian about what news stories, editorials or features in the newspaper should be
clipped for possible future use.

18. To read editorial pages of college and professional newspapers for ideas that might be applied to the editorial page.
19. To handle the makeup of the editorial page with the Associate Editor.
20. To check the proofs of the editorial page in the office, or at the printing shop if the Executive Editor needs this aid, and to inform the Executive Editor after publication of any typographical errors made by the printer.
21. To edit the masthead whenever there are changes in personnel, and to run the complete masthead at least once a month.

Associate Editor

Hours expected to work weekly on semester average: minimum-6 maximum-9

Responsible to Editor and Assignment Editor.

General Duties

The Associate Editor is a member of both the news and the opinion department of the newspaper. He (or she) is responsible for assisting the Editor in the preparing of copy and the makeup of the editorial page, and for assisting the Assignment Editor by handling at least one-page-one news story a week. The Associate Editor is also the Office Manager, and is expected to keep the office in good order.

Specific Duties

1. To write at least one editorial a week for possible use by the editor.
2. To provide the editor with research material for use in editorials.

3. To aid the Editor in copyreading all editorial-page material, and in handling the makeup of the editorial page.

4. To write feature articles as assigned by the Editor, and to suggest editorial-page assignments to the Editor and the Assignment Editor for handling by the Associate Editor or other staff members.

5. To suggest news and feature story assignments to the Assignment Editor.

6. To serve as Secretary to any staff meetings, should the official Secretary be absent.

7. To serve as Social Chairman of the newspaper, unless this duty is assigned by the Executive Editor to some other staff member.

8. To serve as Exchange Editor or Librarian if either of these positions is not filled.

Exchange Editor

Hours expected to work weekly on semester average: minimum-6 maximum-8

Responsible to Editor and Managing Editor.

General Duties

To determine the Exchange newspaper list in consultation with the Editor and Managing Editor, and to read and file the exchange newspapers.

Specific duties

1. To clip news stories, editorials, cartoons and similar items
from exchange newspapers that may be of interest or use to the Editor, Assignment Editor, News Editor, Activities Publicity Editor, Managing Editor, etc.

2. To give the Newspaper's librarian for the Feature Ideas Folder, all clippings of adaptable feature stories or articles that appear in other college newspapers.

3. To edit the office file of Exchange Newspapers once a month.

4. To arrange for changes in the Exchange Newspaper list, and to inform the subscription manager of these changes.

5. To give the Business Manager and Subscription Manager a list of the Exchange Subscriptions at the beginning and end of each semester.

6. To write an Exchange Column for possible use of the Editor on the Editorial Page.

7. To make an approximate count of the number of students whose names appear in the newspaper, and the number of times each student's name appears. This record should be kept in a copy of the Student Directory, and a summary report should be given at least twice a semester to the Editor and Managing Editor.

Librarian

Hours expected to work weekly on semester average: minimum-4 maximum-7

Responsible to Editor and Managing Editor.

General Duties

To file all cuts, cartoons, negatives, prints, and to clip and
file items from the newspaper and from daily newspapers and
magazines that may be of future use to the newspaper. The
Librarian is also in charge of the newspaper's library, and
for keeping records on every book borrowed by a staff member.

Specific Duties

1. To maintain a morgue of newspaper clips, classified by sub-
ject matter, and to supplement these clips by clips from the
alumni magazine and other publications.
2. To clip all cuts that may have future use, and to paste a
print of the cut in the Master File Record along with a nota-
tion of where the cut is filed in the cut file.
3. To make a report to the Editor at the beginning and end
of the semester on the newspaper's library.
4. To set and collect fines from anyone who fails to return --
if only to take out again -- books belonging to the newspaper.
5. To file all negatives and prints turned over for permanent
filing by photographers.
6. To edit the files maintained by past libraries.
7. To borrow and return cuts from other campus cut files.
8. To file legislative documents, reports, and bills concern-
ing the University.
9. To arrange for the sale of cuts which have no future use.
10. To keep an adequate file of current issues of the news-
paper for such uses as binding by the school library, and mail-
ing to the Associated Collegiate Press.
11. To give the school library for permanent binding two
copies of each issue of the newspaper published during the semester.

**Business Manager**

Hours expected to work weekly on semester average: minimum-10 maximum-15

Responsible to Executive Editor for coordinating and directing the work of the Advertising Manager, Treasurer, Circulation Manager, Subscription Manager and Secretary.

**General Duties**

The Business Manager is a member of the Publishing Board, and is responsible for directing the business operations of the newspaper, and for seeing to it that all of the activities of everyone on the business staff are handled efficiently and promptly. He (or she) is the business promotion manager of the newspaper.

**Specific Duties**

1. To prepare a semester budget for approval by the Publishing Board at its first meeting each semester.

2. To keep the Account Book; that is, to enter all receipts and all expenditures -- the accounts-payable ledger recording all of the amounts owed by the paper, and the accounts-receivable ledger recording all the amounts owed to the paper.

3. To sign all purchase requisitions to the Business Adviser, and all bills owed by the newspaper prior to the sending of a check by the Business Adviser.

4. To sign all checks received by the newspaper, and to turn
these over to the Business Adviser along with any cash received.
5. To prepare a monthly Financial Statement with the treasurer.
7. To assist the Advertising Manager in selling ad space to local firms and in writing advertisements.
8. To call a monthly meeting of the business staff for the exchange of reports and a critical review of the work.
9. To approve the advertising rate card and the market analysis prepared by the Advertising Manager.
10. To submit an annual report for recording in the minutes of The Publishing Board.

Treasurer

Hours expected to work weekly on semester average: minimum-10 maximum-15

Responsible to Business Manager.

General Duties

The Treasurer is responsible for assisting the Business Manager, particularly in keeping advertising accounting records. He (or she) is also expected to assist the Advertising Manager.

Specific Duties

1. To keep the Advertising Account Book in which are recorded all national, local and classified advertising income.
MONTHLY FINANCIAL STATEMENT

Statement as of ................
(dates)

**ASSETS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money on deposit</td>
<td>$........</td>
</tr>
<tr>
<td>Cash on hand</td>
<td>$........</td>
</tr>
<tr>
<td>Total accounts receivable</td>
<td>$........</td>
</tr>
<tr>
<td>Supplies on hand</td>
<td>$........</td>
</tr>
<tr>
<td>Other assets</td>
<td>$........</td>
</tr>
</tbody>
</table>

**TOTAL ASSETS** ........................................ $........

**LIABILITIES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$........</td>
</tr>
<tr>
<td>Prepaid subscriptions</td>
<td>$........</td>
</tr>
<tr>
<td>Reserve for equipment</td>
<td>$........</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>$........</td>
</tr>
</tbody>
</table>

**TOTAL LIABILITIES** ........................................ $........

Surplus as of Above Date ............... $........

______________________________
Treasurer

______________________________
Business Manager

Copy to: Executive Editor, Business Adviser
2. To make out all bills to local advertisers, and to mail these bills or submit them to the secretary for mailing.

3. To receive and endorse all checks received by the newspaper from national and local and classified advertising, and to turn them over to the Business Manager for countersigning.

4. To check on whether all advertising bills have been paid, and to submit reports on unpaid bills as needed by the Business manager or Business Adviser. At the end of the school year, the Business Adviser shall be given a list of all unpaid national and local advertising bills.

5. To submit a Weekly Profit-and-Loss Estimate on the form prepared by the Publishing Board.

6. To prepare a Monthly Financial Statement with the Business Manager.

7. To collect all local and classified advertising bills.

8. To receive all cash collected by members of the newspaper, and to enforce the newspaper rule that no money will be accepted unless a receipt from the duplicate receipt book is issued.

9. To keep a Cash Journal in which records all cash income, the source of the income, the cash payments to the Business Manager, and the balance. All cash shall be turned over weekly to the Business Manager for deposit with the Business Adviser.

10. To assist the Advertising Manager in selling ad space to local firms and in writing ads, and in the preparation of the
# WEEKLY PROFIT AND LOSS ESTIMATE

<table>
<thead>
<tr>
<th>Issue Number</th>
<th>Date</th>
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<tbody>
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</tbody>
</table>

## INCOME

- Estimated from subscriptions prorated for issues: $\ldots \ldots\ldots$
- Estimated from advertising this issue: $\ldots \ldots\ldots$

**TOTAL INCOME: $\ldots \ldots\ldots$**

## EXPENDITURES

- Printing and Paper: $\ldots \ldots\ldots$
- Transportation: $\ldots \ldots\ldots$
- Cuts: $\ldots \ldots\ldots$
- Postage: $\ldots \ldots\ldots$
- Photography (estimated): $\ldots \ldots\ldots$
- Other supplies (estimated): $\ldots \ldots\ldots$
- Other: $\ldots \ldots\ldots$

**TOTAL EXPENDITURES: $\ldots \ldots\ldots$**

**ESTIMATED PROFIT or LOSS: $\ldots \ldots\ldots$**

---

Treasurer

---

Date Submitted: \ldots\ldots\ldots

Business Manager

Copy to: Executive Editor, Business Adviser
newspaper's market analysis.

**Advertising Manager**

Hours expected to work weekly on semester average: minimum-10
maximum-15

Responsible to Business Manager for coordinating and directing the work of the Assistant Advertising Manager, and the advertising salesmen.

**General Duties**

The Advertising Manager is in charge of local and other advertising. He (or she) is expected to delegate the handling of national and classified advertising to the Assistant Advertising Manager. He is responsible for directing the systematic soliciting of all local firms, for advertising promotional activities, and for developing a properly-trained staff of advertising salesmen. No advertising salesmen shall be assigned to sell ads without the approval of the Business Adviser.

**Specific Duties**

1. To prepare the Advertising Department Call Slips for the advertising salesmen and other members of the newspaper staff.
2. To file the Advertising Prospect Record of each salesman.
3. To assign zones in the local advertising area to salesmen.
4. To prepare an advertising rate card for the school year.
5. To conduct consumer surveys and to prepare a market analysis for use by salesmen, and for mailing to advertisers, or potential advertisers.
6. To train salesmen in how to write and solicit advertise-
Adapted from Spears & Lawshe p. 302

### Advertising Department Call slip

<table>
<thead>
<tr>
<th>Salesman's Report</th>
<th>Date of Call</th>
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<tbody>
<tr>
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</tbody>
</table>

Signed. (Advertising Manager)
(Salesman should suggest firms for assignment to them. Unassigned calls may be made, but must be reported on a Call Slip for Ad. Manager's file.)

To Be Filled out by Advertising Manager

Check after transferring data to Advertising Prospect record...

(Advertising Manager must file all call slips in Call Slip Folder.)
ADVERTISING PROSPECT RECORD

<table>
<thead>
<tr>
<th>Date of Call</th>
<th>Name of Salesman</th>
<th>(Check Results)</th>
<th>Remarks: list reason for refusal, time for return call, or space sold &amp; issue</th>
<th>Entered by (Adv. Manager)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refused</td>
<td>Sold</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Return</td>
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</tbody>
</table>
Local Advertisements

<table>
<thead>
<tr>
<th>Salesman &amp; Advertising Zone</th>
<th>No. of Firms Seen</th>
<th>Number of Call Slips Turned In</th>
<th>No. of Ads Written by Salesman</th>
<th>No. of Ads Sold</th>
<th>No. of New Ads</th>
<th>No. of Col. Inches Sold</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Totals

A. Total number of column-inches of CLASSIFIED ADS

B. Total number of column-inches of NATIONAL ADS

C. Total number of column-inches of free lost-and-found
   (Lines A, B and C are to be filled out by Ass't. Adv. Manager.)

Signed. ...........................................
Advertising Manager

Copy: Treasurer

(To be filed by Business Manager in Weekly Advertising Report Folder)
ments, and to arrange lectures for the salesmen with advertising teachers and/or professional advertising men.


8. To check the Weekly Report on National and Classified Ads prepared by the Assistant Advertising Manager.

9. To approve the advertising dummies prepared by the Assistant Advertising Manager for the guidance of the printer and the Editorial staff.

10. To prepare promotional advertisements; that is, ads of the advertising service.

11. To sell advertisements by phone, or by direct salesmanship.

**Assistant Advertising Manager**

Hours expected to work weekly on semester average: minimum-10 maximum-15

Responsible to Advertising Manager.

**General Duties**

To handle national and classified ads, and to make up the advertising dummies for the guidance of the editorial staff.

**Specific Duties**

1. To handle relations with the National Advertising Service, Inc. in accordance with the booklet, *Advertising Policy*, issued by N.A.S. This includes mailing N.A.S. a minimum of 6 copies of every issue.

2. To sell classified ads to students and any other persons connected with the institution, and to assist, when necessary, in writing such ads.
3. To recommend the classified advertising rate to the Advertising Manager, Business Manager, and Executive Editor.

4. To advertise the classified ad service and its deadlines to the newspaper readers.

5. To collect all free lost-and-found ads, and to advertise this service.

6. To give bills for classified ads when receiving them directly from the buyer, and to accept payment if the buyer wishes -- giving such buyers, of course, a receipt. In general, buyers shall be directed to pay the treasurer.

7. To turn over any funds received to the treasurer, along with a duplicate of the receipt.

8. To assist the Advertising Manager and salesmen in preparing copy and in making up ad dummies for local firms.

9. To fill out by the time each issue is printed the Report on National and Classified Ads.

10. To dummy the national, classified and local ads in the dummy sheets to be used by the editorial staff and the printer, and to submit these page-dummy sheets to the Advertising Manager for approval before turning them over to the Managing Editor.

11. To assist in the selling of ad space to local firms.

Advertising Salesmen

Hours expected to work weekly on semester average: minimum-4 maximum-8

Responsible to Advertising Manager.
WEEKLY REPORT ON NATIONAL AND CLASSIFIED ADS

<table>
<thead>
<tr>
<th>Ads Received from National Advertising Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Ad</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Total number of column-inches of National Ads

<table>
<thead>
<tr>
<th>Name and Address of Buyer</th>
<th>Classified Ads</th>
<th>Payment Rec'd</th>
<th>Paid to Treas.</th>
<th>Bill Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inches</td>
<td>Cost of Ad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deep</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of column inches of Classified Ads

Signed: ... ... ... ... ... ... ...

Copy: Treasurer

To be filed by Business Manager in NAT'L & CLASSIFIED AD REPORT FOLDER.)
General Duties

Advertising salesmen are responsible for selling the newspaper space as a service to local firms who will profit by the advertisements, and to be able to show in a businesslike way wherein space buyers will profit. The only ads wanted by this newspaper are ads which give value for the money received. The salesmen are key public relations representatives of the newspaper, and their competence and general businesslike approach are vital to the respect and good-will toward the newspaper from the merchants -- vital, also, to the business success of the newspaper in future years, as well as in the present. No begged or pressured advertisements are wanted.

Specific Duties

1. To collect the Advertising Department Call Slips from the Advertising Manager, and to fill out the Salesman's Report section.

2. To suggest firms for assignment to an advertising salesman.

3. To write advertisements, or possible advertisements, for local merchants, and in general to follow advertising salesmanship methods.

4. To read for general information purposes the booklet, Advertising Policy, prepared by the National Advertising Service, Inc., and such other material as the Advertising Manager may direct.

5. To assist the Advertising Manager in conducting consumer surveys, and in preparing a market analysis.
Subscription Manager

Hours expected to work weekly on semester average: minimum-4 maximum-8

Responsible to Business Manager for coordinating and directing (with the Circulation Manager) the work of the subscription assistants.

General Duties

To take charge of getting renewals to all old subscriptions, and of soliciting new subscriptions from all members of the staff of the school, alumni, and citizens in the local community. The subscription manager is expected to assign all members of the newspaper staff to subscription-soliciting work, and to make certain that every member of the school staff is seen by a salesman once each semester. He (or she) is also responsible to conduct subscription promotion work, to plan and conduct subscription campaigns, and to write occasional articles for the newspaper about the nature and extent of its subscriber list.

Specific Duties

1. To enter all subscriptions on the Subscription Form, and to file the duplicate.
2. To maintain a complete record of every subscriber, with the date of the start of the subscription and its expiration date.
3. To solicit, or assign a staff member to solicit, a renewal of each subscription at least two weeks before it expires.
4. To keep a list of all members of the school staff who are
not subscribers, and to enter a notation after each solicitation. The Staff Telephone Directory may be used for this purpose.

5. To submit a weekly Subscription Report to the Business Manager on the form prepared by the Publishing Board.

6. To assign competitors to soliciting subscriptions from faculty members -- subscription work offering a testing ground for the salesmanship skill of staff members who wish to solicit advertisements.

7. To direct the printer in making additions or subtractions to the mailing list.

8. To submit an annual report to the Publishing Board at the end of the semester for recording in the minutes of the Board.

Circulation Manager

Hours expected to work weekly on semester average: minimum-4 maximum-8

Responsible to Business Manager for coordinating and directing the work (with the Subscription Manager) of the circulation assistants.

General Duties

To direct an efficient delivery system, so that the campus receives the newspaper as soon as possible after printing. The Circulation Manager is responsible for the sale of the newspaper in the local community, and for turning the income from this sale over to the Treasurer. He (or she) is expected to maintain the circulation staff at the number needed for an
SUBSCRIPTION REPORT for week ending

Number of subscriptions that expired on campus... off campus...
Number of renewals on campus... off campus...
Staff members who obtained renewals, and number each obtained:

Number of new subscriber (non-renewals) on campus... off...
Number of subscriptions that expired on campus... off campus...
Staff members who obtained subscriptions, & number each obtained:

Number of non-subscribers solicited since last report...
Solicitors and number of calls each made:

Present number of paid subscribers on campus... off campus...
Present number of free subscriptions on campus... off campus...
Number of local mail subscriptions... non-local...
COMMENTS: (Any complaints rec'd? Mailing on time? etc.)

Subscription Manager Date

To be filed by Business Manager in WEEKLY SUBSCRIPTION REPORT FOLDER
effective delivery system.

Specific Duties

1. To distribute, or direct the distribution of, each issue to the dormitories, fraternities, sororities, and the commuters.

2. To provide a counted number of copies for office use; that is, for use by the Advertising Manager, Subscription Manager, Business Manager, Editor, Managing Editor, Executive Editor, Librarian, etc.

3. To make certain that campus subscribers receive their newspapers within a few hours of the printing.

4. To arrange for the sale of newspapers in the local community, to collect the money received from these sales, turn it over to the treasurer with the duplicate of the receipts, and to get a receipt for filing by the Business Manager.

5. To have notices printed in the newspaper in order that readers will know when to call the circulation manager if there should be any complaints over the distribution of the newspaper.

6. To handle complaints, and to give the Business Manager and Executive Editor a report on them, when appropriate.

7. To inform the Executive Editor whenever there should be changes in the total number of copies ordered to be printed.
Circulation Assistants

Hours expected to work weekly on semester average: minimum-3 maximum-6

Responsible to Circulation Manager and Subscription Manager.

Duties

The circulation assistants are responsible to aid the Circulation Manager in the campus distribution of the newspaper, and to aid the Subscription Manager in soliciting new subscriptions and renewals.

Secretary

Hours expected to work weekly on semester average: minimum-3 maximum-7

Responsible to Business Manager and Executive Editor.

Duties

In addition to serving as a general secretary to the Business staff, the Secretary is responsible to keep minutes of all official meetings, such as the monthly meeting of the Business staff and the monthly meeting of the combined editorial and business staff members. Other duties of the Secretary:

1. To mail out bills as requested by the Treasurer.
2. To aid the Business Manager in keeping the Account Book up-to-date each week.
3. To assist the Advertising Manager in handling local ads, and the Subscription Manager in soliciting new subscriptions, renewals, and in preparing subscription reports.
4. To mimeograph any material needed by the newspaper.

5. To keep a file of minutes in the Secretary's Minutes Folder kept in the office.
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<td>Editor</td>
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<td>Associate Editor</td>
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<td>Exchange Editor</td>
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<td>Librarian</td>
<td>135</td>
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<td>Business Manager</td>
<td>137</td>
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<tr>
<td>Treasurer</td>
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<td>Secretary</td>
<td>154</td>
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Chapter VI

Conclusion

The purpose of this thesis has been to show how the typical college weekly should be organized from the viewpoint of:

(1) making the work of the student on the staff as educationally rewarding as possible;

(2) aiding the staff to publish the best newspaper it can provide the college community.

The writer's conclusion on these points have been incorporated in the body of the thesis. Other conclusions could be drawn by persons who are familiar with the college press. For example, one conclusion might be that the college weekly represents a lost opportunity in American higher education. That is a conclusion of the writer which has been central to this effort.

Appendix VI of this thesis consists of a 3-page questionnaire. It will be noted that on page B, entitled Work Questionnaire there are questions about the approximate number of hours put in during an average week by editorial and business staff executives. In April 1951 the editors of 31 weeklies, of which 20 were in New England and 11 in New York or New Jersey, returned the questionnaires. Nine of these 31 editors estimated that they put in 25 hours weekly; seven estimated 30 hours; eight estimated 20 hours; two estimated 16 hours; four estimated 15 hours; one estimated 10 hours.
The writer interviewed 19 of these weekly editors -- they being among the delegates of 32 college newspapers which attended an inter-collegiate press conference at the University of Massachusetts on April 27-29, 1951. These estimates of time were reviewed with the 19 editors. In all cases it seemed to the writer that the estimates were not exaggerated.

One reason for the large amount of time put in by editors was unsound organizational practices. That is, almost all of these editors -- the majority had the title Editor-in-Chief -- had the combination of general duties listed in the previous chapter for the Executive Editor, Editor, and Managing Editor. Some, in fact, were the chief copyeditors -- having the general duties listed in the previous chapter for the News Editor. Most of them knew very little about the business aspect of their newspapers, and had not been doing much of a coordinating job. And if any person has too many duties to perform it is obvious that some will not be performed competently.

The organizational structure of these editor-in-chief newspapers reflected the belief that the student in charge of the opinion function should be the top executives -- an amateurish concept of journalism. It is both more important and

50. The mere existence of an Executive Editor, of course, serves to coordinate the business and editorial work because it implies they are coordinated under one head.
difficult for college students to learn to write news which is
free of opinion than it is to write opinions. News writing is
a discipline -- a quite difficult discipline for young writers
who, for understandable reasons, want to put their personal
stamp on every story, who want to be an I-witness rather than
I eye-witness, and who are more focused on themselves than
readers and more interested in expressing opinions than in giv-
ing readers accurate information.

The opinion function, of course, is an important one. To
express student opinion requires facts, research, reasonableness, concrete proposals, constructive intentions, skill at
writing, sound judgment. There is a real job for an editorial
page editor. Indeed, one reason the news columns of some col-
lege weeklies are so full of opinions may well be that the edi-
torial columns do not sufficiently express opinions; that is,
the editors may be remiss at demonstrating what is opinion
while the managing editors are remiss at demonstrating what is
news.

The organizational shortcomings of some college weeklies
is certainly understandable. The young men and women on the
newspapers have little experience. Educators who determine
basic educational policies governing the press have many more
important policy problems to handle. The college press is an
almost totally unexplored territory as far as published writ-
ings are concerned. Most college administrators have little
background on it. Indeed, the college press seems to be one
of the most ignored aspects of American journalism as well as
higher education.

The answer to this whole problem would seem to lie in the development of a profession -- the profession of technical advisers to college newspapers.
I. EDITORIAL

A. News and Feature staff
   Attendance at the Journalism Workshop - 2 pts.
   (The apprentice must obtain a minimum of 8 pts. before such points count toward
   the total)
   Assigned news or feature story published with
   by-line - 4 pts.
   Assigned news or feature story published - 3 pts.
   Assigned news or feature story submitted but
   not published - 2 pts.
   An assignment completed - 1 pt.
   An extra point in the first three categories if
   the story has not been assigned.

   No credit given for assigned stories submitted too
   late to publish.

B. Pictorial News Staff
   Workshop is not required
   1. Cartoons
      Published - 15 pts.
      Submitted but not published - 5 pts.
   2. Photographs
      Due to limited equipment and competition
      for this staff, no point system is set up
      for eligibility. At the end of each term,
      the Editors will name not more than three.

II. MAKE-UP

A. Layout, Headline-writing, and Proofreading staff
   Attendance at the Journalism Workshop - 2 pts.
   (The apprentice must obtain a minimum of 8 pts.
   before such points count towards the total.)
   Each afternoon devoted to this department - 2 pts.

III. SPORTS

   Same as news and feature staff of Editorial Department.

IV. BUSINESS

   Attendance at the Journalism Workshop - 2 pts.
   (The apprentice must obtain a minimum of 4 pts.
   before such points count toward the total.)

   A. Billing and Bookkeeping
      The Business Manager awards the points for work
      done in this department.
      (As soon as the nature of the work becomes
      more categorized there will be a change in
      the computation of pts.)
B. Circulation
   Work on one issue of the Herald - 3 pts.

C. Advertising
   The Advertising Manager awards the points for work
   in this department.
   (The reason being that the concentration of
   work is limited to a short period)

D. Secretarial
   1. Typists
      Each afternoon devoted to this department - 3 pts.
   2. Receptionists
      Each afternoon devoted to this department - 3 pts.

V. General Rules

A. An apprentice is not eligible for Herald membership
   until the completion of one term's work.

B. The point system determines whether staff members are
   eligible to remain on the staff.

C. All promotions within the staff will be based on this
   point system.

Herald membership is based on the above rules until such
time as a need for revision is felt.

Hobart and William Smith Colleges
Geneva, N.Y.

February 8, 1951
Appendix III

Primary Competitions

RULES FOR WRITING A STRAIGHT NEWS STORY USING THE SUMMARY-LEAD FORM

1. The lead (rhymes with speed) is the first part of the news story; and should give a summary of the facts -- who, what, where, when, why and/or how -- in the fewest possible words, so that your reader may quickly get the point or gist of the story and decide whether he wishes to spend more time reading it.

2. Not all the 5 w's and h must be present in every lead, but no important one should be omitted; that is, the lead should answer as many of the reader's questions -- who? what? where? when? why? how? -- as you think the reader would want to have answered immediately. (The headline will sum up the point of the story in still fewer words than are used in the lead; and if the headline is not based on the lead there is something wrong with either the lead or the headline.)

3. As a general rule do not have more than two sentences -- or 50 to 60 words -- to a paragraph, so that the paragraph will look attractive to the reader in the narrow news columns. Fifty words will make your paragraph about 10 lines long in print.

4. As a general rule the first paragraph should be one sentence. A well-paragraphed news story -- that is, one in which each paragraph contains a sub-topic and does not necessarily express a complete thought or idea -- usually should contain several one-sentence paragraphs.

5. A two-paragraph lead is preferred form, with the first paragraph playing up the feature of the story -- that is, the one or two most interesting of the "5 w and h" elements -- and with the second paragraph containing the other elements. Many news stories can best be summed up, however, in the traditional one-sentence paragraph.

6. Unless the when element is the feature -- e.g., a meeting that opens at midnight -- never begin a lead sentence with the when element. Good news writing consists not only in putting the most important facts in the first sentence, but in putting the most important part of the facts first in the sentence. Let the highlight be the headline; e.g., "On Monday X was elected editor," should read, "X was elected editor on Monday."

7. The source of the information should be implied or stated in the lead: e.g., "it was announced today by X".

8. The full name should be used the first time it appears in a news story, and the person should be properly identified. If the person has more than one title or function, give the appropriate one.
10. The question you should ask after writing the lead, or opening unit, is: Are there any unnecessary details or words in this lead? The key to good lead writing is using judgment in what to leave out as well as what to put in; that is, the lead should be complete without being overburdened. Lead writing is a test of your ability to make relevant judgments, to see big things big and little things little, and to put first things first.

11. The body of the news story should (1) develop and make more specific the general information contained in the lead, and (2) add new information of secondary importance. Unimportant information should be omitted -- the news story form being one that should teach us both what information we should give and when to shut up.

12. No paragraph should depend for meaning upon any paragraph below it; hence, a straight news story should be so written that the copyeditor or other editors can cut it at the end of any paragraph below the lead.

13. Paragraphs should be arranged in descending order of importance -- first things first; last things last -- so that your reader will get the most important part of your story if it has to be cut. (News stories are often cut from the bottom by the printer when making up the page.) Good news writing is a discipline in orderly thinking, and in doing your job as part of a team.

14. If you are writing a story that has "two sides", your aim should be to so write that no reader can tell which side is favored by the reporter. This requires much skill. You will approach the ideal of objective reporting if you try to formulate in such a way that all readers will agree with your formulations.

15. A reporter's ability to keep his or her opinions out of a news story is the mark of competence. Your aim should be to give the facts without slant or bias, and to let your readers, including your editor, arrive at their own opinions. Fundamental to journalism is the distinction between fact (news reports) and opinion (editorials), as is pointed out in the Canons of Journalism.

16. If you do not have all the facts you need and cannot get them before your deadline, do not guess or fake. Remember the rule: If in doubt leave it out. The three rules of any newspaper are: Accuracy, Accuracy, and Accuracy. Get the facts, or the facts will get you.

17. While the use of the summary lead form is not a requirement for all news stories, anytime a reporter rejects the summary lead form he should do so only because he feels certain it is not the appropriate form for the particular story.

These rules are intended to combine simple and difficult ones.
Appendix IV
Advanced Competitions Sample

Copyediting Test:

Some of the sentences below contain errors of grammar or spelling. Correct them by using standard copyediting symbols.

1. The chief duties of a copyeditor are: 1) to catch errors of fact; 2) to correct errors of grammar, or typographical style, or diction; 3) to edit stories in accordance with the news editor's directions or the copyeditor's sense of news values; 4) to write headlines as requested by the news editor.

2. What we need on The Collegian is competent reporters and copyeditors.

3. The foundation of a newspaper today are competent reporters.

4. A good editor, as well as reporters, are needed on a newspaper.

5. Rules of grammar are taught in high school and in English 1.

6. A hobby of professional newspapermen are rules of grammar.

7. Gathering and writing news is the basis of good reporting.

8. There has been on The Collegian many examples of good reporting.

9. None of the reporters were fired for poor news judgment.

10. Neither Jones nor Smith were fired for poor news judgement.

11. Nobody did their beat at gathering the news.

12. The editorial board seated themselves in a circle.

13. The audience rose to their feet as one man.

14. He testified that he saw the accused freshman at Draper cafeteria.

15. He said that praise or censure was unfair.

16. He dropped his hat in the snow which he was carrying to his mother.

17. Whom did they name?

18. Having talked for 2 hours, a recess was ordered and the witness left.

19. The hidden antecedent is more fun than the hidden ball trick.

20. If there precedes a verb, beware.

21. When in doubt about the grammar, try some form that you know is right.

22. The witness began crying and to roll her eyes.

23. No matter what kind of jobs you hold, you need skill at writing.

24. Writing can be as much fun as to dance your favorite waltz.
ADVANCED COMPETITIONS FORM

Name ............... Class of ........ Date .......

List any positions in which you are interested and which you would be able to hold next semester:

List your qualifications for these positions, including past experience:

List all campus activities in which you expect to participate next semester, and any offices you may hold in these activities:

Number of hours weekly you expect to average in these other activities: ____________.

Number of courses you expect to take next semester: _____.

Average grade in courses past semester: ________.

"The outgoing seniors and the advisers shall be responsible for conducting advanced competitions for all executive positions. Just as any student may compete for membership on the staff, any staff member may compete for any executive post. The Technical Adviser shall appoint the chairman of the outgoing senior group, and this group shall make written nominations for each executive position, subject to approval by the staff and by the Publishing Board."

Article III -- Constitution
Appendix V

Following is a code of ethics adopted by the staff of the Michigan Daily in 1940:

Preamble

The Michigan Daily is a newspaper with a dual responsibility. As the newspaper of the students of the University of Michigan, the Daily must serve these students by reporting campus and world news as completely and accurately as possible, and by interpreting that news in its editorial columns in a calm, fair and intelligent manner. As a newspaper published by the University of Michigan, it is incumbent upon The Daily always to have at heart the interests of the University, and to refrain from such action as may compromise the University in the eyes of the Legislature, the alumni and the general public. To the end that this dual responsibility may be clarified for future staffs, the members of The Daily staff for 1940 have drawn up the following:

Code for the Michigan Daily

The editorial page of The Daily shall not reflect one point of view to the exclusion of all others, but the editors shall encourage all members of the staff to express their opinions editorially.

a. Editorials by staff members shall be denied publication if they are in poor taste, badly written or show faulty thinking.

b. Racial or religious bias, however, shall have no place in the editorial or news or advertising columns of The Daily.

Discussions of a political nature, whether local, state or national, shall be confined specifically to issues and shall never embrace personal attack upon political figures involved.

a. The Daily shall take no side in elections to the Board of Regents.

b. There shall be no editorial discussion of the state appropriations to the University without previous editorial consultation with members of the Board in Control of Student Publications.

Members of the staff at all times take advantage of the facilities of the University and of the broad experience of faculty members in writing articles of a comprehensive, interpretative nature.

a. For example: Students intending to discuss on the
editorial page questions involving complex economic principles shall be encouraged to consult with members of the economics department before submitting their material for publication.

b. The general principle under point (a) shall be applied to all cases involving interpretative analysis in which faculty men are in a position to offer assistance.

The news columns shall at all times be open to campus news of legitimate interest, and The Daily shall afford all campus organizations publicity space within the confines of good journalistic practice. In the interests of accuracy:

a. All interviews with faculty members shall be checked with the interviewee, either personally or by phone, before they are published.

b. Reports of University lectures shall, whenever possible, be checked with the head of the department sponsoring the particular lecture.

Any material seeking publication, whether in the news or editorial columns, shall conform to a standard of good taste commensurate with the position of The Daily as a leader in the field of college journalism.

a. Sex crimes shall not be discussed in the news or editorial columns of The Daily.

b. Violent crimes, except of immediate local interest, shall not be discussed in the news or editorial columns of The Daily.

c. Suicides of alumni shall not be reported, except if they occur in the immediate vicinity, in which case they shall be dealt with extreme care.

d. All crimes involving members of the faculty or student body shall not be reported without first notifying the proper University authorities.

e. News items of a pornographic nature shall have no place in The Daily.

To the entire editorial staff including the sports and women's staffs: It is prohibited to print any story, notice or articles about any commercial enterprise or product (whether a local or out-of-town store, industry, firm, or any other business establishment or product) or to mention any such commercial enterprise or product in the columns of The Daily.

This code is reproduced from Henry Ladd Smith's Survey of Student Publications
Appendix VI

General Questions
(To be answered by Editor or Business Manager or both)

Name of Newspaper ..........................................................
Your name and title ........................................................
Number of copies printed per average issue ..............................
Cost of paper and printing per average issue ..........................
Approximate percentage of newspaper's space given to advertising .

Rates for National ads ..................................................
Local ..............................................................
Classified ..............................................................

Explain any special rates, such as rates for long-term contract .

Do you have a business adviser ...........................................

Does your newspaper have a constitution ..............................

Do you have an organizational chart of the newspaper showing lines of authority and responsibility? Do you have a list of specific duties of each position on the newspaper?

Do you have an editorial adviser? If so, does the adviser provide technical advice and criticism re makeup, headlines, etc.

Do you get technical advice from any newspapermen?

Are the functions of the business or editorial advisers detailed in your constitution? written down some other place.

Title of person responsible for making assignments ...........

Title of person responsible for page-one makeup ..................

Title of person responsible for editing publicity from clubs, etc.

Do you have a central copy desk for editing all news copy ..... If so, is feature copy edited by this desk.

If you have a central copy desk, what is the title of the person in charge of this desk; that is, the person who sees all the news copy and decides which stories shall be cut, and how much.

If you have a "copyeditor" does he or she write headlines.

Do you have a joint student-faculty publishing board? (If so, explain how it is composed on reverse side of this sheet.)

Does the business manager make a monthly report? (If so, and if he uses a standard form, please send a copy of it when returning this questionnaire.)

April 1951 Return to The Collegian, Univ. of Massachusetts, Amherst, Massachusetts
Work Questionnaire

Name of Newspaper

Your name and title

Frequency of issue; i.e., weekly, semi-weekly, etc.

Number of pages usually printed per week

About how often a semester do you print an extra 2 pages?

4 pages?

EDITORIAL STAFF

(List the approximate number of hours put in during an average week by each of the following. If you feel unsure of your estimate and cannot easily check it with the person involved, you may list two numbers; e.g., 10-12 would mean you are not sure whether the approximate number is 10, 11, or 12 hours a week on the semester average. Base your estimate on the present semester.)

Executive Editor (or chairman) (or editor-in-chief)

Editor

Managing editor

News (assignment) Editor

Associate Editor

Sports Editor

Ass't Sports Editor

Copy editor

Makeup editor

Exchange Editor

Feature Editor

Art Editor

Chief Photographer

How many hours weekly are put in by the average reporter

List on the reverse side of this sheet the title of any other editorial staff members who put in 6 or more hours a week, and after each title list the approximate number of hours.

About how many persons on the editorial staff at present

BUSINESS STAFF

Name and title of persons answering questions below

Business Manager

Advertising Manager

Subscription Manager

Circulation Manager

Auditor

Treasurer

How many hours weekly are put in by the average advertising solicitor

Number of persons now on business staff

List below the title of any other business staff members who put in more than 6 hours a week in an average week, and after each title list the approximate number of hours.

April 1951 Return to the Collegian, University of Mass., Amherst, Mass.
Questionnaire on Scholarship or other Financial Aid.

1. Name of newspaper.

2. Your name and title.

3. Number of pages printed in an average week.

4. Is the newspaper supported by (Check one)
   - student tax ( ) collected by college
   - fee collected by college ( )
   - voluntary subscription ( )

4 a. Amount of fee or tax per semester.

4 b. If voluntary subscription, approximately what percentage of the student body subscribes.

5. Do you use a profit-sharing system? (If answer is "yes", please explain how it works on reverse side of this sheet, and list the amount of profits shared last year.)

6. Are any members of the newspaper staff paid salaries? (If answer is yes, please list the positions of the persons getting salaries, and list the amount of the salary for each person.)

7. Are funds of the newspaper used to give scholarship aid to members of the newspaper staff? (If answer is "yes", list total amount being spent at present for such scholarship aid. No. of persons now getting such aid.)

8. Do you use the newspaper income to pay for an annual banquet?

9. Do solicitors of local advertising get a commission; that is, a percentage of the money collected for ads? (If so, what percentage goes to the solicitors.)

10. If you have a system of scholarship aid paid from the income of the newspaper, is this system limited by a percentage of the advertising income? (If answer is "yes", what percentage.)

11. Approximately how many alumni are paid subscribers? (If yes, what does an alumnus pay for a year's subscription.)

April 1951 Return to the Collegian, University of Massachusetts, Amherst, Massachusetts

(Use reverse side to provide any information re scholarships or other compensation for members of newspaper staff.)
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June 9, 1951

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Brown Daily Herald
The New York Times
The Springfield Union
The Caellian
The Campus
The Kent Stater
NEWSPAPER MANUAL
A SUPPLEMENT TO THE A. C. P. NEWSPAPER
SCOREBOOK

REVISED EDITION—1946
PUBLISHED BY THE ASSOCIATED COLLEGIATE PRESS
Publications of the

NATIONAL SCHOLASTIC PRESS ASSOCIATION AND ASSOCIATED COLLEGIATE PRESS

The N.S.P.A. Newspaper Scorebook (1946 Edition), 50 cents postpaid.


The A.C.P. Newspaper Scorebook (1946 Edition), 50 cents postpaid.


The Yearbook Guidebook (1947 Edition), $1.00 postpaid.

The Scholastic Editor (Monthly, October-June), $3.00 per year. Order direct from 18 Journalism Bldg., University of Minnesota, Minneapolis 14, Minn.

The A.C.P. Newspaper Manual

By Fred L. Kildow

Revised Edition

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and the NATIONAL SCHOLASTIC PRESS ASSOCIATION
18 Journalism Bldg., University of Minnesota, Minneapolis 14
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*The Newspaper Manuals are available to all members. One copy goes free of charge to all new members as they enroll. An additional copy will be sent when memberships are renewed only if requested. Extra copies for staff or class use may be obtained for 50 cents each or for 25 cents each in groups of five or more, postpaid.
Those persons who see a copy of a daily newspaper of about 50 years ago comment on how different it is from the newspaper of today.

The page size is smaller, the typographical display is less attractive, and, more than anything else, the reader notices that the paper has much less news and much more poetry and other material of a literary nature.

The development of the college newspaper has closely followed that of its professional "big brother." The earliest college publications were principally of a literary nature, but as student activities at colleges and universities increased in number and in interest, it became more and more necessary to present the news of those activities. Either the former literary publication widened its scope, gradually relegating the literary material to the editorial page, or a rival publication was started, which devoted itself almost entirely to news and comments on the news.

By the time of World War I a number of college newspapers proved themselves so necessary that they were continued by order of military authorities. In the years after World War I, as the number of students in colleges increased, so did the number of college newspapers. At the outbreak of World War II, a conservative estimate listed more than 1,000. During the war, many college journalists found themselves assigned to service publications. With thousands of these men returning to school, indications are that more papers will start publication.

Objectives To Be Attained

It should be understood that the true purpose of any college newspaper is to serve properly the college or university which it represents. Accuracy, speed and thoroughness in news presentation and the proper viewpoint in the editorial column are matters which often best can be judged by persons on the campus, who are familiar with the persons and subjects involved. But even the students of a college often judge their newspaper in comparison with those of other, rival colleges, and the editor who seeks truly to serve his readers will do everything possible to keep his paper up to the highest standards of the entire national field.

This should not mean standardization to the extent that every college newspaper would seem to be a stereotyped copy of every other one. The paper should fairly breathe the distinctive spirit of the institution which it represents. If, in addition, it stands up well in appearance and interest in comparison with the best newspapers in other colleges, it will be one of which the editor may well be proud.

The services which a college newspaper should seek to render may be set forth as follows:

1. To provide an organ of information that will present all the news desired by those who are actively interested in the institution—the students, faculty, administration, parents and alumni.

2. To provide an organ for the expression of student thought and to unify ideals and objectives.

3. To create a wholesome college spirit and to support the institution's best traditions.

4. To promote and encourage worthy college activities.

5. To promote scholarship.

6. To provide an outlet for the best creative work of students along the lines of writing, drawing and photography.
7. To create a desire for the best forms of journalism.

8. To record in permanent form the history of the institution.

Every well-conducted college newspaper endeavors to reach these objectives. The difference between an outstanding paper and a mediocre one lies sometimes in their difference in facilities and equipment, but more often in the staff members' comparative ability and enthusiasm. A poor staff will turn out a poor newspaper in spite of superlative facilities; a good staff will find ways and means of overcoming deficiencies in equipment.

The editor generally gets his greatest knowledge concerning his job during his preliminary years as a subordinate member of the staff. The editor who seeks to advance his paper, instead of merely attaining the standards of his predecessor, will find many sources of information as to how to improve his work. He may get the background from textbooks which are available in most university libraries and from this booklet which is intended to aid inexperienced and untrained staff members. He will supplement these with the new ideas constantly being advanced with Collegiate Press Review, Business Review, A.C.P. Feature Service, all of which are sent to members of Associated Collegiate Press, and other trade journals, as well as by talking with editors at other institutions and studying their papers, and by comparing his paper with leading city newspapers. To get the reaction of his own institution he will talk over his work with faculty members and fellow students, as well as with members of his staff. To compare his and his staff's achievements he will compare his paper with other college papers by entering it in the A.C.P. semi-annual All-American Critical Services available to A.C.P. members. He will encourage constructive criticism, knowing that only by finding his errors can he hope to improve.

**Purpose of Newspaper Manual**

The purpose of the newspaper manual is to supplement A.C.P.'s newspaper scorebook. When "A Manual and Scorebook for Editors and Staffs of College Newspaper" was introduced as one book, there were few good textbooks available to student journalists, and it was expedient for A.C.P. to present in compact form the essentials of scholastic newspaper publishing. As good textbooks began to appear, revised editions of the manual and scorebook contained less material on publishing essentials and more space was devoted to the scoring section. But as conditions continued to change, need was felt by those responsible for A.C.P.'s Critical Service for an even larger scorebook. At the same time it was decided that the manual would be more helpful if it answered more of the questions raised by users of the scorebook.

Because of the inadvisability of enlarging the booklet to include both the expanded manual and scorebook, the two were separated in the 1942 edition and are now published in two parts.

The "A.C.P. Newspaper Manual" is not a journalism textbook, even in modified form, since it is impossible to cover the ground in a booklet of its size. Its purpose is to hit the "high spots" and bring before newspaper staffs the minimum essentials. It also aims to answer questions that may be raised during study of the scorebook.
Collecting the News

THERE is no definition of news that is entirely satisfactory. It is that which is new, different, unusual, unexpected or surprising. It is that which interests people, and its value is determined by the number of persons it interests and the extent to which it interests them.

The school and its activities constitute the news field of the student journalist. His paper is concerned almost exclusively with what affects the school and its citizens—the students, their parents and teachers. Knowing definitely where and how to uncover news is as important as understanding thoroughly what news is.

The Reporter

The student reporter should be a maker of friends. Every person in the college should be regarded as a possible news source and for that reason the reporter should have a wide circle of friends. He should become acquainted with every teacher or at least know each by name, sight and subjects taught. His friendships should extend to members in every class.

Knowing the college is equally important. No reporter can write about the school unless he knows it thoroughly himself. The school handbook, the yearbook, and files of the college paper are filled with information the reporter needs. He must know the spirit, traditions, and customs; the important alumni; the names, aims, time and place of meeting, and officers of every club and organization; how the college is organized and governed; what courses and subjects it offers; its athletic history, and its relation to the community.

Thorough coverage requires man power. A good-sized reporting staff will keep the newspaper representative of the school.

News Runs

If all the school news is to be obtained, efficiency requires that news sources be grouped logically into news runs or beats, and each beat should be assigned to an individual reporter held responsible for covering it.

Each reporter should be given an exact list of his news sources. That list should tell him what persons he shall interview for news, where he will find them, and how often—daily or weekly—he shall visit them as a reporter. Common sense determines the frequency with which any news source should be seen.

When beats have been systematically organized and individually assigned to reporters whose interests best qualify them to gather and write their assigned type of news, the school editor should be able to dismiss routine news coverage from his mind.

Suggested News Sources

Offices of Administration, Department Heads and Faculty Members—news of changes in faculty, new regulations, courses of study, reports on meetings, prizes, honors, work being done in literature and science, research project, etc.

Laboratories, Library and Classrooms—project under way, new books, classroom activities; e.g., art classes at work sketching, modeling, painting.

Extracurricular Activities—coaches of athletics, debate, dramatics, music and publications advisers.

Presidents, and faculty members who are advisers of all student organiza-
tions, chairmen of committees, class officers, editors of other campus publications, etc.

Events—general social events, chapel or convocations, concerts, visits of celebrities, etc.

Other Publications—city, campus, A.C.P. news notes.

Miscellaneous—alumni, health services, bulletin boards, office assistants, engineers, janitors, caretakers and other helpers for interesting news and features that ordinarily escape the readers' attention.

The list above will take care of most routine news, but resourceful staff members will turn in "made" stories too. In general, what students do, say and think provides the most interesting material for a college publication. Symposium questions and survey features on current local, national and international affairs are good examples of "making" news out of student opinion and activities. A calendar of special days will furnish an unending source of "made" stories also.

"Made" stories—as their title implies—are created by reporters with good news sense. Unlike spot news, they don't "break" of their own accord. Someone has to dig them up and do a good job of writing to put them over.

The Assignment Book

Irregular events and unexpected news often develop "off the beat" and require special assignments. To keep track of such non-routine news sources, the student editor should keep an assignment book, or "future" book, as it is frequently called.

If a speaker is announced for the following Tuesday, the editor will note the hour and place under Tuesday's date in his "future" book. If he learns that an interview will be available next week, he writes a memorandum to himself on the correct future date. News tips are likewise recorded and properly assigned.

Departmentalized News

Certain news or informational features can often be handled with greatest efficiency as a department. Following are some suggestions:

A calendar of events: Arranged for the convenience of the readers, including all scheduled events to take place before the publication of the next issue of the paper.

An announcement column: Many announcements are of a routine nature or for other reasons do not require an expanded news story.

Personal items, classroom notes, alumni notes, etc.: Such items as these, none of which individually is deserving of a headline, grouped together provide a convenient classification and make possible a better makeup.

Exchange items: The best type of exchange column is that which is made up of selected rewrite items from exchanges. The old-fashioned column in which bouquets and brick-bats were tossed is a waste of space.

Sports news: This can be handled on a special page as a separate department. In most school papers either page 3 or 4 is used. Sports stories should not be overplayed and extreme partisanship should be avoided. The sports page should give space to the real purpose of the physical education department—the building of student health. In addition to news about major teams, report the activities of gym classes, girls' athletics, etc.

Occasionally, for the biggest games of the season, when a school team wins a championship, or on some similar occasion, a sports story should be given front page space, but under ordinary circumstances sports should be confined to the regular sports section on inside page or on the back page. The practices of daily newspaper should be imitated in this respect.
Preparation of News

THE NEWS STORY

The news story is a record of facts. What the reader wants when he opens his paper is to find out what is going on in the world about him. Because he may be pressed for time or not sufficiently interested in the details, he should be able to gain at a glance most of what he wants about a story. For that reason a standard news story form has been developed.

A standard news story begins with what is called a summary lead. It opens with the most significant feature of the story presented in the first half dozen words. These opening words are followed by a summary statement answering concisely the questions raised by the five W's: who (who inspires the story, who spoke, who scored); what (what happened); when (when it happened); where (where it happened); and why or how (why or how it happened). In this summary lead, the reader should be given the gist of the story. He should be able to stop reading at that point and have the story shorn of its details.

Fuller treatment of the five W's makes up the body of the story. Significant, interesting detail is related in order of diminishing importance, following the lead. Each paragraph should be written in such a manner that at its end the story appears to be complete. The last paragraph of a long story should contain such insignificant detail that it could be killed, if necessary, with no harmful effect on the story. This inverted structure of the news story, beginning with the climax and ending with the unimportant, is called the inverted-order or the inverted pyramid story. It is the most distinctive feature of the news story as compared with other types of writing.

The following is an example of a summary lead containing answers to the five W's:

Government intelligence officials (who) indicated today (when) that the series of military maneuvers and precautions (what) at defense establishments throughout the nation (where) were prompted by a reported plot for sporadic sabotage outbreaks (why).

The following newswriting suggestions are based on faults frequently found in school papers:

1. The lead should be complete but should not be overburdened.
2. Interesting ideas should be used to open each new paragraph.
3. As a general rule no printed paragraphs should be more than 20 lines in length. The narrow columns of the newspaper make reading difficult if paragraphs are longer than this.
4. Good newswriting is marked by simplicity of style and by freedom from superlatives and comparatives.
5. The reporter's opinion should never be given in a story; the facts, without editorial comment, are all that a news story should contain.
6. Give the body of the story life by varying the style, by the use of direct and indirect quotations, etc.
7. Make sure that all facts and names are correct.

THE FEATURE STORY

In contrast to straight news there is a popular form of newswriting called the feature story. School papers must depend rather heavily on this type of writing for reader appeal since spot news in a school is rare and most events
have either been witnessed or heard about before the paper is issued.

Although most feature stories are tied to a news background or are in some way pegged to news, many can be written from school facts and situations that have nothing to do with immediate happenings. For instance, there is always an interest in the history of the school. Classes with but little news value invite feature treatment. It takes a keen news sense to see feature possibilities in passing events and regular background, but these stories are the secret of interesting and readable papers.

Unlike the news story, the feature story has no conventional form. Any literary method is usable. Originality is brought into play to a much greater extent than in the writing of straight news. Description, dialog, suspense, climax, dramatization, simple narration and figures of speech are devices employed to attract and maintain reader interest. The originality of a particular story's form may heighten its value.

Feature stories may roughly be divided into two classes, informative and human interest. Papers are full of features that inform. They usually act as a backdrop for the news of the day. The news story reports an event and the feature story amplifies it. The news story may tell that the weather has hit the season's high while a feature story may describe the scenes on the swimming beaches or discuss good hot weather diets.

Features that have human interest are usually short and based on an incident in which there is little or no news, but which can be written in a style that will tug at the heart-strings or evoke a smile from the reader. Such stories can be boxed, indented, or otherwise set apart from the rest of the stories on a page. They help materially in the attainment of an interesting makeup and insure a bright spot for the front page.

**The Speech Report**

When assigned to cover a speech, the reporter should not attempt to take down everything the speaker says but should take accurate notes and note important statements verbatim.

The lead for the speech report should follow the news lead style. It may summarize the general text; it may open with a striking statement, written either as direct or indirect quotation; it may begin with the name of the speaker, the size of the audience, or the occasion for the speech, depending upon which seems to be the significant fact. Whatever the beginning, the speaker’s name and identification MUST be included in the opening.

In dealing with the speech itself the writer should include direct quotations, indirect quotations, and summaries of sections of the speech.

The beginning reporter must avoid too much repetition of “He said” throughout the story. He should learn to substitute such words as: he warned, he proposed, he answered, he commented, he predicted, he reviewed, he urged, he advised, he declared, he expressed, he pointed out, he admitted, he described, he asserted, he compared, etc.

The jokes a speaker tells are usually not the essence of his talk and should not be reported unless particularly pertinent.

**The Interview**

The technique of interviewing should be analyzed by every reporter. Most of the news matter printed has been secured as a result of asking questions. To ask questions about an event of some one who can supply the information is one form of interview. The skill with which these questions are asked has much to do with the success of the story.
A second type of interview is of a formal nature intended to provide a special story about some interesting personality or to present the ideas of some authority. Often this person is a celebrity who commands a great reader interest regardless of what he has to say. However, it is a challenge to the reporter to get such a person to talk, and a task which calls for adequate preparation.

1. Arrange the interview in advance, if possible. Few prominent people will give an audience without a definite engagement.

2. Know all that it is possible to know about the person to be interviewed.

3. Choose one or more topics on which to conduct the interview, being guided by the situation and the person. (Too many student reporters concentrate on biographical data which is usually uninteresting and waste opportunities to get worthwhile information.)

4. Outline in your mind a few definite questions that will round out the main topic you have chosen for the interview.

5. Meet the person courteously. Make yourself, your paper, and your mission known. Go directly to your topic.

6. Don’t use a notebook. Have available a paper and pencil for taking down data and statements that need to be quoted. Use them sparingly, so the subject interviewed will feel at ease.

7. Write the interview soon after it is made, while the impressions are still fresh in your mind.

8. Put the big feature of the interview in the lead. Include in the second paragraph the setting, time, place, and occasion.

9. Alternate, not too obviously, direct and indirect quotations. Do not include both in the same paragraph. Summary paragraphs should be used here and there throughout the story to handle the less important material.

The reporter should never intrude in his writeup of an interview. The question-answer type of treatment seldom has a place in the kind of story used by a school paper and should be avoided. It is used by city papers in reporting testimony at a trial, but for few other occasions.

**Copyreading and Proofreading**

After stories are written they should pass through the hands of a copyreader before going to the printer. After they have been set into types the stories should be carefully proofread before the paper is printed. These are the two final checks on the copy. If any one step is omitted there are certain to be sorry errors in the newspaper. Even with all these precautions errors will sometimes creep through.

Efficient copyreading which eliminates all surplus expressions and padding from stories makes possible a complete coverage of all the news sources indicated in the previous section of this manual. Most school newspapers could accomplish much in the condensing of stories. The average paper could tell every fact in every story in half of the space used.

The duties of a copyreader consist of the editing of the reporters’ manuscripts and the writing of headlines. The editing of copy consists of the elimination of grammatical, spelling, and punctuation errors; of making the copy conform to a style sheet; of correcting inaccuracies; of revising the stories according to their news values; of improving when possible the style and diction of the story; and of condensing the story to short spaces necessary for the giving of all the facts—the space limitations of a college newspaper make this last task important.
STYLE SHEET

It is important that the style followed by a newspaper be consistent throughout in the use of disputed spellings (don't say adviser one time and advisor another); punctuation (don't use a comma before the and in a series at one time and not at another); capitalization; the use of figures and similar matters.

Assurance of consistency in style can be secured only by the use of a style sheet. Suggestions for such style sheets can be found in many textbooks. Staffs of school newspapers should either develop their own style sheets or adopt one prepared for another newspaper.

It is suggested here that the style of your newspaper correspond as closely as possible with the rules of punctuation and capitalization taught by the English department.

Headlines

THE physical arrangement of the paper is known as makeup. It demands a harmonious selection of type faces and sizes as well as the artistic placement of stories, features, cuts and ads.

The development of makeup arose in an effort to sell papers by the display of the important news, and instrumental in this has been the use of the headline. Headline writing calls for a knowledge of the purpose of headlines, the basic rules of headline construction, and the headline schedule used by the particular paper for which the headline is to be written.

Use of the headline has a fourfold purpose:

1. The headline advertises the story by briefly summarizing it or presenting significant features.

2. The headline serves as a guide to evaluation of the news by its size and placement.

3. There is a speed consideration in the use of the headline; since it is built for quick reading, it serves as an index of the content of the story for the busy reader who must choose what he reads.

4. Headlines provide a more pleasing appearance by offering a contrast between headline type and body type.

FORMS OF HEADLINES

The headline is made up of sections called decks or banks. Headlines usually contain from one to four decks. The first deck is the main deck or key line. It gives the gist of the news contained in the story. The secondary decks add detail to the news presented in the main deck above. The complete headline gives the highlights of the story.

Since the possible combination of decks and type faces is almost unlimited, it is necessary for each paper to determine its own style. Such a predetermined style is called the headline schedule.

Regardless of a paper's schedule, there are certain standard forms of a deck that have been evolved and certain combinations of these forms that are common.

1. The DROP-LINE is used as a beginning deck. It consists of two or three lines of equal length. In the two-line drop the first line begins flush with the left side of the column, stopping about three units from the right side. The
second line is stepped in about three units and extends to the extreme right side of the column. In a three-line drop a middle line of the same length is inserted and centered. The drop-line is often called a step-line or a stepped head.

**THIS EXAMPLE IS STEP DECK HEADLINE HAVING THREE LINES, ALL CAPS**

**THIS IS SPECIMEN OF TWO LINE STEP DECK HEADLINE**

A variation of the drop-line, commonly used as a beginning deck, is the flush step-line or full-line. It consists of two or three lines, all of which are set flush on both left and right.

This Is an Example of Full-Line Step Deck Head With Variation; Units AreFlushed at Either Side

2. The flush-left or no-count headline has appeared with the advent of the streamlined newspaper and is enjoying nation-wide popularity. It is composed of two or three lines, each starting flush with the left side and extending unequal distances to the right. The lines may vary several units in length, making it unnecessary to adhere to a rigid unit count and therefore easier to write. There is a tendency, however, to use too many short lines in writing this style of headline, and it should therefore be kept in mind that if the headline is to be attractive, each line should fill at least two-thirds of the column.

Subordinate decks to be used in a flush-left headline can follow the same style and are most attractive when indented one em from the left.

Modern type faces are preferred for the flush-left headline, although if not available, Bodoni Bold lends itself to reasonably effective streamlining and is the exception to the rule that, unless modern type faces are available for the modern dress, streamlining is best not attempted. Staffs need not feel that they must streamline their papers.

**This Headline Is Set in Flush-Left Style Using Caps and Lower Case**

Write Secondary Deck In Same Manner With An Indention of One Em

Flush-left secondary decks should never be used except with flush-left first decks.

3. The inverted pyramid, either two or three lines, is usually used as a subordinate deck. The first line extends completely across the column, each of the others being shorter than the one before and centered.

**Here You See Pyramided Deck Of Three Lines in Caps And Small Letters**

4. The hanging indention is used as a secondary or subordinate deck. It has the first line set flush, with each succeeding line indented the same amount at the left but flush at the right (except perhaps the last one which may be shorter).

**This Is Example of Four-Line Hanging Indention Deck Set in Caps and Lower Case Letters For Secondary Headline Use**

5. The crossline is but one line usually extending completely across the column but occasionally short and centered.

**THIS IS CAP CROSSLINE DECK**

The crossline may be used in several different ways. Sometimes it is the only deck of a very short story. At times it is the first deck of a two-deck head on a story of secondary importance. This usually would happen on a story below the fold of the page, the second
deck being a two-line inverted pyramid. It is also used between a drop-line first deck and an inverted pyramid third deck.

**SENIORS WIN CLASS DAY EVENT; FRESHMEN GAIN VICTORY OVER JUNIORS**

**TOM JONES HIGH POINT MAN**

Losers Will Sponsor Free Dance For Victors on January 12

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6. The rocket headline is the first part of the lead set in headline type. Care should be taken in writing rocket heads to make certain that the part set in the large type gives the gist of the story.

**Rocket headlines are leads of stories set in larger type following the flush-left style**

as a variation of streamlining. They enjoyed a flare of popularity but are now losing favor. They read continuously into the story and therefore save space, but they are hard to write.

The same headline using two decks might appear as follows:

**Rocket Headlines are leads of stories set in larger type following flush-left style as**

a variation of streamlining. Enjoying quick popularity, now losing favor, they read continuously into the story and therefore save space, but they are hard to write.

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**HEADLINE SCHEDULE**

**TYPE.** Essential in the preparation of a good headline schedule is the selection of a type face that is attractive and easy to read. The school journalist does not need to know much about type in order to do his work well but to achieve type harmony he must observe certain rules:

1. Select all headline type from the same classification according to the width of letters. That is, if the major one-column head is to be set in condensed type, choose condensed type for all heads. If you use standard type for one head, use it for all.

2. If possible, have all or a majority of heads set from the same family of type. A family includes all sizes and usually includes italic as well as Roman. Furthermore, it often comes in light face, medium and bold face. Therefore, it is possible to have an entire schedule of one family. A popular exception is the use of modern scripts, as an excellent contrast, when modern type faces are used in the principal headline schedule.

3. If impossible to have all heads from one family, choose from available type those families which most closely harmonize (a) in differences in degree of shading within letters and (b) in serif formations.

Bodoni, Cheltenham, Caslon, Century, Cloister, and Goudy are popular old style faces for headlines. The gothics, while still in use, are being supplanted by the newer sans-serif faces.

**CAPITALIZATION.** Necessary to be determined before the headline schedule can be prepared is the style of capitalization.

Professional papers two decades ago used all-cap headlines almost entirely but within recent years there has been a swing toward the cap and lower-case (small letter) heads. Type experts advance two arguments in favor of the cap and lower-case heads:

1. They are easier to read, as the rounded surfaces and the contrast between the caps and small letters are easier on the eyes of the reader.
2. Lower-case letters take up less space than capitals and therefore more facts can be crowded into the limited space of a headline.

Those who favor all-caps point to their belief that all-caps add an air of formality to the page. Generally an all-cap headline appears larger than a cap and lower-case head of the same size of type; therefore, some papers with only a limited variety of type sizes prefer the all-cap style.

Compare the legibility of the following two headlines:

WOMEN'S DORMITORIES
PLAN INFORMAL TEAS

Four Women's Dormitories
Hold Informal Entertainment

After the choice is made, the style should be followed consistently in order to gain uniformity of appearance.

HEADLINE SELECTION. A carefully planned schedule of headlines should provide for news stories of about five or six degrees of importance depending on the number of columns used by the paper. The major stories at the top of the page can usually be well cared for by a two-deck headline, in one, two and even three-column widths, depending on the size of your paper. More than this number of decks usually results in too much space being used in the headlining of stories. For the smallest items a single cross-line head is usually most desirable but should be used sparingly on the front page. Between the two-deck headline and the cross-line there should be two or three intermediate headlines in graduated type sizes.

In addition to the standard one-column headline two or three one and two-column heads for feature stories should be selected. These are called contrast heads and should be set in a type which contrasts with the type used in the main news heads. The purpose of the contrast head is to break the monotony of sameness and thereby provide a more pleasing appearance to the newspaper pages. Italic type is effectively used for this purpose. Light face type is used on some papers where italic type is not available, and modern scripts or free-hand lettered types are used for contrast where modern or sans-serif types are used. Boxed heads provide another means of contrast.

For the occasional story of great importance a two or three-column spread head should be included in the schedule. The need for a banner headline is so rare that it generally is not included.

Streamlined papers use the flush-left heads in making up a headline schedule. Other papers usually use the drop-line head with either the inverted pyramid or hanging indentation for a secondary deck. Whichever form is adopted, it should be followed consistently throughout the paper. A combination of these heads results in an unattractive page.

COUNTING UNITS. The only means of obtaining well-balanced headlines is to count the units carefully. Since the count varies in an all-cap and a cap and lower-case headline, a textbook should be consulted. When flush-left or no-count heads are used, the unit count need not be exact but should not vary more than three or four units per line. Lines should be fairly full.

SUBHEADS. To break stories into units that are psychologically pleasing and intended to hold reader interest, small headlines, called subheads, are inserted between paragraphs. They are usually set in bold-face or italic of the body type and centered. When set flush to the left in one or two lines, they are known as side heads.
Regarding the use of subheads, editors usually agree that:

1. No subhead should be placed between the first and second paragraphs.
2. Never use one subhead in a story. There should be two or more, or none.
3. Subheads should be used in every story that runs six or more paragraphs in length. They should be placed at regular intervals. A story of only six paragraphs should have two subheads.
4. Paragraphs more than three inches in length are generally unattractive. By breaking copy into more paragraphs, additional subheads can be used thereby inviting reader interest.
5. The subhead should not be a full line. It should contain from three to five words based on the content of the paragraph to follow.

HEADLINE WRITING

The writing of good headlines is an art. To become skillful requires study and practice. The following rules are basic:

1. Incorporate the main feature of the story in the headline or summarize main points. Try to write the head for the news story from facts contained in the lead.
2. Put a verb, either expressed or plainly implied, in every deck. A verb gives life and action to a headline that would otherwise be merely a title or label.

VERB

Dickson Announces Campus-wide Drive On Illegal Parking

VERB IMPLIED

Veterans Club in Closed Meeting Over Lack of Housing on Campus

3. Each deck must be complete in itself. Each deck should be a complete sentence with a verb. See rocket head for exception.

4. Use verbs of the present tense to express past time.

PRESENT TENSE (RIGHT)

Fire Breaks Out in Library As Performers Make Magic In First Assembly Program

PAST TENSE (WRONG)

Fire Broke Out in Library As Performers Made Magic In First Assembly Program

Avoid a time word in the headline that makes the present tense incongruous and ambiguous.

Fire Breaks Out in Library As Performers Make Magic In Assembly Yesterday Noon

5. Avoid beginning any top deck with a verb or an infinitive, though very rarely it is permissible. Heads should begin with a subject.

Avoid: Close Library For Repairs
Better: Library Closes For Repairs
Avoid: To Drop Food For Ice-bound Refugees
Better: Fliers to Drop Food for Farmers Trapped by Storm

6. Headlines should present definite, concrete ideas that are interesting instead of weak generalities.

Weak: Civilian Defense Plans Will Be Completed Soon
Strong: 10,000 Civilians Rush Home Defense Setup
Weak: OPM Head Gives Seniors Advice Upon Graduation
Strong: ‘We Need Students, Too,’ OPM Head Tells Seniors

Page Fourteen
7. Write positive instead of negative headlines; tell what was done in preference to what was not done. Avoid as much as possible the word “may” since it is not positive.

Weak: Classes Not to Hold Regular Meetings Till After Christmas

Better: Classes to Begin Regular Meetings After Holidays

Weak: Classes May Vote To Delay Meetings Till Next Month

Better: Classes Expected To Delay Meetings Till Next Month

8. Important words should never be repeated in a headline, neither should ideas.

Wrong

Dr. Gilkey to Speak At Club Joint Meeting

Will Speak Tonight Before All School Organizations

Better

Dr. Edward Gilkey Speaks Tonight Before Clubs

Civic Leader Will Tell How Organizations Can Help in Defense Program

9. Avoid separating at the end of a line words that are closely related, such as Theodore at the end of one line and Roosevelt at the beginning of the next in reference to Theodore Roosevelt.

10. Avoid the use of the articles a, the, and an, in headline writing.

11. Avoid phrasing which leaves a preposition or conjunction dangling at the end of a line.

Weak: President Tells of Purpose and Work Of Student Council

Better: President Explains Purpose and Work Of Student Council

12. Words should never be divided or hyphenated in major decks.

Wrong: Thirteen Characters Chosen for Senior Play Cast

Better: Coach Picks Cast For Senior Play Planned for April

13. Put nothing whatever in the headline that has not been contained in story. If it is found that an important fact has been omitted from the story, see that it has been inserted before the headline is written.

14. Never comment on the news or express an opinion in the headline.

Weak: Students Should Behave Better at Future Games For Sake of School

Better: Poor Behavior at Games Reflects on Whole School, Principal Tells Students

15. Tell all the news as specifically and as definitely as possible in the space available.

Weak: Graduate Awarded Teaching Position

Better: Jones, Ex-Student, To Teach at Center
16. Headlines should not be padded with unimportant facts. Make every word significant.

Poor:  West Loses No-Hit Game to East, 1-0 Friday Afternoon

Better: West Loses No-Hit Game to East, 1-0; Slips to 2nd Place

17. Use punctuation marks whenever statements require them. Observe the style generally followed: semicolon between independent statements in the same deck and single quotation marks instead of double. When there is not room for and connecting two words, it is permissible to use the comma instead of the conjunction. Use period only after an abbreviation. Only accepted abbreviations should be used.

Right: Yankees, Athletics Play to 1-1 Tie 'Looks Permanent',
Right: Mayor Observes On WPA Inspection

18. Capitalize first letter of all words except conjunctions and prepositions of less than four letters. Capitalize even these words when they come at the beginning of a line. In infinitives, the verb is capitalized but the "to" is not, except when it comes at the beginning of a line.

19. Use figures freely if they will help in building the headline, but do not mix them with numerals spelled out to fill the line. It is permissible to begin a line with a figure.

20. Feature heads differ from news heads in that more freedom is allowed. The prime object of a feature head is to portray the spirit of the story, to match in tone the style of the story. Sometimes the feature head is a summary head as in a new story, sometimes it may use alliteration or rhyme. Sometimes it may be humorous and at times it may arouse the readers’ curiosity without telling the point of the story.

21. Unless flush-left heads are used the units in a headline must be counted with care. Do not send a headline to the printer until it is mechanically perfect. The short line spoils the appearance of each of these headlines:

Senior Play Sets New Record For Attendance
Lee Wins First In Architecture Contest

Makeup

SCHOOL newspapers, often of four pages, demand that the editor determine rather definitely the nature of each. Generally the distinction is: first, news; second, editorial; third, feature; and fourth, sports.

There is a time advantage to this arrangement. Pages one and four are usually printed together and pages two and three are printed together. Since the news page and the sports page are timelier, copy for them should go to the printer last. That is possible with this arrangement.

FRONT PAGE

The front page is the display window of the newspaper. It should be planned with two objectives: (1) to display all stories, special columns, pictures, or articles in accordance with their importance; (2) to provide an attractive and orderly appearance.

News stories of strong appeal belong on the front page, but every front page
should carry some material lighter than straight news. A feature story of real merit and one or two human interest stories should be used for contrast and reader appeal. It is recommended that cuts be used as often as possible.

Good page arrangement demands interesting balance. Two kinds of balance prevail: symmetrical or exact; and unsymmetrical or focus.

Symmetrical balance is not hard to obtain but unless used only occasionally, it is monotonous and indicates that it was achieved for its own sake. Focus makeup features the most important story from which the reader's eye can easily travel to other sections of the page. The righthand column on the front page has been rated as the choice position. Next in importance is column one, followed by the odd numbered columns and then the right and lower left corners.

Contrast is one of the most important elements in makeup. Dark areas need to be broken by italic, light face, or box heads. Gray areas should be broken by headlines and cuts. Editors should avoid clustering similar heads together. This is called tombstoning. The boxed story and the boxed head are two of a newspaper's tricks for adding variety to a page but boxes should not be placed next to cuts and their borders should not be ornate. Short features may be displayed effectively by indenting one em on each side without the borders.

The nameplate, the title line of the paper, should be of the same family as the headline type on the first page, or of a contrasting type. Many newspapers take advantage of the attractiveness that can be obtained in carrying Ears, small items, often boxed, set on either side of the nameplate, calling attention to special features or boosting some particular event. Ears should never be so bold or contain so much copy that the nameplate becomes crowded.

Date lines should be included at the top of each page. On the front page this line should include the volume number, the issue number, the name of the school, city, and state and the date. On inside pages the date line or running head should include the page number, name of paper and date.

Every item on the front page should have a headline. The sprinkling of unheaded items at the bottom of the column is a common fault and should be avoided.

Front page tabulations should be avoided. Lists of names, menus, casts of characters, and similar matter should be written in regular paragraph form, and, if possible, continued on an inside page. This does not apply to such features as a calendar of events or to the usual tabulations used with sports reporting.

Length of stories. In view of the great quantity and variety of material that should be included in a school newspaper, stories must be short. Long, padded stories are an evidence of inefficient coverage of school news sources. Short, fact-crammed stories should be the rule of every school newspaper. No story need ever be more than a column in length and there need never be more than one such story in an issue of a school paper.

The Streamlined Paper

Streamlining has come to the newspaper but has not brought a true definition nor a true model with it. School papers here and there over the country are following the dailies in "trying something new." Streamlining might be considered as an attempt to modernize a previously conservative typographical arrangement. It demands a real study of type and makeup, and as
always, good taste. School editors should not feel that it is necessary to streamline in order to have a good up-to-date paper.

Some of the common features of streamlining are:
1. Use of flush-left heads.
2. Running cuts or boxes above the nameplate, thus shortening the nameplate and the top of page makeup to fewer columns.
3. Use of one or more heavy column rules to break the page into distinct areas.
4. Elimination of column rules between columns.
5. Disregard for certain standard rules of typographical makeup.

THE NEED FOR CHANGE
Periodically the paper should be reborn. Even from week to week there must be more or less of a rebirth. Changes are more apparent if they are changes in makeup. The paper must not be looked upon as a traditional pattern or form into which should be placed each week different stories.

Man is a creature of habit. It is much easier to continue a thing as it is than to change it. There are many fine looking, topnotch school papers over the country that are really petrified. The paper that becomes fixed, although it makes an excellent appearance, denies the staff any opportunity to be creative and once this opportunity is denied, the paper has betrayed its mission.

Once the paper seems to have reached the peak of excellence, it is then time to wreck the whole thing and build anew, using student initiative and creative ability for the labor.

Departmental Pages

EDITORIAL PAGE

The editorial page offers a real and interesting opportunity. The editorial matter on this page should dominate it. If at all possible, there should be no ads on this page. It should have a refinement that marks it as the editorial page, being different in appearance from any other.

Editorials are the newspapers' means of advising the reader of the significance of events. Editorials usually grow out of news events, going on to inform, interpret for, convince, or entertain the reader and influence his action.

To do these things the school editorial must state its facts clearly and its reasoning must be sound. Although there is no limit to the variety of forms an editorial may take, generally it has three parts:
1. A beginning that states enough of the news event or topic to bring the reader into understanding.
2. The building of the case through logical sequence.
3. The conclusion which either summarizes or drives home the point.

Getting results from the editorial depends on two things: (1) having a definite conception of the object to be accomplished; (2) sticking to one campaign until action results— one-time editorials have no more influence than one-time advertisements; persistence is needed by both if results are really sought. Nor do all editorials seek to stir action. No paper should be on an eternal crusade. The human interest editorial, for example, offers students a chance to do some interesting and purposeful writing. Civics, history, science, and many other subjects could be made fascinating if students would look on them as something vital and real. A column of short, lively, explanatory articles, none more than three or four paragraphs long, showing the relationship between current news
events and classroom subject matter can be of real interest.

It is common to set the editorial column wider than the others. Many papers set editorials in a larger type face, leaded. To lead a column means to increase the space between lines.

The flag or masthead should be included on the editorial page. Its title usually matches in type the nameplate on page one. It bears such data about the paper as when issued, by whom, where, subscription rates and the names of leading staff officers. Increasing is the practice of excluding the names of all staff members since it takes too much space week after week for something that bears no particular reader interest after it is once run.

**Student Opinion Columns**: A column for the expression of student opinion is not used in enough school papers. Such a column very carefully conducted is worth-while because it is desirable for students to acquire the habit of self-expression and a social consciousness. The staff's conduct of the editorial columns can do much to set the pace of the student opinion column.

**Entertaining Features**: In addition to the serious content of the paper there is a place for entertaining matter. This entertainment should not consist of reprinting the joke columns of newspapers, magazines, and exchanges. An original "column," patterned after, but not a copy of, some of the better "columns" in metropolitan papers makes an ideal editorial page feature.

Other suggestions for editorial page features are book reviews, personality sketches of students and faculty, limited radio and movie reviews, interviews, dramatic criticism and feature stories of the school, the graduates and material gleaned from exchanges.

**Literary Features**: Many school newspapers also contain literary depart-

ments. In these are published the best verse, essays, and short stories written by the students of the school. Such a department as this is not listed as an essential part of the content of the school newspaper because so many schools have another medium for the printing of such material—usually a magazine or a literary supplement to the newspaper. Provision for the publishing of this material should be made by every school. If another medium does not exist, space should be provided by the newspaper.

**The Sports Page**

The sports page, due to the nature of its content, calls for liveliness of makeup. More typographical variety is generally permitted in the sports section than in any other part of the newspaper.

For the biggest games of the season or when a school team wins a championship, a sports story should be given front page space, but under ordinary circumstances sports should be confined to the regular sports section on inside page or on the back page.

A number of papers carry a deep nameplate at the top of the sports page. The school paper should hesitate to follow this practice, so limited is its space for copy.

Stories about sports events should be written with the same care and in the same careful language that marks any other news story. Avoid slang, and extreme partisanship. Do not limit news on the sports page to major teams. Use the page for encouraging the general participation of the school in the use of athletic facilities. An excess of "dope" stories is usually evidence of a poor sports department.

A feature that is always popular is a column of lively gossip about the sports activities of the school. Such a column can be made to cover a wide scope. It
can be made a combination of sports features and a semi-editorial column. Study such columns in general newspapers; select those for analysis that are well written.

**INSIDE NEWS PAGES**

On all general news pages following the front page, attention should be given to the use of the headline. Care should be taken that such pages do not serve as a catchall for the front page. Such pages should have their own distinguishing qualities and many papers have built up reader interest in these pages until they are first turned to by the student.

Ads are used on these pages, and it is common practice to pyramid them to the right. As well as being attractive, this arrangement permits more ads to be run by the side of copy than when they are blocked together at the bottom of the page. It is poor taste to use borders and rules on ads that attract attention to themselves.

Attractive two and three-column heads can be used for the lead story, which on inside pages takes the upper left-hand corner, since the ads pyramid up the right.

News stories, too minor to make page one, have a rightful place on inside news pages, if they are sufficiently interesting. Interesting news-features, club news, personal columns and other entertaining matter should be included.

**Bibliography**

**Compiled by Gunnar Horn**

Journalism Director, Benson High School, Omaha, Nebraska

The work room of the school newspaper ought to include as part of its equipment a library. Ready at hand for study or recreation should be books from each classification in the following bibliography. A journalism library serves two purposes: it provides answers for student newspaper problems that need immediate solution, and it helps establish the reference habit which will be useful to students all their lives.

The classifications, and the lists under each, are suggestive rather than exhaustive. Wherever new books seem equal in value to the old, the later copyrights have been given preference because they are more likely to be available, or "in print," and because journalism is a field with few static areas.

As new journalism books appear, they will be reviewed in Scholastic Editor. It will be worth while for teachers and students to follow these reviews as they make additional selections for their libraries.

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Price Ten Cents

STATE UNIVERSITY OF IOWA, IOWA CITY, IOWA
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State University of Iowa Extension Bulletin

SCHOOL OF JOURNALISM
Iowa Newspaper Desk Book
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Price Ten Cents
Iowa Newspaper Desk Book

Foreword

This is the eighth edition of the Iowa Newspaper Desk Book, first published in 1917 primarily as a style book for The Daily Iowan, student newspaper at the State University of Iowa. Conger Reynolds prepared the first edition and W. Earl Hall, Fred J. Lazell, Frank Luther Mott, Earl English and Wilbur Schramm were in charge of later versions.

The present edition has been prepared by Charles E. Barnum, who was for some 15 years reporter, copyreader, telegraph editor, managing editor and editor of weekly and daily newspapers before becoming an instructor on the SUI school of journalism staff.

As was the case with earlier editions, this edition represents the teaching practice of the SUI school of journalism, and the usage of the Iowan. The desk book also has found wide acceptance with weekly and daily newspapers throughout the United States. In addition, many high schools and colleges have used it as a guide to style in class and in publication work. More than 100,000 copies of the earlier editions have been distributed.

In the current edition, Mr. Barnum has adopted an indexing system in which letters serve as keys to sections of the book. The book has been rewritten throughout; the number of symbols and examples on the copyreading plate has been increased; the section on press law has been extensively revised; the treatment of headline typography has been modernized; a section on pictorial journalism has been added, and the order of presentation has been changed to give a more functional approach.

Much credit is due the newspapermen and the teachers, both in colleges and in high schools, who have made suggestions for improvements of the desk book.

LESLIE G. MOELLER

SECTION A

News Copy Preparation

A 1—Type all copy. Use only one side of paper whether 8½ by 11 or 5½ by 8½ in size. Double or triple space copy, depending on style of paper. Leave one-inch margins on left, right and bottom. Leave four-inch margin at top of first sheet, one-and-a-half-inch margin at top of each succeeding sheet.

A 2—Type brief story title as a guide to copy desk on every page, in upper left corner under writer's last name. Also, as necessary, designate there whether "lead," "new lead," "page 1," "page 2," etc., or "first add," "second add." (See rule O 13.)

A 3—Indent paragraphs 5 or 10 spaces. (A deeper indention makes copyreading marks for paragraphs unnecessary.) Strike space bar once between words, and twice between sentences.

A 4—Write only one story on each page, unless several stories are to be used under the same head.

A 5—Indicate when story is to be continued to second page by typing "more" in bottom margin. Indicate end of story by "30" or double cross #, centered below last line of copy.

A 6—Never split a word at the end of a line or between pages. Avoid splitting sentences and paragraphs between pages.

A 7—Do not erase. Mark out with X's or with soft lead pencil. Do not delete with slant marks.
SECTION A

A 8—In general, write short sentences and paragraphs. (Some variety in sentence length is desirable.) Paragraph frequently, at least every five or six lines.
A 9—When using a clipping as part of the copy, paste it to the page, against the left side typing margin; never pin it.
A 10—Keep copy neat and clean. Retype if copy contains numerous errors and appears dirty or sloppy.
A 11—Read story carefully and correct it before turning it in. Verify figures, names and addresses. Draw a box around unusual spelling to indicate it is correct. Be positive of the story's facts. If in doubt, consult the desk editor.

SECTION B

Guide to Reporting

(Essential Points for the Reporter)

B 1—Be accurate. Write the truth. News is part of the public domain, belonging to the people, and must not be tampered with or distorted.
B 2—Get all the facts so that the news story will answer all the "5 w's" and "h" — who, what, when, where, why and how. These are the "Now, wait a minute" tools of a journalist. He says to himself, before he finishes gathering facts, "Now, wait a minute; have I got every one of the 5 w's and the h? If I have, then I'm ready to write my story. If not, I must dig for more information."
B 3—Before writing a news story, be sure to understand its scope and meaning. After finishing it, reread the story to check whether it can be readily understood by others.
B 4—Construct the news story along the lines of an inverted pyramid, with the basic facts at the top — getting the biggest and most striking detail or feature of the news in the first paragraph, or the lead. From the lead down, amplify with further facts written in diminishing importance.
B 5—The pattern described in B 4 is not followed exactly in some stories. Consult standard textbooks on reporting for hints on developing skill in handling the more complex and specialized story (news-feature, feature and general article type).
B 6—Strike out unnecessary words and details. Condense without sacrificing clarity.
B 7—Choose simple, accurate, vivid words and put them together in short, hard-hitting sentences. Write to convey meaning, not to hide it. Make copy understandable.
B 8—Do not editorialize, express opinions or render verdicts.
B 9—Write in the third person unless directed to tell the story in the first person.
B 10—Reveal or clearly imply the source or authority in every news story (this is called attribution), unless circumstances require that the source be concealed (editor must make this decision), or such citation seems unnecessary.
B 11—Never promise to print or suppress a story — that's the editor's responsibility.
B 12—Cultivate news sources and treat them fairly by keeping confidences, and by handling their material objectively and honestly.
B 13—Always dig for facts, remembering that the editor and readers are entitled to complete coverage of an assignment. Don't fail them by shoddy, half-measure reporting.
B 14—Become familiar with newspaper libel law, and become acquainted with a good dictionary, almanac, biographical book, atlas, encyclopedia, city directory, telephone book, and state government book. (In Iowa, the official state register is commonly called the "Red Book.")

SECTION C

Abbreviations

C 1—General rule: When in doubt, spell it out.

Abbreviate:
C 2—Academic titles: Before names — Prof. Warren C. Baird, Dr. Arthur Barnes. Do not abbreviate instructor.
C 3—Alumni and alumnae: By classes — John Smith, '25; Mary Brown, '45.
C 4—Ampersand: In common corporate names only when used by the firm—Dun & Bradstreet.


C 6—Bible references: Lev. 11:21.

C 7—Business organization names: When commonly used—NBC for National Broadcasting company. Note: Use Inc. and Ltd. after corporate names only when part of title. Do not abbreviate company, corporation or brothers unless the abbreviation is used by the firm. Spell out these designations. (See rules D 7 and D 16.)

C 8—Church titles: When they precede names—the Rev. for the Reverend; Msgr. for Monsignor; the Rt. Rev. for the Right Reverend; Fr. for Father. Spell out Monsignor and Father before surnames. Always use “the” with Rev. and Rt. Rev. When surname alone is used, make it: the Rev. Mr. Mitchell, not Rev. Mitchell. (See rule J 4.)


C 10—Colleges and universities: SUI for State University of Iowa; ISC for Iowa State college.

C 11—Corporations: See rule C 7.

C 12—Government agencies: UN, FBI, ICC, SEC, TVA, ROTC. Spell out first time used in story, abbreviate thereafter.

C 13—Government titles: When they precede full names—Gov. for governor; Lt. Gov. for lieutenant governor; Rep. for representative; Sen. for senator; Supt. for superintendent. (Spell out with surnames.) Do not abbreviate city or county officer titles. (See rule D 37.)

C 14—Junior: Frank E. Smith Jr. Do not use Frank E. Smith Sr. The senior Smith is simply Frank E. Smith. Do not use comma before the abbreviation “Jr.”

C 15—Legislation: To indicate origin of bills, laws, resolutions, etc.—H for house of representatives; S for senate, as 144-S; sections of laws—Sec. 1150.

C 16—Markets: In financial pages only—pound, pounds (lb., lbs.); bushel, bushels (bu.); barrel, barrels (bbl., bbls.); crate (crt.); quart (qt.); gallon (gal.); hundredweight (cwt.); kilowatt hours (kwh.); horsepower (hp.). cent, cents (c.).
not abbreviate alley, square, heights, lane, terrace, parkway, road and way. (See rule D 35.) Be consistent. Use abbreviations or spell out. Never omit these designations. If possible, use a geographically descriptive address, instead of a rural route number which often means nothing to the average reader. Write it: James L. Mason, who lives five miles north of the city; or, Charles W. Jones, Planck road, west of the city.

C 28-States: When they follow names of cities, excepting Alaska, Hawaii, Guam, Idaho, Samoa and Utah. Use the following abbreviations:

<table>
<thead>
<tr>
<th>State</th>
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<tr>
<td>Ala.</td>
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<td>Ill.</td>
<td>Neb.</td>
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<td>C.Z.</td>
<td>P.I.</td>
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<tr>
<td>P.R.</td>
<td>P.R. (Philippine Islands); P.R. (Puerto Rico); B.C. (British Columbia).</td>
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</table>

C 29-Time of day: 7 p.m. today (not 7 o'clock this evening); 7 a.m. today (not 7 o'clock this morning); 7 p.m. Tuesday (not 7 o'clock Tuesday evening); 7:30 Tuesday evening (not 7:30 o'clock Tuesday evening); 9:30 Wednesday morning (not 9:30 o'clock Wednesday morning). Omit o' clock always. Omit 12 in the terms 12 midnight and 12 noon. Refer to midnight and noon alone. Make it 12:05 a.m. today, or 12:10 p.m. today. (See rule E 8.)

C 30-Titles: Dr., Mr., Mrs., M. (monsieur), Mme. (madame), and Mlle. (mademoiselle). (When these six titles precede full name or surname alone.) Abbreviate all other titles preceding names as professor, president, senator, representative, governor, etc., only when person's given name or initials are used. Spell out before surname used alone and before list of others holding same rank—Sen. J. H. Smith, but Senator Smith, Senators John V. Lock, William Munson and Arthur Warren. Exception to this rule (in all cases except military) occurs when two abbreviations precede name, to avoid awkwardness—SUI President Virgil Hancher, not SUI Pres. Virgil Hancher; Iowa Governor Beardsley, not Iowa Gov. Beardsley; U.S. Senator Tom Jones, not U.S. Sen. Tom Jones.

Note—After first mention of name with title, use surname alone in referring to same individual, except in obituaries and society notices, and in case of the president of the United States. (See rules J 5 and J 1 b.)

C 31-Years: When referring to college classes—'48 graduate; M.A. '50; also 1920-1921 class.

Do not abbreviate:

C 32-Business terms: Co., Corp. or Bros. (Unless commonly used as abbreviations in firm titles, spell them out.) (See rule D 16.)

C 33-Cents: Except in financial pages. In news stories, make it 45 cents, not $.45, 45 cts. or 45 c.

C 34-Centuries: Spell out names of centuries except in headlines—second, twentieth, not 2d or 20th.

C 35-Christmas: Never write Xmas in copy or headlines.

C 36-Christian names: Write—George O. Green, Charles A. Hogue or C. A. Hogue, not Geo. O. Green, Chas A. Hogue. Make exception only if person insists—Benj. F. Shambaugh; and use abbreviation when part of corporate name—Chas. A. Hogue company. (See rule J 1 c.)


C 38-Days of week: Always spell out.

C 39-Per cent: 25 per cent, not 25% or 25 percent. Always write it as two words. Never use per centum.

C 40-Points of compass: Except when used with figures—S. 46th st.

SECTION D

Capitalization

D 1-General rule: Follow down style (avoiding capitalization) unless otherwise indicated.

Capitalize:

D 2-Animals: Names of pets, racing
horses, etc.—Rover, Aksarben.

D 3—Athletic organizations: Red Sox, Hawks, Tigers.

D 4—Automobiles: Ford, Chevrolet.

D 5—Breeds: Distinguishing parts only—Dogs: Boston Bull, Great Dane; Cats: Angora, Siamese; Poultry: Rhode Island Reds, White Leghorns; Cattle: Jersey, Brown Swiss, Guernsey, Holstein; Hogs: Poland China and Chester White; Horses: Percheron stallion, Shetland pony.

D 6—Buildings: Distinguishing names but not qualifying words—Trinity Lutheran church; Union bus station; the Smith house (Exception is White House where “House” is used as part of distinguishing name and not in qualifying sense); Iowa Executive mansion; but—post office, city hall, state house, county courthouse, music building.

D 7—Business and civic enterprises: Distinguishing names but not qualifying words: First National bank, Community chest, Peoples Light and Gas company. (See rules C 7 and D 16.)

D 8—Calendar periods: Days—Monday, etc., Ash Wednesday, Good Friday, Easter; Months—January, etc.; but not season—spring. (See rules D 24 and D 58.)

D 9—Campus buildings: Commons, Old Capitol, East hall, Lyon hall, Memorial Union.

D 10—Campus events: Junior Prom, Freshman party, Senior Hop, Homecoming, Commencement, Dad’s day.

D 11—Characters: In books, plays, comic strips, operas, radio programs, etc. —Hamlet, Dick Tracy, Fibber McGee.

D 12—Church terms: See rule D 43.

D 13—Cities and countries: When official title, and when distinguished as a separate political entity—Cleveland Heights, Colorado Springs, Daytona Beach, Canada, South Africa. Also, the Vatican.

D 14—City: When part of name—Kansas City; but—New York city.

D 15—Colleges, schools, universities: When part of name but not when used in qualifying sense—College of the City of New York, American College and Theological Seminary, Case School of Applied Science, State University of Iowa; but—Iowa State college, Denver university, University high school.

D 16—Companies, corporations and associations: When they precede rest of name, are within it as part of title, or are abbreviated at end—Listo Products, Ltd., Klutch Co., Container Corporation of America, Tension Envelope Corp.; Association of Commerce; but—Iowa City Power & Light company, Federal Savings association, Magnavox company, National Safety council, Merchants association.

D 17—Courses: Proper nouns only, as French, Greek, Latin; but not names used in general sense—biology, botany, journalism, languages, engineering, law.


D 19—Deity: All nouns, pronouns and adjectives designating any member of the Christian Trinity, the Supreme Being and the Virgin Mary—God, Son of Man, Jesus Christ, Holy Spirit, the Almighty, the Messiah, the Blessed Virgin, Our Lady, Mother of God. “Trust Him who rules all things.” Deities of other religions, including pagan gods and goddesses such as Venus and Zeus are capitalized, but pronouns and adjectives referring to them are not capitalized. (See rules D 36 and D 43.)


D 22—Flags: Stars and Stripes, Old Gold (university’s color or emblem).


D 24—Holidays and Holy Days: Fourth of July, Labor day, Good Friday, Yom Kippur, Armistice day, Thanksgiving day, New Year’s day, Christmas; but—holiday day, county fair week.

D 25—Nationalities and races: American, Chinese, Negro (but colored man
or woman). (Never use race designation in disparaging sense.)

D 26—Nicknames: Hawkeye state (Iowa), City of Certainties (Des Moines), Hoosier state, GI, Old Hickory. Never emphasize derogatory nicknames by capitalization as gooks (for North Korean Reds), commies (for Communists or Reds). (See rule D 30.)

D 27—Organizations: Distinguishing words only unless preceded by qualifying words—Boy Scouts of America, American Legion, Community Chest, Epworth league, Camp Fire Girls, Sunday school, Rotary club, Council of Religious Education, Associated Charities, Inc.

D 28—Personifications: Mother Nature, Old Sol, Uncle Sam.

D 29—Plants: Horticultural varieties—Apples: Delicious; Pears: Bartlett; Corn: hybrid varieties by commercial titles.

D 30—Political organizations: When party affiliation is indicated—Republicans, Democrats, Democratic party, Socialists, Communists or Reds, Progressives, Liberals, Conservatives. Do not capitalize such general terms as leftists, pinkos. (See rule D 52.)

D 31—Proper names or nouns: Distinguishing names—Place: United States, North Pole; Persons: John L. Smith; Ships: U.S.S. Iowa, Old Ironsides; or Things, as a star, planet, building, river or pet, to distinguish from others of same class.

D 32—Publications: Newspapers—Daily Iowan, Iowa State Daily, Burlington Hawkeye Gazette; Magazines—Newsweek, Time. (Note: Do not capitalize “the” before titles of other newspapers and magazines; but use “the” in referring to own paper as The Daily Iowan.) Capitalize press organizations as Associated Press.

D 33—Quotations: First word in direct quotation—The President said, “We shall oppose aggression anywhere.” Also capitalize first word after “whereas” and “resolved” in resolutions.

D 34—Royalty: When referring to particular person—His Majesty, His Excellency, Her Royal Highness, King, Duke of Windsor. But do not capitalize when used as general term as in a “king’s ransom.”

D 35—Streets, avenues and boulevards: Distinguishing names only—Clinton st.; Fifth ave.; Lincoln parkway, Templin road. Note: Capitalize such famous foreign streets as Unter den Linden, Rue de la Paix, No. 10 Downing st. (See rules C 27, G 6 and G 18.)

D 36—Titles: Books—“War and Peace,” the Bible, the Koran, the Talmud, Old and New Testaments; Lectures—“Looking at Library Services”; Magazine articles—“Are You a Junk Collector?”; Paintings—“Mona Lisa”; Plays—“Macbeth”; Sermons—“The Life of Christ.” (See rule D 43.)

D 37—Titles: Of persons when titles precede names and designate specific official position or rank—SUI President Virgil M. Hancher, Mayor Preston Koser, County Clerk John Doe, Wave Ruth Jones, Principal Arthur Brown, the Rev. Jonathan Tree, Miss Mary Thompson, Prof. Samuel J. Leach; but never when referring to general occupation or general status, as millionaire Tommy Manville, head janitor William Doe, first baseman Phil Caveretta, playboy John Thomas, actress Joan Crawford, and crooner Bing Crosby, and never when preceded by person’s name, as Virgil M. Hancher, president of the State University of Iowa; John Doe, county clerk. (See rule C 13.)

NOTE: Long titles are seldom used preceding names. Exceptions are U.S. cabinet positions: Secretary of State Dean Acheson. Special rule: President is capitalized when referring to the current president of the United States. Write it: Mr. Truman, President Truman or the President. But: the president of the United States (any president).

D 38—Trade names: Old Gold.


D 40—Union and Republic: In referring to United States.

Do not capitalize:

D 41—Armed services or specific units thereof: U.S. army, navy, airforce, coast guard, signal corps, state police, Canadian mounted, fifth division, second army, Iowa national guard companies, company K, sixth battalion. Exceptions occur when
specific non-military apppellations are popularized by common usage as Rainbow division, Red Bull division, and others.

D 42—Campus terms: alma mater, alumnus, faculty, graduate, fraternity, sorority.

D 43—Church terms: words referring to sacred offices of the church—holy communion, eucharist, solemn high mass, blessed sacrament, confirmation, ordination, consecration, novena, biblical, divine, heaven, hell, devil, angelic, scripture, the gospel, holy writ. (See rules D 19 and D 86.)

D 44—College classes: freshman, junior, graduate.

D 45—Common nouns: Denoting any one of a class—man, day; aggregate—mankind, crowd; or material—sand, water.


D 47—Degrees: When spelled out.

D 48—Departments, boards, bureaus, committees and divisions: Of university—college of liberal arts, school of journalism, psychology department (but English department), extension division; Of government—department of state, agriculture department, census bureau, federal housing administration, war production board, house ways and means committee, reconstruction finance corporation (RFC), federal bureau of investigation, county board of supervisors. (Many important newspapers capitalize the distinguishing names of important federal government administrative agencies such as War Production board, Reconstruction Finance corporation, Federal Housing administration. The rule applied is the same as D 7.)

D 49—Government designations: When used either as proper nouns or as common nouns or adjectives—congress, congressional, senate, assembly, national or state house of representatives, post office, city council, state legislature, state or U.S. supreme court, cabinet, national, state, city government, federal agents, district court.

D 50—Medical terms: malaria. Exceptions include diseases bearing name of person identified with discovery or cure, as Bright's disease.

D 51—Points of compass: north, south, east, northwest.

D 52—Political ideologies: As distinct from party organization—communism, socialism, liberalism, conservatism, democracy. (See rule D 80.)

D 53—Prefixes and suffixes: ex-President Herbert Hoover, all-American, mid-Victorian, former Governor Brown, trans-Atlantic, Senator-elect Ives, Governor-elect Jones, and such foreign ones as de, d', la, von. Exceptions—Capitalize Van in Dutch names, also vice in titles preceding but not following names as Vice-President Barkley and Vice-Consul Delano. (But: He said that Alben Barkley, vice-president of the nation, will attend.)

D 54—Proper nouns: When they are used as adjectives and are accepted as general terms—french pastry, arabic numerals, prussic acid, panama hat, india rubber, french fried potatoes, utopian, platonic; but American history, German language.

D 55—Regions: middle west, the deep south, the northwest, eastern U.S.

D 56—Religious expressions: (See rule D 43.)

D 57—Scientific terms: classes, families, insects, genera of plants.

D 58—Seasons: spring, summer, autumn, winter.

D 59—Suffixes: Following a noun. (See rule D 53.)

D 60—Time of day abbreviations: a.m., p.m.

SECTION E

Dates and Datelines

(Days and Hours)

E 1—Bylines: Should be set in caps and in bold face type, centered on the line, as:

By JAMES RESTON

E 2—Copyright lines: Should be set in parentheses or brackets at the beginning of stories and centered.

E 3—Dates: Write Aug. 22, 1945 (not the 22d of August or 22 August or 22
Aug.). Omit d, st and th after figures in dates.

E 4—Datelines: Stories requiring datelines begin with the name of the city of origin all in capital letters (caps), followed by state name (all in caps when abbreviated, but first letter only in caps when not abbreviated, as REIMS, France; DALLAS, TEX.). Many papers prefer down style, capitalizing only first letters of city of origin and state or country as: Lincoln, Neb.-.

E 5—Days: Use specific day of week in place of yesterday and tomorrow, but use today or this morning, this afternoon, this evening or tonight for day of publication—Monday, today, Wednesday. When referring to a future event a week or more from day of publication, use day and date thus: He will speak Thursday, Aug. 10.

E 6—If a story breaks after midnight for the morning paper, handle it in this manner:

TOKYO (SUNDAY) (P) — Advance patrols of the U.S. first cavalry division crossed the 38th parallel into North Korea Saturday, a front dispatch said today.

E 7—If a story occurs the day of publication for an afternoon paper, use of “today” is proper. Follow rules E 5 and M 9.

E 8—Hours: Never use o’clock to express time. Make it: 7:30 a.m. Tuesday or 7:30 Tuesday morning; 7:45 p.m. Wednesday or 7:45 Wednesday evening; 9 p.m. today or 9 tonight, or 9 this evening. (See rule C 29.)

E 9—Names of countries of story origin need not be used in datelines if the city is widely known.

E 10—Punctuate in this manner:

FT. DODGE, IA. — (If date is omitted.)

PONTIAC, ILL. Oct. 9 — State reformatory board . . .

Examples of datelines omitting date:

DES MOINES (INS) — Gov. William S. Beardsley Tuesday . . .

LINCOLN, NEB. (P) — The governor of . . .

TOLEDO, O. (P) — Sen. Robert Taft Thursday said . . .

Use the following style if more credit stress is desired, centering the line:

(By the Associated Press)

E 11—State names: Omit when sending point is in newspaper’s trade area, and after names of prominent cities, as Boston, Chicago, New York, Cleveland, Denver. When necessary, use state name (Iowa) to avoid confusion — WASHINGTON, IA. Dec. 2—.

E 12—Do not use “on” or “at” before the day of the week.

SECTION F

Division of Words

( Words should NEVER be divided in copy. The following rules apply only in typesetting.)

F 1—Divide according to pronunciation. When in doubt, consult the dictionary.

F 2—Do not divide abbreviations.

F 3—Do not divide words of one syllable or words pronounced as one syllable, or their plurals, as through, often, house, houses. Note: adding past tense to one-syllable words does not add a syllable—jumped (no division).

F 4—When necessary to divide a word, break it between syllables: margin, long-ing, hy-phen. (If not sure of syllabication, consult the dictionary.)

F 5—Syllables formed by a single letter should be retained on first line: dedi-cate, insinu-ate. Note: One-letter divisions are never permissible. Do not divide such words as able, enough, again, among, even, idol, item, onus, unite.

F 6—Divide by meaning: prod-uce (n); pro-duce (v).

F 7—Hyphenated words should be divided only at point of hyphen: half-brother; well-disposed.
Sections F, G

F 8—Never divide sums of money or other numbers expressed in figures, unless unavoidable in typesetting.

F 9—Do not separate initials of a name.

F 10—So far as possible, without sacrificing intelligent spacing, do not carry over two letters. And do not divide words of five letters or fewer, even though they may have more than one syllable.


SECTION G

Figures

General rules:

G 1—Use figures for all numbers—ordinal or cardinal—above nine. Spell out numerals under 10 unless indicated otherwise below. Examples: Cardinals—six, eight, nine, 10, 11, 13; Ordinals—third, 123d street, Fourth ave.

G 2—Avoid unnecessary ciphers: In time—7 a.m., not 7:00 a.m.; In money—$8, not $8.00; In per cent—15 per cent, not 15.0 or 0.15; In large round numbers in billions and millions—$8 billion, not $8,000,000,000 (Do not use hyphen in $8 billion); but—$8,750,250,060. (Note: Do not follow this style in regard to thousands. Use ciphers in referring to thousands, as $8,000 or 6,000 soldiers, not 6 thousand.) Omit ciphers in all cases in which they add nothing to clarity.

G 3—In using figures, be consistent: 6 out of 15, or six out of fifteen, not six out of 15; 18,000 to 19,000, not 18 to 19,000.

G 4—Use st, d and th without periods uniformly with figures when required: 21st, 33d, 15th.

Use figures with:

G 5—Abbreviations: Of measurement—2 ft. 9 in.; 6 ml.; 9 mm.; For decimals—0.257; Percentage—2 per cent.
fantry, I.N.G.; U.S. second army; U.S. 10th army; seventh regiment; 16th regiment. (See G 9, G 13 and G 25.)

G 23-Money: $30 cents, not $0.30 or 30 cts.; $6, not $6.00; $15 million, not $15,000,000 (but $15,236,500); English money—convert to dollars and cents in parenthetical manner. (See rule G 2.)

G 24-Per cent: 8 per cent, not 8% or 8.0.

G 25-Political divisions: seventh ward, 10th ward, ninth congressional district, 33d senatorial district. (Same handling as G 9, G 13, and G 22.)

G 26-Recipes: 2 cups of sugar.

G 27-Roman numerals: To designate kings, Pope, but not chapters, sections, volumes, figures or tables—George VI, Pope Pius XII.

G 28-Serial numbers: Motorman 692, not Motorman No. 692; dog license 402.


G 30-Statistical series: Treat all similar numbers alike—Accidents resulted in 12 deaths in December, 18 in January and 8 in February. The force employed during the first four months was 7, 87, 93 and 106 respectively.

G 31-Street numbers: 632 W. Bloomington ave.

G 32-Telephone numbers: 8-0511, Ext. 2848.

G 33-Temperature: 10 degrees below zero.

G 34-Time: Of day—see rule G 19.


G 36-Wave lengths: 800 kc.; 12.45 mc.

G 37-Weights: 45 pounds or 45 lbs.; 1 gram, or 1 gr.

Do not use figures with:

G 38-Approximate numbers: In special expressions—about a thousand, ninety-nine out of a hundred; half a billion, one man in a thousand, etc.


G 40-Decades: In the nineties; Dur-

ing the sixties and seventies, a forty-niner.

SECTION H

Punctuation

APOSTROPE

Use apostrophes in:

H 1—Colloquial speech: To show that certain sounds were not spoken—"An' one o' 'em is the new boss," he shouted.

H 2—Contractions: To show omission of one or more letters or figures—I'm ill, it's, 'Til, he's, '90.

H 3—Plurals of abbreviations, figures and letters when used with "s"—five 2's, A's, three R's, O.K.'s, the 1920's, GI's.

Note: Omit apostrophe in denoting denominations of bonds, as 6s, 5% or, in listing golf scores, as 3s and 4s.

H 4—Possessives: With "s" to form possessive case of nouns and indefinite pronouns—Tom's skates were rusty. Everybody's business is nobody's business.

Notes: Add only an apostrophe to words that already end in an "s" or "z"—students', Charles', coaches', Jones' (singular), Joneses' (plural). Use but one apostrophe with "s" to indicate common possession—John and Mary's home. Use two apostrophes to show separate possession—John's and Mary's answers. Form compound nouns in possessive sense as concluding noun would be if standing alone—sons-in-law's. Possessive of compound not ending in a noun is formed by apostrophe with "s"—passers-by's.

Do not use apostrophes in:

H 5—Contractions: When original elision is no longer recognized—phone, varsity, bus, Frisco.

H 6—Organization names: When not officially used—Iowa State Teachers college, Merchants Savings bank, Elks lodge, The Authors club. Note: Also true in many geographical names: Harpers Ferry.

COLON

H 7—General rule: Use colons rarely. They are marks of anticipation, as distinguished from semi-colons, which are marks of separation.
Section H

H 8—Rules for using with other punctuation marks: Capitalize first word after a colon only when introducing a complete passage having independent meaning—As the old proverb has it: "Haste makes waste." But—we have three reasons for our present economy: the nation is in debt; taxes are far too high; and other countries are threatening war.

Note: When second clause is introduced by conjunctive word, and includes a quoted phrase, neither colon nor capital is used—The old proverb says that "haste makes waste."

The colon should be placed outside quotation marks unless part of the quoted matter—We wonder why he writes in "Notes and Comments": "Many a man can testify to the truth of the old adage: 'It is better to be safe than sorry.'" Note: Only one ending mark (.) is logical in a sentence concluding with a quoted phrase which contains the mark.

Use the colon for:

H 9—Biblical references: Rev. 3:16.

H 10—Direct quotations: When of some length and formally introduced—The President spoke as follows: "If we want one world now, we must disarm."

H 11—Enumeration of particulars (or appositive clauses or phrases): His favorite themes were: the folly of pacifism, public waste, and the menace of communism.

H 12—Series: In introducing a series—Those elected were: John Smith, president; etc.

**Comma**

H 13—General rule: Commas should be used to keep words or phrases distinct and so make them clear in meaning. The comma often throws a slight emphasis on what follows. It is a mark of slight separation. Short, direct sentences do not require many commas. But always place a comma before "etc." and "viz." and a comma (or a semicolon) before "namely" and "i.e."

H 14—Rules for using with other punctuation marks: Always place the comma inside quotation marks—"History," it has been said, "does not repeat itself."

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When the parenthesis comes within a clause that would be followed by a comma, the comma stands after the curve—The principal parts of a verb are the infinitive (ask), the past tense form (asked), and the past participle (asked).

**Use commas with:**

H 15—Addresses: 700 Court st., Iowa City.

H 16—Adjectives: Between two or more if each modifies the noun alone—He is a sincere, loyal friend. Note: Omit comma if first adjective modifies the idea expressed by the second adjective and the noun—A feeble old man was begging on the corner.

H 17—Appositives: Words or phrases used in apposition—Marquis Childs, Washington columnist, will speak. The recommendation of the committee, that all members who failed to pay their dues should be dropped, was voted on.

Note: Comma is not necessary when noun and its appositive form one idea—His sister Dorothy, I myself. The poet Shelley.

H 18—Compound sentences: If second clause is complete with subject and predicate, use comma before conjunctions (and, but, or, nor)—Bomb was exploding near him, and there was the sound of machine guns overhead.

Note: Omit comma if clauses are short and closely linked—The phone rang but no one answered.

H 19—Dependent clauses: To set off subordinate clauses when they precede main clause and begin with such words as "if," "while," "although," "because," "since," "for," "as," or a word ending in "ing"—Although sales have increased, expenses have increased also.

Note: Omit comma when dependent clause follows main clause—Telephone me as soon as you arrive.

H 20—Election summaries: Jones, 900; Brown, 450.

H 21—Infinitive phrases: When introductory—To err is human, to forgive divine.

H 22—Introductory or parenthetical elements (words, phrases, or clauses): When they make distinct breaks in
thought—Nevertheless, he decided to accompany him. Some of the commonest words used parenthetically and in introduction are: therefore, however, perhaps, namely, accordingly, also. If these words are used as connectives or conjunctions, they must be set off by commas—On this decision, then, rests our authority. When word has an adverbial meaning, no comma is required—Perhaps he was too ill to attend.

Some of the commonest phrases used parenthetically are: in short, in fact, on the contrary, for example, that is—Her case, in fact, is hopeless.

Clauses thus used—The rumor, we are convinced, is without foundation. Note: If parenthetical expressions are long and are complete sentences, use parentheses or dashes rather than commas.

H 23—Identical words or misleading combinations: For clearness—Whatever is, is good. (But—He declared that that path was rocky.)

H 24 — Non-restrictive modifiers: When non-restrictive clauses add descriptive facts about antecedent but can be omitted without changing meaning of main clause—His brother, who was his best friend, stayed by him to the end.

Note: Restrictive clauses limit, define or identify main clause, therefore are not set off by commas—The student who works his way appreciates an education.

H 25—Numbers: Put commas in whole numbers of four or more digits—$1,846, $3,500,500. (But not in years, page numbers, serial numbers, dimensions, weights, measures, etc.—1933, page 1567, file No. 4444, 4 feet 8 inches.)

Note: Also use comma to separate two unrelated numbers—Nov. 1, 1949, and: In 1936, 400 teachers attended the meeting.

H 26—Omissions: When conjunction is omitted between words, phrases or clauses—Cotton is grown in Brazil, in Egypt, in India and in the United States.

H 27—Parallel constructions: I came, I saw, I conquered.

H 28—Parenthetical elements: See rule H 22.

H 29—Participial phrases: When introductory—Running around a corner, he bumped into a police officer.

H 30—Series: Between items in a series of three or more short items—She ordered celery, onions, potatoes, carrots, lettuce and cabbage. Note: In a simple series, it is not necessary to use a comma before the “and” connecting the last member, unless the last member has an “and”—The menu contained roast beef, ham, chili, and pork and beans.

H 31—Time divisions: In November, 1948, the voters spoke.

H 32—Titles and degrees: To separate from names—John Jones, A4, Sioux City; William Parsons, B.A. Coe college, 1931; M.A. Iowa, 1933; Fred Brown, university chancellor.

Do not use commas with:

H 33—Addresses: Before “of”—James Collins of Cedar Rapids; Harold Jones of State University of Iowa. (But—James Collins, 32 S. Washington st., Cedar Rapids.)

H 34—Quoted matter: When phrases of direct quotations—We were bewildered by the “sound and fury.”

H 35—Restrictive clauses: The doctor who set the broken arm was the trainer.

**DASH**

H 36—General rule: Use dashes (a dash is formed by typing two hyphens in succession) sparingly, and only for abrupt changes in continuity.

H 37—Rule for using with other punctuation marks: When a clause set off by a dash requires a question mark or exclamation mark, such punctuation may be retained before the second dash:

If the ship should sink—which God forbid—he will be a ruined man.

Use the dash with:

H 38—Abrupt change in sentence structure or emphatic pauses: For emphasis—Do we—can we—send these unprepared boys into battle?

H 39—Datelines: NEW YORK (AP) —.

H 40—Enumerating or defining elements: These discoveries — gunpowder, printing press, compass and telephone — were weapons before which the old science trembled.

H 41—Interviews: After interviewee's
name at beginning of a series of interviews—John Jones—I have nothing to say. (Omit quotation marks with this form.)

H 42—Interrupters: Long or punctuated ones—A shopping center—drugstore, grocery, barber shop, two filling stations and a theater—is just two blocks distant.

H 43—Omissions: Of letters—Judge Joseph Kenyon lectured on "The Bishop of D-.", Of "to" between words or numbers—May—July, 1941; May 1, 1942—July 1, 1945. (But—from May 1, 1942 to July 1, 1945.)

H 44—Parenthetical expressions: When more separation than comma seems indicated—Senator Reed used satire at times—mocking, Mephistophelian satire— but he was also a master of logic.

H 45—Quotations: Before author's name at end—"Who steals my purse steals trash."—Shakespeare.

H 46—Summarizing clause: Before such a clause in the following—Reputation, money, friends—all were sacrificed.

H 47—Testimony: In verbatim reports—Q.—Did you strike the plaintiff? A.—I did.

H 48—Sports: 100-yard dash—Smith, first; Jones, second.

H 49—Unfinished sentences: When speech is interrupted—As he expired, he gasped, "All I want is—." (When using a dash this way, be sure to space before typing the dash.) Do not use a dash:

H 50—When a comma will answer the purpose.

EXCLAMATION POINT

H 51—General rule: This mark (1) is used after an ejaculation or any phrase or sentence of wish, command or irony to indicate forceful utterance or strong feeling. Examples—Oh! Ouch! No, no, no!

H 52—Rules for using with other punctuation marks: When interrogation points and exclamation points end quotations, they are placed inside the quotation marks—"Long live the king!" shouted the loyal subjects. "The youth replies, 'I will!'" (See final note, rule H 8.)

When these marks belong to sentences that include quotations, they are placed after the quotes—He planned to lecture on "The Thinness of the That!"

If enclosed matter requires question or exclamation point, the punctuation should be included in parenthesis—The taxi driver (the wreck!) claimed to have no small change. Note: Matter thus enclosed begins with small letter.

HYphen

H 53—General rule: Use sparingly. Tend to omit by use of a solid word or separate words.

Use hyphens with:

H 54—Adjectival phrases: so-called Croesus; portal-to-portal pay; 4-year-old boy; up-to-date machinery; well-known writer; 40-caliber 10-inch gun (but: a revolver of .45 caliber). Exceptions: Old English spelling, Old Testament times. Note: Never hyphenate adverbs or combined adjective elements after the word modified—He is a man well known in the city. Her gown was strictly up to date.


H 56—Compound nouns: Of verb plus noun, or pronoun, or verb plus a verb—cure-all, has-been, make-believe. Note: Omit when formed by one-syllable verb and short adverb—blowout, breakup, makeup, smashup, hangover, flareback.

Note also: Use hyphens for an adjectival or noun joined to a past participle or a present participle united with a preposition to form a new noun—dog-tired, foreign-born, quiet-spoken, lean-to, snow-blind.

H 57—Compound words: Having a suspensive effect—a six- or eight-cylinder motor; in 10- or 20-dollar bills; a fourth- or fifth-grade lesson. Also words of which last term is derived from a transitive verb (an object-demanding verb)—office-holder, wage-earner, fun-loving.

lecture-room, bucket-shop, metal-work. (See rule H 70.)

H 59—Numbers: In spelled out fractional numbers—two-thirds, one-half, two-hundredth, 30 one-hundredths (but: 31 hundredths). Exception: One half of his fortune he bequeathed to his widow.


H 61—Prefixes: Joined to proper names or titles—un-American, pro-Russian, Pan-American, un-Christian, ex-president. Also—governor-elect.


H 63—Special compound prefix words: Usually when forming first element of such compound words as: self, half, quarter, cross, life, god, extra, quasi, ultra (cited below with common exceptions)—self-conscious, self-reliance (but—selfless, selfsame); half-asleep, half-right, half-truth (but—halfway, halfhearted); quarter-final, quarter-mile (but—quarterback, quartermaster); cross-country, cross-reference (but—crosswise); life-story, life-principle (but—lifelong, lifetime); sun-god, forest-god, extras, extra-hazardous (but—extraordinary); quasi-argument, quasi-heroic; ultra-French (but—ultraviolet).

H 64—Words of similar spelling: For clarity—re-collect and recollect, correspondent and correspondent; re-cover and recover; re-creation and recreation.

H 65—Words depicting stuttering, sobbing, or halting expression: S-s-sammy or ah-ah-ah.

Do not use hyphens with:

H 66—Adverbs: Ending in “ly” plus a participle—gaily dressed girls, freshly painted lips.

H 67—Adverbs or combined adjective elements: When used after the word modified—He is a man well known in Iowa City. (See rule H 54.)

H 68—Civil or military titles: postmaster general, attorney general, lieutenant governor, brigadier general, master sergeant. (But—vice-consul, vice-president.)

H 69—Compounds: Adverbial connectives such as: therefore, nevertheless, oftentimes, hitherto. Also where first term is derived from transitive or intransitive verb—boarding school, hiding place, meeting place, turning point, vanishing point.

H 70—Compound words with “book,” “house,” “mill,” “room,” “shop” and “work”: Should be printed as one word when prefixed noun contains one syllable—bankbook, casebook, boathouse, schoolhouse, courthouse, cornmill, windmill, bedroom, classroom, tinshop, workshop, classwork, teamwork. Should be printed as two separate words when prefixed noun contains three or more syllables—reference book, business house, chocolate mill, recitation room, policy shop, filigree work. (See rule H 58.)

H 71—Prefixes: When joined to roots—biweekly, coeducation, coed, coequal, cooperation, coordinate, coowner, copilot, coworker, overconfident, postwar, preempted, preeminent, prehistoric, prewar, rearrange, reelect, reenter, reread, reunite, rewrite, semisolid, superhighway, uncoordinated.

H 72—Prepositional or adverbial components: afterglow, bypass, offset, outweigh, today, tomorrow, tonight, withstand, byline.

H 73—Pronouns: anyone, everybody, nobody, someone, whoever, whatever.

H 74—Words of everyday occurrence: When they have acquired special meaning without hyphen—bookdealer, bookkeeper, bookmaker, bookstore, drugstore, businessman, copier, copyreader, dressmaker, proofreader, schoolboy, serviceman, taxpayer, tenant, twofold, waterproof, workingman.

H 75—Words of special meaning: bond house, tailor shop, field work, school work, book work, case work, grocery store, candy store.

INTERROGATION POINT

H 76—General rule: Use at end of a direct question.

H 77—Rules for using with other punctuation marks: When interrogation points and exclamation points end quota-
When these marks belong to sentences that include quotations, they are placed after the quotes—Were you ever in "Tsintsimati"?

If enclosed matter requires question or exclamation point, the punctuation should be included in the parenthesis—Please send me the proper typewriter ribbon (is it No. 1 or No. 2?).

H 78—Special use: Question mark enclosed in parentheses may be used after word, phrase or date to indicate uncertainty of its accuracy or conjecture or irony or to mark a gap in available information—Omar Khayyam, Persian poet (?-1123?). He offered to sell me a bag of real (?) pearls.

Parentheses or Curves

H 79—General rule: Use seldom.

H 80—Rule for using with other punctuation marks: (See comma, interrogation point, semicolon.) If an entire sentence is enclosed, the period should be placed before the last curve—This will serve as an illustration. If only the final words are enclosed, the period should be placed after the curve—He misuses words (for example, practical and practicable).

If enclosed matter requires question or exclamation point, the punctuation should be included in the parenthesis. When the parenthesis comes at the end of a clause that would be followed by a comma, the comma stands after the curve.

The semicolon belonging to a sentence including a parenthesis follows the second curve.

Use parentheses with:

H 81—Authors and composers: When in programs—The program is as follows: Reading, "My Brothers" (Jones) Mary R. Boyle; soprano solo, "Trees" (Kilmer) Betty Barr.

H 82—Figures or letters: Used to mark divisions of enumerations run into the text—The reasons for his resignation were: (1) advanced age, (2) failing health, and (3) a desire to travel.

H 83—Irrelevant and incidental comment: We were now nearing our destination (after five days on the river), and our spirits rose.

H 84—Nicknames: When used with initials or given names and surname—W. G. (Dad) Schroeder.

Period

H 85—General rule: Use periods at the end of every declaratory sentence.

H 86—Rules for using with other punctuation marks: (See parentheses.) If an entire sentence is enclosed, the period should be placed before the last parenthesis mark.

The period is always placed inside the final quotation marks—he said, "The historians repeat one another."

Use periods with:

H 87—Abbreviations: Dr., st., Wis., Mr., Feb., M.A., C. B. Wilson. Also with initials of proper names: G.B.S., F.D.R.

H 88—Decimals and money: 1.07 $2.05; 231.15.

H 89—Leaders (row of dots or hyphens): In programs and other matter set in tabulated style—Faust .. Wesley Drummond

H 90—Omission of quoted matter: Use three dots, separated by spaces, to indicate words are omitted—This generation . . . will see a revival of learning.

Do not use periods with:

H 91—Abbreviated names of national, state, city and campus bodies: TVA, SEC, YMCA, UN. Note: Use periods to avoid confusion—U.S.

H 92—Chemical symbols: Fe is the chemical symbol for iron.

H 93—Captions, headlines, bylines, paragraph headings and subheads.

H 94—Nicknames: Butch Jones.

H 95—Per cent: 45 per cent, not .45 per cent.

Quotation Marks

H 96—General rules: Remember to place quotation marks at the end of every quotation. Use quote marks at the beginning of each paragraph of an extended quotation, but at the end of only
the last paragraph. Use quote marks for all quotations when they are to be set in the same type and measure as the context, but not when they are in narrower measure or smaller type.

H 97—Rules for using with other punctuation marks: (See colons, commas, interrogation point, periods and semicolons.) Quotation marks must be used to indicate all direct quotations taken from other writers or speakers, whether a phrase or complete sentences. Quoted matter may stand by itself or be worked into a review or report as: Mr. Garnett chose those letters that would make "a book in which Lawrence's career, his intellectual development and the details of his life should be recorded."

Double quotes (" " ) are the usual marks in stories. Single quotes (' ') are preferred for headlines when quotation marks are necessary.

For quotations within quotations, double and single marks are alternated—The witness said, "I asked him, 'Where is my copy of "Paradise Lost"?'." (See final note, rule H 8.)

•Neither interrupting expression nor the continuing quotation are capitalized—"Hot words breed irritation," counseled the correspondent, "whereas calm words secure action, mend affairs, and build good will." But, capitalize first word in direct quotation as—The President said, "We shall oppose aggression anywhere."

The colon should be placed outside quotation marks unless part of the quoted matter.

The period is always placed inside the final quotation marks. Always place the comma inside quotation marks. But place semicolons outside quotation marks.

When interrogation points and exclamation points end quotations, they are placed inside the quotation marks. When the points belong to sentences that include quotations, they are placed after the marks. (See final note, rule H 8.)

Use quotation marks with:

H 98—Coined words: Likely to be unfamiliar—"cinemaddict"; "radiorator."
H 99—Ironic words or phrases: This so-called "man of affairs."

H 100—Direct quotations: When quoting all direct testimony, conversation and interviews, except when name of speaker or the Q. and A. form with a dash precedes—The witness said, "I distinctly heard him say, 'Don't be late'; and then I heard the door close."


H 102—Words: When defined—"Leading" refers to spacing between lines. When unusual, technical or ironical (words or phrases) in text—Her "five o'clocks" were famous in the neighborhood. When used in a particular or unusual sense to which attention is directed to clarify meaning—"Colossal" seems to be the favorite word. I said "and," not "or."

Do not use quotation marks with:

H 103—Colloquial figures of speech: The oil well was a wildcat venture.

H 104—Characters: In books, plays, movies, radio programs—Robert Mantell played Macbeth in "Macbeth."

H 105—Familiar phrases: He said again and again that to err is human.

H 106—Indirect quotations: He said that he regretted the division.

H 107—Names: Of pets, ships, pullmans, etc.


H 110—Slang: bobby-soxer.

H 111—Testimony: With question and answer form—Q.—Where were you at 4:30 Tuesday afternoon?
A.—Crossing the bridge.

SEMICOLON

H 112—General rule: Use sparingly and only to mark a more important
break in sentence flow than that marked by a comma.

H 113—Rules for using with other punctuation marks: The semicolon is placed outside quotation marks—The books were studied in this order: first, "Silas Marner”; second, “David Copperfield.”

The semicolon belonging to a sentence including a parenthesis follows the second curve—Misbehaviors which meant disqualifications: “babbling” (barking to the extent of interfering with the chase); “loafing” (showing no inclination to hunt); “running cunning” (failing to work fairly on a trail).

Use a semicolon with:

H 114—Addresses: In series—Thomas Fell, Centralia; Miss Jane Smith, Ft. Dodge; Stuart Gregory, Chicago.

H 115—Compound sentences: To separate independent clauses that are not joined by any word or phrase and that are connected by a coordinate conjunction (and, but, for, nor, or, neither) if the clauses are long—It is so in war; it is so in economic life; it cannot be otherwise in religion. Tom and Harry will take the day off; but Dick will be in the office until noon.

H 116—Conjunctive adverbs: Between long clauses connected by conjunctive adverbs (e.g., however, moreover, namely, nevertheless, consequently, therefore, hence, however), when a more definite pause than a comma affords is clearly indicated by the context—This plan implies better initial orientation; therefore, the details should be ironed out in advance.

H 117—Coordinate clauses: If not closely related but considered parts of one idea—Words and sentences are subjects of revision; paragraphs and whole compositions are subjects of revision.

H 118—Series (where members of series of three or more items are long, or not closely connected, or if the members have commas within them), figures, scores or clauses with commas in them, and items in a complicated list:

He demonstrated model H2, which the committee liked best; H1, now out-dated; and G38, a small machine and therefore unsuited to our current needs.

See volume II, chapters 3 and 4; volume III, chapter 7, sections 1 and 2, and volume IV, chapters 5 and 6.

The officers are John C. Adams, president; Tom Blair, vice-president; James Carney, secretary; Robert Walther, treasurer, and Eugene Egan, national representative. (Note the comma after treasurer. In lists such as this, set off by semicolons, use a comma before the "and" that connects the final items.)

Do not use semicolons for:

H 119—Colons: A colon looks ahead; it is a mark of anticipation. A semi-colon marks a more definite separation than a comma.

SECTION J

Titles

J 1—General rules:
a. Always give initials or first names of persons the first time they appear in stories. Exceptions include: President of United States, governor of a state and persons so widely known that such identification is superfluous—President Truman, Governor Beardsley, Governor Dewey, Prime Minister Attlee.

b. Do not use titles on second reference in a story. Use surnames only, except as directed in J 1f, J 2, J 4, J 5, and in referring to individuals in obituaries and society page items where title of Dr. or Mr. should precede surname.

Specific examples:

General Story

John Fry, 42, Cedar Rapids grocer, was elected president of the Iowa Booster club at a meeting Monday evening in Memorial Union, Iowa City. Fry is a university graduate.

Obituary

Halstead Carpenter, 59, Iowa banker and member of the state board of education, died today of a heart attack in the Monticello state bank.

Mr. Carpenter was an active member of the Democratic party.
Society

Marriage vows were exchanged Oct. 2 in San Francisco by Miss Alice Hardin, St. Joseph, Mo., and Mr. Frank M. Bernick, son of Mrs. Frank Bernick, 615 Templin road, Iowa City.

Mr. Bernick attended the State University of Iowa.

c. Never use only one initial as: C. Jones. Use both or the Christian name: C. H. Jones, Charles H. Jones or Charles Jones. (Make exception only at request of persons: the Rev. H. Miller.) (See rule C 36.) When Christian name is used, use middle initial, if known, as it may be a valuable identifying element.

d. Never use Mr. with initials or first name. Write it: John A. Brown or J. A. Brown.

e. Do not use nicknames except in sports stories, in columns or in the form: Joseph (Spike) Doren.

f. Always place title of Miss before an unmarried woman’s name. Give first name of unmarried women, not initials only. Miss Mary R. Smith, not Miss M. R. Smith. When mentioning second time, refer to Miss Smith. In presenting list of members of sorority or other group, or of high school girls, omit the title Miss before each name. It is not necessary to begin such lists with “the Misses.” The latter should be used only when necessary in general news stories of non-students, but regularly in society columns. See “Courtesy titles” below.

g. Always use the title “Mrs.” before the name of every married woman. Begin list of married women with “the Mesdames.” Always give husband’s first name or initials with each married woman’s name. As an aid in identification, refer to a widow as Mrs. Jane Herbert Ross, unless she requests that her husband’s name be used, as Mrs. William M. Ross.

Write titles as follows:

J 2–Academic titles: The title Dr. should be used for those who hold the degree Ph.D., LL.D., Litt.D., except when referring to professors, associate professors or assistant professors who should be given title of professor preceding name. Use title Dr. for medical, osteopathic, chiropractic and dental doctors and repeat it in subsequent references.

a. Give title of professor only to faculty members of professorial rank, as mentioned above. Use Mr. when necessary with name of instructor or assistant instructor, or refer to person as Instructor Jones. Never abbreviate “instructor.”

b. Write Prof. and Mrs. Henry James, not Mr. and Mrs. Prof. Henry James. Write: Dean Dewey B. Stuit of the college of liberal arts; Dr. Irving Allen, professor of law; Prof. Leslie G. Moeller, director of SUI school of journalism.

J 3–Courtesy titles: Write Mr. and Mrs. Stephen D. Mills, not Stephen Mills and wife. Courtesy titles are not required in lists of students: Mary Hanson, A3, Mason City; Faye Olson, A2, Cedar Rapids, etc.

J 4–Ecclesiastical titles: Supply “the” before Rev. in all cases—the Rev. Roland E. Lindsey. (Note: Do not capitalize “the” unless beginning a sentence.)

When mentioning a Protestant minister (or pastor) a second time in a story, refer to him as the Rev. Mr. Lindsey, not as Rev. Roland E. Lindsey, the Rev. Lindsey or Rev. Lindsey. Make first reference to a clergyman who has the doctor of divinity or doctor of philosophy degree as follows: the Rev. Dr. L. L. Dunnington. Subsequently refer to him as the Rev. Mr. Dunnington. (Note: Reader confusion is kept at a minimum if the title Dr. is reserved for physicians, dentists, Chiropractors and Osteopaths.

Catholic clergymen are priests; almost all are either pastor or assistant pastor of a specific church and parish. Refer to a Catholic priest in the same manner as a Protestant clergyman on first mention (the Rev. Edward Farrell); on second mention, refer to a priest as Father Farrell.

Proper form for a Roman Catholic archbishop or bishop is the Most Rev.; for a Protestant Episcopal bishop, the Right Rev.; for a Catholic monsignor, the Right Rev.; for a Catholic papal cham-
Sections J, K, L

berlain, the Very Rev.; for a bishop of the Methodist church, Bishop. (See rule C 8.)

A Catholic sister's rank is given but not her last name, unless in exceptional cases such as death, Sister Mary Rita; or, in an obituary, Sister Mary Rita (Marcella Hogan).

Methodist, Congregational and Presbyterian and most other Protestant clergymen are known as ministers or pastors. Never refer to one as Minister Thomas Jones; use the title, the Rev. Thomas Jones. Episcopalians call the spiritual head of a parish a rector. However, refer to a rector as the Rev. William Boyd, never as Rector Boyd. Always refer to a Jewish pastor as Rabbi, using full name on first reference and surname with Rabbi on second reference and thereafter, as Rabbi Salzman.

J 5—President: When referring to the current President of the United States, always use the title President capitalized as, the President, or President Truman; or refer to him as Mr. Truman, never as just plain Truman. But—Several presidents visited the shrine.

Do not use:

J 6—Double titles: Dr. Herbert R. Tree, Ph.D.; Prof. Samuel J. Leach, professor of Latin. Write Dr. Herbert R. Tree, Prof. Samuel J. Leach of the Latin department.

J 7—Esq. after a man's name.

J 8—Honorable or Hon.: Never use.

J 9—Long titles when preceding names as: Superintendent of Public Instruction Thomas Moore.

J 10—Master: Before boy's name.

SECTION K
Grammatical Problems
Common in Newsrooms

Editor's note: No attempt is made in this section to provide complete grammatical rules. The purpose here is to cover several of the rules of grammar commonly violated.

K 1—Sums of money are singular regardless of words used: $23 was expended.

K 2—Use singular after: United States, anybody, everybody, headquarters, somebody, neither, none, either, whereabouts.

K 3—In dealing with such collective nouns as army, athletics, police, audience, class, jury, committee, crowd, choir, flock, gang, group, majority, mankind, politics, people, and public, apply the following rules:

a. When the group is regarded as a unit, the noun takes a singular verb and singular pronoun. When the noun is regarded as indicating individuals of the group, the noun requires a plural verb and pronoun. Do not treat a collective noun as singular and plural in the same context.

Examples: When a gang of thieves raids the commissary, it (the group) doesn't lose any time. (Singular).

When a gang of thieves raid the commissary, they (the individuals) don't lose any time. (Plural).

K 4—When subjects are joined by either—or, neither—nor, not only—but also, make the verb agree with the nearer subject:

Write: Either John or his sister is coming with us. Neither the twins nor their nurse is ready. Neither the nurse nor the twins are ready.

K 5—When the subject differs in person, make the verb agree with the nearer subject:

Write: Either Tom or I am responsible. Not, Either Tom or I is responsible. Better still, rewrite: Either Tom is responsible or I am.

K 6—A number of words ending in -s take the same form in both singular and plural: headquarters, morals, billiards, civics (all words in -ics, as athletics, politics, mathematics).

K 7—Some words have same form for both singular and plural: fowl, sheep, fish (fishes for varieties of fish).

SECTION L
Spelling

L 1—It is recommended that the cur-
rent edition of an unabridged dictionary be used as a guide to spelling. Webster’s New International Dictionary (Second Edition) is used by The Daily Iowan and the State University of Iowa school of journalism.

SECTION M
Miscellaneous Style Rules

M 1—Place the address of a person as close to the name as possible: Henry Ford II of Detroit. John Johnson, 42, 112 Jackson st.

M 2—In writing lists of officers, place name and address of person first, then office: Those elected were John R. Jackson, Des Moines, president; Charles W. Scully, West Branch, secretary; and Joseph E. Scott, Clinton, treasurer.

M 3—in giving lists of names, use this style: Among those present were John E. Jones, Boston, Mass.; Henry C. Smith, Hot Springs, Ark.; Samuel W. Adams, Denver, Colo.; Mr. and Mrs. John White and Mr. and Mrs. George H. Green, Cedar Rapids.

M 4—Use men and women when referring to university students; not boys and girls.

M 5—Never use school in writing of a university or college as a whole.

M 6—Omit slang and dialect unless needed in conversation quoted for feature use.

M 7—Avoid bromides such as: crisp bank note, between trains, completely destroyed, lone bandit, grim reaper, new beginner, sad rites, the deceased, innocent bystander, the then Governor Jones, fell like a bombshell, bolt from the blue, home talent, in the pink of condition, hard as nails, fit as a fiddle, made good his escape, pandemonium broke loose, limped into port, dead bodies, passing motorist, old Sol, “history was made today,” “slumped into the nearest chair,” “thugs beat up a man,” milady, police drag nets, whirlwind tour, run riot, political pot boiling, smoking revolver, news leaked out, will be staged, grilled by police, speculation is ripe, while thousands cheered, fire gutted the building.

M 8—Never write a news story in the present tense.

M 9—Each paper should set a rule on tense. Few editors will take a chance on announcing that an event scheduled for press time actually will take place. Brides change their minds, sports events are canceled, and so on. For such events expected to occur between deadline and 7 a.m. on a.m.’s, or between deadline and 5:30 p.m. on p.m.’s, the form “The meeting was to begin at —” is sound. For events occurring after 7 a.m. for a.m.’s and 5:30 p.m. for p.m.’s, the better form is: “The meeting will begin at —.”

SECTION N
Pictorial Journalism

(Points on handling pictures)

N 1—Because pictures make news easier to comprehend, an alert staff will make a vigorous effort to supplement the news with attention-compelling photographs. This involves careful organization of a print, mat and cut morgue. Compiling of local pictures is an important aspect.

N 2—Prominence, action, conflict, drama, human interest and other news values apply to pictures. Use pictures for their subject matter, applying tests of news and feature interests.

N 3—Styles of presentation differ. Most newspapers use centered captions (or overlines, the lines over the cut) with underlines (sometimes called hangers). Together the overline and underlines are called cutlines. Other newspapers use underlines exclusively, with either an introductory caption, or three or four introductory words in caps.

Space requirements and necessity to explain adequately the news in the picture determine length of underlines. General practice calls for at least three lines but not more than nine lines. Normally, underlines are set in only one paragraph. If a story accompanies a picture, hold underlines to a minimum; if a picture stands alone, tell the story as completely as possible.

N 4—Captions should follow headline
Sections N, O

rules, requiring a subject, verb and object. Avoid writing label captions. Active voice and present tense are preferred for cutlines, though the passive voice and past tense may be required to fit the sense of action in the picture. Make cutlines conform to the theme and spirit of the pictures themselves. If a picture is humorous, try to write humorous cutlines. However, as most pictures are routine, avoid strained effects at cleverness.

N 5—Identify people and places in pictures clearly and concisely. Make identification immediately. Identifying words (left to right, left, right, seated, standing, front, middle and back rows) should be used for clarity and set off with commas. When only two persons are pictured, identify one as either left or right. Examples: John Jones, left, Tom Brown, center; standing or seated, left to right, are John Doe, Earl Jones and Bruce Hudson.

N 6—Underlines for one-column cuts are usually indented one em on both sides; for all other cuts, one and one-half ems. For reader convenience underlines are marked to full width (with proper indentions) for two- and three-column cuts, but are marked to double up for four- and five-column cuts, and to triple up for six-, seven- and eight-column cuts. In marking, remember the standard column measure is 12 picas, separated by 6-point (or half pica) rules. (Some papers use 4-point or even 2-point rules.) (See rules Q 1 and Q 2.)

N 7—In cropping a picture for engraving, prune away deadwood from the edges of the picture, in order to concentrate attention on the action or principal scene.

N 8—If proper facilities are available, retouch pictures and eliminate confusing backgrounds.

N 9—Place vertical and horizontal crop marks in the margin of the print and not on the developed field.

N 10—After cropping, there is usually need for the engraved plate to be smaller or larger than the actual space indicated by crop marks. Proper scaling will tell the exact size of the engraving. If an engraver's rule is not available, use the diagonal method to determine size of engraving. This method is as follows:

a. Measure the width and depth of the area within the crop marks. (Suppose this to be 6 inches by 4⅞ inches.)

b. Draw a rectangle of these dimensions on a plain sheet of paper, using the left and bottom edges of the paper as the left and bottom of the triangle. Make the lower left corner A, the lower right corner B, the upper right corner C and the upper left corner D.

c. Draw a diagonal line from the lower left corner to the upper right corner of the rectangle. (AC).

d. Measure along the bottom line (AB), beginning at point "A," to the width of the plate desired. (Suppose this to be 4 inches.)

e. Raise a perpendicular line from this point on AB to the diagonal AC.

f. The length of this perpendicular will be the depth of the engraved plate. (3 inches).

g. If the picture is to be enlarged, draw the rectangle as outlined here, but extend the diagonal line (AC) as necessary. Then measure along the bottom until reaching the width desired in the enlarged plate and raise the perpendicular.

h. If the engraving is to be attached to a wooden base, allowance must be made top and bottom for the nailing edge.

SECTION O

Copyreading

(Essential Points for the Copyreader)

O 1—Check for accuracy. Strike out errors of fact. Make certain that the story tells the truth, and does not distort or mislead.

O 2—Eliminate libelous statements. Edit copy to be fair and in good taste.

O 3—Correct mistakes in news values. Get the what, who, how, when, where and why elements in their proper sequence and in adequate detail. See that all essential facts are reported.

O 4—Correct mistakes in grammar, misspelling and inadequate punctuation.
O 5—Simplify and condense copy to make it clear, compact, interesting. Trim non-essential details. Clarify or strike out confusing or ambiguous statements. Replace or define technical terms.

O 6—Make all copy conform to paper's style. Eliminate errors of typographical style.

O 7—Be on the alert to reject or revise stale and biased news, advertising matter disguised as news, and trivial, trite and dull words and phrases.

O 8—Cut out all editorializing in news stories, and writing in the first person unless justified as a special byline story.

O 9—Check for accuracy all names, addresses, titles, etc. Use standard reference books, as well as city and telephone directories.

O 10—In order to assure that release dates and times are observed rigidly, make certain that copy is properly marked.

O 11—Use standard copyreading symbols (contained in this desk book).

O 12—Make necessary revisions in the copy, not in the margins.

O 13—After copyreading the story, making needed corrections or alterations as neatly as possible, prepare the headline on a separate sheet of copy paper, except when headline is set in same type as copy. If paper uses slugs or sluglines (title given each story to act as guide for desk and composing room), slug the headline. For instance, if story is slugged "Flagpole Sitter," use these words with headline, as follows:

(Flagpole sitter)

**Mayor Pins Medal**

On Flagpole Sitter

(Note: Do not confuse the term, "story title" with the terms "slug or slugline," though the story title may be used as a slug. The term "guideline" is explained below. A story title is a statement, usually one, two or three words, of the story's subject matter. It is used by the reporter as a guide to the copy desk. He places it under his name on the first page of his copy, and under each page number used thereafter. The story title is useful in keeping pages of copy in proper order. The desk may use it as the slug (provided it is brief and to the point), writing it to the right of center at the top of the first page, and also on the page containing the headline. In copyreading, the copyreader must make sure the page number and story title at the top left corner of each page is encircled. The linotype operator or copy handler will use this material only as a guide in keeping pages in order.)

On the other hand, if paper's style is to use guidelines (first few words of a headline written on copy of the story to identify it in scheduling and in assembling the type), encircle title of story and place the guideline on the copy. (Example: Mayor Pins Medal) The headline needs no slug, as the printer has sufficient identification on the copy to bring the story and head together.

Remember to designate size of head, either by headline schedule code or by writing out column measure, size of type and type face. As necessary, designate page in paper on which story is to appear.

O 14—Be sure to indicate on each page whether there is more to the story, and never fail to mark when story ends. Make sure that each page contains a guideline, or other marking, to identify page 2, 3, etc., or first add, second add, etc.

**Example:**

Johnson (Cross out. See note below.)

Juvenile meeting (Encircle this story title.)

Ohio Educator (Guideline.)

The fight against juvenile delinquency is slow due to the lack of warm understanding persons to carry on work with children, according to Dr. Walter C. Reckless of Ohio State University.

There is enough knowledge available to make a sizable dent in the delinquency problem if it were only used, declared Dr. Reckless, president of the National Conference on Juvenile Agencies.

The group met here in conjunction with the National Congress of Correction, sponsored by the American Prison Association.

(more)

Page 2

Juvenile meeting. (Encircle page number and story title.)

"It seems that the courts, the schools, the police and the institutions have difficulty getting together on the same level in most places," said Dr. Reckless.

"In one city, the judges do not understand the children; in another the police are operating on a medieval level; in a third, the training school may be poor," he said.

Dr. Reckless held that many policemen do not believe in the juvenile courts "and yet these police are the ones doing juvenile work."

(30)

Note: Delete writer's name (after transferring to your copy schedule) and edit as indicated in O 13.
SECTION P

Headlines

Types of Headlines
Headline writing suggestions
Making the headline fit

Types of Headlines
P 1—There are five basic forms in which parts of headlines are set:

a. Crossline.

GOP Wins Thomas Seat

b. Drop-line or step-down (lines are sometimes both flush left and flush right).

Iowa Voters
Face Puzzle
In Primaries

c. Flush-left.

Senate Group
Moves to End
Rent Control

d. Hanging indentation.

London Paper Calls
Iowan to Secure
Details of Fire

Square indentation.

West Plans Bastion
In Southern Europe
To Balk Communists

e. Inverted pyramid.

Friends of Dr. Sander
Seek $20,000 Fund
For His Defense

P 2—All headlines are based on one or more of the above elements. The crossline, the drop-line and the flush-left forms are used either by themselves or placed above the other parts in headlines, although some papers place the inverted pyramid form at the top.

Each part of the headline using more than one form is called a deck or bank. In a combination of a flush-left head over a hanging indentation head, the flush-left head would be called the top deck and the indentation the second deck. Few papers use a multiple deck arrangement of more than two decks.

P 3—The basic headline forms may be expanded. Two-, three-, and four-column headlines of one, two or three lines are typical extensions. These are called “spreads.” Crosslines of six-, seven- or eight-column size are termed “lines,” “banners” or “streamers” with the largest generally termed “top line.” A line across the page above the nameplate is called a skyline banner. Banners on inside pages are known as binders.

P 4—A jump head is a head used over a continued part of a story placed elsewhere in the paper, usually on a “break” page that contains continuations of stories from page one. There are several popular ways to construct a jump head to help the reader in finding the continuation. In order of preference and common usage, they are:

a. Repeating the top deck of the main head of the story, using the same size type and face. Thus, editors would mark headline copy with instructions to the composing room staff to produce two top decks.

b. Repeating first word or first two words of the main headline. Thus, if the headline were “Wheeler Quits as Vice-Consul To South Africa,” the editor would mark copy to have “Wheeler-” or “Wheeler Quits” reset either in the same size type as the main head or a smaller size type.

c. Using the subject of the story, or principal person in the story, as the “interlocking key word.” Roughly, this means that if a story on Marconi has a main head such as “Noted Scientist Dies,” the jump head would read “Marconi.”

d. Using a number system. Thus, “Number One” and so on would be placed over the continued part of the story.

With each method, however, bold face caps and lower case lines of body type
P 5—Typographical experts encourage use of only one family of type in headline schedules; or, at most, two harmonious families.

P 6—Many newspapers have adopted the simple and economical practice of headline schedules or charts. These assign numbers (or letters) to various headline styles and types. This permits the editorial staff to designate the headline by number in putting a slugline (slug or guideline) on a story. Under this system, copyreaders write the headline, word for word and line for line as it is to appear in print, on a separate sheet of copy paper, indicating the size head by number.

Headline Writing Suggestions:

P 7—Write headlines legibly. Type-written heads are preferred.

P 8—Use concise, exact words to avoid padding. Tell the news, sticking to the facts, summarizing the gist of the story in the top line or deck, and subordinate decks.

P 9—Give as many of the “5 W’s” in the head as necessary, but play up the proper “w.” Check to see that the feature, as well as the news, is in the headline. Phrase the headline so the reader will understand it quickly.

P 10—Make each deck stand alone as a complete statement. The second deck should either amplify the facts set forth in the top deck, or describe an entirely new feature or fact about the story. The same rules should be followed in writing decks off a banner line.

P 11—Avoid repeating thoughts or words in lines of decks or in decks.

P 12—Good headlines have subjects, verbs and objects. They are actually shortened sentences, definite, specific, complete.

P 13—Use verbs in active voice (subject of verb performs action indicated) to avoid writing label heads. Also avoid the passive voice (in which the subject is acted upon).

P 14—Use the present or future tense, except in a statement referring to incidents of a dead person’s career or a similar statement.

P 15—Omit the articles “a, an, the” and forms of the verb “to be” and “to have.”

P 16—Avoid involved, confusing or ambiguous heads as: Ex-Soldier Denies Now Killing Aged Proprietor in Drug Store.

P 17—Avoid provincial, slang expressions.

P 18—Follow paper’s style of spelling.

P 19—When using abbreviations, be sure they are standard, conventional and generally understood, as FBI, FCC, U.S.

P 20—Use single, not double quotation marks.

P 21—Divide distinct ideas with a semicolon. Never use periods. Avoid using dashes in pyramids or hanging indentations unless dashes are necessary to emphasize separate items.

P 22—Use figures consistently. Do not spell out numbers less than 10 in heads. Where possible, without omitting significant totals, use round numbers. In case of $15,000,000,000, write $15 Billion, and so for million, but not for thousand.

P 23—Words, phrases of nouns and adjective modifiers, prepositional phrases and verb phrases should not be split between lines.

P 24—Avoid beginning headlines with verbs because of the imperative sense usually implied, and avoid beginning with prepositions and articles. Do not end with verbs. Heads with implied subjects are weak. If the first deck begins with a verb, the second deck must open with the subject. (See rule P 25.)

P 25—Be sure that a verb which reaches backward or forward into other lines or decks for its subject is in the right tense, voice and number. Avoid disagreement such as: Senate Stands by Truman Plan — Reject Brown’s Resolution for Extended Debate.

P 26—Never editorialize in a head.
Sections P, Q

P 27—Always begin lines of headlines with capital letters.

P 28—Capitalize all words in headlines, except prepositions and conjunctions of four or fewer letters which are capitalized only at the beginning of lines.

P 29—Subheads, if used, should be inserted at intervals of 150 to 200 words, or every three paragraphs, and no less than about two to a story. They should contain a subject and a verb.

Making the Headline Fit:

P 30—Sizes and styles of type used for headlines vary from paper to paper, and determine the number of letters and spaces between words that a line of type will accommodate. Therefore, in order to write headlines which fit the available space, it is necessary to know (1) how many units of width to allow for each character in the type face being used, and (2) how many units the column space will accommodate in the same type face.

P 31—The system of counting out lines by units is the key to making headlines fit the space. No one system can be applied without modification. Each newspaper office should set up a maximum count for the sizes and styles of headline type.

P 32—A formula widely used in unit counting for caps and lower-case letter headlines follows:

Lower-case letters i, l, t, and t ... \( \frac{3}{4} \) unit
Lower-case letters m and w ... \( \frac{1}{2} \) unit
All other lower-case letters ... 1 unit
Capital I ... 1 unit
Capitals M and W ... 2 units
All other capital letters ... \( \frac{3}{4} \) unit
Punctuation marks ... 1 unit
All figures ... 1 unit
Space between words ... 1 unit

P 33—The counting formula for all-cap letters is:

Capital I ... \( \frac{3}{4} \) unit
Capitals M and W ... \( \frac{3}{4} \) unit
All other letters ... 1 unit
Punctuation marks ... \( \frac{3}{4} \) unit
All figures ... 1 unit
Space between words ... 1 unit

P 34—Great care should be exercised to make the unit count nearly the same in each line of drop-line headlines, in order to maintain symmetrical design.

P 35—Flush-left heads are being adopted by more and more newspapers. Such heads give headline writers freedom to write clearly and naturally. While unit counts of flush-left heads may vary from line to line, there should not be too much variation in the same deck. Lines with too much variation look sloppy. Lines that are too short appear weak. Normally, line lengths are approximately the same, filling at least three-fourths of the line space and seldom varying more than two units from line to line.

SECTION Q

Getting Copy Into Type

Typographical Facts Worth Knowing

Writing Instructions to the

Composing Room

Suggestions to Compositors

Typographical Facts Worth Knowing:

Q 1—Type is measured by a very small unit known as the point. A point is the twelfth part of a pica, a type size that does not lend itself easily to inch or foot measurement. One point measures .013833 of an inch, or approximately 1/72 part of an inch. A pica would then measure .166 of an inch, and 6 picas .996 of an inch.

The printers' system of measurement in brief is as follows: 6 points equal 1 nonpareil; 12 points equal 1 pica; 6 picas equal 1 inch (approximately); therefore, 72 points equal 1 inch (approximately) and 72 picas equal 1 foot (approximately).

The point is usually used for indicating type sizes. The pica is used to indicate the length of lines (called the measure) and the depth of type pages. For instance, the average newspaper 1-column measure is 12 picas (or approximately 2 inches), and 2-column measure 24 picas (the half pica resulting from elimination of the column rule between the two columns, provided the column rule is the usual width, 6 points. Some papers are using 3- and 4-point widths for column rules, however.)

When terms such as 6-point, 8-point or 10-point type are used, they represent the measurement of the height of body of type which includes the height of the
face of the type plus the shoulders. Do not confuse height of body with height to paper which applies to distance from base on which type rests to top of the face of the letter or printing surface. This distance is always .918 of an inch no matter which size of type is used.

Q 2—Type areas are measured in ems. An em is a square which varies with the body size of the type being measured. For instance, if the type being used is 10-point, the em is 10 points square.

Q 3—Classes, families and series of type deserve study. The six great classes of type are roman, italic, text, sans-serif, cursive and contemporary. Distinctive characteristics of each class are based on the difference in stems, hairlines, ascenders, descenders and serifs of the many type faces. The little crosslines and hooks at the ends of the main stems of letters are called serifs. Letters having no serifs are called sans-serif type. All variations in design of a particular type face constitute a family of type. Variations in the Cloister family are oldstyle or light face, italic, bold, bold italic and bold title.

Other well-known type families include Bodoni, Cheltenham, Tempo and Spartan. All the variations in point size of a particular style of design in a type family is a series. Any one of the five variants of the Cloister family is a series of that family. A series consists of fonts ranging from 6- to 72-point, sometimes as large as 96- or 120-point, and occasionally as large as 144-point. A complete proportional assortment of type characters of one size of a series (as 24-point) is called a font.

Q 4—Type is made in five widths of faces: (1) extra condensed, (2) condensed, (3) medium, or regular, (4) expanded, and (5) extended. Medium, or regular type, is the standard.

Q 5—Know what is meant by upper and lower-case letters. In printing offices, capital letters are often called upper case; letters that are not capitals are referred to as lower case. Copyreaders often find it necessary to mark subheads “Bf caps and le,” meaning: set bold face caps and lower case.

Q 6—Approximate number of words per line is shown in the following table:

<table>
<thead>
<tr>
<th>Size of Type</th>
<th>Length of Line in Picas</th>
<th>Number of Words Possible Per Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-point</td>
<td>12 pica</td>
<td>7</td>
</tr>
<tr>
<td>8-point</td>
<td>12 pica</td>
<td>6</td>
</tr>
<tr>
<td>8-point</td>
<td>24½ pica</td>
<td>12</td>
</tr>
<tr>
<td>10-point</td>
<td>12 pica</td>
<td>5</td>
</tr>
</tbody>
</table>

Q 7—In figuring number of lines per inch, remember that 8-point on an 8-point base will set 9 lines per inch (9 times 8 equals 72 points), and 8-point on a 9-point body will set 8 lines per inch.

Writing Instructions to the Composing Room:

Q 8—In preparing copy for the printer, indicate how it is to be set by writing the line-measure, size of type and type face. For example: 2-col., 24 Cheltenham condensed caps. Or indicate number or letter standing for a particular head, if a headline schedule is in effect.

Q 9—Mark plainly the copy to be set in bold face, and the copy to be indented. If there is no agreed-on practice for amount of indentation, indicate whether indentation should be 1 em (half an em), 1 em, 2 ems, or 3 ems.

Q 10—Make use of the following terms on copy when circumstances require them:

a. Add. Term used for a section of a story (a “take”) sent to the composing room, after lead is sent out. Designate each following “take” as first add (second, third, and so on) with slug or guideline. Always indicate end (30), or “more” if more copy is to be sent out. Never end an add in the middle of a sentence. See example below.

b. Follow copy. Means to reproduce the copy exactly as written, even with errors.

c. Hold, or hold for release. Tells printer not to allow copy to be used until special orders are given.

d. Insert. Refers to material to be inserted in story already sent to composing room. Slug inserts as first insert (second, third, and so on) with slug or guideline of story, and mark proof where insert is to be made, drawing a line to that point and writing, “Turn rule for first insert,” and so on for other inserts. Always mark the end of an insert, and
never conclude an insert in the middle of a sentence.

e. Letter space. Means to throw in space between letters. This instruction often is needed to balance lines in a headline.

f. HTK or HTC. Abbreviations for "head to come," the designation placed on the first page of a story rushed to the composing room in "takes." It indicates that the headline will follow.

g. Must. A designation placed on copy to indicate that it must be printed.

h. Rush. Designation placed on copy to insure speed in handling in the composing room.

Example: (See Q 10a.)

Slug: UN Assembly Page one (HTK)

(From the Wire Services)

NEW YORK — The United Nations general assembly gave final, unmistakable moral approval Saturday for UN troops to cross the 38th parallel and occupy all Korea.

By a vote of 47 to 5, with eight abstentions, the assembly voted the full power of the UN to bring peace to Korea and unify it as an independent nation.

(more)

First Add UN Assembly

The approved western formula gives clear if indirect authority to UN armies to keep occupation forces north and south of the border long enough to ensure fair election of a free and unified Korean government.

The Soviet bloc voted against the majority proposal for a strong UN commission to arrange for elections, to unify the country, and to set it on its feet again after the UN helps repair its war-torn economy.

(more)

Second and last add UN Assembly

The assembly immediately proceeded to another rival Soviet bloc plan calling for a cease-fire and immediate withdrawal of UN troops as a prelude to national elections run jointly by the present south and north governments.

Before adjourning, the assembly voted 42 to 7, with eight abstentions, to put the issue of Formosa’s future on the schedule for debate in the political committee. Russia, Czechoslovakia and Nationalist China opposed the move.

(more)

Suggestions to Compositors:

Editor’s note: Much depends on the care, judgment, skill and intelligence of the composing room staff. Their attention is respectfully called to these suggestions:

Q 11—Give close attention to the rules of word division in this desk book.

Q 12—Use no more space between sentences than the average amount used between words in the same line.

Q 13—Do not letter space news matter where it can be avoided by running back or running ahead.

Q 14—Avoid using word divisions at the end of more than two lines in succession.

SECTION R

Proofreading

Editor’s note: Standard proofreading symbols are printed in this desk book with accompanying explanation and demonstration of their uses. Do not confuse these symbols with copyreading symbols which are placed within copy (not in the margin) so operators can follow the copy without trouble and waste of time. Here are general rules for proofreading:

R 1—Make the correction clear; make marks easy to see.

R 2—Always indicate the correction in the margin of the galley proof (not in the copy), making positive indication at what point changes are needed in the copy. Two methods are employed in making this clear:

a. Note the correction in the margin directly to the right or the left of the line in which the error occurs, with an additional symbol within the line to point out the error. See the column labeled “example” in the table of symbols. Generally, errors to left of center of line should be indicated in left margin; errors in right half in right-hand margin. However, in case the line contains several errors, it is easier to place correction symbols in only one margin, in the order they are required, and separated by slanting lines.

b. Where proofs are fairly free from errors, draw a connecting line from the marginal symbol to the faulty spot in the composition.

R 3—Inspect on well-inked proofs. Do not guess.

R 4—Never ignore copy in reading proof. Check line by line or phrase by phrase to avoid “leave-outs.”

R 5—Wrong font letters and excessive transposition of letters should be re-
Section R

R 6—When several errors occur in one word, it is better practice to rewrite the whole word correctly than to indicate each change by symbols.

R 7—If entirely new matter is to be inserted or added to the story, it should be pasted on the proof sheet, with a line drawn to the point where it is to be inserted or added.

R 8—When more than one line has been omitted by the compositor, it is best to write in the margin of the proof sheet, “see copy,” and return the proof sheet with the copy to the composing room. However, if only one line is missing, write it neatly in the margin and indicate where it belongs.

R 9—Avoid unnecessary corrections or changes. Resetting copy is costly. Changes should be made before copy is sent to the composing room, not in proof, unless to correct serious errors of fact.

R 10—When one or more words have been omitted, try to cut out the same number and same length words in the same or next line to avoid resetting too many lines. Also when one or more words must be removed, insert others in the same line or next lines to fill up the space. This type of change is not a proofreader’s responsibility and should be done by the editor in charge.

R 11—When lines are transposed to such an extent that the corrections may not be indicated clearly with the “tr” symbol, they should be numbered consecutively in their logical sequence in the margin.

R 12—In general, proofreaders should be on the lookout for misspelled words, wrong font, grammatical errors, violations of style, typographical errors, faulty alignment of lines or type, imperfect letters and cast slugs, uneven spacing between lines or words, upside-down characters, bad word division, transposed letters, words, and lines, substitutions of words that look alike, omission of letter or syllable, and insertion of word that is not in copy (especially a word such as “not” which alters the sense greatly).

Section S

Law of Journalism

S 1—A newspaper is responsible for everything it prints. If it publishes libelous material, it is answerable before law, whether the libel appeared in a news story, an editorial, a headline, an advertisement, a communication to the editor, a syndicated column, a cartoon or a comic strip.

It should be noted, however, that many newspapers often print material which is libelous, usually because they feel that such publication is in the public interest. In such cases, the decision to print is usually made with knowledge that the material is libelous, and the decision to publish is made by news executives or the publisher, not by reporters or copyreaders.

S 2—Libel and slander are two forms of defamation which violate a person’s right to a good name. Slander is oral defamation; libel is written, printed or pictorial defamation.

S 3—Libel is of two kinds: civil and criminal. Civil is personal libel, involving suit for damages, and it may be libel per se or per quod. Libel per se is libelous on its face. Plaintiff need not prove special damage, but merely that the libel was published and identified him, either directly or indirectly. Libel per quod is libel not apparent on its face, thus requiring proof of suffering special damages. Criminal libel foresees the possibility of printed defamation causing breach of the peace; that is, influencing the aggrieved party to break laws as a result of such publication.

S 4—Defenses to libel are truth, fair comment and criticism, and privilege.

a. Truth. In civil libel, every material part of the defamatory matter must be true; proving part is not enough. In criminal libel, truth is a defense only when published with good motives and for justifiable ends.
b. Fair comment and criticism. Newspapers may make fair comment and criticism on anything of public interest and importance. Conduct, character, motives, and qualifications of public officials and candidates for office may be commented upon, if such comment is based on true facts and is fair and without malice. This holds true for comment on government, quasi-public enterprises, literary, dramatic, pictorial or other artistic work, or public entertainment such as theatres, concerts and ecclesiastical affairs. Reflecting on a public official’s private or personal life is not fair comment, and is libelous.

c. Privilege. Newspapers enjoy qualified or conditional privilege—not absolute privilege—in coverage of judicial, legislative and other public and official proceedings. Accounts of such events must be fair and accurate, and must not be made with malicious intent.

S 5—General comment:

It is well to remember that if a plaintiff could prove that a newspaper acted from malice, that its report of his activities was untrue and not fair, that it was biased and presented only one side of the matter, then, any plea of privilege would collapse.

Space does not permit full discussion of privilege. In general, the fact that an arrest is made or a charge filed is widely held to be privileged. But privilege does not extend to statements of an arresting officer. Speculative comment, charges and innuendoes of police should be avoided. Criminal charges made by district attorneys, coroners, sheriffs or other public officers are not privileged—unless they are included in public and official proceedings.

In reporting legal proceedings, remember that much material does not bear the label privilege until the judge takes charge of the case. No privilege attaches to reports of a complaint or declaration, or bill in equity, when first filed. If the complaint contains defamatory material, as divorce papers often do, the paper publishing this material does so at its peril. Practices of many papers in liberally covering legal matters before they reach the judge may establish precedents in this regard. In questionable instances, however, the paper’s staff should seek legal advice.

The report of a grand jury is privileged when returned into court, but not before. Defamatory remarks by witnesses from the witness stand are not privileged if they have no bearing on the case.

If an individual libels another at a public gathering, no privilege attaches to reporting this libel.

S 6—Contempt. Any act or publication that can be interpreted as delaying or interfering with the administration of justice in the courts, or that causes justice to miscarry, may be held to be contempt of court. Contempt is punishable by fine or imprisonment or both.

News stories of civil or criminal cases that cover in detail (before the trial) facts that may be produced in evidence run the danger of being held in contempt. Such stories may prejudice the public and future jurors. Also liable to contempt are newspaper articles or editorials strongly favoring one side of a case; stories or editorials that tend to intimidate witnesses, court officers, judges, parties to an action, jurors or grand jurors. Any story that impugns the integrity of judges or members of juries or grand juries is subject to contempt action. Photographs taken when a judge has forbidden them may bring contempt citation against the offending publication.

S 7—Invasion of privacy. This is a serious question for newspapermen, not yet solved by legal decisions. A wise rule regarding pictures and news stories, however, is to use good taste and common sense. Do not embarrass anyone needlessly.

S 8—Lottery. Newspapers printing lottery information face federal criminal penalties and denial of the privilege of the United States mails. Several states also have laws governing lotteries. A lottery is defined as a scheme in which a consideration is paid (or given) for a chance to secure a prize. Newspapermen should think twice before carrying any story involving “consideration, prize, chance.”
It is very important, too, to keep in close touch with latest government regulations.

S 9—Libel per se. Actionable per se (in themselves) in many states, though the list varies from state to state and usage changes from year to year, are such words as anarchist, bankrupt, briber, crook, hypocrite, impostor, liar, rascal, slacker and unifit to be trusted.

For Further Information:

APPENDIX

Sport Styles

BASEBALL SCORE

(half measure)

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| Score by innings:
| Cincinnati    | .61 | 00 | 01 | 000 | 0 |
| Pittsburgh    | .86 | 00 | 00 | 000 | 0 |
| Score by innings:
| At Omaha      | .0000000001010000 | .0000000001010000 |
| Omaha         | .0000000001010000 | .0000000001010000 |
| Batteries     | .0000000001010000 | .0000000001010000 |
| Pigg & Wilder  | .0000000001010000 | .0000000001010000 |

NATIONAL LEAGUE STANDINGS

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<td>58</td>
<td>.554</td>
<td>8</td>
</tr>
<tr>
<td>New York</td>
<td>71</td>
<td>60</td>
<td>.542</td>
<td>8%</td>
</tr>
<tr>
<td>St. Louis</td>
<td>63</td>
<td>64</td>
<td>.515</td>
<td>12</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>56</td>
<td>74</td>
<td>.431</td>
<td>24</td>
</tr>
<tr>
<td>Chicago</td>
<td>55</td>
<td>79</td>
<td>.410</td>
<td>27</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>50</td>
<td>84</td>
<td>.371</td>
<td>32</td>
</tr>
</tbody>
</table>

FOOTBALL SCORE

IOWA — 20
Ends — Hoff, Long, De Prospero, Swartzendruber, Caplan.
Tackles — Johnston, Bradley, Woodhouse, Hunt.
Guards — Ginsberg, Turner, Laga, Perrin, Fairchild.
Centers — Towneer, Peterson, Paulsen.
Quarterbacks — Drahn, Ruck, Britzman.
Halfbacks — Forke, Comnack, Fryauf, Wilson, Brandt, Greene, Bristol.
Fullbacks — Reichard, Denning, Riley.
### BASKETBALL

#### (half measure)

<table>
<thead>
<tr>
<th>College</th>
<th>W</th>
<th>L</th>
<th>PCT.</th>
<th>TP</th>
<th>OP</th>
<th>OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>4</td>
<td>1</td>
<td>0.800</td>
<td>542</td>
<td>527</td>
<td>527</td>
</tr>
<tr>
<td>Iowa</td>
<td>6</td>
<td>6</td>
<td>0.500</td>
<td>449</td>
<td>433</td>
<td>416</td>
</tr>
<tr>
<td>Michigan</td>
<td>6</td>
<td>6</td>
<td>0.500</td>
<td>498</td>
<td>467</td>
<td>426</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>6</td>
<td>6</td>
<td>0.500</td>
<td>529</td>
<td>500</td>
<td>467</td>
</tr>
<tr>
<td>Minnesota</td>
<td>3</td>
<td>9</td>
<td>0.250</td>
<td>372</td>
<td>350</td>
<td>300</td>
</tr>
</tbody>
</table>

**TOTALS:** 21 24 24 21 45

**STANDINGS**

<table>
<thead>
<tr>
<th>College</th>
<th>W</th>
<th>L</th>
<th>PCT.</th>
<th>TP</th>
<th>OP</th>
<th>OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>4</td>
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<td>9</td>
<td>0.250</td>
<td>372</td>
<td>350</td>
<td>300</td>
</tr>
</tbody>
</table>

**TOTALS:** 21 24 24 21 45

---

### TENNIS MATCHES

**Men's Singles**

- George Jones defeated William Robinson, 6-0, 4-6, 6-1;
- El Whitney defeated Carr Wright, 4-6, 6-3, 6-2;
- Earl Strotenbottle defeated Bill Highfiller, 6-1, 6-0;
- Don Kelly defeated Z. X. Brown, 6-0, 6-0, 6-0.

**Mixed Doubles**

- Quarter-final round: Mrs. Patricia Todd and John Bromwich defeated Althea Gibson and Torsten Johansson, 6-3, 6-1.

---

### SWIMMING

100-yard Free Style: Hawkins (Iowa) first; Jones (Illinois) second; Brown (Purdue) third. Time—58.2.

Diving: Kelly (Iowa) 376.8 points, first; Harrison (Illinois) 375.3, second; Johnson (Ohio State) 359.2, third.

**SUMMARY OF TRACK MEET**

100-yard Dash: Smith (Iowa) first, Jones (Illinois) second, Cooper (Northwestern) third. 10.5.

Pole Vault: Robinson (Kansas) first, Williams (Missouri) second, Williams (Iowa State) third. 11 ft. 3 in.

---

### GOLF

(Iowa - Notre Dame match)

- Richard Anderson (1) (72) defeated Robert Rolls (73), 2 and 1.
- Lester Fields (1) (74) tied with Maurice White (75), 1½ even.
- Tom Klett (ND) (72) defeated Richard Miller (71), 2 up.
Doubles
Miller and Piel (Iowa) defeated Klett and White, 2 and 1.
Kromer and Ferguson (Iowa) defeated Murphy and Buck, 2 up.
Carlton and Slack (Iowa) tied with Veer and MacIntosh, 1½ even.
The cards:
Out 3 2 1 0
Jones 1 0 3 3
Smith 4 3 2 1
Par 4 5 4 4
In 0 0 0 3
Jones 3 4 5 3 4 3 3
Smith 4 5 6 5 4 3 3
Par 4 5 6 4 4 3 3

BOWLING MATCH SCORES

Dally Iowan Ad Alley

Peacock 190 149 178 208 544 108
Samson 178 206 188 543 180
Krommer 171 114 147 177
Mills 195 149 178 523 177
Bradley 233 199 160 612 204
Lee 169 212 241 190
Total 945 867 930 2748

White and Black Painters

(Follow style shown immediately above)
High game, Bradley 233; high average, Bradley 204; high team game, Dally Iowan Ad Alley 453; high team series, Dally Iowan Ad Alley 2748.

Proposed Journalistic Oath

The following oath for newspapermen, one comparable to the Hippocratic oath taken by all doctors, has been suggested by Mrs. Oveta Culp Hobby, executive vice-president of the Houston, Tex., Post. She would call it the "Socratic oath." It follows:

"I will strive to write the truth with complete accuracy, with no expression of my own personal bias or opinion, in order to give the facts I transcribe the chance to be judged for themselves alone.

"I will work to improve my own knowledge in many fields, in order that I may better understand the facts presented to me, and more clearly translate them to the reading public.

"I will keep myself aware that my work is a service to my community, my nation, and my world, not all men rather than myself; that man's right to know, rather than the private furtherance of my own career, is, and must always be the first goal of my endeavor."

Canons of Journalism

(Adapted in 1925 by the American Society of Newspaper Editors)
The primary function of newspapers is to communicate to the human race what its members do, feel, and think. Journalism, therefore, demands of its practitioners the widest range of intelligence, of knowledge, and of experience, as well as natural and trained powers of observation and reasoning. To its opportunities as a chronicler are indissolubly linked its obligations as teacher and interpreter.

To the end of finding some means of codifying sound practice and just aspirations of American journalism, these canons are set forth:

I. Responsibility — The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or otherwise unworthy purpose is faithless to a high trust.

II. Freedom of the Press — Freedom of the press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

III. Independence — Freedom from all obligations except that of fidelity to the public interest is vital.

1. Promotion of any private interest contrary to the general welfare, for whatever reason, is not compatible with honest journalism. So-called news communications from private sources should not be published without public notice of their source or else substantiation of their claims to value as news, both in form and substance.

2. Partialship, in editorial comment which knowingly departs from the truth, does violence to the best spirit of American journalism; in the news columns it is pernicious to a fundamental principle of the profession.

IV. Sincerity, Truthfulness, Accuracy — Good faith with the reader is the foundation of all journalism worthy of the name.

1. By every consideration of good faith a newspaper is constrained to be truthful. It is not to be excused for lack of control, or failure to obtain command of these essential qualities.

2. Headlines should be fully warranted by the contents of the articles which they summarize.

V. Impartiality — Sound practice makes clear distinction between news reports and expressions of opinion. News reports should be free from opinion or bias of any kind.

1. This rule does not apply to so-called special articles unmistakably devoted to advocacy or characterized by a signature authorizing the writer's own conclusions and interpretations.

VI. Fair Play — A newspaper should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard. Right practice demands the giving of such opportunity in all cases of serious accusation outside judicial proceedings.

1. A newspaper should not invade private rights or feelings without sure warrant of public right as distinguished from public curiosity.

2. It is the privilege, as it is the duty, of a newspaper to make prompt and complete correction of its own serious mistakes of fact or opinion, whatever their origin.

VII. Decency — A newspaper cannot escape conviction of insincerity if, while professing high moral purpose, it supplies incentives to base conduct, such as are to be found in details of crime and vice, publication of which is not demonstrably for the general good. Lacking authority to enforce its canons, the journalism here represented can but express the hope that deliberate pandering to vicious instincts will encounter effective public disapproval and yield to the influence of a preponderant professional condemnation.
### Proofreading Symbols

<table>
<thead>
<tr>
<th>Marks</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>~</td>
<td>Take out letter, letters, or words indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>#</td>
<td>Insert space where indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✗</td>
<td>Turn inverted letter indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✓</td>
<td>Insert letter as indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>=</td>
<td>Set in lower case type.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✯</td>
<td>Wrong font.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✶</td>
<td>Buried or broken letter. Clean or replace.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Reset in italic type the matter indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Reset in roman (regular) type matter indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Insert period where indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Transpose letters or words as indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Let it stand. Disregard all marks above the dot.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Insert hyphen where indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Equalize spacing.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Move over to the point indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>[ If to the left; if to the right ]</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Lower to the point indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Raise to the point indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Insert comma where indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Insert apostrophe where indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Enclose in quotation marks indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Replace with a capital the letter indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Use small capitals instead of the type now used.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Push down space which is showing up.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Draw the word together.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Used when words left out are to be set from copy and inserted as indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Spell out all words marked with a circle.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Start a new paragraph as indicated.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Should not be a separate paragraph. Run in.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Query to author. [Encircled in red]</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>This is the symbol used when a question is to be set. Author’s query is encircled in red.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Out of alignment. Straighten.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>1-em dash.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>2-em dash.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>En dash.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Indent 1 em.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Indent 2 ems.</td>
<td>He marked the proof.</td>
</tr>
<tr>
<td>✐</td>
<td>Indent 3 ems.</td>
<td>He marked the proof.</td>
</tr>
</tbody>
</table>
## Copyreading Symbols

<table>
<thead>
<tr>
<th>How They Are Used</th>
<th>What They Mean</th>
<th>How Type Is Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>today. Monday he</td>
<td>Indent, begin paragraph.</td>
<td>today. Monday he</td>
</tr>
<tr>
<td>MUSCATINE, IA.</td>
<td>Indent, begin paragraph.</td>
<td>MUSCATINE, IA. —</td>
</tr>
<tr>
<td>Will he speak?</td>
<td>Insert letter, words or phrases.</td>
<td>When he spoke in Clinton he ...</td>
</tr>
<tr>
<td>speak on Thursday</td>
<td>Omit, close up.</td>
<td>speak Thursday</td>
</tr>
<tr>
<td>He was not mindful</td>
<td>Delete words, syllables; close up.</td>
<td>He was mindful</td>
</tr>
<tr>
<td>Judgment reversed</td>
<td>Kill letters within and at end of word.</td>
<td>Judgment reversed</td>
</tr>
<tr>
<td>Mr. Smith</td>
<td>Spell out.</td>
<td>William Smith</td>
</tr>
<tr>
<td>Doctor J. P. Kelly</td>
<td>Abbreviate.</td>
<td>Dr. J. P. Kelly</td>
</tr>
<tr>
<td>The (twelve) jurors</td>
<td>Use numerals.</td>
<td>The 12 jurors</td>
</tr>
<tr>
<td>100 or more</td>
<td>Spell out number.</td>
<td>one hundred or more</td>
</tr>
<tr>
<td>all right</td>
<td>Separate letters or words.</td>
<td>all right</td>
</tr>
<tr>
<td>those</td>
<td>Bring together or close up space.</td>
<td>those</td>
</tr>
<tr>
<td>Lansing, Mich.</td>
<td>Capitalize.</td>
<td>LANSING, MICH.</td>
</tr>
<tr>
<td>set by the same</td>
<td>Capitalize. Change to lower case.</td>
<td>Set by the same</td>
</tr>
<tr>
<td>gathered around</td>
<td>Transpose characters or words.</td>
<td>gathered around and</td>
</tr>
<tr>
<td>last opportunity.</td>
<td>Run in or bring copy together.</td>
<td>last opportunity.</td>
</tr>
<tr>
<td>The prisoner ...</td>
<td>Spell as written.</td>
<td>The prisoner</td>
</tr>
<tr>
<td>Marion Smythe</td>
<td>Emphasize or insert quotes.</td>
<td>Marion Smythe</td>
</tr>
<tr>
<td>THE SPY</td>
<td>Emphasize or insert periods.</td>
<td>&quot;The Spy&quot;</td>
</tr>
<tr>
<td>Up or Down</td>
<td>Insert apostrophe.</td>
<td>U.S.</td>
</tr>
<tr>
<td>Will let you know</td>
<td>Emphasize or insert comma.</td>
<td>I'll let you know</td>
</tr>
<tr>
<td>said, &quot;I must ...</td>
<td>Set in bold face type.</td>
<td>said, &quot;I must ...</td>
</tr>
<tr>
<td>By Alvin Jones</td>
<td>Set in italics.</td>
<td>By Alvin Jones</td>
</tr>
<tr>
<td>Saturday Evening</td>
<td>Set in small caps.</td>
<td>Saturday Evening Post</td>
</tr>
<tr>
<td>Post College Herald</td>
<td>Story not ended.</td>
<td>College Herald</td>
</tr>
<tr>
<td>Trophies Awarded</td>
<td>End of story.</td>
<td>Trophies Awarded</td>
</tr>
<tr>
<td>Heroism Cited</td>
<td>Center subhead.</td>
<td>Heroism Cited</td>
</tr>
<tr>
<td>... home. He was</td>
<td>Center subhead. Set in bold face type, caps and lower case.</td>
<td>... home. Then ...</td>
</tr>
<tr>
<td>out of clothes.</td>
<td>Trim sentence, link broken lines.</td>
<td></td>
</tr>
<tr>
<td>Then three men.</td>
<td>Kill entire paragraph, leaving text so clear it can be restored by writing &quot;stet&quot; in margin. Arrow is guide to next paragraph.</td>
<td></td>
</tr>
<tr>
<td>Police also are</td>
<td>Indent copy both sides.</td>
<td>Today and Monday are &quot;no cut&quot; days.</td>
</tr>
<tr>
<td>seeking the bandits who entered the house next door.</td>
<td>Restore marked out words. (Use when they are difficult to read.)</td>
<td>Dean Faunce announced.</td>
</tr>
<tr>
<td>Judge Brown ...</td>
<td>It seems that he</td>
<td>it seems that he</td>
</tr>
</tbody>
</table>