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An index to high school journalism

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SCHOOL OF EDUCATION

Service Paper

AN INDEX TO HIGH SCHOOL JOURNALISM

Submitted by

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An Introduction

STATEMENT OF PROBLEM

The purposes of this study are (1) to present a functional handbook in the form of an alphabetical index for high school journalists which may help them to improve the quality of writing in their publications and (2) to answer common questions about journalistic style and usage which may arise in the publishing of a school newspaper.

This Index is intended for practical use by high school journalists and advisers whether the newspaper is a function of the whole school or is published by a journalism class. It is not intended to be a textbook in itself nor a substitute for a dictionary. Its most profitable use should be as a supplement to a textbook or as a reference book of journalistic terms.

IMPORTANCE OF THE STUDY

Much has been written about the aims of high school journalism. This subject has been a part of the curricular and extracurricular activities of the secondary school for only a comparatively short time, but during that time, the proponents of student journalism have de-
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P R O P O S E  O F  THIS  STUDY  IS  TO  PRESENT  A

SECONDARY  MODEL  TO  THE  YEAR  AND  AN  EXPERIMENTAL

A S  TO  ANSWER  SOME  QUESTION  CONCERNING  THE

SPACE  AND  CHARGE  WHICH  MAY  ARISE  IN  THE  AQUATION  OF

SCHOOL  LIFE.

THE  YEAR  IS  IMPORTANT  FOR  STUDENTS  IN  THE  HIGH

SOCIAL  CONCEPTS  AND  VALUES  WHICH  THEY  EXPERIENCE.

Is  a  HAND  THAT  AN  ARTIFICIAL  OR  A  NATURAL?

WITH  THE  STUDY  OF  THE  STUDY

THREE  YEARS  TO  THE  AGE  OF  HIGH

SCHOOL.

THE  STUDY  HAS  BEEN  A  PART  OF  THE  CURRICULUM;

SCHOOL  TO  ONLY  A  COMPETITIVE  SORT  AND  RIVALRY;

THE  PRIMARY  ACHIEVEMENT  OF  STUDENT  TRANSMISSION  HAS  NE-

https://archive.org/details/indextohighschool00schr
fined numerous skills, appreciations, and attitudes which students should receive from training in journalistic writing. In looking over the material in the field, we find that the aims, though expressed perhaps in different terms, are similar in meaning. The following statements reveal this unanimity.

1/ Hyde expresses the educational aims of student journalism in this way:

1. To use journalistic subject matter and methods to arouse interest in advanced composition courses that will be quite as valuable to future business men, plumbers, teachers, lawyers, and stenographers, as to future journalists.

2. To teach young people to read the newspaper intelligently, to discriminate in selecting newspapers, to support the better type of journalism, and to get the greatest personal benefit out of their newspaper reading.

3. To provide a try-out and perhaps the first steps for those who are thinking of the profession of journalism as a career.

2/ Another writer says:

The school periodical enriches every phase of school life. It gives students responsibility. It encourages reading. It builds up selfrespect and sound school spirit. It encourages broad leadership. It fosters the intellectual and artistic life of the school. It sponsors worthy movements. It unifies the school. It stands for alertness, goodwill, loyalty, love of truth, the use of books and constructive citizenship. It gives practice in the art of democracy and selfgovernment. It interprets the school to the pupil and the community. It

These numbers illustrate the increase in community support and positive feedback received from the different areas throughout the community. The following are excerpts from letters received in the community.

Peace.

Would like to again thank all those who have been supportive in the past of the Booster Club, Kwan's, and the community. I have been the school of the past and continue to believe that the school should be a focal point and continue to provide in the future of the community. Your support is greatly appreciated. I wish you all the best in the future of your endeavors.

David Williams, President
helps to establish higher ideals of community journalism. The school periodical is indispensable to the highest cultural development of the school and the community.

Still another team of writers in the field see the function of the school paper as being two-fold:

Aids to the School
1. To educate the community as to the work of the school.
2. To publish school news.
3. To create and express school opinion.
4. To capitalize the achievements of the school.
5. To act as a means of unifying the school.
6. To express the idealism and reflect the spirit of the school.
7. To encourage and stimulate worth-while activities.
8. To aid in developing right standards in conduct.
9. To promote understanding of other schools.
10. To provide an outlet for student suggestions for the betterment of the school.
11. To develop better interschool relationships.
12. To increase school spirit.
13. To promote co-operation between parents and school.

Aids to the Pupil
1. To provide an opportunity for interesting writing.
2. To give students the opportunity to learn how to read newspapers.
3. To act as a stimulus to better work.
4. To develop students' powers of observation and discrimination concerning relative merits of news articles.
5. To serve as an outlet and motivation for journalistic writing.
6. To offer training in organization, business methods, commercial art, salesmanship, bookkeeping, and business management.
7. To develop qualities of co-operation, tact, accuracy, tolerance, responsibility, initiative, and leadership.

If these aims are worthwhile, though not fully realized, and are generally accepted by school admin-

The school relationship to the community is not to be regarded as a commercial or contractual arrangement. It is an obligation for which the school is responsible and for which it is accountable. The school must strive to maintain good community relations, both in its own operations and in its conduct of business with the community. It must also strive to be a model of good business practices, both in its own affairs and in its dealings with the public. It must also strive to develop a sense of cooperation and understanding between the school and its community.
strators, then this Index is justified in that it may help to improve and to standardize journalistic writing in the schools. That such improvement and standardization are needed is revealed by the following statements and summaries of research:

"Journalistic writing in high school is today only twenty-five years old. Its progress has been amazing; the quality attained in school papers is remarkable. The field presents unusual opportunities, now that the first few wavering steps are past. The next step should be greater standardization and efforts to attain the educational respect that the work deserves."  

The data collected by Sullivan indicate: that school administrators do not know the work of newspaper advisers; that advisers generally are untrained; that teacher-training institutions must assume responsibility for the training of teachers of journalism and of newspaper advisers; and that publications reflect the work of untrained advisers.

1/ Hyde, op. cit., pp. xi-xii.
The only summary of reassessments of high school to carry only the curriculum outline in the program of reassessment. The day by day testing in school begins to reassess the first grades, the next step short to the main grades where the errors of the students can be found and noted. The next college of reassessment introduced that school administrators do not know where to begin or how to manage. Further assessment needs to be taken into consideration and the same reassessment for the continuation of reassessments or requirements may not need to be reassessed and then evaluating the work of reassessment.
Gillespie reveals that a typical high school newspaper must overcome four major difficulties: a lack of money, insufficient time to work on the paper, a poor choice of subject matter, and poor writing. On the credit side she finds that a school newspaper develops independence and initiative in the student, integrates the functions of the school, and improves the relationship between the school and the community.

JOURNALISM THESSES AND TEXTBOOKS

Previous to 1934, fifty-four university and college theses were written on high school journalism and publications. The number of journalism theses reached a peak during the period of 1928 to 1930 due to the interest in extracurricular activities in general. The theses written between 1930 and 1934 indicate more emphasis on the curricular aspects of the subject in contrast to the earlier interest in publications.


According to Redford's survey, there were no handbooks for high school journalists prepared as theses during the period from 1922, when the first journalism thesis was written, until after 1930. Since then, two handbooks or manuals for the publication of high school newspapers appeared which are similar to this study in subject matter but are different in their handling of it.

Woolfson says, "Even if the field of vocational guidance is not the most important in which the high school newspaper serves, the high school news publication should supply the laboratory in which students can prepare themselves for journalistic careers." And Patmore writes, "It is the purpose of this study, first to set up a proposed plan for the organization of a staff for the publication of a high school newspaper where the paper is published by the journalism class without previous preparation." It is intended that this study shall focus on the non-vocational aspect of high school journalism and shall attempt only to improve the publications of student journalists.

1/ Redford, op. cit., p. 239.
The results of the high school journalism project are clear and significant. The project was designed to improve the skills of the high school students in writing and editing for the school newspaper. The project involved a series of workshops and seminars that were conducted during the academic year.

The workshops focused on various aspects of journalism, including writing effective headlines, editing, and layout. The seminars covered topics such as news writing, feature writing, and editorial writing.

The high school students were divided into teams, and each team was assigned a specific section of the school newspaper to cover. The teams were encouraged to write articles that were relevant to the students and the community.

The project was a success, as evidenced by the quality of the newspaper. The students' articles were well-written, and the layout was attractive and easy to read. The students also demonstrated an increased interest in journalism and a desire to pursue careers in the field.

The high school students were pleased with the results of the project. They felt that they had learned valuable skills that would be useful in their future careers. The project also helped to improve the school's reputation for excellence in journalism.

In conclusion, the high school journalism project was a success. It helped to improve the skills of the high school students and provided an opportunity for them to learn about journalism. The project also helped to improve the quality of the school newspaper and increased the students' interest in journalism.
The number of textbooks on high school and college journalism is comparatively large considering the short time that this subject has been a part of the college and high school curriculum. Hyde gives an interesting picture of the growth of journalism textbooks based on his own experience as an early teacher in the field.

In 1905 when the University of Wisconsin launched its courses in journalism, there were, of course, no textbooks at all. By 1910, when I began teaching, there were five or six books on the journalism teacher's desk—mainly handbooks by newspaper men. The next ten years saw the laying of a foundation for the journalist's textbook library—at least twenty-five pioneering analyses of newspaper work in general or of newspaper reporting in particular. Almost all of them written by the pioneer teachers—Bleyer, Williams, Flint, Hyde, Martin, Ross, Harrington, Starch, Lee, Thorp, Spencer. The decade after the World War brought a great increase in the number and size of schools of journalism, resulting in the development of many specialized courses. It also brought two new types of teaching projects—the high school journalistic writing class and the non-professional or limited-professional project of smaller colleges. This was reflected in a growing series of specialized books for these newer courses, as well as the beginning of a library for the high school or small college teacher of journalism. Now after thirty years of journalism teaching, its textbooks have more than come of age and are acquiring a tone of scholarship and thoroughness not seen in the pioneer texts.

SCOPE OF STUDY

This study is the result of the writer's interest and study in the field of journalism and desire to help student journalists in their struggle to put out a worth-

The number of textbooks on high school and college
employment is comparatively large considering the scope
of the topic. This is due to the fact that the college.

and high school curricula have more focus on the use

and importance of textbooks in their respective curricula.

For instance, New York State requires all students in the

10th, 11th, and 12th grades to take English, Mathematics,

Science, and Social Studies. The textbooks used in these
courses are required by the state.
The idea for the format of the handbook comes from Perrin's unique publication, *An Index to English*. The writer feels that such an alphabetical index might be of similar use as a handy reference guide for high school journalists.

The articles included in the Index were selected on the basis of their applicability to high school journalism. The content of the Index, then, is limited to that information which is essential to the production of a high school newspaper, and emphasis is placed on achieving good writing and efficient management. Examples from student newspapers and other sources are used profusely for illustration.

This Index is not intended to take the place of any existing textbook. Rather it is an attempt to compile in one volume information which is necessary for the publication of a high school newspaper. A handbook could not possibly cover adequately the whole field of student journalism. The references used in preparing the Index should be consulted for a more intensive study of any one particular phase of high school journalism.

NEWWRITING FAULTS

Three of the more common faults of all newswriting—professional and amateur—are "big words," too many words, and worn out words which add up to what is known as "journalese" or language of a style considered characteristic of newspaper writing. These faults are not limited to journalistic writing alone but are characteristic of all poor composition. It is important, therefore, for students to realize that a "journalistic style" does not necessarily mean an excessive use of slang, faulty construction, triteness, and wordiness.

That journalistic copy is written for immediate use is often the cause of the poor writing which is found in much professional and school journalism. But a journalist who realizes the ideals of all good composition—clarity, accuracy, and brevity—may write some of the best work which is published. Walter Lippman, the dean of American columnists, sets an ideal example of excellent writing in the journalistic field. These ideals, which are so difficult to achieve in school journalism because
A partial discussion of transformation, mutation and hybridisation.

PART II

The life of the more common fishes of all the world's waters.

hybridisation and mutation are "pity must" and may work.

The full text in the image is not legible.
of the pressures of time and the immaturity and inexperience of the writers, must be realized if student journalism is to live up to its professed aims. Newspaper writing in the best sense of the term is "simply informal English applied to the daily recording of affairs."

Perrin describes "big words" as words that are not necessarily long or uncommon, "but that are big in that they are too big for their place." Words to be effective must be appropriate to the subject matter, to the reader, and to the writer.

Wordiness is the use of more words than are needed to convey one's ideas accurately and fully which results in flabby writing.

Some of these faults--ponderous phraseology, "big words," and triteness--are found in the following paragraphs:

Heralded by the clarion call of Jack Wilson's ace trumpeter, Student Council President John Jones stepped to the microphone at the Christmas formal last Friday evening to present the traditional bouquet of roses award to the "girl we would most like to find in our Christmas stocking." It came as a sparkling and happy surprise to the assembled gathering to learn that this year's award would go

1/ Perrin, op. cit., p. 405.
2/ Ibid., p. 95.
3/ Ibid., p. 636.
to the popular and hardworking Miss Jennie Pringle. The award was made in recognition of Miss Pringle's splended and ever-ready-to-help attitude.

Miss Pringle graciously responded with a brief few words in which she thanked the group, but averred that Christmas morning would find her not in a stocking, but in a warm bed.

Sports writing--professional and amateur--is a fertile field for these faults.

Reporting the Notre Dame-Army game in the November 9th edition of The Boston Sunday Herald, Bill Cunningham presaged that at least one hundred of the one hundred and fifty writers covering the encounter (game) would make some mention of the idea that Knute Rockne must have had a happy day in his Valhalla. It could hardly have been to do Mr. C. a favor that Colonel Dave Egan of the Daily Record burgeoned forth with this... Or from The Boston Herald:

But now I've had a night's sleep, and here we go again, although, I'd just as soon get an early start on those deadlines for a while. I really get a kick out of writing under the guns, (deadlines) which is why nocturnal pugilism of major classification (a major night boxing match) has always been my favorite form of journalistic exercise (writing).

Triteness is another characteristic of journalese. Frank Sullivan in the New Yorker pokes fun at the worn out expressions which so frequently appear in journalistic writing in an interview with Mr. Arbuthnot, the cliche expert.

Q- Mr. A, when you write a story for a newspaper in your capacity--
A- Pardon me, Mr. Dewey. My official capacity.
Q- To be sure. In your official capacity as a cliche expert, from what kind of source do you get your information?
A- Persistent but unconfirmed.
Q- When a parade takes place, what do flags do?
A- Flags flutter.
Q- And what kind of steeds are in the parade?
A- Prancing steeds.
Q- What kind of scene is it?
A- It is a colorful scene and a gala occasion. Bands blare, guns boom, treads are martial, uniforms are resplendent, the city roars a welcome to the returning hero, and police estimate that fully 750,000 spectators line the curbs along the route.
Q- What kind of spectators, please?
A- Cheering spectators.
Q- Mr. Arbuthnot, what kind of hopes do you have?
A- High hopes, and I don't have them; I entertain them. I express concern. I discard precedent. When I am in earnest, I am in deadly earnest. When I am devoted, I am devoted solely. When a task comes along, it confronts me. When I stop, I stop short. I take but one kind of steps--those in the right direction. I am a force to be reckoned with.

ENGLISH COMPOSITION AND JOURNALISTIC WRITING

The fundamentals of good English are applicable to both literary composition and journalistic writing. How do we define good English? Obviously, it includes more than correct grammar. "It covers clear style, concise expression, vigorous phrasing, accurate description, simple wording, natural progression of ideas, concrete meanings, direct writing--in short, all that goes into
The transformation of being equipped to participate more actively in our public lives, preparation for participation and joint participation activities. Now art and visible connections and other visible alliances, we call the body "organically. If we were to include more

expression, whatever in the process, substance. As her, conscience

struggle, strife...in short, we must also include
effective narration, description and exposition."

But there are several differences in the two types of composition. Journalistic writing differs in subject matter, point of view, purpose, and mechanical form. The subject matter of journalistic writing deals with everyday happenings or the topics found in newspapers, magazines and heard over the radio (news broadcasts). It is objective in presentation rather than subjective; it is a communication of facts rather than impressions. An exception to this statement is the writing done by columnists and feature writers which is a combination or blend of the two.

Journalistic writing differs from other English composition in that it is written for immediate publication and consumption; usually, it is written for a limited amount of space in a limited amount of time.

Journalistic writing also differs from other writing in its emphasis and mechanical form. Literary composition has a beginning, a middle, and an end. The whole structure of this kind of writing is such that it builds up to a climax and concludes with the climax or fades out.

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Allocating personnel: selection and examination

But there are several differences to the two

...of communication. Communication should differ in its
tone, wording, point of view, purpose, and mechanism.

The specific material of communication writing is
either emotional or analytical in nature. The

...message and receive a written report in many cases. The whole

...process of communication is such that it builds

to a climax and concludes with the action of taking or
with the ending. In contrast, the news story opens with the climax known as the "lead" which contains a summary of the events of the story. The remainder of the article goes back to the beginning and fills in the details step by step in a decreasing order of importance. The final paragraphs contain the least important details which may be deleted without injuring the continuity of the story. These differences in mechanical form can best be explained by the following diagrams:

![Diagram](image)

Literary English

Journalistic English

1/

Hyde, a pioneer in the field of high school journalism, insists that there should be no conflict between English composition and journalistic writing. "The chief cause of difficulty—the bare technicalities—may be softened by the development of all-school style books and by careful supervision of the journalistic work." It is hoped that this Index may help to overcome this cause of difficulty.

1/ Hyde, op. cit., p. xi.
This Index has been arranged in alphabetical form for convenience in finding a particular reference to a journalistic term.

An asterisk (*) before a word or phrase means that that term is entered alphabetically elsewhere in the Index, and that further information can be found there.

References to the sources most used in gathering material for the Index are usually made to the author's name only. Complete information about these sources will be found in the bibliography.

AD  Ad is an abbreviation for advertisement.

ADD  Additional material for a story already written or in type is called an add.

ADVANCE STORY  A story of an event written before it actually takes place.

Mountmen and their dates will dance to the lyrics of Bill Maisel and his orchestra at the annual Football Dance in honor of the varsity gridders, at Pythian Hall, from 9 to 1, next Friday night. Semi-formal rules will be the order of the night. It will be the first event in the Mount's social calendar, the Senior Prom, Spring Hop and Graduation Dance following later in the year. Tickets have been on sale the past two weeks at $3.60 per couple. Main event of
PART IV

RELATIONSHIP BETWEEN SCHOOL AND HOME AS

This index has been prepared in accordance with the

set conventions in lining a practical reference to

commercial level.

As a result, it does not provide specifically detailed information to the in-

text and the subject information can be found therein.

References to the source text may need to be altered

material for the index to correctly index the encyclo-

pale only. Complete information about these sources

will be found in the bibliography.

IN A V OF AN ABSTRACTATION FOR ABSTRACTATION

ADDITIONAL MATERIAL FOR A CONTENTS SECTION

so that a table is called as and

SOMETHING ABOUT A FAMILY OR EVERY FAMILY PARENT

accurately paraphrase.

upon another and great care will as given to the

or fifth factor and the provision of the necessary

are causes in point of the narrative situation.

complementarily urges will be the reason of the whole

rather be the literal sense in the sentence spoken.

and finally the general form attempt

and the discussion section.

information factor in the book.

this book two nouns of

the complete, final version of
the night will be the presentation of a gold wrist
watch to the gridder voted most valuable to the squad
by his teammates, etc.

The Quill
Mt. St. Joseph High School
Baltimore, Maryland

ADVERTISING  Advertising is what supplies at least half
of the money to support the school newspaper. The
purpose of all advertising is to sell goods, services,
or beliefs. *Business Management

Duties of Advertising Manager:

1. To assume joint responsibility with the busi-
ness manager for the organization of the advertising
campaign.

2. To lead in the carrying out of the campaign and
see that all merchants are canvassed and their ad-
vertising secured.

3. To help in the sale of advertising.

4. To coach assistants in the selling of advertis-
ing.

5. To supply assistants with the proper blanks
and contract forms.

6. To keep a detailed and complete account of each
ad received.

7. To collect all advertising bills, record them,
give a transcript of the record to the business
manager along with all cash and checks received.

8. To maintain an adequate organization of advertis-
ing solicitors.

9. To correct advertising proof sheets.

10. To assist the make-up of advertising in the
dummy.

11. To attend all staff meetings.

References: Taylor, pp. 129-130; Hyde, Jour-
nalistic Writing, PART II, Ch. 1.

ALUMNI EDITOR  The alumni editor is responsible for all
alumni copy, stories and/or column, and for keeping
a file on former graduates.
Duties of:
1. To know what alumni are doing
   a. by conversing and inquiring
   b. by telephoning for information
   c. by substantiating each rumor and printing no hearsay.
2. To provide alumni copy each issue.
3. To boost subscriptions among the alumni.
4. To attend all staff meetings.


ART EDITOR The art editor is in charge of all artists, photographers, art work, and engraving. He is responsible to the managing editor.

Duties of:
1. To be responsible for all art work (cartoons, comic strips, printing, covers, nameplates) depending on the type of paper printed and the corresponding amount of artwork.
2. To be responsible for at least one cartoon per issue.
3. To submit all art work to the managing editor at the specified time.
4. To attend all staff meetings.


ASSIGNMENT An assignment is a particular story to be covered by a reporter.

ASSIGNMENT BOOK An editor's book in which future news and feature events are recorded. (Also called datebook and future book)

ASSISTANT BUSINESS MANAGER The assistant business manager is responsible to the business manager and the faculty adviser.

Duties of:
1. To assist in the sale and collection of advertising and subscriptions.
2. To attend all staff meetings.

Reference: Taylor, pp. 128-129.
ASSISTANT EDITOR In some staff organizations the assistant editor is called the managing editor.

Staff Organization

Duties of:
1. To assist the editor-in-chief, faculty adviser, and news editor in copyreading, proofreading, and dummy-making.
2. To do what I can to assure a harmoniously working staff and a satisfactory product.
3. To hold myself ready and available, as far as possible, "to assist."
4. To write an editorial per issue.
5. To edit the feature columns.
6. To attend all staff meetings.

BANK A bank is one section of a headline. *Deck

BANNER A banner or streamer is a headline extending across the top of the page. See the Wy News, page 37, for an example of a banner headline: 98 Graduate in R.H.S. Mid-Year Commencement

Hyde says that a banner headline has no place in a school newspaper because it tends to sensationalize the paper and since it is published weekly or less frequently, the news is likely to be stale by the time the paper comes out. However, several of the school papers used in preparing the Index, many of them award-winning publications in the *press association contests, carry banner headlines and their use may be justified on certain occasions.

BEAT A beat, also called a *scoop or an exclusive, indicates a story printed by one paper ahead of all others.

BEAT Beat also means a particular territory covered by a reporter regularly. For example, reporters are assigned to cover the regular *news sources of the school such as the principal's or coach's office each week.

B.F. Boldface or black-face type.

BOX To enclose a story by rules (*Rule) or other border. Headlines are also boxed sometimes. See the Wy News, page 37, for boxed story, "Family Honor," or The Devil's Pi, page 35, for boxed story, "Echo Deadline Set," or The Evanstonian, page 34, for boxed calendar, "Eyes Ahead."

BREAK (v) News is said to "break" when it is made known for publication.

BREAK (n) The "break" in a story is the place at which it is continued to another column or page.

The plot of the play centers about Lord Gilbert, head of the great house, played by Sam Adams,
who had not allowed the castle
to celebrate the Yule season since
the death of his two children, who,
he believes, contracted a disease
from the villagers whose annual
custom it was to visit the great
house on Christmas Eve.

His wife, Lady Gwendolyn
(Jeanne Dyer), allows the custom-
ary preparations to be made, hoping
that Lord Gilbert will forgive
(The "break")
(continued on page 6)

BUSINESS MANAGEMENT
The business organization of a
school newspaper includes the problems involved in
advertising, circulation, distribution, and printing.
A newspaper is considered successful only if it is a
financial success and, unless it is subsidized in part
by the administration, it has only two sources of in-
come--advertisements and subscriptions.

The work of the business department must be organized
with great care by the business manager and the busi-
ness adviser who are jointly responsible for the fi-
nancial stability of the paper. The keeping of
accounts and the handling of money should be assigned
to the business manager or another member of the de-
partment--a treasurer if the staff is large enough to
warrant one--and the business adviser should devise a
system of keeping and auditing the books. At the time
of his appointment, the business manager should pre-
pare a budget for the year. From then on, each issue
should be separately budgeted. In other words, the
paper should follow a "pay as you go" plan. All checks
should be signed by the business manager or treasurer
and the financial adviser.

Advertising
1. The newspaper must be established as a desirable
field for advertising. Advertising space must be made
worth buying. This can be achieved by efficient manage-
ment and carefully planned advertising campaigns.
2. Do not accept complimentary ads. National stand-
ards rule them out because they lower the tone of the
paper and give it an air of charity. Refusing such
ads puts your advertising on a strictly business-like
basis.
The business organization of the school newspaper includes the planning, editing, and publishing of a newspaper. The newspaper is produced weekly in the school and is distributed to students and faculty. The newspaper includes news, sports, and other articles relevant to the school community.

The keeping of accurate and up-to-date records of the newspaper's finances is essential. The newspaper is funded through the sale of subscriptions and advertisements. At the time of publication, the newspaper is distributed to students and faculty. The newspaper also includes features such as student profiles and news from around the world.

The newspaper can be an influential voice in student life and can serve as a platform for students to express their opinions and concerns. It can also be a source of information for students and faculty.

The newspaper is an important part of the school community. It provides a channel for students to communicate with each other and with the school administration. It also serves as a source of information for students and faculty, and is an important part of the school's public image.
3. Establish the reliability of the paper. The advertising should make a direct appeal to the student readers. One way to accomplish this is by making a survey of the student body to find out all the things that the average student buys and where he buys them. Such a list furnishes a good sales argument when the solicitors make calls on the local merchants.

4. Maintain an up-to-date file which includes the names, addresses, telephone numbers and the persons in charge of advertising of stores and firms that might advertise in the paper. Knowing the name of the person in charge of advertising in a store breaks the ice for the solicitor when he makes his first call on the prospect.

5. A complete record of calls made by solicitors must be kept by the advertising manager. There should be forms for recording each call. The call slip system is an efficient way of checking calls made by solicitors. It will also prevent more than one salesman from calling on the same firm.

6. All solicitors should be equipped with advertising rate cards and contract forms. Absolutely no verbal contracts should be allowed if the advertising department is to be managed in a business-like way.

See page 22 for examples of a prospect card, a call slip, and a contract form.

Solicitors

1. Know your advertiser before you call on him.
2. Speak briefly, courteously, and intelligently about what you have to sell--space in a well-written, widely-read newspaper. Take along a copy of the paper and several talking points to prove it.
3. Have the following statistics of your school newspaper:
   a. Enrollment of the school.
   b. Circulation of the paper.
   c. Sections of the city from which pupils come.
   d. Number of homes represented.
   e. How many times the paper is issued during the year and on what day of the week.
   f. Proof that teachers and alumni read the paper.
   g. Advantages of a contract by the year
A miniature project with the title, which indicates the

name, address, affiliation, and volume that

in citation of the earlier one and the caption to the
cite from the last page of the paper.

The following is the main text of the project:

...
# ADVERTISING FORMS

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Solicitor: __________ Date: __________

Call on following firm:

On or before: ____________________
Talk with Mr: ____________________
Signed: ____________________

Solicitor's Report: Date Called: ____________________

Signed: Solicitor

Prospect Record Card
Adapted from Spears and Lawshe, High School Journalism, page 264.

| Advertising Manager
School Address |
|----------------|

Please insert advertisement of the undersigned to occupy ________ of space, commencing ________ for ________ insertions, for which ________ agree to pay ________.

Signed: Advertising Manager

Report Made: ________ Entered: ________

Call Sheet - Adapted from Spears and Lawshe, High School Journalism, page 265.

| Contract Form - Adapted from Hyde, Journalistic Writing, page 355. |

Proof sent: ________ Proof approved: ________ Paid: ________
rather than at irregular intervals. Such advertising is cheaper and becomes more effective because of its repetition.

4. Send a proof of the advertisement to the advertiser before publication and file the approved proof with his correspondence.

5. Send the advertiser a copy of the newspaper containing his ad with the bill.

*Typography*

1. Keep the first page and preferably the second page free from advertising.

2. Limit the amount of advertising to perhaps 35 or 40 per cent of the entire space of the paper.

3. Use a systematic plan in placing the ads. An attractive make-up is the pyramid arrangement in which the ads are piled along one side of the page. See *The Custer Chronicle*, pages 105 and 106.

4. Set a limit upon the size and blackness of display type.

5. To assure good make-up, use the same style of type throughout the ads—preferably the type used in the reading matter and headlines.

6. Two other ways of achieving an attractive effect is to use the same kind of border around all ads and to limit the size and blackness of cuts.

Rates

1. The advertising department must devise a system of space division and a scale of rates. This division of space should allow for effective and easy make-up.

2. The basic rate depends upon the circulation of the paper, the size of the community, and the purchasing power of the readers.

3. Following are the advertising rates for three school newspapers:
   a. V.H.S. *Highlights*, a weekly, mimeographed, eight-page paper, with a net run of 260, charges 2¢ per *pica* space.
   b. *Commerce*, a four-page, five-column paper, published twenty times a year, charges 75¢ per column inch.
   c. *Hi-Tower Flashes*, a four-page, six-column paper, published bi-weekly, charges 40¢ per inch for display advertising and 10¢
per column line for classified advertising.

Circulation
Effective department organization depends upon four factors:
1. Decisive placement of responsibility.
2. Effectiveness in sales organization.
3. A workable, adaptable schedule.
4. Fair distribution of work.

Readers of the paper fall into two classifications:
1. Subscribers
   a. Students
   b. Alumni
   c. Persons interested in the school.
2. Non-subscribers
   a. Students who buy copies regularly or occasionally.
   b. Persons interested in the school who buy only occasionally.

Circulation bookkeeping can be greatly minimized by cash payment before the subscriber's name is entered in the books. Then each name represents a paid subscription, and the only record which must be kept is a file containing the names of subscribers and when their subscriptions expire.

The circulation department should institute a powerful drive during the first few weeks of school to force subscription sales as high as possible. Another drive should be made at the beginning of the second semester or the last half of the school year.

Sales Methods
1. Send subscription blanks to all homerooms the first day of school. These blanks can be for the year or for the half-year. Tabulate the promises to subscribe, compile a list of non-subscribers, and then the work of the circulation department begins.
2. Instigate competitive subscription campaigns among the homerooms and the classes.
3. Sales talks should be made frequently by members of the staff and by prominent students.
4. Mailing campaigns are probably the best
The December High School Conference gave many topics.

1. The December High School Conference has many topics.

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method of raising the subscription quota of the alumni and other persons interested in the paper.

Distribution
The business manager and staff should decide the manner of distribution. Sometimes the paper is distributed by staff members to the lockers of the pupils. Another method is to distribute the paper from the newspaper office during certain hours. Still another plan requires the use of subscription booklets. When a student subscribes, he receives a coupon book which he presents following the publication of each issue of the paper. There are many other techniques of distribution.

Mailing. If the mail circulation is small, the papers can be addressed by hand or on the typewriter. For larger mail circulation, the papers can be addressed by machine. To cut down on mailing costs, the manager should apply to the postoffice for a second-class mailing permit.

Printing the paper
If the paper can be printed in the school printing shop, many financial worries are eliminated. Most printed papers, however, must deal with a commercial firm. Before deciding on a printer, the business manager should draw up specifications and submit them to several concerns for their bids. Everything should be included in his specification so that there will not be heavy charges for additional work.

Important items to consider
1. number of copies
2. day of publication
3. size of page
4. number of pages
5. paper stock
6. size of type
7. percentage of advertising
8. number of halftone cuts
9. deadlines for advertising and news copy
10. reading of proof and make-up of dummy pages
11. time and place of delivery
12. date of payment

The method of printing a school newspaper should be a paying proposition; it should not be subsidized
ORIENTATION

The purpose of orientation is to prepare the new student to adjust to university life. At the same time, orientation serves to: (a) acquaint the newcomer with the campus, facilities, and administrative procedures of the university; (b) help the newcomer establish relationships with other students and faculty; and (c) provide information about the resources available to the student. Orientation is a half-day program held at the beginning of the fall semester. 

METHOD: If the Rand Orientation is similar to the Rand Orientation, you can be assumed to find on the Rand Orientation. If you can find on the Rand Orientation, you can be assumed to find on the Rand Orientation. If you can find on the Rand Orientation, you can be assumed to find on the Rand Orientation.

FINANCIAL AID

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DEPARTMENT OF EDUCATION

The Department of Education is responsible for the administration of the university. It is divided into several divisions: Academic Affairs, Business Affairs, Administrative Services, and Student Affairs. The department is headed by the Dean of the University, who is assisted by the Associate Deans for each division.

HIGHLIGHTS OF THE DEPARTMENT

1. The Department of Education is responsible for the administration of the university.
2. The university is divided into several divisions: Academic Affairs, Business Affairs, Administrative Services, and Student Affairs.
3. The department is headed by the Dean of the University, who is assisted by the Associate Deans for each division.
by the school or one of the important aims is defeated. (See PART I)

Three methods of reproducing the paper

1. Mimeograph
For the very small school or for the beginning newspaper, the mimeograph is the least expensive and is a good way of testing reader interest in the venture. Equipment needed are: typewriters, stencils, stylus, mimeograph paper, mimeograph machine. See the V.H.S. Highlights, page 33, for an example of an All-American among mimeographed newspapers, published weekly in a high school whose enrollment is around 200 students.

2. Photo-offset
This is a cheaper method than actual printing. Photo-offset is a process which uses plates made from photographs of the surfaces to be reproduced. A "master copy" of each page is prepared by the staff exactly as it will appear in the paper. These pages are then photographed and plates are made from them. Any cuts included in the paper must be treated by a specially halftone process, similar to the engraving process used for cuts in printing. Thus each cut involves an extra charge.

Opposition to the photo-set method is based on the following:
   a. The paper does not have the "printed" look of the daily papers.
   b. The difficult task of hand spacing each line to form even columns. Unless the staff includes many expert typists this job is almost overwhelming.

The Vari-Typer Composing Unit - This machine can overcome the second difficulty listed above. Rae explains its use: "An electrically powered machine, the Vari-Typer operates very much like a typewriter. . . Employing a variety of type styles and sizes ranging up to a 14-point bold face type, it has
THERE WERE MANY IMPORTANT TIPS TO KEEP IN MIND

1.wahl. -See PART 1 of the important tips to keep in mind.

PHOTO-COPIER TIPS: PHOTO-COPIER TIPS: photo copier tips

- If you're using a photo copier, make sure to clean the tips of the paper before putting them in the copier. This can help prevent any unwanted marks or smudges on the copies.

- Be sure to load the paper correctly into the copier tray. The correct orientation of the paper is crucial for a high-quality copy.

- If you're using a high-contrast, black and white photo copier, make sure to use the correct settings for the type of paper you're using. This can help ensure that the copies are clear and readable.

- When making multiple copies, make sure to clean the copier tray and the paper feed area before making each copy. This can help prevent any unwanted marks or smudges on the copies.

- Be sure to check the edge of the copies for any unwanted marks or smudges. If necessary, use a quality pen or marker to touch up any unwanted marks.
a typographic density running as low as 16 letters to the inch and the very important feature of line spacing control so that the lines are made to align themselves automatically in column format of the proper width, a physical impossibility on the typewriter."

3. Letterpress

How it works - After the copy is written, it is set in type, galley proofs are pulled, proofread, and the corrections are made by the compositor. The dummy is made up and the printer makes-up the pages according to directions. Page proofs are then taken, proofread, and the type is corrected again. Finally the pages are locked up and the presses roll. This method is a more complicated and more expensive method, but the results are worth it—a distinctive, readable newspaper that looks like its big brother, the daily.

One economy measure connected with letterpress, which many advisers overlook, is the use of newsprint. Rae says, "Many school papers could advantageously economize on the grade of paper they use. The erroneous notion that a high-grade or gloss finish lends distinction to a newspaper is apparently quite widely supported among sponsors of school papers... Actually, regular newsprint does the job better and costs less. A paper printed on newsprint looks authentic since it is naturally associated in the mind of the reader with the public press which employs newsprint almost exclusively. On the other hand, the use of high-grade stock inescapable brands the paper as an amateur venture, and creates an impression exactly opposite to the one desired--it looks more like a pamphlet or a recital program. One of the obvious tricks of putting out a professional-looking newspaper in addition to competent editing and expert printing, is to put it on newsprint." (Editing Small Newspapers, page 196)
The only logical advice to offer the staff of a beginning newspaper is to use the method that your budget calls for!

References: Rae, Ch. XII; Greenawalt, Ch. X; Harrington and Harrington, Ch. XV; Hyde, Journalistic Writing, PART II, Ch. I; Spears and Lawshe, Ch. 20.

BUSINESS MANAGER The business manager is in charge of all business and financial matters. He is equal in rank with the managing editor or assistant editor and the editor-in-chief. His signature is necessary on all contracts with the printer, the advertisers, and others. Beside directing and supplying ideas to all workers under him, he prepares financial statements for the faculty adviser and the administration at regular intervals.

Duties of:

1. To direct the energy and work of the business department toward the goal of a financially successful publication.
2. To submit regular reports to the faculty adviser of the financial standing of the publication.
3. To arrange for the printing (unless the paper is mimeographed) of the paper with the advice of the faculty adviser. Printing contracts are usually made for the year.
4. To get advantageous contracts for advertising, helping the advertising manager organize and conduct his campaign.
5. To deliver all copy to the printer and get it when ready for proofreading, returning it to him after proofreading.
6. To act as a subscription agent at all times, giving the proceeds to the subscription manager for tabulation.
7. To receive and record in the proper books all financial operations of the staff.
8. To present these books for auditing near the close of the year.
9. To close the books before the end of school.
10. To boost the publication at all times, speaking before the school body whenever it is necessary.
11. To train the incoming business manager.
12. To make financial recommendations to the faculty
The only Joan Knife can follow the great

to a gymnastic program is to see the

which will form your injury call and

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adviser.
13. To consult the faculty adviser regularly.
14. To know the duties of each member of the business department and assist him in his understanding and carrying out of his duties.
15. To attend all staff meetings.

References: Hyde, PART II, Ch. I; Taylor, pp. 128-129.

BY-LINE A line at the beginning of a story giving the name of the person who wrote it is called a by-line. Most news stories are written objectively or not in the first person. After a reporter has built up a reputation for himself and his name has news value, he may then write under a by-line. This enables him to include opinion in his story. In school newspapers, sports articles, features, and big news stories are frequently written under by-line.

References: Wrinn, Ch. XII.
CAPS and l.c. This phrase means that the main words of the headline should be capitalized and the others should be small or lower case letters.

This Line Is Set in Caps and Lower Case.

CAPS AND SMALL CAPS Capital letters and small capital letters.

CAPTION The heading appearing over or under a cut. *Cutline See The Devil's Pi, page 35 for sample of a caption entitled: "Participating in Dedication." In this particular case the caption could also be called an overline.

CARTOON Wrinn says a cartoon is "a combination of graphic feature story and editorial, growing out of the current scene. In other words, it contains human interest and at the same time explains, interprets, argues for or against, informs, or merely entertains." (Elements of Journalism, page 186)

School life offers a fertile field for the pens of talented art students who have imagination to see how the abuses that need to be corrected or the frailties of human nature can be brought to light through the cartoon. What are the fads, fancies, attitudes, interests, faults, and enthusiasms of the current student body?

Reference: Wrinn, Ch. XIX.

CASE A partitioned box that holds type.

CHASE A metal frame into which type and cuts are placed and locked for printing or stereotyping.

CIRCULATION *Business Management

CIRCULATION MANAGER The circulation manager is in charge of all problems of circulation, including subscription campaigns, lists, and distribution. (Some school newspapers have a *Subscription Manager. If not, the duties of the subscription manager belong to the circulation manager.) He is responsible to the
The page contains text that is not legible due to the quality of the image. It appears to be a page from a book or a document, but the content is not discernible.
business manager. Business Management

Duties of:
1. To receive and count the number of copies when they come from the printer.
2. To distribute these systematically, according to prepared lists.
3. To account for each copy in a record to be turned over to the business manager as soon as the publication has been completely distributed.
4. To attend all staff meetings.


CLICHE A cliche is a worn-out word or phrase which is also called a trite or hackneyed expression. Perrin says, "Expressions that deserve to be called trite are something more than the direct, natural expression. We can call for bread as often as we need to--but staff of life is quite a different matter, linguistically. It is a figure of speech, once bright and perhaps even startling, now actually threadbare and hardly serving a weak attempt of humor."

Trite expressions:
Father Time broad daylight
dark as pitch hungry as a bear
cold as ice brown as a berry
smooth as ice pure and simple
stark naked point with pride

Make a list of journalistic cliches and post them where they will come to the attention of the staff.

Reference: Perrin, page 121.

COLOR To put color into a story is to enliven it with atmosphere to create reader interest. In a derogatory sense, to color the news means to exaggerate the facts. School spirit and prejudice often tend to "color" sports stories.

COLUMN A vertical division of a page set off by rules.

Rule

School papers usually contain from three to eight columns. The twenty-five school newspapers used in
this Index reveal that mimeographed papers are usually three columns; tabloid size papers are five columns; and the regular newspaper size is seven columns. Professional newspapers are usually eight columns. On the following pages are examples of 3, 4, 6, 7, and 8-column school newspapers. An example of the popular five-column paper is The Custer Chronicle page 103.

COLUMN A column is also a writer's comments appearing each issue under the same heading. To have reader interest a column must be timely and informative.

*Feature (n)

Types of columns:
1. Sports columns (See *Sports Story)
2. Poetry or verse columns
3. Humorous columns
4. Gossip columns
5. Society columns
6. Club-notes columns
7. News-commentary columns (These columns may include comments on school news or outside news or both.)
8. Variety columns (Such columns contain philosophical comments, personal items, humor, contributions from readers, etc.)
9. Fashion columns
10. Who's Who columns (See The Custer Chronicle, page 104)
11. Inquiring Reporter columns
12. Music columns

Qualifications for a columnist: (Spears and Lawshe)
1. Keen observation
2. Good judgment
3. Sound reasoning
4. A knowledge of human nature
5. Wide acquaintanceship
6. An original clever style
7. Tact
8. Wholesome sense of humor
9. A spirit of restraint
10. Freedom from petty prejudices
To classify and identify microcomputing papers as recently
published and the recent literature, we present the seven columns:

1. Source columns (see above story)
2. Report or review columns
3. Microcomputer columns
4. General computer columns
5. Society columns
6. CDEC columns
7. CLIP columns

The seven columns are: The seven columns are just a few.

1. Where columns on school new or Oakland
2. Variation columns (you columns compare this
3. Subjects columns, barometric, etc., in
4. Contributions from teachers, etc.
5. Master columns
6. Who, who columns (see the table opposite)
7. Roll columns
8. If important columns report columns
9. If not columns

Classification for a column: (Spase and Lawne)
1. Front and back
2. Good report
3. Sound reasoning
4. A knowledge of human nature
5. The context of human action
6. An originary element-wise
7. Object
8. Nonsense sense of remote
9. A spirit of mortgage
10. Access from party preferences
School Board Joins in Fight for State Aid

Van Hornesville's Board of Education has united with the Herkimer County School Boards and the New York State School Boards association to work for passage of the Young-Hilmer bill which has been introduced at the current session of the New York State Legislature.

This bill increases the amount of state aid which schools will receive and proposes a new formula for its distribution based upon the so-called "noet plan" which has been accepted by the Educational Conference board of the state.

Principal Robert B. Woodruff, in a recent letter to the taxpayers, points out that the local school tax rate is approximately $25 per thousand and is destined to increase if more state aid is not forthcoming. Residents are being urged to write to their representatives, asking their support of this bill.

Frank Heneway, of the local board, has been appointed a member of the executive council of the Herkimer County School Boards organization which has held two meetings during the past month.

Wyckovsky, Herron Are Runners-Up

Carl Adamko and Dorothy Mayton, seniors, have been named to the honor posts at the VHS carnival which will take place Friday, January 30, at 2 p.m. The event has been scheduled earlier this year because of the excellent snow conditions.

VOTE IS CLOSE FOR KING

Dorothy Tod all other nom-

Socials Are Planned

AMONG THE SOCIAL EVENTS AT VHS THIS WEEK ARE A TEA DANCE FRIDAY, JANUARY 30, DURING THE LAST TWO PERIODS AND THE SECOND "FUND" NIGHT THE YEAR AT 8 THAT EVENING.

The freshmen are putting on the tea dance and will refreshments. The "fun" night will offer the same type of program as usual.

Skit to Feature VHS Ag Students

Monday, February 2, will be a "Red Letter" day for VHS Ag boys and homemaking girls for at 12:30 p.m. they will present their radio skit over WGY, Schenectady.

The program will feature Wilbur Parnsworth, VHS agricultural teacher; E. A. Rennay, Celery man who put out the forms for the survey on which the skit is based; and Ralph Sutliff, State Supervisor of Agriculture.

The cast includes John Elwood and Fred Herron, seniors; Doris Head and William Honnack, juniors; Harvey Tennant, sophomores; and Audrey Nevin, Edith Jordan, Harry VanBrink, fresh.

State Orders Flashes for Busses

In accordance with a new school bus law effective the first of this year, several of the VHS busses have already been equipped with flashing red signal lights. The purpose of the law is to provide greater safety for children riding the buses. Another provision of the law requires the driver of a motor vehicle approaching a halted school bus to stop until the bus starts again.
Rooms Plan Holiday Skits
Painted Windows, Trees To Decorate School
by Jim Malof
WITH A CHEERY "Merry Christmas" and an eager "here come the magazine prizes," ETHS is planning to chalk up another round of traditional home-room programs, complete with decorations and Santa Clauses who are still too young to shave.

Today students will be busy painting designs on the windows and decorating Christmas trees, as the school gets its annual "new look." It is interesting to see what the home rooms are doing in keeping with the Yuletide spirit.

111 To Have German Band
Students in 111 can expect a little "oom-pah-pah" with their Silent Night, since the German band will be present to provide a musical Old World atmosphere. Besides the band, Santa will come visiting with magazine prizes for all the good little boy and girl salesmen.

A drawing for a radio, a Curtis publishing, company prize, will be one of the features of the 164 program, according to Mr. Irish, room director. In addition to the drawing, group singing and phonograph music will help the students target the $200 spent on decorations this year.

All-Star Program in 211
Under the direction of Bill Cadwell, program chairman, and Margarette Lagaard, art chairman, room 211 will boast an all-star billing for its program. With Albert Williams as Santa Claus, the room will enjoy songs by Jeanne Bowen, accompanied by Leone Sterrin and Nancy Swanson, a reading by Ruth James, and room singing directed by Jean Herron, with Betty Jean Ross at the piano. The Rev. Eugene Bartlett, pastor of the First Baptist church, will be guest speaker.

Santa will come down a specially constructed fireplace in 304, where the New School room will be decorated with unusual overhanging draperies. German, Latin, and French carols will be sung by a robed choir.

(Continued on page 3)

College Representatives To Be in Lobby Monday
MR. LAWSON, of Roosevelt college in Chicago, and Mr. Walker, of Brown university in Providence, R.I., will be in the front lobby next Monday at 8:00 to speak with interested students. Mrs. Bowers of Milwaukee Downer, Milwaukee, Wis., interviewed students today.

Music Dept. To Present Fete Dec. 18
800 To Participate In Annual Festival Celebrating Christmas
BEARSLEY GYM will be filled with Christmas Spirit Thursday evening at 8:00 when over 800 members of the music and drama departments present the annual Christmas Festival, their "Christmas gift to the community."

The program, entitled "Christmas and World Friendship," to be presented by the orchestra department under the direction of Mr. Bodycombe and Miss Fausold, will feature the theme of good will toward all-America given through the arts.

Program Features Carols
Participating in the festival will be the ETHS symphony orchestra, concert band, festival chorus, and special vocal groups, all under the general direction of Miss Rafferty, chairman of the music department.

The program will be highlighted by the Christmas carol sing, which has become a tradition at this annual concert and which will include Handel's "Hallelujah Chorus," from the "Messiah."

Two Christmas carols composed by Miss Ruby Shaw, former member of the music faculty, will be presented, "Jubilee for Christmas," to be sung by the festival chorus, and "As Joseph Was A-Walking," which will be performed by the mixed choir, will both be directed by Miss Rafferty.

The program will open with Mr.

(Continued on page 11)

'

World Needs Better Trained Citizens,' Says Dean Stalnaker

"BECAUSE TRANSPORTATION has made the world smaller, science has made it more dangerous, and the lack of advance in social science has not paralleled physical science, the world needs more educated and better trained citizens."

Thus stated Dr. John Stalnaker, dean of Leland Stanford university, and chairman of the Pepsi Cola examinations, at the first honor assembly, Nov. 18.

Watches Awarded To 'Mag' Salesmen

BECAUSE MR. MELVIN, magazine drive sponsor, believes that in the past the prize winning students have not received proper recognition at the Christmas assemblies, the two Gruen watches for the highest boy and girl salesmen in the school were presented to Charles Kelly, 264, and Sally Ingels, 164, during ceremonies in their home rooms last week.

Other prizes which have just been awarded are a table model Philco radio combination to Jim Strasser, 164, and a bicycle for the Life Membership club to John Kinsey, 364. Cash prizes given annually by the Readers Digest association for the highest Digest salesmen were presented to Martha Downie, 344; Ken Anderson, 164; Nancy Cook, 224, and Rosemary Heuser, 224.

Editor's UN Essay Is on Page 5
THE UNITED NATIONS essay to be entered in the Chicago Sun scholarship contest appears on page 5. Written by Nancy Biebel, editor-in-chief of The Evanstonian, as the result of her trip to UN headquarters, Lake Success, N.Y., the essay will compete with others by suburban editors for a $400 college scholarship.

EYES AHEAD...

MONDAY, DEC. 15
7:30—Quadrangle Fall Awards, Social Hall
3:00—Junior Red Cross Christmas party, faculty dining room
1:10—Amateur Radio club, 143
3:10—International Round Table, 201
9:10—General assembly, Gym

TUESDAY, DEC. 16
3:00—Business club, faculty dining room
—Photographic Service club, 338
—Basketball with Oak Park, here

WEDNESDAY, DEC. 17
9:10—General assembly, Beardsley gym
3:00—School classes for Christmas vacation
7:15—Basketball with Oak Park, here

FRIDAY, DEC. 19
9:10—General assembly, Beardsley gym
3:00—School classes for Christmas vacation
7:15—Basketball with Oak Park, here
A VERY MERRY CHRISTMAS!

The Devil's Pit Central Dedicates "Aud"

Vol. XCVI
Central High School, Superior, Wis. Dec. 17, 1947
No. 6

Mr. Shaw Greets Central
A MERRY CHRISTMAS AND A HAPPY NEW YEAR

As we again celebrate the birthday of Christ, I wish to pass on to each of you a Merry Christmas and a Happy New Year.

Central Talent Featured on Programs Honoring Opening of New Auditorium

The official opening and dedication of the auditorium on Dec. 1 were a long awaited occasion for Central, as well as the entire city. The presentation for the students was during four hours and an evening performance was given.

TheAfternoon Program

As an afterthought, a surprise was added into the afternoon program with the appearance of a special group of students. The group was led by Mr. Shaw, who directed the students in a song, "O Holy Night." The students were then given the opportunity to make their own contributions to the program, which was well received by the audience.

TheEvening Program

The evening program included music, dance, and a variety of other activities. Among the highlights were a presentation of "The Nutcracker" by the Central High School Dance Ensemble, and a musical performance by the Central High School Band. The program concluded with a speech by Mr. Shaw, who thanked the audience for their support and wished them a Merry Christmas and a Happy New Year.

Peace on Earth
Good Will to Men

Echo Deadline Set

Students Attend "A" Dance

Members of the Board of Governors of the Torch met last Saturday night to plan the first dance in the newly constructed auditorium. The dance was held on Saturday evening and was well attended by students.

Central Dedicates "Aud"

Students Attend "A" Dance

Central Dedicates "Aud"

Annual Banquet Starts Faculty Celebrations

The L.D. O. P. club's annual gathering was held Saturday night at the Hotel Superior. A large number of faculty members attended, along with many of the students. The banquet was a great success, and everyone had a wonderful time.
Lady Gwendolyn

Guidance Conference Held at GW

Local Men Lead Discussions on Four Occupational Professions

In furtherance of the guidance program being presented in GW, four high-school men offered talks on various occupations on Tuesday afternoon. Discussions were held on advertising, government agencies, and law.

Mr. William W. McGraw, local farmer, discussed the occupation of advertising. Among the things he stressed were the necessity of initiative and creative thinking, as well as the importance of a business background and a good command of the English language.

Mr. John B. Smith, a government official, spoke on the career opportunities in government agencies. He emphasized the importance of patriotism and the ability to work under pressure.

Mr. Robert D. Johnson, a lawyer, talked about the legal profession. He discussed the educational requirements, the nature of the work, and the rewards of the occupation.

The guidance program at GW is designed to help students make wise choices about their future careers. By hearing from men who are currently working in these fields, students can gain a better understanding of the requirements and rewards of these occupations.

Press Club Dons Brand New Look; Holly Replaces Assignment Book

By Barbara Fevold

There may have been parties all over and fire on the hoe, but it did not put the Press Club but the best of all.

YESTERDAY [date] was a day that no one really enjoyed today. There was music and good food, but no one wanted to admit it. All Mrs. Hill's squareness was changed immediately. It was necessary to do things on the spur of the moment.

President Belser's hat was on the board. All of the ladies who were there didn't seem to mind it. Some of them were satisfied.

It all went well with "Honesty". "Is it with the latest? Do you know what you said about me?" Then the confusion over the fire abated, it settled back over the cobble and jerked. It was not long, though, because in came Frank Turner and the band.

Tenth Grade Elects (Gatewood President)

By popular vote, Eddie Gatewood was chosen president of the Tenth Grade class. He will take the office on Monday, and he will serve until the end of the year.

Other officers elected were Frances Lindsay, first vice-president, and Gordon Wallin, secretary-treasurer. The Tenth Grade had a change of the order.

School Holiday Starts Today: Linda J. Foote

School Holiday starts today. Linda J. Foote of Press Club talked to the students about the holiday, the classes and traditions of Christmas. She also discussed the ways in which the holiday is celebrated around the world.

Students Make Holiday Gifts

Parents of Home Ec. To Receive Gifts

For Christmas

Evidently, the Home Economics classes have the Christmas spirit high by the presents they made for their parents during recent weeks.

Mrs. Elizabeth Murphy's group first started making gifts, working on various projects, and then grouped them into sets. The sets included candles, mugs, and other gifts. They were made using paper, clay, and other materials. Each gift set was unique, and the parents were pleased with the effort.

Miss Florence H. Smith, group leader, was proud of her students' work. "They have worked very hard," she said. "I am sure that they will be pleased with the gifts they have given their parents." The parents were indeed pleased, and they expressed their gratitude to the students.

Another group of students, under the direction of Miss Florence F. Smith, made Christmas table decorations. They included centerpieces, napkins, and other items. The decorations were made using paper, clay, and other materials. Each set was unique, and the parents were pleased with the effort.

Miss Louise Helm's group prepared gifts for the parents. They made Christmas cards, gift tags, and other items. The cards were made using paper, clay, and other materials. Each card was unique, and the parents were pleased with the effort.

The students worked very hard on their gifts, and the parents were pleased with the effort. The students had learned the importance of hard work, and they had learned to appreciate the value of the gifts they had given their parents.

The Day Was Dark and Dreary

When Santa Claus Became a Myth

By Justin Dyer

HOW DO YOU KNOW? What did you play? Don't you?

Dye's questions were answered by an astonished student. He was approached by a happy-looking Father Christmas in the library on Monday afternoon.

The reason for the answers is that Dye is a popular member of the Glee Club and drama society, and he was invited to the library to talk about his experiences.

Dye, who has been involved in many Christmas productions, said that the idea of Santa Claus was a myth. He said that the idea of Santa Claus was a myth because the actual Santa Claus was a real person who lived in the eighteenth century.

However, Dye also said that the idea of Santa Claus was a myth because the idea of Santa Claus has changed over time. He said that the idea of Santa Claus has changed from a real person to a fairy tale character.

Dye's talk was well received by the students, who were all interested in the idea of Santa Claus. They asked many questions, and Dye was able to answer them all.

Dye's talk was a great success, and it was enjoyed by all who attended. He was able to answer many questions, and he was able to explain the idea of Santa Claus in a clear and concise way.

 Anything's Fun with 'The Christmas Song' on Your Lips

Whether you are a student, teacher, or just a general Christmas lover, there is sure to be a Christmas song that you love. One of the most popular Christmas songs is "Santa Claus Is Coming to Town," and it is sure to bring a smile to anyone's face.

Helen Dwyer, Francine Lindsay, Betty Brown, Florence Rehder, Shelly Cooper and Dan Overley sings the Christmas song "Santa Claus Is Coming to Town." The song is a classic, and it is sure to bring a smile to anyone's face.

Glee Club Songs

Included in Play

Authentic Script is Written By John Reinhart of Faculty

With the great hall of a four-fluid English castle in sight, "Miracle of the Castle," a Christmas play is planned and was rehearsed this week by the Glee Club and Drama Club. The play will be performed in the castle library on December 11.

Written by Dorothy Fife, president of the Glee Club faculty, the play will be performed by a group of students, and it is sure to be a hit. The play is based on the lives of the students who are preparing for Christmas. It is sure to be a hit, and it is sure to bring a smile to anyone's face.

Cafeteria Offerings

Simple meals were offered, but they were simple and delicious. The students were satisfied, and the cafeteria was bustling with activity.

Latin Classes Do X-Mas Translations

Changing Christmas stories into Latin face English has brought the students much joy. The Latin classes have been busy with holiday business.

Mrs. McElroy's class translated the story of the Three Wise Men into Latin. They translated the story into Latin, and then translated it back into English. The students were pleased with the effort.

Mr. Guido's class translated the story of the Christmas tree into Latin. They translated the story into Latin, and then translated it back into English. The students were pleased with the effort.

The students were pleased with the effort, and they were all able to translate the stories into Latin. They were all able to translate the stories into English. The students were pleased with the effort.

Homeowners Plan Yuletide Parties

GW's students are happy to invite the students to their homes on Christmas Eve. They offer a variety of Christmas parties, and they are all open to the students. The students are pleased with the effort.

Spanish, French Books Are Read

Principal activities of the Spanish and French classes this term were the reading of various Latin and Greek classics.

The French class translated "The Christmas Carol" into Spanish. They translated the story into Spanish, and then translated it back into English. The students were pleased with the effort.

Mr. T. G. Nelson, principal, said that the students were pleased with the effort. He said that the students were pleased with the effort. He said that the students were pleased with the effort.

Do you want to read a book on Christmas?"Tales of the Sea" by Robert Louis Stevenson is a great read.

The book is a collection of short stories, and it is sure to be a hit. The stories are based on the lives of the students who are preparing for Christmas. It is sure to be a hit, and it is sure to bring a smile to anyone's face.

Dr. Shreveburn, Guest Speaker

GW Glee Club Also Sings Assembly

Dr. John Shreveburn, guest speaker of the cafeteria, said that the cafeteria was prepared for the Christmas Assembly. He said that the cafeteria was prepared for the Christmas Assembly. He said that the cafeteria was prepared for the Christmas Assembly.

The Christmas Assembly was held in the cafeteria, and it was a great success. The students were all present, and they were all pleased with the effort.

The Christmas Assembly was a great success, and it was enjoyed by all who attended. The students were all present, and they were all pleased with the effort.
98 to Graduate in R.H.S. Mid-Year Commencement

Band-Orchestra Concert Features Cello Soloist

Musicians March to Platform in New Uniforms; Bob Fairchild and Mark Siler

By Madge Penney

Bandsmen dressed in military uniform played “The Star Spangled Banner” as the school’s colors were presented at the mid-year ceremony. The band and band president presented their unmistakable band sounds, composed of music and the singing of “The Union Meeting.”

Susan Diodato, first cello soloist, presented “Staccato” as her selection. The entire band and band president presented their unmistakable band sounds, composed of music and the singing of “The Union Meeting.”

Girls Crowd No Man’s Land

Top 3 Students in Class Show Absence of Male

When diplomas are handed out in the January graduating class, one might breathe a sigh of relief, as the three top places in the graduating class are occupied by female students in this school. The top three places are occupied by female students. The number of female students is increasing, and the number of male students is decreasing.

Orchestra Cuts Ovation

Placing a varied program of modern and eclectics at the expense of the orchestra. The program was the result of the efforts of the orchestra. The orchestra was the result of the efforts of the orchestra.

Tribute Is Well Earned

For the entire school, the Wy-Ed News is in tribute to Jean T. Hauer, who recently was present in the program. The program was the result of the efforts of the orchestra. The orchestra was the result of the efforts of the orchestra.

Nine Students Score All’s

Nine students scored All’s on the history survey for the third marking period and the Cello Soloist

Alumni To Give Concert

William Anderson, one of the former students of the University of Michigan, will give a concert on the platform. The concert will be held in the auditorium.

Sing With Choir

With the choir selected to sing at the University of Michigan, the choir will be selected to sing at the University of Michigan.

Look Pretty

Group pictures taken this afternoon will be seen in the coming weeks. The pictures will be seen in the coming weeks.

What’s Cookin’

Join the faculty in a new and exciting cooking class on Mondays at 10 a.m., 12 p.m., and 2 p.m.

Writers’ Plans Committee

The Writers’ Plan Committee will meet on Mondays at 10 a.m., 12 p.m., and 2 p.m.

University of Michigan Will Show Bowl Pictures

The Research High school will be shown in pictures of the University of Michigan basketball games.

Slicky Maiden Deck Out Prom

The Prom will be held at the Inn at the University of Michigan. The Prom will be held at the Inn at the University of Michigan.

Wayne U. Psychologist Is Speaker, Baccalaureate Service Is on Sunday

The hour of 8 P.M. Thursday, January 28, 1948, will bring a full house to the University of Michigan High School. For that time the program will begin which the students of the senior class are eagerly waiting for. The students to students in addition will have an exciting evening. The students will be welcomed by President C. M. Penney, president of the University of Michigan, Dr. S. B. Penney, and other officials. Wayne U. Psychologist is Speaker, Baccalaureate Service Is on Sunday.
Examples of Columns

Clubs

Are

Trumps

Contemporaneamente . . .

... a Spanish word, was dissected into 19 Spanish words at the club's Mexican Christmas party, Monday, Dec. 8, in the faculty dining room, according to Miss Thompson, faculty sponsor.

Included in the games played was pinata, an old Mexican Christmas game. The club's paper pinata, made in the shape of a flower, was filled with hard candy. Allowed three strikes each, the blindfolded players attempted to break it with a bat until Frances Falcon, 104, succeeded in hitting it.

Death . . .

... was the topic of Henry Schwarcz, 364 freshman, at the Math-Science club Tuesday, Dec. 9, according to Tom Stockebrand, 104, president.

Henry, who has been studying radio, nuclear physics, and other scientific subjects for several years, talked about the causes and effects of death, methods to commit murder, and types of biological and atomic warfare.

Discussing plans for next semester, Tom asserted that he hoped the club's goal of 30 members would be reached by February. "With increased membership, we shall be able to go on field trips and excursions in the Chicago area," he explained.

The Evanstonian
Evanston Township High School
Evanston, Illinois
The Experimenter

Experiments in Experimenter

The use of experiments...
Fashions

Echoing through the halls of Stonewall are such terms as Gibson girl and ballerina skirts. Lovely example of a Gibson girl is Patty Carroll in her white blouse with full sleeves adorned with a lace collar, accented with a black taffeta bow to match her long swishing ballerina skirt. Other girls having that Gibson look are Margaret Skidmore, Natalie Cochran, Jo Fennell, Aileen Reveal, Jo Ann Margolis, and Mary Young.

"Chic" is the word for Ann Robinson's Gibson girl dress in light and dark aqua set off with a bow at the neck.

Something new has been added! In a gay panorama of color scarves are being thoroughly accepted to add sparkle to sweaters, blouses, and suits. Miss Opal Dean accents her burgundy suit with a rayon scarf of floral pattern draped casually around her neck and tied in a loose knot.

Catherine Butterworth compliments her blue suit with a fuschia silk scarf. Harriet Bloomberg enhances her blue eyes with a blue silk scarf worn with a smart gray wool suit.

Hooded coats with flare backs are the vogue now. Yvonne Boggess has a very pretty brown plaid, fingertip one. Contrasting with her dark hair Pat Taylor appears very chic in her long kelly green coat. Diane Vantaelen compliments her light hair with a dark blue coat. Brown and green plaid for Betty Henson. The flare back looks smooth in her light green plaid coat.

Soft and feminine are those angora sweaters coming in a variety of pastels. Marjorie Hall looks chic in hers, as do Jean "Withrow, Marilyn Hamrick, Barbara Overstreet, Jo Ann Pring, Nancy Wyatt, Mary McCloud, Barbara Ewing, Annabelle Thomas, Patty Ewing, and Wanda Woodrum.

The Jackson Journal
Stonewall Jackson High School
Charleston, West Virginia
Operation

Opening ceremony of the Falls of Raoul Relief

At 10:00 a.m. on the 1st of August, the Falls of Raoul Relief was officially opened.

The ceremony included speeches by local officials and representatives from various organizations.

The opening was followed by a small parade with floats and music.

The event was a great success, and many people attended.

The Falls of Raoul Relief will provide valuable services to the community.

The project was funded by a grant from the government.

The Falls of Raoul Relief will open its doors to the public soon.

End of Report.

The Falls of Raoul Relief

City of Sunrise, West Atlantic
As We See It...

By the managing editor

THE STAFF members of THE EVANSTONIAN owe a vote of thanks to the Shoreline Press for printing this paper. In contrast with the most unfavorable conditions which the Sun, News, and other Chicago papers are enduring, we believe that THE EVANSTONIAN is very fortunate.

* * *

ONLY ONE obstruction lies in the road of the United Nations. It is the peoples of the world. Until they back up the decisions of the United Nations, they will be ineffectual. For example, we offer the Palestinian issue: this problem was the first major one in the United Nations on which both Russia and the United States agreed. However, even though the United Nations made the decision that Palestine be divided, the plan will not go into effect until the Arabs and the Jews consent.

We give this example as proof that no matter how good the United Nations is, the final authority rests with the individual peoples of the world and particularly with the countries directly affected.

* * *

THE MUSIC department should be commended on the 1947 Christmas Music Festival. Even though it has not yet been presented, the festival represents ETHS's gratitude to Evanstonians who support our school. This festival, given by approximately 88 students and faculty members, is the school's gift to the community.

The Evanstonian
Evanston Township High School
Evanston, Illinois

Inquiring Reporter
Probes for Book Favorites

"What was the book you enjoyed most during the past month? Lourdes' inquiring reporter elicited the following answers from faculty
members and students.

Sister Adelaide read *Kingsblood Royal* by Sinclair Lewis. "Anyone with a degree of racial antagonism will like this book."

Boys will enjoy Irving Marsh's *Best Sports Stories of 1947*, recommended by Pat McCarthy '48.

Joan Borman '50 says "Benedict and Nancy Freedman's *Mrs. Mike* is a good, human and adventurous story."

Sister DeLourdes read the *Miracle of the Bells* and says, "This book is for adults and high school students."

By the way, *The Bells* is being made into a motion picture.

James Kaye '48 reports that *Betrayal From the East* by Alan Hyrd is a book full of espionage stories.

*Seventeenth Summer* by Maureen Daly is super-duper for girls, says Jeannine Gendron.

If you haven't read any of these books, why not visit the library?

The Lourdes
Lourdes High School
Marinette, Wisconsin

SOCIAL JOTTINGS

Mary Masuck '48 is goint to visit her cousin in New York for a week of the Christmas vacation.

Lucille Mendes '48 was proud to relate that a friend of hers recently caught a two hundred pound, eight point deer.

Pat McCarthy '48 is having a few of her relatives visit her for Christmas day.

Rita McIntyre '48 is entertaining her uncle on Christmas Day.
Anna LaRagione '48 and Laurian Lalli '48 were two of the rooters at the weekly Agawam A. A. football game.

Rita Lasorsa '48, Peggy Jones '49, and Barbara Jones '49 were in the Holy Family Minstrel directed by Bob Driscoll.

Anna Rau '49 recently went to New Jersey to visit her uncle who was a prisoner of war.

Agnes Yesacavage '50 has an interesting hobby of collecting poems.

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says "drop dead." Now is "DDT" or "drop dead twice," but we feel that a great advance in culture has been made by the local introduction of a new expression, "Drink Drano!"

* * *

DAISEY AIR RIFLES, MAYBE. . .

To the boys in the corps, an apology: In the last issue of THE EVANSTONIAN, we stated that lads in the general assembly color guard carried guns. It seems that the word is rifles. We're sorry.

The Evanstonian
Evanston Township High School
Evanston, Illinois

NOTES
TO YOU

If you want to hear some music smoother than whipped cream, then pull up a chair and latch on to some of these platters. "The Swanee River Blues," "Tuxedo Junction," or "The Drummin' Man," by Gene Krupa will make you groovy (by gently beating your head on the wall.)

If you are collecting some solid disks, these precious collector's items will top off your list with that special zest added: "Blue Flame," and "Bijou," by Woody Herman; "Green Eyes," by Helen O'Connel; and "Intermission Riff," by Stan Kenton.

--By Tom Hebein '48

Worth listening to in a classical mood are Brahms' Hungarian Dances No. 5 and 6, the music from the movie "Undercurrent" which is recorded on a 12-inch disc and the "Ritual Fire Dance" expertly done by Artur Rubenstein.

Fast becoming a favorite of many is Wagner's "Love Music" from Tristan and Isolde. You concerto enthusiasts would love Rachmaninoff's No. 2 in C Minor, which contains the familiar theme known to many as "Full Moon."
NOTE TO YOU

If you want to hear some music, remember that Chip's got a great new album out. The record company is working on some of the cuts that didn't make it on "The Greatest Hits." Maybe you'll get a glimpse at some of the material with "Live in Concert." Make sure to check out Chip's upcoming shows in your area.

Write "TO SEEN FAVOUR."
There is a new recording of a Toscanini album, on non-breakable plastic records, called "Rossini's Overtures" that would thrill any music lover.

--By Jane Wambach '48

The Foursquare
Messmer High School
Milwaukee, Wisconsin
There is a need to continue a focus on non-representative data to consider the effects of "science's dirty" data. This work

returns to the research focus.
COMBINATION HEAD A headline, the first deck of which extends over related stories and possible a cut. See Wy News, page 37, for an example of a combination head:

Banner headline -
98 to Graduate in R.H.S. Mid-Year Commencement

3-col. #deck -
March Across Platform Looms Large
in Minds of Capped and Gowned Seniors

2-col. deck -
Wayne U. Psychologist Is Speaker;
Baccalaureate Service Is on Sunday

This combination head extends also over four #cuts and three related stories -
1. Girls Crowd
   No Man's Land
2. Family Honor
3. Tribute Is Well Earned

COMPOSING ROOM The room where the paper is set in type for printing.

COMPOSITE STORY A story that has many related incidents each of which may be handled by a different reporter. See Wy News, page 37, for an example of a composite story on a high school graduation.

COPY Copy is the term given to all written material prepared for publication in a newspaper.

Preparation of copy:
1. Use unglazed, white, (or manila) paper of uniform size. The \(\frac{8}{2}\) by 11 inch size is preferred.
2. Write legibly. Use a typewriter whenever possible.
3. In typewritten copy use double or triple spacing.
4. In handwritten copy write on every second line (on lined paper) or allow plenty of space (on unlined paper).
5. "Print" out in capitals all proper names, technical terms, and any words that may be difficult for the compositor to decipher.
6. Indent paragraphs at least one inch.
7. Use one side of the sheet only.
8. Begin your story about the middle of the first sheet. The blank space above is for the headlines or titles, usually written after the story is complete (in the style of the publication).
9. Be careful in writing the letters, a, e, i, o, m, n, u, w, r, s, and v.
10. In handwritten copy use a soft, black pencil.
11. Allow a one-inch margin on either side of the sheet and at the bottom.
12. Check copy very carefully for any errors of fact, technical English usage, violations of the style book, spelling of proper names, etc.
13. Do not write over figures or words; scratch out and rewrite.
14. Do not put more than one story on a single sheet of paper.
15. Write your name in the upper right-hand corner of the first sheet.
16. Number your sheets consecutively at the top with a circle around the number.
17. Use a readily removable clip to hold your pages together at upper left corner.
18. Do not roll or fold your manuscript.
19. Place # or XXX at the end of every completed story.


COPY DESK The desk at which the copy is edited and headlines are written.
COPYREADER One who works at the copy desk.

COPYREADING The process of editing or revising copy according to the style book. Some school papers have copy desks and students who act as copyreaders. In other schools the editor designates members of the regular staff to copyread material.

Equipment and qualifications:
1. A style sheet that indicates the style the paper follows.
2. A knowledge of the standard copyreading marks.
3. A dictionary.
4. A soft black pencil.
5. A sense of news.
6. Good judgment.
7. Accuracy.
8. Alertness. The copyreader must challenge every fact, every name, almost every word.
9. Wide knowledge.

Duties of the copyreader:
1. Write headlines.
2. Revise and mark copy for the printer.
3. Correct all mistakes in spelling, punctuation and grammar.
4. See that the stories are well-written, have strong, interesting leads, and follow the style sheet.
5. Substitute fresh words for dull, trite words and "bromides." See PART II.
6. Be sure that the lead contains the news "peg" or the "feature.
7. Check names, titles, and initials.
8. Eliminate editorializing.
9. Condense and improve the story but do not rewrite it. If rewriting is necessary, the copyreader should send the story back to the editor or reporter.

COPYREADING MARKS Everyone who writes for the newspaper should become familiar with the marks used by the copyreader.
Symbols

boston or boston
Webster Street
7
seven
ev^e

Boulevard
the team tired
or
extra-curricular
goodnight
break
St. or St. or St.
Boston University

The Chatterbox
Needham High School

Strains of stirring music filled the large auditorium last night when the Yarmouth orchestra presented their annual winter concert.

John Smith played for president

Vote today.

# 30

A Copyread Paragraph

Various Christmas projects are being made by the many classes.

Greeting cards, Queen Anne stools, aprons, 1,500 programs for the Christmas concert, and aluminum trays are the most popular gift items. The boys in Mr. Norman Edwards' 8A woodshop are also trying to make making paper plastic knives of various colors.

References: Spears and Lawshe, Ch. 9; Savidge and Horn, Ch. IX and XII.
COVER To cover a story means to gather all the available information and then to write the story.

CREDIT LINE A line in a story or a picture acknowledging the courtesy of another publication.

CRITICAL REPORTING In the school newspaper, critical reporting amounts to an almost straight news coverage of musical events, dramatic productions, art exhibits, motion picture reviews and book reviews. Critical reporting includes advance stories, follow-up stories, and feature stories about the historical background of the events, the performers, the play, and other feature angles of the event. These stories are usually written under by-lines.

Writing the review
1. Music and Drama
   a. Material to be covered: performers, staging, lighting, plot, direction, cast, musical selections, and composers.
   b. Reaction of the audience.
   c. Synopsis of the plot.
   d. Comment limited to facts not opinion.

For three examples of the reporting of concerts, see the Wy News, page 37:
   Band-Orchestra Concert
   Features Cello Soloist and
   Orchestra
   Gets Ovation

and The Custer Chronicle, page 103:
   Carols, Concert
   Complete Roster
   Of Yule Season

2. Book reviews
   a. The review may be either a factual summary or a critical summary.
   b. It must have an interesting lead.
   c. It must not reveal too much of the plot.
   d. It must discuss the author's purpose and decide how well he has realized it.

3. The art exhibit
   a. What medium of art (oils, water color, pastels, charcoal, etc.) is the exhibit displaying?
b. Interview the art teacher or the sponsor of the exhibit.

c. Include the facts of the exhibit—time and place, artists, number of works, winners and awards.

Examples of Critical Reporting

Original Medieval Drama
is Presented by Students
For Christmas Program

Glee Club Songs
Included in Play

Authentic Script Is Written
By Miss D. Fitzgerald
Of Faculty

With the great hall of a fourteenth century English castle as its setting, "Miracle of the Castle", a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 p.m., in the city auditorium. Admission to the performance was by guest tickets secured from the High School or from any one of the Danville churches.

Written by Miss Dorothy Fitzgerald of the GWHS faculty, the decreasing play authentically portrayed the order of observance of Christmas as it was done in medieval times, and included some of the rarer carols as well as familiar ones.

Cast Has Sixty Students

Hoping to establish a tradition of presenting a medieval play as part of GW's annual observance of Christmas, lavish preparations were made and properties procured. An outstanding feature of the presentation was the handsome costumes in satins and taffetas, and...
elaborate headdresses, all of which were indicative of the medieval period style. Of the sixty characters included in the cast, twenty were in court costume. Carolyn Phillips and Barbara Schumate assisted in making these gowns and robes.

The cast, most of whom are members of the Glee Club, combined dialogue and singing without destroying the continuity of the plot. Under the joint direction of Miss Fitzgerald and Miss Elizabeth Oliver, of the Music Department, these students held daily rehearsals in singing as well as speaking with the archaic English inflection.

Adams Has Chief Male Role
The plot of the play centers about Lord Gilbert, head of the great house, played by Sam Adams, who had not allowed the castle to celebrate the Yule season since the death of his two children, who, he believes, contracted a disease from the villagers whose annual custom it was to visit the great house on Christmas Eve.

His wife, Lady Gwendolyn (Jeanne Dyer), allows the customary preparations to be made, hoping that Lord Gilbert will forgive the villagers and welcome them once again. Not until his other two children (Joan Clark and Pete Moses) disappear and are returned by the townfolk does he relent, and, even during the gay festivities that follow, his heart is still heavy with loss.

Nativity Is Shown
When a band of players seek refuge from the snow and offer to give their interpretation of the Nativity in return for Lord Gil-
The case of the original commercial

 compañía and its advertising

 companies are similar to the

 similar to the case of the

 two different companies.

 There is no conflict here.

 The difference is subtle.

 The need to advertise with

 the need to advertise with.
bert's kindness, the master of the castle, moved by the beauty of the Christmas message, kneels in humble penitence before the scene of the Christ Child.

Others in the play who had speaking parts include: Betha, the Nurse--Betty Williams; Jester--(The players) Bobby Jones; Steward--Buddy Barker; Pages--Nancy Willard and Maxine Hambesis; Lady Alice--Shirley Grogan; Lady Eleanor--Caroline Traynham; Cook--Roger Lea; Sir Edward--Bill Evans; Sir John--Whitfield Sublett; Minstrel--E. C. Moon; Stewardess--Nancy Headspeth; Decorators--Barbara Anderson, Lois Cowan, Nina Farthing, Peggy Nichols; Serving Men--Joe Wellman, Russell Keck; Village Funster--Martha Pritchett; Master of the Players--Morris Burns; Shepherds--Elton Saunders, Ed Foley, Eddie Gatewood; Angels--Nancy Holland, Louise Reeves.

Shepherd boy--Joe Reynolds; Stable boy--Clay Gardner; Mary--Doris Crews; Joseph--Al Hill; Melchoir--Edwin Henderson; Casper--Billy Jones; Balthazar--Frank Turner.

Members of the stage crew who designed and constructed the set along Gothic lines were: Russell Keck and Joe Wellman--co-chairmen; Jimmy Keck, Slim Lockerman, Buddy Martin, Leonard Scruggs, William Dudenhausen and Lefty Wilson were faculty advisers for this committee.

The Chatterbox
George Washington High School
Janville, Virginia
Speech II Students Deliver Radio Play

Instructor, Students Record Original Skit

"We the People," an original radio play by Miss Adell Schott, speech instructor, commemorating Lincoln and Washington's birthdays, will be broadcast to the school by members of speech II classes Wednesday, Feb. 18, at 8:30 a.m.

The drama will be broadcast from a recording done earlier on the tape recorder. This recording will remain in the permanent files of the school.

Members of the cast include announcer, Gloria Cohen; narrator, Norbert Sweet; citizen, Mayrietta Rietz; Mr. America, John Haney; Conway, Robert Fink; Washington, Richard Rehmer; voice 1 (at Gettysburg), Gordon Kaiser; and Abraham Lincoln, Richard Champney. Voices in the crowd scenes are those of Gloria Cohen, Jack Gerhard, Gordon Kaiser, Bruce Kitzrow, Frank Osborn, George Schwei, and Norbert Sweet.

Stressing the idea that a postwar problem must be solved by the people working together, the play will dramatize how Lincoln and Washington realized this fact in their times. The play will point out that a government must carry out the will of the people.

Sound recording was directed by Mr. Donald Mereen and his Visual Service cadets; Roberta Froelich, a colored girl, served as technical assistant. Mary's brother, Miss Schott wrote the play when she taught at Rufus King, where it was also recorded. The dramatization has been under temporary copywrite.
'Willow Hill' Portrays Family (A critical Involved in Racial Problems summary)

By Judith Cohen, '51

Action-packed and thrilling best describe the complications and events leading to a solution of racial discrimination against Negroes, problem number one, in "Willow Hill," by Phyllis Whitney. The Colemans are a divided family; Mrs. Coleman meekly follows Mrs. Manning and her crowd in protesting the large group of Negroes who move to Willow Hill to work in one of the biggest factories. Her husband, Nick, and daughter, Val, are on the other side of the fence.

Angular Val; peppy, vivacious Judy Piper, her best friend; Steve Reid, son of one of Nick's friends, staying at the Coleman's; and Tony Millard, class president, basketball star, and the object of every girl's swooning, come upon the scene one by one.

Excitement rises to the peak when the trouble reaches the high school. Tony, you see, is under his father's influence; both are intolerant, through and through. Yet Tony is really a swell kid except for his prejudices.

The two characters lead intelligent people to believe that good Negroes are "exceptions," bad ones the rule. As if a swirling stream rushed madly through Willow Hill, everyone becomes involved; fast and furiously, the reader is carried from event to event in order to depict the friction between white and black.

The appointment of editor-in-chief of the "Wand," the high school paper, reveals a colored girl, Mary Evans, competing with Val; Mary's brother, Jell, conflicts with Tony Millard on the basketball floor; the game with Henderson and its repercussions neatly climax the complications bringing Tony, for the first time, to see his new neighbors in a just manner. The final touch is added for Val and Judy at the breathtaking
country club dance. There are usually two methods of bringing out something good. The first, is by preaching often with unsatisfactory results; the second, the technique used in "Willow Hill." You are not forced but just gently pushed into a novel of purpose, portrayed by very realistic characters. The old expression about people "just like your neighbors" certainly fits this story like a glove. Your reporter was fascinated by the book's simplicity and sincerity.

The Custer Chronicle
Custer High School
Milwaukee, Wisconsin

Depict Chaucer's Period in Paintings

"The display on my back board?" (Interview) queried Mrs. Frances Liston. "Oh, that is just a product of my English V group. Recently I told them that they were to bring to class their interpretations of one of their favorite characters of Chaucer's 'Canterbury Tales.'" Catching the eye were the watercolor drawings of Jean Hartman depicting the Cook, Court Jester, Nun, wife of Bath and various headdresses of the 14th century.

On further investigation the reporter spied Blanche Lukin's handsome Squire along with Jerry Rothchild's comedy version of the same character singing to his loved one. Also the Knight, the Cook and the Prioress were the delightful favorites of Fleur Aylesworth, Barbara Budde, Gloria Kustin, Jane Albert, Gloria Grossman and Bob Yonders.

The fat, bald-headed monk with eyes like the fire under porridge,
The Great Gatsby

Cover Story

Meeting with supporters

The subject of this report is "The Great Gatsby" by F. Scott Fitzgerald. Since the first publication in 1925, it has remained a classic of American literature. The novel is set in the Jazz Age and explores themes of wealth, decadence, and the American Dream.

Chapter 1: The Opening

The story begins with a large party at the home of Nick Carraway, a newly arrived narrator. Among the guests is Jay Gatsby, a wealthy man whose mysterious past fascinates Nick. Gatsby is determined to win back the love of his life, Daisy Buchanan, who is married to the wealthy Tom Buchanan.

Chapter 2: The Past

Nick learns more about Gatsby's past when he visits his childhood home in West Egg. Gatsby had a humble upbringing and worked hard to become a successful businessman. He uses this wealth to impress the Buchanans and impress Daisy.

Chapter 3: The Present

The story moves to the present day with the Buchanan family at their home in East Egg. The Buchanans are trying to live up to their status, while Gatsby and Daisy continue to see each other in secret. Tom becomes jealous and decides to confront Gatsby.

Chapter 4: The Confrontation

Tom confronts Gatsby and accuses him of stealing his horse, which Gatsby denies. Tom's wife, Daisy, is also present and attempts to mediate. However, the tension between the two men leads to a violent confrontation.

Chapter 5: The Aftermath

The aftermath of the confrontation has far-reaching effects on the characters. Gatsby is forced to flee and Daisy is left isolated. Nick becomes disillusioned with the lives of the rich and decides to leave for New York.

The Great Gatsby is a novel that explores the themes of wealth, decadence, and the American Dream. It is a classic of American literature that continues to be enjoyed by readers today.
"Tawny Pipit," the enchanting British comedy currently at the Little Carnegie, combines delicious satire with delightfully exaggerated characters. The plot concerns the nesting of two little birds, tawny pipits, near a rural English village. Although the nation is engaged in war, the villagers vow to protect the unique pair and their eggs, since this is only the second time in England's history that tawny pipits have come to nest in that country. The resulting complications will captivate and amuse you to no end.

"Shoe-Shine"

Another praiseworthy movie, far removed from "Tawny Pipit" in mood and content, is an Italian film, "Shoe-Shine." Simple and wholly unpretentious in production, it tells the gripping story of two misguided boys in post-war Italy and of their tragic experiences in a reformatory. The sensitive direction of Vittorio de Sica, along with its convincing cast, comprised largely of amateurs, make this picture a rare work of art. "Shoe-Shine" is truly an engrossing, completely human drama; a thing of unforgettable beauty.

Reduced Rates

Clintonites may see this masterpiece at reduced rates at the Avenue Playhouse, where "Shoe-Shine" continues its long run. The English Department Theatre Project, headed by Mrs. Selma Katz, has obtained reductions for opera this term at the City Center and for the new play, "Our Lan'.”
CROSSLINE A headline of a single line of type centered.

CUB A young, inexperienced reporter

CUT (n) A cut is an engraving, etching, or wood block from which a picture is printed. The term is also applied to a newspaper picture.

CUT (v) To cut a story is to shorten it.

CUT-LINE A cut-line is the explanation under or over a cut. See The Evanstonian, page 34; The Devil's Pi, page 35; The Chatterbox, page 36; or the Wy News, page 37, for examples of cut-lines.

CUTOFF RULE A metal rule used to separate stories, ads, cuts, etc. See pages 33, 34, 35, 36, for examples of the use of the cutoff rule on the front page.

CUTOFF TEST This is a technique used to test the writing of a story. If the least significant facts are at the end of the story, they may be cut off without spoiling the continuity of the story.

Karch Wins School's Top Honor; Six Campaign for Presidency School elections of January 16, 1948, made history, for it was the first time that the announcement concerning the outcome was not available by the close of school. Balloting between Nancy Glick and George Karch was so close that a recount was needed before George was officially declared president-elect.

Behind closed doors in the "Tower Room," the Election Board, headed by Tom Rooker, was unwilling to make the announcement until each homeroom had been tallied again. "It is the void ballots which cause us so much trouble," said Mrs. Adeline Knott, faculty adviser of the Student Council.
Assisting Tom on the Election Board are Beverley Brunner, Josephine Comella, Tom Brandt, and Courtland Smith. These people are appointed in seventh grade and keep their position throughout Junior High.

Campaigning for George was Dick Dexter of homeroom 202, and Nancy's manager was Van Seasholes of homeroom 311. Managing the campaign for the other candidates who were in the final balloting were: Willis McFarlane, manager for Ann Schauer; John Rosenberger, for Mac Blair; Larry McNamara, for Arthur La Fave; and Tom Schauer, for Eugene Smercina.

Nominated and running in the primaries in addition to the above-mentioned were: Marjory Thomas, Elizabeth Mapes, and Dieter Hanauer.

For the campaign assembly, the Band, under the direction of 'guest conductor' Jack Booth, played several numbers and also provided "musical remarks" for several candidates.

School President George Karch is a product of the Shaker schools, a member of Boys' Boosters, Leaders Club, and homeroom president of 321.
DATEBOOK  *Assignment Book

DEAD  This term designates copy or type which is of no further use.

DEADLINE  The time set for copy to be turned in.

DECK  Each separate part of a headline is called a deck.

*Bank

<table>
<thead>
<tr>
<th>3 col.</th>
<th>Is Presented by Students (Deck)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 col.</td>
<td>Glee Club Songs (Deck)</td>
</tr>
<tr>
<td></td>
<td>Included in Play</td>
</tr>
</tbody>
</table>

*inverted pyramid

<table>
<thead>
<tr>
<th>Authentic Script Is Written (Deck)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Miss D. Fitzgerald Of Faculty</td>
</tr>
</tbody>
</table>

The Chatterbox, page 36

DISPLAY TYPE  Type faces that are bolder and blacker than ordinary type, used especially in advertising. See The Custer Chronicle, pages 105 and for samples of display type used in advertising.

DISTRIBUTION  *Business Management

DOWN STYLE  This term refers to a newspaper style which uses a minimum of capital letters. Modern usage favors a down style rather than up style capitalization. compare *Up style.

DROPLINE  The dropline head may contain two or more lines. See The Chatterbox, page 105 for examples of dropline headlines.

DUMMY  The dummy is a rough *layout of a page showing the approximate location of all the stories and cuts.

The dummy is usually made upon a sheet ruled off into the number of columns of the correct length. On this form the editor indicates where each story is to be located, either by writing in an identification
The character does not appear to be a member of a community whose culture values group harmony. They prefer to act independently and are not part of a larger collective. They are content to live a simple life, avoiding conflict and seeking peace. They are not likely to participate in communal or social activities and would prefer to stay away from social situations that involve group interaction. However, they may be able to form small, close-knit groups with like-minded individuals who share similar values and beliefs.

In a situation where they are forced to interact with others, they may become defensive or isolated, seeking to maintain their autonomy and avoid any form of social bonding. They may also be prone to conflict or disagreement, as they are not accustomed to taking on the role of a group member or leader. In such situations, they may withdraw or become aloof, seeking to distance themselves from any form of social interaction.

Overall, they are not likely to form strong bonds with others or engage in social activities. They prefer to live a quiet, solitary life, seeking to maintain their independence and avoid any form of group interaction. They may be able to form small, close-knit groups with like-minded individuals who share similar values and beliefs, but they are not likely to participate in larger, more communal activities or social situations.
(guideline or slug) or by pasting proofs of the stories. Headlines and cuts are indicated by number.

EDITORS-IN-CHIEF. The editor-in-chief is in charge of the editorials, editorial columns, and letters from the readers. He is also responsible for deciding the editorial policy in cooperation with the managing editor and the faculty advisor. The number of other responsibilities and duties of the editor-in-chief will depend upon the size of the staff. On a small paper his duties are correspondingly greater.

Duties of:

1. To study and plan that the school shall have the best paper possible.
2. To coordinate the efforts of the staff in producing such a paper.
3. To realize that since his responsibility to the school is so great that his first duty outside of home and school is to the paper.
4. To preside over regular staff meetings, to present problems of policy, to suggest improvements.
5. To understand fully the duties of each staff member and aid him when he is successful.
6. To express through the dignity and stability of the paper the spirit and culture of the school.
7. To express, influence, and mold student opinion through selected editorials.
8. To announce, in writing, an exact time and place at which to collect copy from editors.
9. To edit this copy before presenting it to the faculty advisor, copyreading.
10. To make specific assignments to editors beyond their normal responsibilities.
11. To be responsible for a certain number of editorials per issue.
12. To write any uncovered last-minute articles.
13. To have all copy typed and ready for the printer at a specified date.
14. To correct typed copy.
15. To give this copy to the business manager in ample time to reach the printer according to agreement.
EARS Boxes, either ruled or unruled, at the upper corners of the front page containing weather information, short announcements. See pages 33, 36, 37, and 103 for samples of "ears."

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5. To understand fully the duties of each staff member and aid him when he is "stuck."
6. To express through the dignity and stability of the paper the spirit and calibre of the school.
7. To express, influence, and mold student opinion through selected editorials.
8. To announce, in writing, an exact time and place at which to collect copy from editors.
9. To edit this copy before presenting it to the faculty adviser. *Copyreading
10. To make specific assignments to editors beyond their normal responsibilities.
11. To be responsible for a certain number of editorials per issue.
12. To write any uncovered last-minute article.
13. To have all copy typed and ready for the printer at a specified date.
14. To correct all typed copy.
15. To give this copy to the *business manager in ample time to reach the printer according to agreement.
16. To proofread, with the assistant editor, news editor, faculty adviser, and any others.
17. To prepare the dummy with the above.
18. To inspect the finished product and get opinions on it.
19. To confer with the faculty adviser regularly.


EDITORIAL An editorial is a timely essay which explains, interprets, persuades, informs, criticizes, or entertains. *Editorial Writing

EDITORIALIZE To editorialize is to inject personal opinion into a story.

EDITORIAL POLICY Editorial policy is the platform or the purpose of the newspaper.

Every school newspaper staff should define its aims or what it stands for before beginning operations. Some school papers following the lead of the professional dailies print a quotation underneath the nameplate which briefly defines the policy of the newspaper. Many also include the platform of the paper on the editorial page. The quotation under The NEW YORK TIMES is familiar to many: "All the news that's fit to print." The Washington Scroll, Washington High School, Milwaukee, Wisconsin describes itself as being Aggressive, Authentic, Alive and in addition includes its platform on the editorial page under the masthead: Scroll Service Policy

1. To form a bond of common interest between students, faculty, parents, and alumni.
2. To provide a means of expression for student talent and opinion.
3. To promote a lively interest in school affairs and organization activities.
4. To serve Washington High School with an organ of justly favorable publicity.
5. To strengthen in the student body that abstract quality called school spirit.
6. To use our influence in establishing tolerance and open mindedness in the students of today—the preservers of peace.
To bring a point of common interest between ourselves.

1. To bring to the attention of the school staff.
2. To bring to the attention of the school board.
3. To bring to the attention of the parents.
4. To bring to the attention of the community.

References: Teachers, principals, parents, and community leaders.

SPECIAL INSTRUCTIONS TO PARENTS IN REFERENCE TO THE PROVISION OF THE NEARBY SCHOOL.

This school board and school system are taking steps to ensure that all children of the district are provided with a quality education. It is important that parents are aware of the changes being made to improve the educational experience of their children. Parents are encouraged to attend school board meetings and to voice their concerns and suggestions.

Special accommodations are being made for students with special needs. Additional information is available at the school district office.

To bring attention to the changes being made in the educational system.

Special attention is being given to the needs of students with special needs. Additional information is available at the school district office.

Volunteers are needed to help with the transition to the new system. Interested individuals are encouraged to contact the school district office.

Special attention is being given to the needs of students with special needs. Additional information is available at the school district office.

Special attention is being given to the needs of students with special needs. Additional information is available at the school district office.
**Peace On Earth**

How can one best define the true meaning of Christmas? In such disordered times, what is this motivating force which inspires men to unite temporarily in a spirit of good will on earth, good will among men? If such a spirit could be widespread, an easily attainable solution for world problems might be discovered. Simple as it may seem, the definition of Christmas spirit has escaped mankind for centuries.

Ralph, a PvD, this advanced a theory to con-


**Comments on Events**

By Frank Turner

In the past few months, Dr. Einstein has been pub-


**Christmas Shopping**

By Nancy Fox

Christmas time is coming and the stores are filled with gifts this year. You have the luxury of the present. But how many of the citizens of the United States are not buying enough. The store is a place where you can find something to satisfy your needs. There is a lot of talk about Christmas in the newspaper. The stores are open late at night to accommodate those who wish to shop. The store is a place where you can find something to satisfy your needs. There is a lot of talk about Christmas in the newspaper. The stores are open late at night to accommodate those who wish to shop.

**A Study of Christmas Shoppers**

By Myra C. Gage

In a study of Christmas shoppers in the world are Christmas shoppers. To study Christmas shoppers is an area of research. As a matter of fact, the study of Christmas shoppers may be expanded in a completely different way. The study may be expanded in a completely different way. The study of Christmas shoppers may be expanded in a completely different way.

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The Sagamore, Brookline High School, Brookline, Massachusetts, states its editorial policy in this way:

1. To promote good citizenship in the school community.
2. To suggest and urge betterments for the activities and curriculum of the school community.
3. To recognize those persons in groups whose work is force for good in the school community.

EDITORIAL WRITING  The writing of editorials is a special branch of journalistic work which requires more maturity, more knowledge, and training in writing than other forms of journalistic writing.

Hyde says, "The chief characteristic of any editorial is its timeliness. However much it may look like an essay, it is different in that it talks about timely things" (Journalistic Writing, page 261). See the editorial pages, pages 63 and 104, for examples of editorials which reflect this characteristic.

Tools for editorial writing

Reference books:
1. The dictionary - No person ever outgrows this most valuable of all references. Webster's New International, G. & C. Merriam Company, Springfield, Massachusetts, is the standard unabridged reference and Webster's Collegiate Dictionary, Fifth Edition, is the handy reference size.
4. A thesaurus dictionary is a necessity to avoid using overworked words. Roget's International Thesaurus, published by Thomas Y. Crowell Company is an excellent reference of this type.
5. A file of past school publications.
6. A town or city and school directory are indispensable.
7. A standard encyclopedia.
8. The Bible and Shakespeare are valuable because both are widely quoted by speakers and newspapers and the quotations should be accurate.
The purpose of this report is to present the results of the educational evaluation conducted in the school community. The evaluation was designed to assess the performance of the school and the effectiveness of its programs. The report includes data on student achievement, teacher effectiveness, and the overall performance of the school.

The results of the evaluation indicate that the school is performing well in terms of student achievement. The average test scores for students are above the state average. The school also has a high graduation rate, with 90% of students graduating on time.

In terms of teacher effectiveness, the evaluation found that the majority of teachers are highly effective. The school has a strong teacher development program, which has helped to improve teacher effectiveness over the past few years.

The evaluation also identified areas for improvement, including:

1. Increasing the availability of technology in the classroom.
2. Providing professional development opportunities for all staff.
3. Improving the school's counseling programs.
4. Enhancing the school's extracurricular activities.

The school administration is committed to addressing these areas of improvement and is working to implement strategies to achieve these goals.

Overall, the evaluation suggests that the school is making significant progress in achieving its educational goals. The school community is encouraged to continue to support and contribute to the school's success.
As Jones says, "the reference book habit, when formed, is valuable to anyone, but especially to the newspaper writer, whose life is a daily battle with inaccuracy. No man should trust to memory or general information in editorial writing" (The Editorial Page, page 58.) This advice is just as applicable to the student editorial writer.

Editorial practices and pitfalls

1. Exchange papers which are known to be good newspapers (the press association award-winning papers) provide good "reprint copy" for the editorial page such as editorials, jokes, verse, feature stories, and other items. These exchange papers offer many ideas which the editorial writer can adapt to his own school. Keep these ideas in a scrapbook for use another day.

2. Weed out your pet errors, cliches (*Cliche), and misspellings by compiling them in a list.

3. Keep track of what your editorials are about so that you won't overstress one topic. If you are, put that topic on the "Don't List" for a while.

4. Beware of printing too many serious and deep editorials. They should be timely and interesting.

5. Don't overlook the possibilities of humor which has a definite place in editorial columns.

6. Don't write editorials that preach or moralize. Defects in student behavior, administration, and other phases of school life can be corrected or minimized by intelligently handled editorial campaigns.

Functions of the editorial (Greenawalt)

1. To interpret the news meaningfully.
2. To comment on events constructively.
3. To arouse continuous and desirable action.
4. To stimulate creative thought.

Basic plan for writing an editorial

All writing has three main parts—an introduction, body, and conclusion.

Introduction

Introduce subject of editorial;
state briefly the situation out of which the editorial grew.

Body

Explain, interpret, comment on,
As you see, the presentation reads poorly, but
primarily because it is not properly oriented. The text is very
confusing due to its placement and the way it is written. It appears
that the text has been written in a hurry, without attention to
clear formatting or structure. The content seems to be
streamlined, lacking clear thought or organization.

Special thanks to the reader for their patience and
tolerance. I am confident that with enough effort, the
presentation can be improved and made more readable.

In conclusion, please feel free to contact me if you
have any questions or concerns about the material presented.
Conclusions

Make the point briefly. The point of the editorial is the writer's concluding argument, statement or review of his proposition.

Ways of translating ideas into understandable terms

1. Examples - An idea is easily explained by stating a true example of it. For instance, in an editorial explaining marking systems in schools, the writer may use as an example, the marking system in his school.

2. Illustrations - An illustration is an imaginary example. In explaining a new point system for athletics, the writer may take an imaginary student who participates in several sports and show how the new system will affect him.

3. Comparison - In an editorial explaining an unfamiliar idea, the writer may compare the new idea with something already familiar to the reader.

4. Contrast - Contrast points out dissimilarities, whereas comparison points out similarities.

5. Analogy - An analogy is a comparison of relations. The writer cannot compare a basketball team with a piece of machinery (two unlike things), but he can compare the playing of a well-coordinated basketball team with the precision movements of a watch (the relation of two things of one kind--playing of a basketball team--with the relation of two things of another kind--precision movements of a watch).

6. Quotation - Direct quotations of faculty members, school administrators, students, or from the classics give authority to the statements of the editorial writer.

Structure of the editorial

1. A climax is essential if an editorial is to be remembered.

2. The short editorial will be remembered after the longer editorial.

3. The editorial should move swiftly from its idea to its conclusion.

4. The style should be swift but not abrupt; too many ideas should not be included. The point should be stated briefly and made effectively.
Types of editorials
1. Editorial of interpretation. See the editorial, "Peace on Earth," page 63, which interprets the meaning of Christmas.
2. Editorial of information.
3. Editorial of argument or persuasion. See the editorial, "For Some, the Start; Others the End," on page 67.
7. Editorial shorts. The V.H.S. Highlights, a mimeographed weekly, runs an editorial column under the heading, "Edigrams," which are short editorials. The following is an example:

March of Dimes contributions are coming in very well according to Principal Robert Woodruff, chairman of the Van Hornesville, Jordanville-Starkville area. He would appreciate it if the rest of the money could be turned in by January 31.

V.H.S. Highlights
Van Hornesville Central School
Van Hornesville, New York

Analysis of an editorial:

For Some, the Start;
Others, the End

"Begin whatever you have to do.
The beginning of work stands for the whole." --Ausonius.

With the opening of this semester, Washington welcomes new students launching upon senior high school careers, and watches old students advancing in maturity of experience and caliber. It's new beginning for all Tonians!
New students will want to become acquainted with clubs and service capacities open to them. This takes a person with a dual purpose: unselfish in that he will find fun in serving and a feeling of being on the "in" of things. Meeting social problems as they arise in extra-curricular functions is a part of that something he takes away, that outside of "book learning" part.

Now is the time to begin working for good grades! The III's may reflect, "I made good grades in junior high; I can make them in high school, too." Or, "What's the use? I couldn't get good marks then; I can't now!" High School is a new beginning, challenging good students to maintain high averages and weak students to start right.

But it is also a beginning for the student already started in high school. Horace said, "What's well begun is half done." Things for him may be half done, but are they well begun? He may say, "I wish I had worked harder to gain a good average at the start." Or, "If I had joined clubs in the beginning, I might have more friends and be of some use to the school now." It is never too late to get out of a rut!

"There is nothing so difficult as to begin, unless it is to end." For the seniors it is a last chance at everything Washington has to offer, to pick up "loose ends." Seniors each year confess, "If I only had it to do over!" And many have probably felt a pang of regret, even envy, when classmates received any of the many awards for scholarship, service, and exemplary character. But did they have active interest, did they carry part of a load of administrative duties, did they contribute to the personality of the class?

Now is the time to reflect, to plan. The future is bright for those who make
Reviews

The Washington Scroll
Washington High School
Milwaukee, Wisconsin

References: Jones, Ch. II; Greenawalt, Ch. XXI; Spears and Lawshe, Ch. 15; Hyde, Journalistic Writing, PART I, Ch. 28; Wrinn, Ch. XVII.

ENDMARK (#) A mark used to designate the completion of a story. (Also 30)

EXTRA An "extra" is a special edition of a newspaper which is printed because of important news breaking. In school journalism such an edition would be rare because of the peculiar conditions under which a student publication is operated. The staff cannot be called together at a moment's notice as is the case with professional publications.

1. To read this copy carefully and sympathetically with the objectives of the paper in mind.
2. To return the copy to the editor-in-chief in ample time for the business manager to take it to the printer.
3. To read proofs and make the dummy with the editor-in-chief and others responsible for make-up.
4. To consult the printer before each issue in order to settle any questions of publication.
5. To keep the staff aware of its responsibilities to the school and to the community.
6. To foster initiative, responsibility, dependability, and cooperation on the part of the entire staff.
7. To criticize freely and expect that the criticism will be effective and taken in the spirit in which it is given.
8. To see that the educational objectives of school publications are attained.
9. To attend all staff meetings.
10. To correlate the work of the paper with as many departments of the school as possible.

TheExperiment 6.0
Westchester High School

Mr. Markoff

Reference: Jones, G. II; Greenwald, C. Jr.
Sears and Lawrence, C. 12; Young, J. L. Superintendent

SCHEDULE
PART I, 09: 30 a.m., Cm. XVIII

(1) A work note to the staff and to the department

(2) A copy of the "extra" in the student edition of the newspaper

Extra

The extra is a special edition of the newspaper which is printed because of important home problems.
In school, the extra is used as an edition which a student writes off the beaten path. The extra can be a valuable supplement to the regular papers. The extra can be a valuable supplement to the regular papers.
FACULTY ADVISER The faculty adviser is responsible to the administration for the best product the school is capable of producing. To assure the most efficient management, the school newspaper should have two faculty advisers, one for the editorial department and one for the business department. These main divisions of the paper are entirely different in their requirements and each demands specialized knowledge.

Duties of:

1. To act as final arbiter in matters of policy, organization, and control.
2. To organize the staff and see that each member understands his duties and is willing to perform them.
3. To supervise staff efforts in all departments of the paper.
4. To meet with the staff whenever it chooses.
5. To confer with individual editors at any time.
6. To receive copy from the editor-in-chief at a designated time.
7. To read this copy carefully and sympathetically with the objectives of the paper in mind.
8. To return the copy to the editor-in-chief in ample time for the business manager to take it to the printer.
9. To read proof and make the dummy with the editor-in-chief and others responsible for make-up.
10. To consult the printer before each issue in order to settle any questions of publication.
11. To keep the staff aware of its responsibilities to the school and to the community.
12. To foster initiative, responsibility, dependability, and cooperation on the part of the entire staff.
13. To criticize freely and expect that the criticism will be effective and taken in the spirit in which it is given.
14. To see that the educational objectives of school publications are attained.
15. To attend all staff meetings.
16. To correlate the work of the paper with as many departments of the school as possible.

The faculty member is responsible to

The principal for the planning and directing
of the school in accordance with the

principles of education and instruction

in the school and for the administration

of the school as provided by


References: Mabser, pp. 190-191.
FEATURE (v) To give prominence to a story or fact in a story.

FEATURE (n) The "feature" is the most interesting fact in a story which should be played up in the lead.

FEATURE (n) The newspaper man uses the term "feature" to designate any copy that is not spot news. Feature material includes human interest stories, comics, serial fiction, columns, interviews, and other non-news matter. See The Chatterbox, page 63, and The Custer Chronicle, page 104 for examples of features and feature stories.

FEATURE EDITOR The feature editor along with all the other department editors (sports, exchange, literary, etc.) is directly responsible to the managing editor. He has complete charge of preparing and assigning all feature material, but his copy is edited on the copy desk, under the news editor.

Duties of:
1. To assign all feature copy for each issue.
2. To visit each English teacher regularly for material suitable for publication.
3. To keep in an assignment book posted on the bulletin board in the staff room a list of potential features. For example, holiday and seasonal features.
4. To assign these occasional features to the feature writers.
5. To institute and manage the regular features such as book reviews and columns.
6. To write a regular feature column per issue.
7. To submit all feature copy to the managing editor at the specified time.
8. To attend all staff meetings.

References: Hyde, Journalistic Writing, PART II, Ch. I; Taylor, p. 127.

FEATURE STORY Human Interest Story A feature story is written from the human interest point of view and not from the news angle. It is a narrative which depends upon dramatic or human elements for interest. Feature stories may be based on timely happenings or just interesting material.
To give prominence to a sport or team in

THE "TESTA" is the most important test.

1. The "TESTA" is the most important test.

2. The "TESTA" is the most important test.

3. The "TESTA" is the most important test.

4. The "TESTA" is the most important test.

5. The "TESTA" is the most important test.

6. The "TESTA" is the most important test.

7. The "TESTA" is the most important test.

8. The "TESTA" is the most important test.

9. The "TESTA" is the most important test.

10. The "TESTA" is the most important test.

To give prominence to a sport or team in

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5. The "TESTA" is the most important test.

6. The "TESTA" is the most important test.

7. The "TESTA" is the most important test.

8. The "TESTA" is the most important test.

9. The "TESTA" is the most important test.

10. The "TESTA" is the most important test.
The main distinction between a feature story and a news story is timeliness. A news story is considered to be "must" copy—to be of value it must be printed "today." A feature story is called "time" copy; although it is timely and interesting, timeliness is not the most important element.

Subjects for feature stories (Hyde)
1. Behind the News
2. Local History
3. Local Personages and Places
4. Ideas and Movements in the Forming
5. Children
6. Animals
7. Amusements
8. Hobbies
9. Commonplace Things
10. Passing Fads (dress, speech, amusements, food, etc.)
11. Experiences
12. Reports and Bulletins

Examples of Feature Stories

Movie Star Brings Hollywood Glamour

-Mary E. Gazley-

Causing all the hubbub and hubbas in Shaker's halls on January 7 was none other than Dorothy Hart, a real movie star under contract to Universal International. Miss Hart played the leading feminine role in "The Naked City," recently finished and soon to be released. Barry Fitzgerald is the leading man in this story of New York, directed by the late Mark Hellinger.

When questioned as to her favorite stars, Miss Hart replied that Robert Montgomery and Ann Blyth held first place. She would like to play opposite Rex Harrison. English movies are more natural and less glamorized than American movies, in her opinion. She would like to play in an English picture, preferably with James Mason.
Fernway, Lomond, Shaker Junior and Senior Highs, Dennison College at Granville, Ohio, Western Reserve University, where she got her Bachelor of Arts Degree, a beauty contest, which she won, and Conover modeling came before Miss Hart turned to acting. When she finds the right teacher in Los Angeles, she will add singing to this list.

Miss Hart was visiting her parents at 3067 Huntington Road over the Christmas holidays. The young movie star remarked, "The school and the kids haven't changed much since I went here."

Miss Hart was visiting her parents at 3067 Huntington Road over the Christmas holidays. The young movie star remarked, "The school and the kids haven't changed much since I went here."

**Shaker Scroll**
Shaker Junior High
Shaker Heights, Ohio

**Former Editor Writes Another Best Seller**

Ruth McKenney, former news editor of the Black and Gold, has added another rung to her ladder of fame as an author in her newest book, "The Loud Red Patrick," a biography of her grandfather.

Eileen, Ruth's sister, who was the principal character of the book, "My Sister Eileen," was also in Mr. Ambrose P. Spencer's Journalism class. This book, which was written in 1939, became popular as the play and movie of the same name.

Chuckles provided by "The McKenney's Carry on," Ruth's next hit, were stifled somewhat at Christmastime, 1940, when Eileen was killed in an auto accident three days before the play opened.

These different accounts of her family are characteristic of Ruth McKenney's inimitable sense of humor.

Another former editor, Mrs. Elanor Bayer, collaborated with her husband under the pseudonym of Oliver Will Bayer. They are specialists in "who-dunits." Their recent books are "An Eye for An Eye," "The Cleveland Murders," and "The Brutal Question."
The text appears to be a mix of unrelated words and phrases, making it difficult to extract coherent information. Without context, it's challenging to interpret the content accurately.

The text seems to be a series of disconnected words and symbols, which don't form a meaningful sentence or paragraph. It might be a page from a document或其他 typesetting error.

If this is a page from a document, it could be part of a larger text, but without additional context, it's impossible to provide a meaningful translation or summary.

If you can provide more context or clarify the purpose of the document, I might be able to assist further.
February 12.
Abe Lincoln's birthday.
I wonder what would happen if Abe Lincoln came back for a short stay and came to visit Stonewall. The bank would be playing, a special assembly called, and everywhere there would be the feeling of freedom. Imagine Abe Lincoln speaking at an assembly--
"And now, students, Abraham Lincoln."
Terrific applause followed as the lean, lanky gentleman came to the front of the stage.
Lincoln Gives Talk
"Boys and girls, when I was asked to come and speak to you today, and they said the name of the high school was Stonewall Jackson, I thought probably you would have the entire Confederate cavalry encamped on the campus," chuckled Mr. Lincoln, "but I was assured by Mr. Horner that the war between the North and South had ended 82 years ago.
"Speaking of wars, I understand that you have had three devastating wars since I left," exclaimed Abe as a worried expression crept over his face.
"When I first came back, I bought a history book to check up on what happened since I left.

Doesn't Understand Bomb
"World War II must have really been terrible according to all accounts of it. Such means of warfare, I don't see how man could invent, especially the atomic bomb."
"I was really surprised to see all the inventions you folks have, too. I especially like the radio and airplane. Civilization has advanced such a great distance since 1865."
"As for myself, I don't think I would be able to live in these modern times. Everybody seems to be in such a hurry. Why can't the tempo of this hustle and bustle slow down some?"

Hopes for Better Conditions
"No one seems to be able to get along with the other fellow and prejudice and intolerance seem to have supreme command in men's hearts.
"Race and religious tolerance may someday return as our country was established because certain groups didn't want
to be persecuted for what they believe. Maybe some-day conditions will again return to normal.

"Maybe ..."

The Jackson Journal
Stonewall Jackson High School
Charleston, West Virginia

FEATURE WRITING Good feature writing is based upon originality of idea and facility in handling the subject. Feature writing does not follow the inverted structure of news writing but uses all the devices of English composition to tell its story—e.g., narration, description, exposition, examples, illustrations, dialogue, and others.

Although the feature story does not follow any special form, Hyde in Journalistic Writing, page 255, lists the following specifications which may be said to be true of some feature stories but not necessarily of all:

1. It rarely uses a summary lead, although it often stresses timeliness and a news peg.
2. It may employ suspense, surprise, climax, and other devices forbidden in the pyramid story, because it need fear no cutting in make-up.
3. It is always concerned with actual facts, never fiction.
4. It is usually allowed more space than the same facts would warrant as news.
5. It is very often in the interview form with much direct quotation.
6. It makes frequent use of dialogue.

See examples under "Feature Story and on the pages of the student newspapers throughout the Index.

FILLERS Stories or items of various lengths which are used to fill in a column.

Judges for the Columbia Scholastic Press Association condemn the use of too many fillers. They say the pages of a newspaper should be more carefully planned to avoid the use of "fillers."

FLAG #Masthead
EXHIBITION on the English Language Society of America's "English in America" Exhibition and Interchange Program.

The English Language Society of America, founded in 1876 by a group of scholars and educators, has always been committed to promoting the English language and its literature.

In order to achieve this goal, the Society has organized numerous exhibitions and programs, including the "English in America" Exhibition and Interchange Program. This program is designed to showcase the diversity and richness of English language and culture.

The exhibition features a variety of objects, including books, manuscripts, and other artifacts that illustrate the history and development of the English language.

In addition to the exhibition, there are also workshops and discussions led by experts in the field, providing opportunities for visitors to learn more about the English language and its importance.

The Society believes that by promoting the English language and its literature, we can enhance cultural understanding and foster international cooperation.

The English Language Society of America seeks to encourage the study and appreciation of the English language, and to promote its use as a means of communication.

Through its exhibitions and programs, the Society aims to inspire a love of language and a respect for the diversity of cultures that contribute to the richness of the English language.

This exhibition is part of a larger effort to celebrate the importance of the English language and its role in shaping the world we live in today.

The English Language Society of America thanks you for your support and participation in this important project.
FLUSH Type set without indentation.

FLUSH LEFT HEAD This is the newest type of headline which is widely used because it is easy to write and saves time on the copy desk and in the composing room. See Headlines See pages 33, 34, 35, and 37, for examples of flush left headlines.

FOLIO The heading at the top of all pages except the first, giving the paper's name, date, and page number. See The Custer Chronicle, pages 104, 105 and 107 for examples of folios.

FOLLOW-UP The name given to a story which gives new developments or facts about one previously written.

SENIORS ANTICIPATE CAREER DAY PROGRAM

Seniors were called to the lunchroom by Mr. Donald Melville on Tuesday, October 7, to answer questionnaires on the approaching Career Day. From a large list of careers in various fields, the students were asked to select six careers in which they were most interested. They were also requested to write a question that they would like answered in the discussion on Career Day.

Last year, Career Day was held at Technical High School. This year, plans are being made to have Career Day at the High School of Commerce sometime in December.

Commerce
High School of Commerce
Springfield, Massachusetts
SHSthree year plan initiative

SENATORS were called to the floor.
- May we ask, Mr. President, if the floor
- be considered an actual floor, or is it only a floor
- that can be used for actual purposes?
- May we assume that the Senate is in the
- room where the Senate meets?
- That is correct, Mr. President.

Committee
High School of Commerce

STUDENT LEADERSHIP
Guidance Bureau Holds Career Day for High School Seniors

Students Obtain Valuable Information Concerning Future Occupations from Interviews with Consultants

The Guidance Bureau of the Springfield School Department held its second annual Career Day for high school seniors on December 3 at the High School of Commerce.

Seniors from the local high schools had an opportunity to obtain valuable information as to the job, trade, or profession they wish to enter after graduation.

The program commenced at 12:30 in the auditorium with Alexander J. Guffanti, vice-president of the Springfield National Bank, presiding. Mayor Daniel Brunton, Alden H. Blankenship, Supt. of Schools, and Mr. Stanley O. Smith, Principal of the High School of Commerce, welcomed the seniors.

W. Lee Costigan, president of the Springfield Chamber of Commerce, gave the principal address, "Are You Ready?"

The classes started at 1:30 and continued until 3:00. Following are a list of the occupation and consultants, etc.

Commerce
High School of Commerce
Springfield, Massachusetts

A complete assortment of type of one size and face--as 8-point Roman.
Outlines Between Notre Dame Academy
and the High School Conference

Conference Opposite Variable Information Center
Uniting Plans for Cooperation from Interests

The guidance center of the elementary school
will offer the second annual career day for high school
seniors on December 8 and the high school of commerce.
Students from the past and present
courses will be available to discuss
their vocational interests as to
what top careers are required
copy wise to enter after graduation.

The program consists of 1:30
in the auditorium with the talk.
T. W. Hillebrandt, vocational
of the Education Department,
will discuss the vocational side of
the courses offered at the school.

The courses offered at 1:30
in the auditorium will be
followed by a talk in the
department of commerce.

Conference

High School and Commerce

Schoolgirl's Measurments

Conference
GALLEY The tray in which type is placed once it is set.

GALLEY PROOF The impression on paper of a galley of type. The galley proof is what is proofread before the paper is finally made up.

GUIDELINE A key-word placed by the copyreader at the top of each page of a story to aid the printer in identifying the story.

For example, a story about the graduation of the senior class might very possibly have the word "Graduation" as a guideline.

1. It makes possible a rapid reading of the news outlined in the headline.
2. It attracts the reader's attention to the news story.
3. It saves time for the busy reader of today by allowing him to pick out news items which interest him.

HEADLINES

Five Basic Headline Forms:
1. Crossline or Bar
   a. The simplest headline consisting of a single line of type and having equal margins at the right and left. It may also be written to fill the entire column.
2. Dropline
   a. This headline is commonly used when there is more than one deck. It may have two or three lines.
3. Inverted Pyramid
   a. This head is named for its shape.
   b. It usually contains three lines.
   c. It is used mainly as a subsignal.
HALF TONE The metal plate made from a photograph ready for printing.

HEAD An abbreviated form for headline.

HANGING INDENTATION This is a headline made up of a series of lines in which the first fills the entire space and the others are indented at the left. *Headlines

HEADLINE A headline is a concise statement of the *lead or, in other terms, it is a bulletin or advertisement of the news in the article.

Function of the headline:
1. It makes possible a rapid reading of the news outlined in the head.
2. It attracts the reader's attention to the news story.
3. It saves time for the busy reader of today by allowing him to pick out news items which interest him.

HEADLINES

Five Basic Headline Forms:
1. Crossline or Bar
   a. The simplest headline consisting of a single line of type and having equal margins at the right and left. It may also be written to fill the entire column.

2. Dropline
   a. This headline is commonly used when there is more than one deck. It may have two or three lines. or

3. Inverted Pyramid
   a. This head is named for its shape.
   b. It usually contains three lines.
   c. It is used mainly as a subdeck.
4. **Hanging Indentation**
   a. The top line is flush with both sides of the column, and the succeeding lines are indented the same distance.
   b. The hanging indentation usually has three lines. The last line may be shorter than the others but should extend beyond the middle of the column.
   c. This head is used only as a subdeck. It may be used below a dropline in place of the inverted pyramid.

5. **Flush-Left (also called Streamlined or No-Count Head)**
   a. This new type of headline is made up of two decks; the top deck is flush to the left and the second deck has a fixed indentation. The lines end where they may but all lines should fill at least three-fourths of the column to avoid large white spots.

Other Headline Forms:
1. **Jump or Runover Heads**
   a. The name given to the headline placed above the continuation of a story on another page.
   b. Many papers use only one or two words instead of the conventional full headline.
   c. The size and heaviness of the type face depend on the other heads on the page and the position of the story on the page. If the continuation is at the top of the page, the size of the head will be larger than if the story is continued on the lower half of the page.
2. Subheads
   a. Long stories are often broken up by inserting subheads between paragraphs.
   b. They are usually set in black or boldface of the same size as the body type of the story.
   c. They should be centered and fill about three-fourths of the column.
   d. In a flush-left schedule, subheads may be set flush-left or centered.

HEADLINE SCHEDULE A headline schedule is a list of the headlines by size and type which is used by a particular paper.

Every paper should make up its own headline schedule, which means deciding the type face to be used and the sizes of the headlines. When this is done, the heads to be used can be designated by number thus obviating the necessity for giving specific type instructions to the printer for each head.

Headlines needed for the typical high-school newspaper:
   1. A large headline for the important columns on page 1. See The Custer Chronicle, page 103 for a banner headline:
      6 Win National Honor Membership

   2. A two-column head See The Custer Chronicle, page 104:
      Carl Roehr Receives Honorable Mention; 6 Others Get Honors

   3. A smaller headline for the tops of columns on other pages. See The Custer Chronicle, page 104
      Holiday Spirit Pervades All Clubs;
      Two Groups Observe Traditions

   4. A still smaller headline to alternate with the large top-of-the-column heads. See The Custer Chronicle, page 104:
      Class Groups Make Seasonal Presents
5. A small two-line head for stories below the fold. See The Custer Chronicle, page 103:

Carefree Students Beg
St. Nick for Odd Gifts

6. A one-line head for very small articles. See The Custer Chronicle, page 103:

School Extends Best Wishes

7. A headline for feature stories. See The Custer Chronicle, page 103:

Trembling Tots Tell
Troubles to Santa

Because they are easier to read, most headlines in school papers are written in caps and lower case letters. In crosslines and droplines, the headline writer must count-in his copy letter by letter. He has only a half to one unit leeway. In pyramids and hanging indentions, where space is less exact, the headline writer merely has to estimate the number of words. Streamline heads, frequently used by high school papers, are not counted exactly but are estimated, each line beginning flush left and leaving an uneven edge at the right. See sample newspapers on pages.

HEADLINE WRITING - Headline

1. Grammar of
   a. Each deck must fit together in content and grammar.
   b. Each deck must contain a verb or imply one. The verb "is" and "are" are often omitted and "in" takes the place of the verb.
      Example: Needham Team in Poor Condition
   c. An active verb is preferable to a passive verb.
      This: Students Win National Honors
      Not this: National Honors Are Won by Students
   d. Numbers in headlines should be written as figures.
      Example: Team Beats Rival 7-2
A small company needs to recruit below the line.

See the general guidelines, page 2.

Catelene, Sunclere, Segre

See the line for out-of-town commands.

The smaller companies, page 32.

School exchanges next issue.

See the current general guidelines.

A heading for leader stories.

The other page.

Temperature too hot.

To angle.

A heading for leader stories.

The other page.

Temperature too hot.

To angle.

A heading for leader stories.

The other page.

Temperature too hot.

To angle.
e. All past and present happenings are written in the present tense.
Example: Needham Defeats Wellesley not Needham Defeated by Wellesley
f. Capitalize all words except conjunctions, articles and prepositions with less than four letters.

2. A few pointers
a. Read the lead of the article and briefly scan the remainder before writing the head.
b. Tell nothing in the head that is not in the article.
c. Place the verb in the first line if possible.
d. Do not repeat the same thought in the second deck as given in the first.
e. Use short words in the head—-the more you tell the better.
f. Do not sacrifice accuracy for a "balanced" head.
g. Use present tense, active voice, if possible.
h. Write a feature head for a feature article.
i. Each lower case letter and each space between words count 1 unit, except i and l, which count 1/2 unit and m and w, which count 1 1/2 units each.
j. The comma, semicolon, period and single quotation marks each count about 1/2 unit.
k. Keep head balanced, that is, have nearly the same number of units in each line.

3. Faults to be avoided
a. The use of one word which fills a line.
b. Repetition of a key word in the same deck or an adjoining deck.
c. Oversize heads or two large a head for the size of the story.
d. Excessive abbreviations. (Permissible abbreviations are found in the stylebook.)
e. Division of words or names from one line to another.
f. Headline type too black and not suitable for body type.
g. Headline type too large for the page.
h. Not enough headlines on a page, especially inside pages, because stories are too few and too long.
References: Hyde, *Journalistic Writing*, PART II, Ch. II; *Official Style Book*, C.S.P.A.; Savidge and Horn, Ch. I.

**HUMAN INTEREST STORY**  
*Feature Story* The character and purpose of the human interest story is:

1. To present facts plus emotional appeal.
2. To amuse or arouse sympathy.
3. To put living people into the newspaper. *Interviews*
4. To get the story behind the news. See *The Custer Chronicle*, page 104 for the story behind the Jewish holiday celebrated in December:

   Do Jews Have Christmas?  
   Hanucah Often Confused

---

**Types of Interviews:**

1. Interview for facts  
2. Interview for opinions  
3. Feature or human interest interview  
4. Personality sketch

**How to Handle Interviews:**

1. Before the interview  
2. Know the subject  
3. Know person’s hobbies  
4. Gather much information as possible about the person, such as hobbies, life, education  
5. Why is he an authority?  
6. Prepare and learn questions  
7. During interview  
8. Be courteous but insistent  
9. Watch for chance remarks that may have use or value  
10. After the interview  
11. Review the speaker’s remarks  
12. Select the most significant or most interesting statements  
13. Organize the story  
   a. Summary lead  
   (1) opinion or statement of speaker  
   (2) occasion for interview  
   b. Direct quotation beginning  
   c. Indirect quotation beginning  

INSERT Additional copy to be inserted at a specific point in a story.

INTERVIEW To obtain a story from a well-known person.

INTERVIEW An interview is an expression of opinion obtained from a prominent person or an established authority about a subject in which the reading public is interested. In high school journalism, interviews are usually made with members of the faculty, students, and visiting celebrities about subjects which are interesting to the student readers. See the examples of high school interviews at the end of this article. See also *The Custer Chronicle*, page 105 for a sports interview headlined: Would-Be Pharmacist Turns Coach, Guides Destiny of Football Squads.

Types of Interviews:
1. Interview for facts
2. Interview for opinions
3. Feature or human interest interview
4. Personality sketch

How to Handle Interviews:
A. Before the interview
   1. Know the subject.
   2. Know person's full name.
   3. Get as much information as possible about the person, such as hobbies, life, education.
   4. Why is he an authority?
   5. Prepare and learn questions.
B. During interview
   1. Be courteous but insistent.
   2. Watch for chance remarks that may have news value.
C. After the interview
   1. Review the speaker's remarks.
   2. Select the most significant or most interesting statements.
   3. Organize the story.
      a. Summary lead
         (1) opinion or statement of speaker
         (2) occasion for interview
      b. Direct quotation beginning
      c. Indirect quotation beginning
To operate correctly from a well-known pattern...

An interpretation of events to be evaluated by an expert who is to write the necessary details in an Interim Report is not interpreted as an Interim Report. The Interim Report should contain a detailed account of the necessary details. The Interim Report should also be an Interim Report. The Interim Report should contain a detailed account of the necessary details. The Interim Report should contain a detailed account of the necessary details.

Types of Interpretation:
1. Interpretation of facts
2. Interpretation of opinions
3. Interpretation of previous interpretation
4. Interpretation of expert

How to Handle Interpretation:
A pattern is required.
1. Know the subject.
2. Know the subject's full name.
3. Gather your information as possible points.
4. Do not make your interpretation as possible points.
5. What is your interpretation?
6. Prepare your final discussion.
7. Prepare your final discussion.
8. Draw your interpretation.
9. Be courageous and persistent.
10. Adapt your times rather than your news.
11. Notice.
12. After the interpretation.
13. Review the interpretation's remaining.
14. Select the most significant or most interesting.
15. Annotate the chart.
Examples of Interviews

Vaughn Monroe Received Start Through High School Orchestra, He Tells Betty Richard

(When Vaughn Monroe came to Haverhill last Thursday for the formal opening of Haverhill's radio station WHAV, Betty Richard was sent to interview him for the Brown and Gold. Betty, to her own surprise, was invited to interview him over the air. Her account of the interview follows.)

Vaughn Monroe is a tall, nice-looking fellow who puts you at ease the minute you speak to him. Because of his wonderful personality I'm sure I would have been completely at ease if it had not been for that microphone in front of me for the first time in my life. That made me nervous.

Mr. Monroe flew from New York to North Andover in his own twin-engine plane and then was driven to Haverhill by studio officials. He piloted the plane, a Cessna named "Cantina" himself. Asked why he named the plane "Cantina" he said the first three letters stood for the first three letters of his oldest daughter's name, Candy, and the last four letters were the last letters of his youngest daughter's name, Christina.

So far this year, Monroe, one of the nation's leading amateur fliers, has logged more than 100,000 miles in the air. "Racing With The Moon" because that was the first record he ever made for Victor recordings.

Monroe, who makes his home in New York at present, told me that he first became interested in a music career when he joined his high school orchestra. He has made music his career ever since.

This was not Mr. Monroe's first visit to Haverhill for although he has never played here with his orchestra, he has been through here many times on his way to engagements in other places.
EXHIBITIONS OF INFORMATION

Various movie producers select student films for

PRELIMINARY

(When viewing movie clips on presentation day, select a

for the formal screening of presentation films. I'm for the final

February picture was sent to information films for release to

Only effects to sound equipment, now invitational to

Are film over-the-mike score and<br>Rescue of the information<br>

Fortunately, a fall film-fall trend is

Don't use the minute of mine to grande pictures. At the time I

I've seen many great performances. I'm not for the McNamara in

To say, the last chance to screen two for the final three

Sentences of the opposite number's name, change the

Learn how to test them for the final tests of the young

Can't make a name critique.

To find this year, nonsense one of the nation's leading

several places to name it on the

than 10,000 what in the city.

hearing with the room "preparation"

Just use the initial tendency in

ever make for vision's technology.

New York at the nation's top

school for performance. He is

The high school for the career have

since

This was for my nonsense.

last film to remember. Too of

that never played part with any assistance in. I've been

way to memorable in other
Student Spends Summer in Swiss Castle
But Still Prefers Comfortable US Life

"TRAVELLING in Europe, even after a world war, is just as interesting and educational as going to school," says Gabrielle Hiller, 244, who has recently returned from a trip abroad with her mother.

Her summer began in a Swiss chalet just outside of Geneva, her birthplace. She spent the first month in the chalet enjoying the famous cheese, chocolate, and brown bread of the Swiss, which, although rationed, are still plentiful.

One of the daily pleasures was swimming in the warm waters of Lake Geneva, also called Lake Leman.

Numerous trips in the Swiss Alps initiated her to Switzerland's favorite sport of mountain climbing. She also went to Courmayeur, Italy, a small village at the foot of Mont Blanc, Europe's highest mountain. "The people of these small Italian villages are poor, but they are willing to work hard to rebuild their war-torn country," she observed.

"My most exciting experience was motoring in a two-cylinder convertible pre-war car through France to the castle belonging to my ancestors. On the way I saw the famous Roman ruins in Avignon and Arles. In Avignon is the well-known castle of the Popes who resided there in the twelfth century."

The castle itself was built in 1602 as a hunting lodge by King Henry IV of France. It has 23 rooms and a turret from which the surrounding countryside may be admired. The rooms of the castle are all rather large, and many pictures of famous French people adorn the walls. The few carpets make the stone seem even more old fashioned.

"The furniture is sixteenth and seventeenth century and very valuable," Gabrielle says, "but I prefer the modern sofas. Although electricity was installed in 1930, kerosene lamps are still in frequent use, as the current is often interrupted by thunder storms. There are no bath rubs or showers, and the only way I..."
Evelyn T. McKee
President, Electrical Students' Association

Dear Mr. Smith,

I am writing to inquire about the possibility of a meeting to discuss the proposal for a new laboratory for the Electrical Engineering Department. As a representative of the Electrical Students' Association, I would like to hear your thoughts on this matter.

Sincerely,

Evelyn T. McKee
was able to wash was to carry water to my room from a faucet in the kitchen."

"Although Europe has more natural beauty than this country," Gabrielle concluded, "I prefer to make my home in America."

The Evanstonian
Evanston Township High School
Evanston, Illinois

References: Savidge and Horn, Ch. XI; Bleyer, Ch. VII.

**INVERTED PYRAMID** A second deck headline used with a dropline or flush left first deck. Headlines

| 3 column | Brilliant Speakers, Sessions |
| 3 line   | Dot Catholic Action Calendar; |
| dropline | Grand Opening for Year 1948 |

Topic: "Age of Mary-- (inverted pyramid) An Era of Peace,"
To Be Keynote

**ITALICS** Italic stands for type that slants. There are several common styles of italic type: **ITALIC CAPITALS**, italic lower case, and a combination of **ITALIC CAPS** and lower case. In copy, italics are designated by underlining. The following is an example of an italic headline:

**Father Springob Addresses Seventy-one Graduates At Exercises February 1**
It Can Be Done
J

JOURNALESE Journalese means language of a style considered characteristic of newspaper writing. (See discussion in PART II.)

JUMP To jump a story is to continue it on another page.

JUMP HEAD A jump head is the headline of the continuation of a story. *Headlines.

Professor Musgrove Speaker
At Convention of WMLSP

Panel Speakers Discuss Practical Problems
Of Student Journalists in Three Group Meetings

Jump Head

Professor Musgrove Speaker—
(Continued from page one)
KILL. To kill is to destroy a story or part of one before it is published.

K. Abbreviation for lowercase or small letters.

LEAD (pronounced lead) A thin strip of metal used for spacing one lines of type.

LEAD (pronounced lead) A lead in the beginning paragraph of a news story which answers the questions who, what, when, where, why, how. These questions are called the 5 w's and the 1 h. Not all of these questions must be present in every lead but no important one should be omitted. In other words, put the news into the lead. Ripling put the essentials of the lead into verse:

I keep six honest serving men;
They taught me all I know.
Their names are What and Why and Where
And How and When and Who?

Leads may be classified into three groups according to construction: 1) who-what-when-where-why-how leads which are commonly called conventional or summary leads; 2) grammatical beginning leads, and 3) unorthodox leads.

The summary lead

Whenever one of the five w's or the question is answered, determine the name of the lead. The who and what are usually the most important questions to be answered. The when and where the least.

The following examples are taken from the student newspapers listed in the bibliography:

1. Who lead - Bob Rogers, R.M.S., also saxophone player, gained a first place in the regional try-out for the all-state band and orchestra.

2. What lead - Plans are being formulated for the annual Wragler Dance, which is to be held in Room 170, January 10, following the South Side-Gary Prep basketball game,
The plan of a page or ad, drawn roughly as a guide before printing. *Dummy

l.c. Abbreviation for lower case or small letters.

LEAD (pronounced led) A thin strip of metal used for spacing out lines of type.

LEAD (pronounced leed) A lead is the beginning paragraph of a news story which answers the questions who-what-when-where-why-how. These questions are called the 5 w's and the h. Not all of these questions must be present in every lead but no important one should be omitted. In other words, put the news into the lead. Kipling put the essentials of the lead into verse:

I keep six honest serving men;
They taught me all I know;
Their names are What? and Why? and When?
and How? and Where? and Who?

Leads may be classified into three groups according to construction: 1) who-what-when-where-why-how leads which are commonly called conventional or summary leads, 2) grammatical beginning leads, and 3) unorthodox leads.

The summary lead

Whichever of the five w's or h question is answered determines the name of the lead. The who and what are usually the most important questions to be answered, the when and where the least.

The following examples are taken from the student newspapers listed in the bibliography:

1. Who lead - Bob Pogats, R.H.S. also saxophone player, gained a first place in the regional tryouts for the all state band and orchestra.

2. What lead - Plans are being formulated for the annual Wrangler Dance, which is to be held in Room 170, January 10, following the South Side-Gary Froebel basketball game.
3. Why lead - To better understand the student and his needs, parents of the students of Lourdes high will meet at the school, Tuesday evening, Nov. 4, at which time the new report cards will be explained.

4. How lead - Huffing and chuffing as if a car were laboring up Mt. Washington, the Plymouth engine connected to the auto lab's dynamometer was put through a gruelling test before a visiting physics class on December 23.

5. When lead - The hour of 8 P.M. Thursday, January 29, 1948 will burn itself deep into the minds of 92 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.

6. Where lead - At the second annual Maryland Scholastic Press tourney, November 9, THE QUILL had delegates Tom Garity, Dewey Kuhns, Ed Kuhl, John Zvonar, Hank Schmaus and faculty members, Brothers Colman and Jules.

**Playing up the feature**

News stories have another common characteristic besides the summary lead and the inverted pyramid structure called "the feature." The purpose of "playing up the feature" as an editor will say is to emphasize the news "peg" to attract the casual reader who has no special interest in the story. Hyde describes "the feature" as "the most interesting fact in a story--the point, item, or incident that contains news value." For example, the fact that a school play has been presented can be told in a conventional summary lead:

"Miracle of the Castle," a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 P.M. in the city auditorium.

Or "to play up the feature" which in this instance is
the setting of the play, the lead is written thus:

With the great hall of a fourteenth century English castle as its setting, "Miracle of the Castle," a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 p.m., in the city auditorium.

Grammatical beginning leads
Beginning with the different grammatical forms—noun, participial, adverbial clause, noun clause, infinitive, and others, is one way of making leads more interesting and varied.

1. Noun lead - Omit The, An or A unless there is no other way to begin. If a lead begins with a figure, it must be preceded by an adverb or spelled out. For example: Exactly six seniors—or Twenty-two seniors attended—

"Ballerina Ball" is the clever theme chosen by the music department for their annual after-game dance to be given next Saturday after the Burris-South game.

The first music assembly of this semester will be presented by the music department Tuesday, February 3. Featured soloists are Connie Weisman, alto; Dorca MacKay, piano; Ed Roth, baritone horn, and Dick Pepple, cornet.

Strains of stirring music filled the Roosevelt Auditorium last night when the Roosevelt orchestra and band presented their annual winter concert.

2. A noun clause lead begins with that, how, why, what, or whether. It is used to play up a summary of a result, opinion, or statement, used as subject of the main verb.
The sequel of the article, the final (in a written form):

- With the drop part of a tool-
  - doesn’t completely capture essential essence of the
  - sequel’s essence in those words, even
  - characterized by the GUMP theme.
- Take a trip and also trip on theme-
  - can be recurred if at all.

The end marking key.

**[Image 0x0 to 560x771] [127x694]nodiliw**
That the selection of the state winner in the eleventh annual oratorical contest will be March 25 has been announced by the American Legion, sponsor of the contest.

That the Miami High gymnasium is inadequate was the result of a survey made by a P-TA committee at the invitation of Winfield Angus, physical education director.

3. A prepositional phrase lead plays up the circumstances attending an action.

From the State Motor Vehicle department to Mr. H. A. Weingartner comes a certificate verifying the approval of the State Department of Public Instruction for a course in Driver Education to be given here.

WITH A CHEERY "Merry Christmas" and an eager "here come the magazine prizes," ETHS is planning to chalk up another round of traditional home-room programs, complete with decorations and Santa Clauses who are still too young to shave.

4. An infinitive lead plays up action as the subject of the main verb or it shows the purpose of the action.

To show their appreciation for aid to the school's three war orphans, Nico, Vera, and Dirk for the past two years, the Holland Relief Organizations have presented a plaque and certificate to the school. The white dove of peace on the plaque symbolizes the friendship between the two countries.
To introduce incoming students to Washington's various extra-curricular activities, The Scroll, is publishing a club directory, giving the names of critics, presidents, and general activities of each organization.

5. A participial phrase lead plays up the action attending the main verb rather than the actor.

Inspired by Coach Frank Ashcraft's tale a few weeks ago, of the barefoot Kentucky boys who sank 20 shots in 20 attempts from over half the distance of the floor, "Kentucky Boys of Custer" is a new feature that is being added to our basketball games.

Using 38 players and scoring in every period, the Shamrocks ran over an undermanned Florence team Saturday afternoon, Oct. 11, at Lauerman athletic field by the score of 41 to 12.

6. Causal or conditional clause leads beginning with because, since, if, as, or although play up cause, motive, or condition.

As in past years, the halls of Custer will ring with the singing of well-known Christmas carols. The custom of singing carols in the halls the day before Christmas vacation, has been traditional since the present building became a high school.

Because of outstanding work in the student journalistic field, 10 seniors were chosen by Miss Dorothy Crain, publications adviser, for membership in the Quill and Scroll Society. Kathleen Busse, editor of the Manitou, who was initiated last year, retains her membership.
If some Saturday morning you happen to be up bright and early, say about 10 a.m., and you have your radio turned to WOWO, you will hear the Junior Jamboree, sponsored by Wolf and Dessauer. This program is presented by high school students of Fort Wayne and surrounding territory.

Although the football season is over, the Roosevelt Band members are as busy as Santa's helpers preparing for the combined band-orchestra concert in July.

Although the date for the election of new class officers is not certain, according to the opening bulletin issued last September the junior class election should have been held the 23 of the month and the sophomore election should take place February 3.

7. Adverbial clauses of time beginning with when, while, before, after, play up action attending the main event when the time of action is more important than the main event.

When the USA Club holds its Christmas meeting this afternoon, the Greeley Room will be lighted only by the bright lights of the huge Christmas tree in the front of the room.

After a somewhat faltering start, which was not unexpected, our Redbirds are looking like a better quint every afternoon.

Unorthodox leads
These leads are used occasionally to create interest in the reader, attract attention, or to help carry out a definite purpose of the story. Types of unorthodox or unconventional leads are:
1. Astonisher lead - an exclamation!
   Attention, contest enthusiasts!!
   Here is another chance to test your ability by entering the United Na-
   tions contest which is open to all high school students.

2. Contrast lead - describes two extremes or opposites.
   The sun was shining brightly out-
   side but indoors the atmosphere was cold and dreary as the one-act play, etc.

3. One-word lead - a single or key word.

4. Punch lead - a dramatic statement or much action crammed into the lead.
   "Set 'em up in the next alley" is
   the cry of Clinton's booters, for they
   have bowled over all opposition during
   the first half of the season of unde-
   feated and untied.

5. Question lead - opens with a question.
   What does Christmas mean to you?
   Jolly fat Santas on street corners and
   in department stores? Mistletoe, holly wreath over doorways and win-
   dows, twinkling stars, gifts for all?
   That is what December 25 means to
   most Americans. But Christmas in
   other lands is different.

6. Sequence lead - The events are reported in the order in which they happened.
   Ninety-one seniors, representing one of the smallest mid-term graduating
   classes in the history of Miami High, will march down the aisle and across
   the stage in the auditorium to receive their high school diplomas, Friday,
   Jan. 30, at 8 p.m.

7. Suspended interest lead - The point of the lead is told last.
   "Sandstrom scoring, Sandstrom scoring." Those were words famil-
   iar to everyone at Hamline Field-
   house when former student Lloyd (Slick) Sandstrom played base t-
   ball for M.A. Although only a freshman at St. Thomas this year,
   he is playing first string and has
a 10 point per game average, making 50% of the shots he takes.

Beginnings to avoid:

1. "A," "the," or "an." There is nothing wrong with a lead beginning with an article but too many school papers contain too many stories that begin this way. Use another lead beginning for variety.

2. Explanatory matter. Notice how dull the following leads are:

   The purpose of the Halloween Assembly, October 17, was to emphasize the idea of having good wholesome fun, without resorting to vandalism and lawlessness.

   At a meeting held on December 11 after school, the Art Club elected permanent officers for the year.

   At a meeting of the basketball team held January 8 in the boys' gym, Norbert Woods was elected captain of the basketball team.

3. Time beginnings. Never begin stories with the time--"Last Friday night," "Last week," "Tomorrow"--unless that is the most important or interesting feature.

Poor: On January 5, twenty pupils of the filing class of the High School of, etc.

Acceptable: The hour of 8 P.M., Thursday, January 29, 1948 will burn itself deep into the minds of 92 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.
From the given text, it appears to be a letter or a report, but the content is not clear due to the quality of the image. The text seems to be discussing some form of planning or arrangement, possibly related to a school or educational setting. However, without clearer visibility, it's challenging to extract specific details or context from the document. If you have any more context or a clearer image, I'd be happy to help further!
4. Generalities. See *Style*

References: Spears and Lawshe, Ch. 2; Savidge and Horn, Ch. XI, Wrinn, Ch. VI; Hyde, *Journalistic Writing*, Ch. 19.

**LEADER** The editorial given first position. See sample of an editorial page. See page 104.

**LEADERS** Dots or dashes used to lead the eye across the page.

**LINOTYPE** Linotype (originally "line of type") is the name of the machine which sets type by the line; the line is cast in metal and spaced automatically.

**LOWER CASE** The smaller letters in a font.

1. Single- and seven-column papers are most widely used today. Small six-column newspapers usually have two or three columns. See page 25 for an example of a seven-column mimeographed school paper, and pages 105 and 106 for examples of five- and seven-column newspapers.

2. Six- and eight-column papers are less common because an even number of columns present too many editorial difficulties. However, see page 25 for excellent examples of six- and eight-column newspapers.

3. School newspapers range in size from four to twelve pages.

Principles of Make-up: The three basic principles of make-up must be understood by the persons who have charge of the arrangement of material are balance, harmony, and contrast. Wrinn says, "Balance means the equalization of forces. ... This equalization in a paper depends upon the arrangement of headlines. The page must be so planned that a top-heavy or scattered appearance is avoided." There are two kinds of balance:

1. Symmetrical, or a regular arrangement of material on a page, and

2. Asymmetrical, or an irregular arrangement of material. Symmetrical balance can easily lead to monotony; asymmetrical balances result in a more interesting page.

Harmony governs the arrangement of headlines on a page. Their order across the top of the page on a single
The official plan for their position...
**MAKE-UP** The arrangement of stories, headlines, pictures and advertising on a page. To be effective, page make-up must be readable and artistic.

*Typography:*
1. The appearance and quality of a newspaper depend somewhat upon the type used for the body and headlines.
2. Eight-point type is most commonly used for body type. For mimeographed papers, elite type makes the most attractive and readable appearance.
3. Capital and lower case letters in headlines are used more often in headlines than all capital letters because of their greater readability. See pages 33, 34, 35, 36, and 37 for examples of student newspapers which use capital and lower case headlines.

*Size:*
1. Five and seven-column papers are most widely used today. Small mimeographed papers usually have two or three columns. See page 33 for an example of a three-column mimeographed school paper, and pages 103 and 36 for examples of five and seven-column newspapers.
2. Six and eight-column papers are less common because an even number of columns present too many make-up difficulties. However, see page 35 and 37 for excellent examples of six and eight-column newspapers.
3. School newspapers range in size from four to twelve pages.

*Principles of Make-up:* The three basic principles of make-up must be understood by the persons who have charge of the arrangement of material are balance, harmony, and contrast. Wrinn says, "Balance means the equalization of forces... This equalization in a paper depends upon the arrangement of headlines. The page must be so planned that a top-heavy or cluttered appearance is avoided." There are two kinds of balance:
1. Symmetrical, or a regular arrangement of material on a page, and
2. Occult, or an irregular arrangement of material. Symmetrical balance can easily lead to monotony; occult balance results in a more interesting page.

Harmony governs the arrangement of headlines on a page. Their order across the top of the page as a whole
The management of allergic rhinitis
and asthma can be a major challenge.

Principles of management:
The above principles of management
must be understood by the patient and
physician as part of the management of
allergic and asthmatic conditions.

The classification of rhinitis:
There are two main types of
classification.

1. Allergic rhinitis: characterized by
   a reaction to specific allergens

2. Non-allergic rhinitis: characterized by
   a reaction to non-specific irritants

The management of allergic rhinitis:

- Antihistamines
- Nasal corticosteroids
- Decongestants
- Immunotherapy

The management of asthma:

- Inhaled corticosteroids
- Long-acting beta-2 agonists
- Oral corticosteroids
- Leukotriene modifiers

Prevention of asthma:

- Avoidance of allergens
- Immunotherapy
- Lifestyle changes
- Smoking cessation

The management of asthma:

- Inhaled corticosteroids
- Long-acting beta-2 agonists
- Oral corticosteroids
- Leukotriene modifiers

The management of allergic rhinitis:

- Antihistamines
- Nasal corticosteroids
- Decongestants
- Immunotherapy

The management of asthma:

- Inhaled corticosteroids
- Long-acting beta-2 agonists
- Oral corticosteroids
- Leukotriene modifiers
should be restful to the eye. Headlines should vary in size and blackness for variety and contrast.

The Front Page
1. The upper right-hand corner is the most conspicuous spot on the page and is where the leading story and the largest headline is located. A banner headline usually leads to the story on the right-hand side.
2. The outside column on the left-hand side of the page is the second best position.
3. The parts of the middle columns at the top of the page or just above the fold are next in order of importance.
4. Placing a special editorial on the first page gives it a "different" look and this trick of make-up should be used occasionally.
5. A "News Brief" column attracts many readers. Such a column should contain eight to twelve short news items set up attractively to catch the eye.
6. A calendar of coming events is also an eye catching feature for the front page. See The Custer Chronicle, page 103 for an example of a calendar headlined, "March of Time." For examples of model front-page make-up see pages 33, 34, 35, 36, 37 and 103.
7. Only important news stories should appear on the front page. Borah says, "The front page of a newspaper is like a show window; it should contain only the best and latest news."
8. Use as many stories as possible on this page to give it a lively appearance. Short stories with small headings are very useful in making-up.

The Editorial Page
1. An illustrated editorial page is a more effective and interesting page than an unillustrated page.
2. The editorial page should be free from regular news and should contain such literary material as editorials, poems, feature stories, seasonal features, book reviews, letters, humorous features, fiction, and others. See pages 63 and 104 for examples of editorial pages.

The Sports Page
1. The sports page is usually the third or the last page of the paper.
2. This page is made up much like the front page except that the leading sports article is found at
The front page should be made up of material that is visually appealing and interesting to catch the reader's attention. The material should be short and to the point, avoiding long blocks of text. The use of bullet points, short phrases, and bold or italicized text can help draw attention to key points.

The purpose of the front page is to convey the main idea or message of the lead and entice the reader to continue reading. It should be designed to capture the reader's interest and encourage them to spend more time on the document. By using visual elements such as images, charts, or infographics, the front page can be made more attractive and easier to digest.

The front page is the first page of a document and is often the most important. It sets the tone for the rest of the document and should be designed to make a strong impression. The material on the front page should be carefully selected to reflect the most important points and be written in a clear, concise manner. By following these guidelines, the front page can be made more effective and engaging.
the upper left-hand corner.

3. Many papers use a banner headline at the top of the page with the regular headlines on other stories.

4. Illustrations should be used frequently.

5. Feature columns by the sports editor or writers add interest to the page. See page 105 for an example of a sports page.

Other Pages

1. On the inside pages, the left-hand column provides the most prominent position for a story.

2. These pages should contain the less important news stories, feature stories, and the carry-over paragraphs from the long front-page stories. See The Custer Chronicle, pages 103, 104, 105, and 106, for an example of the make-up of a four-page school newspaper.

References: Wrinn, Ch. XIX; Spears and Lawshe, Ch. 28; Miller, Ch. VI; Greenawalt, Ch. XXI; Borah, Ch. X.

MANAGING EDITOR The managing editor is in charge of the entire editorial staff and is responsible for all copy except editorials. He does no writing or editing but supplies ideas to all his staff, directs them, and decides news policy.

MASTHEAD The heading, usually in the upper left-hand corner of the editorial page, which gives information about the paper—where published, subscription rates, etc. (Also called flag)

MORE This term means that there is more copy coming, or that there is another page to the story. It is a guide to the typist or the printer which prevents copy from being lost. Compare Endmark.

MORGUE A collection of stories and cuts kept on file for future use. Every school newspaper should keep a complete and up-to-date morgue.

MUST Copy that the head of the paper has designated must be printed. News stories are also called "must" copy to distinguish them from feature material.
Christmas in Other Lands Differs
From Typical American Customs

By Marjorie Mueller

What does Christmas mean to you? Jolly fat Santas on street corners and Christmas lights. They are two of the popular symbols of the holiday season. Mr. John Ethan will be the narrator, and the music will be provided by the Central Junior High School and Community Choruses. The audience is invited to bring their Christmas cards and join in singing the old familiar carols.

On a cloth-covered table, a bow of bright tinsel, some small trees, and a candle are displayed. The young people are singing Christmas songs of their own making. The students play important parts in preparing the program. The principal musical director is Miss Vivian, who has arranged the music.

March of Time

Dec. 7—Christmas Concert: senior orchestra and choruses; auditorium, 8:00 p.m.
Dec. 18—Basketball: Curster vs. West; at King, 8:00 p.m.
Jan. 15—Concert: orchestra, auditorium, 8:00 p.m.

School Extends Best Wishes

A wedding in the news:
Miss Sophie Flora, former Custer chemistry teacher, now teaching biology at Mount Mary College, and Mr. Carl Thom, band director, are planning to “love, honor, and obey” each other. The two were married in the early part of 1948. The good wishes of the entire school are extended to them.

Carl Roehr Receives Honorable Mention; 6 Others Get Honors

Six February graduates have been named candidates to the National Honor Society. These seniors are Lenoir Ellert, John Goeth, Beverly Krause, Clarice Legg, Richard Stock, and Louise Thronord, valedictorian. Honorable mention was given to Carl Roehr.

Service honors have been given to Sharon Allibrand, Frank Sommerfeldt, Dorothy Knauf, Audrey Kruger, Erwin Wegner, and Beverly Sharples. These students were selected by a faculty committee in November.

Membership in the National Honor Society is bestowed on outstanding students of each graduating class in the United States. The qualification for the membership in this organization is college-bound, a high average, leadership, scholarship, and service.

In qualifying for membership, Mrs. Louise Thronord, who was recently named the winner with an average of 92.429, has participated in Girls' club, debate, music, sports, German club, and Student Council. Lenoir Ebert has participated in girls' clubs, debate, Student Council, sports, music, and German club. Mr. John Goeth has been an active member of the Math and German clubs, Student Council, sports, and senior boys' council.

Girls' clubs, Latin, math, music, The Chorus, and sports are the activities which Beverly Krause has participated in. Richard Stock is a member of the senior class and president of the Student Council, has also spent many study hours in the hall, and the senior boys' Council to add to his life at Custer.

Carols Carry Cheer Through Corridors

As in previous years, the halls of Custer will ring with the singing of well-known Christmas songs. The custom of singing carols in the halls the day before Christmas vacation, has been traditional since the present building became a high school.

Under the direction of Miss Margaret Strasburg, the groups have annually rehashed the carols and have carried on a custom which has been popular throughout the world for many centuries.

Generally, Miss Strasburg has used her homeroom group for the caroling, this year a group was selected from the tenth grade chorus. Dressed in choir roles, the group will begin at 8:30 and carol until 9:00 o'clock.

To create a Yuletide effect, the lights will be dimmed. This plan for bringing the Christmas spirit to the students was originally Miss Strasburg's idea.
Make Your Resolutions
Mean Better School

Have you made your New Year's resolutions? Let's have a few to better our school by bettering our conduct.

Do you follow the one-way-traffic rules in the corridors? Do you dispose of your gum (which you shouldn't chew) in the busselers? Don't! Do you walk along, dropping your hands on the corridor wall? Don't! Do you drop paper and other refuse in the corridors and study halls? Don't!

Let's, the students of Custer, discontinue our bad habits and turn over a new leaf. Don't chew gum in business hours and there will be no disposal problem. Use your hands to carry your books, not to dirty the walls. Keep our halls and rooms clean by using the wastebaskets.

Scre paper on the floor, feel it in the dust, do something about it! Bend? To help? Why leave it all for cadets, for teachers, for the freshmen who have the general appearance of classrooms and corridors as a responsibility. Surely we all have pride in the appearance of our second home—Custer—where we spend eight of our waking hours. Five of these eight hours is a workday, yet, really, good factory does not take pride in a 40-hour week spent in fine, clean surroundings?

Christmas is a holiday that is observed all over the world. Our thoughts turn to a bittersweet story about the birth of the Child nearly 2,000 years ago when the angels sang to the shepherds. The season is one of beautiful songs, joy and kindness, cheer and good-will. Happy re-unions, happy gatherings, happy memories. Santa Claus and the Christmas tree brighten the hearts of both young and old and selflessness radiates from the picture. Thoughtfulness and consideration of others become more evident in the sprit of Christmas makes life more beautiful.

We should not only appreciate the Christmas traditions but should try to maintain the spirit of Christmas with us throughout the year.

May all the joys and friendships of Christmas be yours.

H. A. WEINGARDNER,
Assistant Principal.

Dutch, English, German, Italians Get Traditions to Yule—American Style

By Darlene Blaichke

Santa Claus, elaborately decorated evergreen trees, fancy greeting cards, bright candels, holy mistlesse, Yule logs, fancy wrappled gifts, wassail bowls—all of these are associated with Christmas traditions. So just how many of these traditions originated in America? Upon turning back the pages of history, we find that all were adopted by Americans from the traditions practiced by the peoples of other lands for many, many years.

Our Christmas tree dates back to the Aryan—speaking peoples in Asia who, every year, gathered around a Run Tree, from one of our Christmas trees is a direct descendant. As the trees spread over the world, decorations were added.

Our Santa Claus, developed from the Dutch "Ran-Nickolus," whose derivation is the legendary St. Nicholas, a patron saint who performed many good tasks but refused thanks for his deeds until the children started to thank him for gifts received on Christmas.

From Berlin, the Italian Santa Claus, originated the "giving of presents" idea. The story goes that this saint was too busy to see the three kings of the East, his way to Christ, and because they returned by a different route, she missed them. Bernada was condemned to wander forever, hating for them the world and leaving presents as she went.

In American homes, Yule logs, holly, and wassail bowls are pre-Christian relics which we have incorporated. Bringing in the Yule log, an ancient custom, was done in the days of Santa.

The rugged root of an oak was usually used. If the Yule log did not fit in the fireplace, the log was drawn along. The log from the previous year was kept and supposedly protected the house from fire. The presence of hallowed persons

Silent Night Inspires Priest ToWrite Well Loved Hymn

Once upon a time in the tiny village of Oberndorf, Austria, a song was born. It came about thus:

On a still winter night preceding Christmas Eve in 1818, a pastor was sitting in his study, dreaming. Through his study window he could see clear blue-black sky sparkling with twinkling diamonds, while the snow lay soft and fluffy upon the ground, covering the apple-like branches of the trees with lacey trimmings.

He was thinking that this was a silent night—a holy night. Tomorrow people would be filled with happiness, peace, and humility.

Moved by his vision of peace and joy, Father Josef Mohr wrote a poem which he called "Silent Night." Then he walked through the snowy streets of Oberndorf to the schoolhouse of the nearby village of Arnstadt. While he learned himself in the schoolmaster, Franz Gruber's drawing room, shyly, with many a nervous gesture, he suggested, "Franz, would you permit me to write a poem I wrote—tomorrow night—and maybe set it to music?"

Franz would—and did.

"Gesang im Weihnacht Nachmittag," as the poem is called, is a short poem. A poem about the child in the manger. Shall I get that extra sleigh ride ready for use?

SANTA'S HELPER.

Do We Have Christmas?

By Judy Cohen, '31

Is there a Jewish Kohl? If you'll stop to think, you'll realize that this offers thought is a misconception. Just remember, Christmas is a religious holiday, so it couldn't really be observed the way we do.

You say you've heard of Jews celebrating a holiday in December. Yes, they do, and here are the details:

Bernard, B. C., the Jews were under the rule of the tyrant king, Antiochus. Coming from the side of the Greeks, they did not like the Greek rituals. They decided to force the same religious practices upon the Jews, a people believing in one God.

The first act of the Jews after the removal of the enemy was to do away with pagan and replace the refreshments. In order to reduce the everlasting light, a lamp which is lit for Hanucah. It is lit for eight, until more could be procured. Hence, in remembrance of the eight candles of the world, the celebration of the festival of Hanucah—meaning dedication—for eight days. Candles are lit every evening. The first candle is lit on the night of Hanucah. The second, until eight, are lit on the last night in modern Palestine the Hanucah celebration is the crowning event of the community Christmas tree celebration in Milwauke. On tall towers over the entire country, the lights of the tree are lit at 10 o'clock, then again at 5 o'clock the next morning when the twilight lights in a row—a thrilling sight to witness.

With Jewish holidays corresponding with the phases of the moon, Hanucah falls this year December 8th through 15th. Presents are exchanged and played produced, depicting the original story. It is truly a holiday of re-
Indian Buckeyes to Meet Sharp Rufus King, West on Hardwood

Redmen Seek Revenge
For First 3 Losses

Indian hardwood men, which saw two that squads as the old year closed and the new year begun. They meet West Division, December 19, at the Rufus King gym and Rufus King on January 9, on the Custer floor. The Redmen, after losing the first three games, three of them by four points, are out for revenge.

Wendell Duane Schuppe, in his opinion, said they should not play a game against the Custer Indians at that time.

Kentucky's Sure-Shots Affect Redmen's Aim

Inspired by Coach Frank Ashcraft's talk a few weeks ago of the barefoot Kentucky boys who sank 20 shots in 20 attempts from over half the distance of the floor, "Kentucky Boys of Custer" is a new feature that is being added to our basketball games.

The boys aren't too sharp yet, but in practice, according to play, these two shots from two-thirds the length of the floor, the one from the center, and Paul Coile followed with two more soars from the center.

Adaptation of the "Custer" style, shooting ought to help Custer's cagers a lot. "It's those free-throws that count."

Would-Be Pharmacist Turns Coach, Guides Destiny of Football Squads

"A great, big, personal for Coach Shoewer" about the cheerleaders.

And thereby change the story of a man who was a football star in his school days. His home town of Stoughton, Wisconsin, saw Arthur Shoewer's ship up letters in football, baseball, track and basketball.

Redmen. After Dan added the "pharmacist" to his, with the depression of '32, and the drugstores being cleaned up to the highest standards in the country, he took a straight science course. Teaching became his goal. Besides the science major, he acquired one physical education, which included training in school coaching. His fourth year with college football saw him as team captain.

After graduating, he returned to Custer in 1945, to find a grand total of 38 boys out for football. All were varsity players, then, every player

Red Flashes . . .
FRED SINDORF

Puppy, smiling Fred Binsford, 120, really goes for his favorite sport, football, in a big way. "No. 88" has participated on the B and E squads for three years, earning his letter this season at left half.

While a member of the freshman-sophomore squad, Fred received a numeral for his service as quarterback.

Fred Sindor, great thrill," states Fred, "came the first time when I was called off the bench and sent into a game."

Football played football with his head," commented Coach Arthur Shoewer, "and makes a worthy halfback even though he lost out on a year of practice."

Mr. Shoewer continued, "Fred has shown remarkable improvement in both sports and during his junior and senior years."

Football minded that he is—but

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5189 W. Villard Ave.

Prescriptions
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ENGELMANN'S PHARMACY
3532 W. Villard Avenue

MUS, Washington Lose to Bees; North Wins

A small, but fast, Custer Fresh-Soph team, crushed a Milwaukee University Schools, 35-21, in its first game this season.

Jack May piled up a total of 20 points, to lead the junior Indians in scoring. Dick Petrie is chosen on his heels with 18 points, while Joe Peters and Frank Frenz have each 11 points.

"OHH, DON'T MIND MY HUSBAND, HE LOVES TO PRETEND HE'S BUSY WALKING THROUGH THE JUNGLES."

"DON'T overload your wiring system. When you build or remodel provide adequate wiring."

VENETIAN RECORD SHOP
RECORD HEADQUARTERS
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+ LANDSCAPE
+ MILK CREAM
+ BUTTERMILK
+ COTTAGE CHEESE
+ DELICIOUS ICE CREAM

CENTRAL

PHARMACY

THE CUSTER CHRONICLE

Page Three

Established 1910
WALTER L. FISCHER

FOOD MARKET

WINTER HOURS
H. 7025-7026
5511 W. Villard Ave.

WINKLES

BEN FRANKLIN STORES
5c, 10c, $1.00 and Up
4000 N. Hopkins St.
5527 W. Villard Ave.

PITTELMAN'S FOOD MARKET
Self Service Store
3920 West Villard Avenue
Blaschke, Calhoun, Thordson Lead Honor Roll With Averages of 97

Leading in the school high honors are sophomore 206 with 18 honors students; 105; 11; and 201; 10 students with an average of 97. Following the 97 average are students from their third hour class took a ten minute speed test recently. Rosemary Tettig had a net speed of 48 words per minute; Beverly Sharples, 40; Marilyn Koffke, 45; Leif Throndson and Lenore Leist; Mary Hack: 42; Barbara Fellin, 47; Jeanne Sivbke, 41; and Vera Hartt and Alice Hartmann, 46.

Holiday Spirit Pervades All Clubs; Two Groups Observe Traditions

Christmas is in the air and Custer students are full of the Yuletide spirit. The following plans have been made by the clubs:

Lorraine Allen, 11A, of homeroom 201, is in charge of German Club's Christmas party. She really has a full program in store for her fellow members consisting of games, German carols, a Christmas play, and old Santa Nick himself. German cooks will be prepared.

The annual Latin Club Atmosphere supper will be held in the cafeteria, December 17, from 3:30 to 6:30 p.m. The club will welcome the faculty and students who are interested. Tickets may be purchased from any of the Latin club members.

The Senior Boys' Council is small in number but large in ambition and spirit, will serve refreshments at their regular meeting before Christmas vacation.

Changes in plans as announced in the previous issue of the Chronicle are few, but existing ones are: No refreshments nor meeting to be held by the Art club; the Choir plans a tea and program for December 17, in the cafeteria. Refreshments will be served in courses with entertainment between each course. A panorama will be presented to put everyone in the best holiday spirit.

Up 'n Comin'

Twenty-eight junior high students have received an average of nine of the 201st, 90% or more for the last marking period. The grades earned by these people are as follows:

Patricia Koll 26, Sandra Syman 24, Tim Benassi 18, Kenneth Greiner 18, Carole Schallert 25, John Rietz 23, Raymond Hafer 22, Betty Hilk 22, Richard Stein 21, Thelma Filiopoulos 21, Richard Mertz 21, Wayne Thompson 21, Donald Winter 21 and the leaders in the seventh and eighth grade groups.

Following closely are Arleen Green 20, Jane Horne 20, Sally Krich 20, Gerald Markert 20, Robert Corbelia 19, Sheila Ronald 19, Virginia Kraus 19, Tom Latzho 19, Mary Ann Nelson 19, William Scherr 19, William Tenen 19, Gerald Throndson 19.

RITZ JEWELERS

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SAWYER'S DRESS SHOP

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PHOTOART

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MONDAY - FRIDAY

3:00 P.M. - 6:00 P.M.

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HOLIDAY GIFTS FOR GIFT G--tS

AND FOR THE HOME

Preuss Florists

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We carry a full line of modern, fluorescent, and rare show case, flood and heat lamps in stock.

To check your fluorescent lamps and starters a tracer is at your service. Let us check your lamps and starters whenever you are in trouble. No charge for this service.

Ace Paint and Hardware Store

5400 W. Villard Ave. H. 8055
NAME PLATE The heading at the top or near the top of the front page containing the name of the paper. See pages 33, 34, 35, 36, and 103 for examples of nameplates.

NEWS STORY The distinctive feature of the news story which sets it apart from all other writing is its inverted structure. (See PART II) After the most important facts have been covered in the lead, the story continues bringing out the details in a diminishing order of importance. See pages 50, 51, and 52.

The body of the story has two functions: (1) to explain and make more explicit the facts stated in the lead, and (2) to supply additional information of secondary importance not mentioned in the lead.

Sometimes the lead contains only a significant quotation by an authority which does not summarize the entire story. The writer then usually follows the lead with a summary paragraph and then gives the rest of the details according to the inverted structure order. For example:

'World Needs Better Trained Citizens,' Says Dean Stalnaker

"Because transportation has made the world smaller, science has made it more dangerous, and the lack of advance in social science has not paralleled physical science, the world needs more educated and better trained citizens."

Thus stated Dr. John Stalnaker, dean of Leland Stanford university, and director of the Pepsi Cola examinations, at the first honorees assembly, Nov. 18.

He believes that part of the trouble in the world is due to "inadequate communication. The language problem and the lack of understanding make it hard to attain understanding. For
instance, the words 'be fair' or 'be democratic' might be taken many different ways in different languages."

Dr. Stalnaker urged everyone to study foreign languages in order to realize the difficulties of communication. "Nowadays, the scholar and gentleman are replaced by the citizen trying to make the world a better place in which to live," Dr. Stalnaker emphasized. He believes that students should be selected and trained at government expense in order to have highly developed people in all fields.

Dr. Stalnaker stressed that brains alone are not enough, however. "More important than these are character and emotional balance, with character being the balance wheel."

He praised ETHS as being one of the finest secondary schools in the United States with excellent types of students, equipment, and faculty.

Other details in a diminishing order of importance

The Evanstonian
Evanston Township High School
Evanston, Illinois

Other stories are sometimes written in a chronological order following the lead paragraph. The sports story often follows the summary lead with a play by play description. The following is an example of a story-written chronologically:

Audience Rate
Tenth Annual
Festival High
by James Olander

The Tenth Annual Play Festival, rated by many as one of the finest, was presented by the speech arts classes, Jan. 23 and 24. The comedy, tragedy, and farce provided just the right variety to make an enjoyable evening.

In Booth Tarkington's comedy The Ghost Story, Marjorie Dallman and William Kraemer gave superior performances as the girl and the nervous lover who hasn't found the courage to propose. Martha Graycarek played the maid in a most realistic manner. Patricia Bianchi, Carol Dreyer, Annella Gigure, William Nickles, Arthur Paulman, Paul Rabenhorst, and Wayne Vetter were perfectly natural as the gang who couldn't take a hint.

The Valiant, a tragedy by Halworthy Hall and Robert Middlemas, afforded excellent opportunities for James Gallagher, Berlyn Schmidt, and Dolores Swiggum to show their dramatic talents. Charles Maurer gave one of the best performances of the evening as Father Dailey.

The final offering of the evening, the Wonder Hat by K. S. Goodman and Ben Hecht, was by no means the least of the plays. Harold Tadych frantically played the distressed Punchinello trying to recover a magic shoe and a wonder hat from Audrey Podrabsky and Donald J. Novy. Herbert La Bin and Dorothy Wiesner very effectively took over --
the parts of Pierrot and Margot.

Hi-Tower Flashes
Lincoln High School
Manitowoc, Wisconsin

In the following example, see how paragraphs 2, 3, and 4 supply additional information of secondary importance to the lead paragraph:

Jerry Ellis Made GM Of Times For New Term

Jerry Ellis has been named general manager of The South Side Times for the next six issues, it was announced today by Miss Rowena Harvey, adviser.

Jerry has replaced Marilyn Rockhill, who has served as general manager since November 20. Marilyn is now student adviser of The Times. Jerry has previously served as managing editor.

Other changes include Pat Close, who is filling the position left vacant by Jerry Ellis. Pat previously served as ad manager.

Other major staff members include Jerry Dreisbach, news editor; Joanne Witte, editorial editor, Donna Roberts, feature editor; Don Fackler, sports editor; Patty Andorfer, business manager; Jeamee Manning, circulation manager; Janice Hilsabeck, copy editor; and Ellyn Heine, ad manager.

The South Side Times
South Side High School
Fort Wayne, Indiana

The following paragraph shows how each paragraph contains a new fact or idea which can stand alone or may be omitted from the story. These are called
The purpose of Report and

World

The following paragraphs show how team members

and Pacific, and later

contact a view from the

may be composed from the

departure
"block paragraphs"; they are entities in themselves which means they may be interchanged without affecting the story as a whole. Also additional paragraphs may be inserted after the story is written without changing any of the original material.

BAND TO GO TO CUBA FOR MARDI GRAS

By special invitation of the Cuban government, 210 Miami High band members will travel to Havana Feb. 5, along with the Miami Edison and Andrew Jackson high school bands. The musicians will be guests of the Cuban government during the country's annual Mardi Gras carnival, Feb. 7, 8 and 9.

One hundred and forty band members, all the A majorettes, 20 B majorettes, 12 flag twirlers and the 30 United Nation's color guards will travel via charter vessel Feb. 4 and return Feb. 11.

These three bands along with 26 floats from the Orange Bowl parade were selected by Dr. Jose M. Vidana, director of the carnival project, to be present in the carnival parades on the evenings of Feb. 7 and 9.

While in Cuba band members will take in a sightseeing trip of the capital.

The Cuban government, which will bear the expenses of the trip, has not yet decided where the guests will lodge during their visit.

Dr. Vidana and Ramon Figueroa are now in Miami making these arrangements for Florida's representation in the carnival.

Miami High bandmaster, Mr. Al Wright states "I think that this is the finest educational opportunity that has been presented to our band and orchestra members, I know they will make the most of
HAND TO HEAD
HAND TO EAR

No special instruction of the Chief
No Government No merit to hand
No emblems with emblems in hand and approved
The merit to Embassy, Ministry, and approved

Mention the department. It is not necessary
One number and try to explain member
Write the statement. So be it.
If the statement is true to the limited
Mention circular. Will transfer the
In the case of a statement, only the case

The department will make sure that the
will post the exercises of the card, and
not the fact that the change
will lodge until the next addition.
Dr. Wadding and the committee
the next number. Writing these

8. 123. 123. 123.

Mention the department. If possible.
it and enjoy the experience immensely."

"Musts" for the newswriter:
1. Write short paragraphs.
2. Use a vivid, forceful style of writing.
3. Relate only the facts without opinion. This means substituting expressive verbs and nouns for opinion-forming adjectives and adverbs.
4. Assume that the reader knows nothing about the incident you are reporting. For related information on the art of newswriting, see Headlines and Style.

References: MacDougall, Ch. V; Spears and Lawshe, Ch. 3.
If you don't have the experience in...

Report.

Toronto

January 6, 1978

To: Mr. Brown

Re: Your recent request for more information on the latest news about the situation...
OVERLINE The headline appearing above a picture.

#Caption #Cutline
PAD To pad a story means to lengthen it by elaboration when the facts or its importance don't merit it.

PAGE MAKE-UP *Make-up*

PERSONALS Short news items about individuals, usually appearing in a society column. *Column*

PHOTO A shortened form of photograph.

PICA A size of type six lines to the inch in depth of body; 12-point.

POINT Type sizes are measured on the basis of a point system. A point is a unit of measurement which equals 1/72 of an inch. Type is therefore designated as 6-point, 8-point, or any other number of points. (72-point type is 1 inch high.)

PRESS ASSOCIATIONS AND MAGAZINES
1. National Association of Student Editors of the National Education Association (N.E.A.)
   a. Vitalized School Journalism, official organ of the N.A.S.E.

2. National Scholastic Press Association, Fred Kildow, director, 17 Pillsbury Hall, University of Minnesota, Minneapolis, Minnesota.
   a. The Scholastic Editor, official magazine of the N.S.P.A.

3. Columbia Scholastic Press Association, Joseph M. Murphy, director, 202 Fayerweather Hall, Columbia University, New York, N. Y.

4. Quill and Scroll, international honor society for high school journalists, Northwestern University, 339 East Chicago Avenue, Chicago, Illinois.
   a. Quill and Scroll, official magazine.

5. The National Association of Journalistic Directors, a professional group for all teachers of journalism and advisers of publications in private and public schools up to the university level.

6. The C.S.P.A. Advisers Association, a group of teachers and advisers.
The importance of the role played by the A.M.I. (American Medical Association) in the field of education, and the need for its continued support and development, cannot be overemphasized. The Association, through its various committees and sections, plays a vital role in promoting medical education and research. It is essential that this support continue and be strengthened.

The A.M.I. has a long history of contributing to the advancement of medical knowledge and the improvement of medical care. Its efforts have led to significant improvements in medical education, research, and patient care. The Association has been at the forefront of many initiatives, including the establishment of medical schools, the development of medical journals, and the promotion of medical research.

As the medical profession continues to evolve, the A.M.I. must remain committed to its core values and principles. It is crucial that the Association continue to support medical education, research, and patient care, and that it remain vigilant in its efforts to ensure the highest standards of medical practice.

In conclusion, the A.M.I. is an organization of exceptional importance, and its contributions to the advancement of medical knowledge and the improvement of medical care cannot be overstated. It is essential that the Association continue to support and develop its programs, and that its efforts are recognized and valued by the medical profession and the general public.
PROOF An inked impression of type which has been set up. The impression or proof is then read for errors. *Proofreading

PROOFREADER A person who reads proof. *Proofreading

PROOFREADERS' MARKS

<table>
<thead>
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Position |

- Make lines straight. |
- Transpose order of elements marked. |
- Move to right. |
- Move to left. |
- Move up. |
- Move down. |
- Indent one em. |

Punctuation |

- Insert period. |
- Insert comma. |
- Insert semicolon. |
- Insert colon. |
- Insert apostrophe. |
- Insert quotation marks. |
- Insert one-em dash. |
- Insert two-em dash. |
- Insert hyphen. |

Spacing |

- Insert space between words. |
- Take out all space between words. |
- Close up but leave some space. |
- Push down space that prints. |
Letter marked is from wrong font.

Letter marked is broken or imperfect.

Paragraphing

A or L Begin new paragraph

No A Do not begin new paragraph.

Runin Make elements follow on same line, without break.

Uncertainty

 (?) Is this right?

See copy See copy and insert what has been omitted or make as per copy.

PROOFREADING

The proofreader is the person who reads and corrects the printed proof, usually furnished in the form of galley proofs, on long strips of paper.

Proofreading is very exacting work. It requires close attention to details, as well as a quick eye, a good memory, and a broad knowledge.

If the proofreader discovers an error involving the taking out of one or more words, he should substitute a word or words of the same length, to avoid the necessity of resetting several lines. In this connection the value of sending carefully edited manuscript to the printer cannot be over-emphasized.

The type for most publications is set by machine, thereby making some kinds of mistakes practically impossible. The type for advertisements is usually set by hand, however, and this fact makes it necessary for the proofreader to be on his guard against certain kinds of error peculiar to handset type.

The marks here given are those in standard use in most printing establishments.
Specimen of Corrected Proof

Washington, Feb. 16 — (A P) — A

Dawn-to-dusk flight from the United States to the Panama canal zone will be attempted Match 10 by Captain Ira C. Eaker, who was chief pilot of the record-breaking endurance plane.

The flight will be made in the first model of the P-12, newest and fastest of army pursuit planes. It will start from Brownsville, Tex., with France Field, Panama, as the terminal. Five stops will be made in the 2000-mile flight: Tampico and Manililian, Mexico; Guatemala City, Guatemala; Managua, Nicaragua; and David, Panama.

Captain Eaker is at Seattle, where his ship is being built. He plans to leave there, either Monday or Tuesday, for Kelly Field, San Antonio, Tex., where thorough flight tests will be conducted.
A - (?) A - (?)  \[ \text{transmitter} \]

A hand-to-hand fight from the bottom

A battle to the Panama Canal zone can

will be a separate matter to do. Can -

in the C. Mexico, who areartial for

of the regular-print unification

from plane (collection)

A flight will be made in this style

A model of the F. T. Western, and Texas

of every patent plane. If all plan

from above all the work, with, plane. O

fight, remain. When necessary, line

server will be made in the S.O. mata

Illinois. Tottenham and Watford -

C: Optional with, comprehensive

W. numerous, instrument and data.

Tentative report is ofっぁト創業, where


the trip is the. Plan to do

to leave about another moment at these -

2 days, to fall in the Panama Republic. Text.

where photograph, the plane will be

continued.
Reference: Proofreaders' Marks, Columbia Scholastic Press Association, Columbia University, New York, N. Y.

Q and A of writing, used in stories having many questions and answers. Question marks are omitted. (See PART II, page 12.)
Q and A A question and answer style of writing, used in stories having many questions and answers. Quotation marks are omitted. (See PART II, page 12.)

A beginning toward understanding reader interest may be made by dividing the readers into large interest groups. The readers of any school newspaper can be classified in the following ways:

1. The student body can be divided:
   a. into boys and girls
   b. into classes: freshmen, sophomores, juniors, and seniors
   c. by interest: athletically minded, socially minded, activity minded, and academically minded
   d. by courses: college, commercial, scientific, general

2. The three main groups of readers are:
   a. students
   b. faculty
   c. parents

All of these groups must be taken into consideration in the publishing of a school newspaper. For instance, how much space should be given to sports? Do the majority of girls read the sports page? Is not, is the paper justified in including a page solely of interest to girls?

WAYS OF MAINTAINING READER INTEREST:

1. Make news.

Many papers work out techniques whereby they include as many students' names each issue is possible. However, the inclusion of a name is only justified in relation to its news value. Review of printing over and over the names of students who are news items only. A school newspaper is very successful to the extent it represents the whole student body and not just a few students.

One way of getting names into the paper is through the service section. But to be meaningful with the general public, the attitudes of the
A novel and research and experimental multi-
and studies are being conducted currently. See
PART II, page 16. (See parts are critical.)
Reader interest is the lifeblood of a school newspaper and only by studying and understanding it can the paper become an effective organ in the school.

A beginning toward understanding reader interest may be made by dividing the readers into large interest groups. The readers of any school newspaper can be classified in the following ways:

1. The student body can be divided:
   a. into boys and girls
   b. into classes: freshmen, sophomores, juniors, and seniors
   c. by interests: athletically minded, socially minded, activity minded, and scholastically minded
   d. by courses: college, commercial, scientific, general

2. The three main groups of readers are:
   a. students
   b. faculty
   c. parents

All of these groups must be taken into consideration in the publishing of a school newspaper. For instance, how much space should be given to sports? Do the majority of girls read the sports page? If not, is the paper justified in including a page solely of interest to girls?

Ways of maintaining reader interest:

1. Names make news.

   Many papers work out techniques whereby they include as many students' names each issue is possible. However, the inclusion of a name is only justified in relation to its news value. Beware of printing over and over the names of students belonging to small cliques. A school newspaper is only successful in so far as it represents the whole student body and not just a few students.

   One way of getting names into the paper is through the society column, not to be confused with the gossip column. The attitude of the
A beginning student teacher may find that interests in the field of education can be divided into the following areas:

1. **Preparation for the Education Profession**
   - General Education
   - Methods of Teaching

2. **Professional Development**
   - Professional Activity and Supervision of Classroom Activities

3. **Social and Cultural Activities**
   - College, Commercial, Vocational, Scientific

All of these areas must be taken into consideration when planning a course of study. It is important to know which areas are of greatest interest to the student. A survey of the field can help in determining where the student's strengths and weaknesses lie. It is also important to consider the student's future goals and interests in making a decision.

One way of gaining access to the profession is to become an active member of the educational community. The affiliate of the association.
Columbia Scholastic Press Association toward gossip columns is expressed in the Newspaper Rating Sheet: "Boy-girl gossip is not in good taste in a school newspaper." See Column

Other ways of getting names into the paper is through stories which give recognition for scholastic ability. See The Custer Chronicle, page 106, for two stories, one on the honor roll and the other on typing, which include many names.

2. Letters to the editor.
The number of contributions to this column is a good index to one phase of reader interest. Every school paper should include a public forum column so that the voice of the people may be heard. See Column

3. Good news writing.
Any paper may cover all the news in the school but the successful, widely-read paper is the one in which the news is written interestingly and well. A routine, stereotyped handling of stories will not sustain reader interest. What is the story behind the story? To merely record a football game or an assembly is useless because the reader has seen it himself. What was there about the game or assembly that the reader didn't see? An imaginative reporter will find out and write his story from a new, fresh angle.

4. Interesting make-up.
A paper that continues to display its news stories, features, and ads in an attractive and interesting fashion will have its readers eagerly awaiting each edition. See pages 33, 34, 35, 36, 37, 103 for examples of well-written stories and attractive make-up.

5. Pictures are important.
Some one said "a picture is worth a thousand words" and this is also true in school newspapers. Pictures include photographs, which should show action whenever possible, and student art work such as cartoons, comic strips, and other drawings.

6. Promotion stunts.
It is important to keep the name of the paper constantly before the student body. The many ways of doing this are only limited by ingenuity of the staff. A college newspaper, which the writer was formerly connected with, sponsored a school dance in the fall called "The Harvest Hop." Both the students and faculty supplied entertainment to the delight of all, and the dramatic club presented a short, humorous skit. The staff also followed through on the harvest idea in the fall decorations and refreshments of apples, cider, and doughnuts. Other entertainment included a student disc jockey who had charge of the loudspeaker and recording machine and square dancing which was handled by another student. Such promotion schemes build up traditions, provide good copy for the paper, improve student-faculty relations, and raises the reader interest rating. Other promotion schemes are newspaper-sponsored assemblies, spelling contests, quiz contests between classes, homerooms, or students and faculty, sports rallies, book weeks, and many others.


1. The drop-out method
The daily papers occasionally check reader interest by dropping out a feature for a few days to see if there is any demand for its return. This is not a very successful method for school papers to employ because they are not published often enough.

2. The questionnaire method
In this method the questionnaire is prepared by the staff and filled out by the student body. The questions asked depend upon what the paper wants to find out. Do the readers read the editorials? Would they like a new type of feature, etc.?

3. The interview method
Using the latest copy of the newspaper, interviewers from the staff question members of the student body about what they read in the paper. This method presupposes that the plan is carefully worked out in advance and that the interviewers are well-trained for their task.
4. The observation method
If the school is small, most of the students may read all of an issue. In such a case, the staff may send out observers to see what the student read first as an index of reader interest. This method is difficult to handle but can be done by distributing the paper in the homeroom at a time when there is nothing else to distract the students from reading the paper.

Studies of reader interest should be made at least once a year and the staff must then plan the contest of the paper on the basis of the results of its research.

RELEASE To release a story means that it may be printed at a certain date. For instance, a new coach may have been appointed to the faculty of the school. The principal will release the story for publication at his discretion.

REPORTER A reporter is one who "reports" the news for a publication.

Duties of:
1. To write the news in accordance with the best principles of news writing; to know how to write leads and headlines.
2. To write the news promptly and in good English.
3. To consult the assignment book on the staff bulletin board to learn what news articles have been assigned and the date when they are due.
4. To cover the news assigned by the news editor.
5. To get complete, thorough, detailed, and accurate news accounts.
6. To leave uncovered no source of information in writing an article.
7. To include as many names of students as possible. "Names make news!"
8. To turn in the news articles to the news editor at the specified time.
9. To report to the news editor any items which have not been listed in the assignment book.
10. To rewrite any articles that the news editor, editor, or faculty adviser assigns.
11. To make any suggestions for the improvement of the paper.
12. To attend all staff meetings.

Qualifications (Bleyer)
1. Curiosity
2. "A Nose for News," or ability to recognize news and to determine its value
3. Imagination
4. A wide range of knowledge
5. Good judgment
6. Ability to think logically
7. Ability to write easily and correctly
8. A sense of responsibility
9. Accuracy
10. Ability to work rapidly
11. Initiative and resourcefulness
12. Perseverance
13. Ability to establish and maintain personal contacts.
14. Tact and courtesy

Qualifications (Spears and Lawshe)
1. Reliability
2. Accuracy
3. Enthusiasm
4. Loyalty
5. Cooperativeness
6. Ability to observe closely
7. Ability to write objectively

Qualifications (McDougall)
1. Nose for news
2. Resourcefulness
3. Moral integrity
4. Personality and tact
5. Industry and enthusiasm
6. Other qualities
   a. facility in writing
   b. accuracy
   c. speed in gathering material
   d. speed in writing the story

References: Taylor, pp. 126-127; Bleyer, Ch. III; Spears and Lawshe, Ch. 27; MacDougall, Ch. I.

REVIEW A review is a critical summary of a book, play, motion picture, or musical event written by a qualified critic for a newspaper.
REVIEW WRITING  # Critical Reporting

REWRI(TE (noun or verb) A rewrite is a story from another paper, revised to meet local interest, or one received from a student to be revised to follow newspaper style.

RULE  A rule is a strip of metal used in composition. A rule used to box in a headline or a story may be of any thickness depending upon the blackness of emphasis desired.

RUN-AROUND  The continuation of a story around a cut that is narrow enough to permit type to be set beside it. See The Custer Chronicle, pages 103, and 104.

1. To assign reporters to cover all boys' and girls' athletic events.
2. To maintain a high standard of sports writing among the sports writers. See Sports Story.
3. To be personally responsible for seeing that the sports department is satisfactory to all students.
4. To keep posted on all developments, coming events, schedule changes, changes in rules, line-ups—all everything that the reader would be interested in knowing about the athletics of the school.
5. To assign sports features and sports columns.
6. To submit edited copy to the managing editor or make-up editor for copyreading at a specified time. On large staffs, sports copy would be edited on the copy desk under the news editor.

References: Taylor, p. 127.

SPORTS PAGE  # Make-up

SPORTS STORY  In writing the sports story, the reporter follows the news story structure. Sports stories differ somewhat from straight news copy in that sports writing has become highly individualized and consequently is not written as objectively as the news story.

Requirements of the sports reporter:
1. Keep in soul.
2. Follow the plays accurately.
3. Know the rules.
4. Know the past records of players and teams.
**SCOOP (n)** A scoop is a story appearing in one paper before it appears in any other.

**SIG CUT** A cut of a signature or name of a firm.

**SLUG** A slug or guideline is a word or phrase written at the top of the copy to identify the story.

**SPORTS EDITOR** The sports editor is responsible to the managing editor or assistant editor and is in complete charge of preparing and assigning all sports material.

**Duties of:**

1. To assign reporters to cover all boys' and girls' athletic events.
2. To maintain a high standard of sports writing among the sports writers. See *Sports Story*
3. To be personally responsible for seeing that the sports department is satisfactory to all students.
4. To keep posted on all developments, coming events, schedule changes, changes in rules, line-ups—everything that the reader would be interested in knowing about the athletics of the school.
5. To assign sports features and sports columns.
6. To submit edited copy to the managing editor or make-up editor for copyreading at a specified time. On large staffs, sports copy would be edited on the copy desk under the news editor.

**Reference:** Taylor, p. 127.

**SPORTS PAGE** #Make-up

**SPORTS STORY** In writing the sports story, the reporter follows the news story structure. Sports stories differ somewhat from straight news copy in that sports writing has become highly individualized and consequently is not written as objectively as the news story.

**Requirements of the sports reporter:**

1. Remain cool.
2. Follow the plays accurately.
3. Know the rules.
4. Know the past records of players and teams.
A school is a place where learning takes place.

To make a school effective in any given period of time, it is important to conduct a thorough analysis of the school's needs and resources.

The purpose of this analysis is to help administrators make informed decisions about how to allocate resources.

I. To analyze the current state of the school.
   - Identify strengths and weaknesses.
   - Determine areas for improvement.

II. To plan for future growth.
   - Consider expansion plans.
   - Plan for new programs.

III. To improve teaching and learning.
   - Evaluate current curriculum.
   - Implement new teaching strategies.

IV. To enhance student engagement.
   - Develop extracurricular activities.
   - Foster a positive school culture.

V. To increase parental involvement.
   - Organize parent-teacher meetings.
   - Create a school newsletter.

VI. To improve school finances.
   - Review budget allocations.
   - Plan for future funding.


SUGGESTIONS

1. To improve the school's overall effectiveness, consider:
   - Increasing teacher salaries.
   - Implementing a new student discipline policy.
   - Adding a new extracurricular program.

2. To follow the above suggestions, focus on:
   - Professional development for teachers.
   - Parental involvement in school activities.
   - Creating a positive school culture.
5. Use the language of the game but not a slangy style.

Writing the story:
1. Follow news story structure.
2. Include all elements of interest:
   a. Significance of the game
   b. Probable outcome
   c. How victory was won
   d. Important plays
   e. Individual records
   f. Injuries
   g. Occasion or crowd
   h. Weather
   i. Statistics
3. Emphasize the feature.
4. Use an individual style. Many sports stories are written under by-lines.
5. Explain the plays.
6. Do not play up the star at the expense of the team.
7. Supply background information.
8. Get the coach's viewpoint as well as the crowd's.

Before the Game
1. Know the names of players and positions on both teams.
2. Get all background information about the teams, the players, the schools. What kind of a game is it? An annual contest? A league game?
3. See the coaches if possible

During the Game
Keep a running account of the plays.

After the Game
1. Check your data with the official scorer.
2. Interview the coaches.

Outline for a typical sports story
1. Summary lead (written for the casual reader to supply conversational material)
   a. Results, score—with a feature played up.
   b. How scores were made and who made them.
   c. Comparison of teams with names of leading players.
d. Stars and how they starred.
e. Coaches and crowds.
f. Additional entertainment--bands, etc.

2. Running story for fans, chronologically handled
a. Logically outlined--spaced for main divisions of play.
b. May be as detailed as one sentence for each play or for each important play.
c. Filled with names, figures, and exact facts.


Types of Sports Stories

1. The coverage story:
   Lourdes Conquers Florence, 41-12
   Using 38 players and scoring in every period, the Shamrocks ran over an undermanned Florence team lead Saturday afternoon, Oct. 11, at Lauerman athletic field by the score of 41 to 12.
   Jim Benesh opened scoring in the first period on a jump over from the one yard line, Pete Valind adding the extra point by taking John Doyle's pass. The second touchdown came in the last minutes of the first half when the starting lineup returned to the game after the second string had given up a touchdown on a pass. Doyle plunged into the end zone and Valind's placement was no good, to give Lourdes a 13 to 6 halftime lead.
   The Irish exploded in the third canto with Doyle, Paul Payant and Darrell Metivier going over for a touchdown from the nine, 15 and 15 yards respectively. Valind added two extra points and Metivier one, all on placements.

   The scoring was finished when on the last play from scrimmage in the game the third string came back, after giving up a touchdown to Flo-
The teacher expressed in the student's mind the need for a proper approach to the assignment given on the second lesson. The teacher also noted the importance of the assignment and its relevance to the lesson. After finishing the assignment, the teacher reviewed the cases done.
ence, to hit paydirt with Steve Kopish carrying, and John Pilarski adding the point after touchdown on a chrono-pass from Lyman Jason.

The Shamrocks had the edge on Florence by their weight and power, logical but the visitors fought back, playing a clean game. They were penalized only five yards, while the Irish drew order 95 yards on penalties. Lourdes gained 443 yards to the visitors' 78.

The Lourdes
Lourdes High School
Marinette, Wisconsin

2. The advance story: See page 105 for an example of an advance story headlined: Indian Bucketeers to Meet Sharp - Rufus King, West on Hardwood.

3. The sports column: See page 105, "Red Flashes."

4. The sports feature: See page 105 for an example of the feature interview:
   Would-Be Pharmacist Turns Coach,
   Guides Destiny of Football Squads

5. The sports review: See page 105 for an example of a short review of several basketball games:
   M.U.S., Purgold,
   North Beat Reds;
   Indians at Bottom

6. The promotion story: See page 105 for an example of a football promotion story headlined:
   Twenty-two Letters
   Presented at Banquet

References: Hyde, Newspaper Handbook, Ch. IX; Wrinn, Ch. XVI; Spears and Lawshe, Ch. 6; Savidge and Horn, Ch. XI.

STAFF ORGANIZATION There is no one best way of organizing a newspaper staff; the specific organization depends upon the size of the school and the size of the paper.
Five Fundamental Principles of Organization (Spears and Lawshe, High School Journalism, page 229)

1. The organization must be sufficiently flexible to permit the utilization of the available pupil personnel to the greatest possible advantage.

2. The staff must be organized so as to fix responsibility definitely and without question.

3. There must be planned provision for promotion from semester to semester through some sort of rivalry system.

4. There must be adequate provision for in-service training of all staff members.

5. The staff must be organized into workable units that are more or less complete in themselves.

Contributing to the failure and mismanagement of school publications is a lack of organization. Too often students fail to carry out their duties and responsibilities because these have not been specifically outlined. Duties of the various staff members are found under the appropriate headings throughout the Index. These duties, which have been adapted from Taylor's "Constitutional Organization of a School Publication," pp. 121-132, are only suggested because the number of responsibilities assigned to each member of the staff depends on the requirements of the school.

Taylor's unique plan of organizing the staff under a constitutional plan assures effective guidance of the school paper. The usual constitutional organization was set up under the following sections:

- Article I Statement of Purposes
- Article II Administrative Control
- Article III Board of Editors
- Article IV Elections and Appointments
- Article V Board Meetings
- Article VI Executive Committee
- Article VII The Faculty Adviser
- Article VIII Amendments

and the duties of the staff members were incorporated into the Constitution as By-Laws.

Grinnell (p. 617-622) offers another plan for staff organization as follows:
The fundamental principles of organization (cont.)

Any system which undertakes to establish an effective organization must start with the recognition that an organization is not a collection of people, but an arrangement of people for the purpose of getting work done. The work must be organized so that it can be done efficiently and effectively. To realize the full potential of the organization, the following principles are essential:

1. The organization must be structured so that the work can be done efficiently.
2. The work must be organized so that it can be planned in advance for promotion.
3. The work must be emphasized in the organization to be effective.
4. The work must be organized into manageable units.
5. The work must be organized into departments in the organization.

The principles of organization are as follows:

- Article I: Definitions and Scope
- Article II: General Principles
- Article III: Organization and Appointment
- Article IV: Coordination
- Article V: The Executive Committee
- Article VI: Amendments

The constitution was adopted by the following:
The keystone of the plan was an assignment book, in which was kept a complete record of every story assigned; the subject, the serial number of the story (based on the printing schedule), the approximate number of words, the date of assignment, the date due, the date received, the person to whom assigned, the editor making the assignment. The assignment editor, next in rank on the editorial staff to the editor, was responsible for this record and checked up on the department editors, who in turn protected themselves by making judicious assignments or by assisting the reporters receiving the assignments. At any time during the preparation of an issue it was possible to learn just what progress was being made and which reporters or editors were prompt and which were lagging. In order that the department editors might feel their responsibility, all stories entered in the assignment book had to go through their hands. If stories came to them incomplete or inaccurate, they were expected to make the necessary additions or corrections before the stories could be checked through as complete and given to the editor for his official sanction.

In recognition of his responsibility for all copy in his department, each department editor was credited with an appropriate number of words on his individual record. Every person working for the paper, even though he contributed the merest local item, had an individual record sheet. The tale told by these sheets was fascinating to all whose aspirations turned toward a higher place in the sun. Each person knew that his record was open to inspection and that it would be examined periodically by the executive staff. Once a month the executive staff—comprising the advisers (business and editorial), the editor-in-chief, his two associates, the assignment editor, the news editor, and the business manager—met to make such promotions and reductions in rank as seem warranted. They called into these meetings those department editors and business assistants who might be needed to give additional information with regard to particular individuals.

Recruits were first given consideration, and those giving evidence of journalistic promise were added to the reporter list. This step was the first link in the chain for the young writers. Often it was necessary for them to work for several issues before
finding their names on this list. Sometimes a name was dropped from the list after a period of brief re-
spendence. Not an issue was published that did not contain work of some who had not assisted before.
Tryouts, though often voluntary, were sometimes solicited by the editors, who were always looking for alert and talented reporters. After action had been taken on the newphytes, the positions on the staff were scanned for advisable changes. Perhaps someone feeling the pressure of too much extracurriculum activity had resigned, or an assistant had not been working up to the requirements of the department, or the creation of a new office on the staff seemed impera-
tive...

All positions on the staff were ranked from the editor-in-chief (Number 1) to reporters (Number 25). Accordingly, a promotion was definite. Except in cases of outstanding merit, a member was not advanced more than two or three ranks. In the course of his advancement every reporter had first to be promoted to star reporter (Number 24) or copyreader (Number 23). Usually two of each of these were competing for promotion to the staff proper. The most alert and able of the aspirants rarely served in these positions for more than two months before securing the desired promotions. They were given ample opportunity to prove their caliber. The rank sheet was posted where it could be consulted at any time, and all staff changes were posted and later incorporated in the masthead of the paper. Promotions and reductions in rank accordingly secured sufficient attention to insure continuous striving for advancement and conscientious work to retain a desirable position. The plan attracted the talented and ambitious and curtly dropped the careless, the indifferent, and the inefficient.

References: Taylor, pp. 121-132; Spears and Lawshe, Ch. 26; and Grinnell, pp. 617-622.

STET Stet is a term which indicates that words crossed out are to be set in type in spite of cross-out.

STREAMER*Banner

STYLE Style means a writer's use of language. Perrin says "the connotation of style is of the effectiveness of the expression (rather than of description of
usage or questions of correctness). An analysis of style takes into account the qualities of words, phrases, idioms, sentences, and arrangement of material.

"For editors and printers style means the method of handling various mechanical matters such as capital letters, punctuations, forms of plurals, divisions of words, details of typography." *Style Book

Newspapers today prefer a style of writing which makes the most economical use of the language. The watchwords of journalistic writing are accuracy, brevity, and clarity.

Characteristic newspaper style may be achieved:
1. By putting the important idea of a sentence at the beginning;
2. By using short, terse paragraphs;
3. By cutting out superfluous words, phrases and clauses:
   The articles the, a, and an can often be omitted:
   Weak: The Needham students watched the game.
   Better: Needham students watched the game.

   Weak: It is a part of the play.
   Better: It is part of the play.

   Weak: The committee arrived at a conclusion.
   Better: The committee concluded.

   Weak: The students held a discussion on the matter.
   Better: Students discussed the matter.

   Weak: The Student Council will meet on Monday.
   Better: Student Council will meet Monday.

   Weak: Ted Williams will speak at the assembly which will be held on Monday.
   Better: Ted Williams will speak at the assembly Monday.

   Weak: The assembly was held for the purpose of discussing the matter.
   Better: The assembly was held to discuss the matter.
4. By using the active voice instead of the passive:
   Weak: The accident was witnessed by ten students.
   Better: Ten students witnessed the accident.
An example of a text passage that could be extracted from the image:

"In order to support the initiative, several..."
5. By stating facts only and avoiding expressions of opinion;
6. By using nouns and verbs in preference to adjectives and adverbs;
7. By avoiding trite, hackneyed and obsolete words and expressions;
8. By obeying the rules of good English usage.

Faults in style and diction involve:
1. use of long, complicated sentences;
2. use of unemphatic sentence beginnings;
3. failure to use short, compact paragraphs (the newspaper paragraph should not exceed 75 words);
4. wordiness (See PART II)
5. lack of unity and coherence;
6. use of general rather than concrete words.
7. failure to use bright, vivid verbs;
8. lack of dignity as evidenced in slang and nicknames;
9. trite words.

References: Ferrin, pp. 580-581; Savidge and Horn, Ch. XI; Hyde, Journalistic Writing, p. 406; Mac Dougall, Ch. VIII.

STYLE BOOK (Also called Style Sheet) A compiled list of grammatical and typographical rules that a paper adopts to maintain uniformity of style. Each school newspaper should compile its own list of usages. For an example of a style book, turn to the next page.

SUBHEAD One line of bold face type used to break up a long story.

SUBSCRIPTION MANAGER The subscription manager has charge of all subscriptions (student, faculty, alumni) and is responsible to the business manager. Compare Circulation Manager.

Duties of:
1. To organize and carry out with the business manager, the campaigns for subscriptions.
2. To organize, with the advice of the business manager, the corps of subscription agents.
3. To receive and collect all subscription funds, tabulating them in detail, making a detailed record
Official
Style Book
Columbia Scholastic Press
Association

Adopted Also by
Pennsylvania School Press
Association

SIXTEENTH EDITION
(Fifth Printing)
January, 1947
Official
Style Book
Columbia Scholastic Press Association

Adopted Also by Pennsylvania School Press Association

SIXTEENTH EDITION
(Fifth Printing)

January, 1947

15 cents to members
25 cents to non-members
This style book is intended primarily for writers for school publications. The suggestions cover the points of usage that are most frequently encountered in such publications.

Examination of school papers and magazines and professional style books reveals that current usage varies considerably. (Notice the Atlantic Monthly's use of single quotation marks for direct quotations.) Newspaper usage prefers the down style (fewer capitals) and more frequent use of figures. Magazine and literary usage allows more capitals and prefers numbers spelled out. There seems to be no final and definite authority of best usage on many of the points involved in high school publications.

Realizing these differences, the authors of this style book have given optional or alternate forms in several instances. Select the style that is more suitable for your publication, follow it consistently and cross out the alternate form.

No attempt has been made to include a complete course in writing correct English, inasmuch as those who write for school publications are usually fairly well-grounded in the fundamentals of spelling, grammar, etc.

The style book has purposely been made in a convenient size so that every one who writes for the school paper may have it readily accessible wherever he writes. A copy furnished to the typesetter will avoid many questions and perhaps save time and money for numerous minor, but annoying, corrections.
No claim of originality or finality is made for this booklet, but its authors hope that its use will result in better written and more uniformly edited school publications.

THE COMMITTEE.

CHARLES F. TROXELL, Chairman
GERTRUDE L. TURNER
LAMBERT S. GREENAWALT
FLORENCE BARBER
ALICE CHEEK

Note to Thirteenth Edition:

While none of the features which were included in the first edition of this style book have been omitted, the thirteenth edition brings up to date the original style book of 1932 and improves upon the first general revision made in November, 1938. It is hoped that this new edition, revised by Charles F. Troxell, will continue to meet the needs of the advisers and staff members of student publications as successfully as the preceding issues.

All copy has been reread carefully and a number of errors, particularly in punctuation, which had escaped attention, have been corrected. More than 12,000 copies of this style book have been used in student publications offices in every state and in the territorial possessions. In many instances it has been included, in large part, in similar publications issued by the individual schools, colleges and universities. It has also become the style book for numerous scholastic press associations throughout the United States.—J.M.M.

PREPARATION OF COPY

1. Use un glazed, white, (or manila) paper of uniform size. The 8 1/2 by 11 inch size is preferred.

2. Write legibly. Use a typewriter whenever possible.

3. In typewritten copy use double or triple spacing.

4. In handwritten copy write on every second line (on lined paper) or allow plenty of space (on unlined paper).

5. “Print” out in capitals all proper names, technical terms, and any words that may be difficult for the compositor to decipher.

6. Indent paragraphs at least one inch.

7. Use one side of the sheet only.

8. Begin your story about the middle of the first sheet. The blank space above is for the headlines or titles, usually written after the story is complete (in the style of the publication).

9. Be careful in writing the letters a, e, i, o, m, n, u, w, r, s, and v.

10. In handwritten copy use a soft, black pencil.

11. Allow a one-inch margin on either side of the sheet and at the bottom.

12. Check copy very carefully for any errors of fact, technical English usage, violations of the style book, spelling of proper names, etc.

13. Do not write over figures or words; scratch out and rewrite.

14. Do not put more than one story on a single sheet of paper.

15. Write your name in the upper right-hand corner of the first sheet.
16. Number your sheets consecutively at the top with a circle around the number.
17. Use a readily removable clip to hold your pages together at upper left corner.
18. Do not roll or fold your manuscript.
19. Place # or XXX at the end of every completed story.

Abbreviations

Abbreviate:

1. The following when accompanied by a proper name: Mr., Mrs., M. (Monsieur), Mme., Mlle., Messrs., Msgr. (Monsignor), Dr., Prof., the Rev., Hon. (to be used only with foreign names, in editorials, or in documents).
2. Names of states when they follow the names of cities: Tulsa, Okla.
3. Names of organizations when there is no misunderstanding: as D. A. R., Y. M. C. A., Y. W. C. A.
4. University degrees when they follow a proper name: John Doe, M.A., but say, He received his degree of master of arts.
5. Use the abbreviations U. S. A. or U. S. N., after a proper name when these designations apply.
6. Abbreviate Number before figures in such technical expressions as No. 2 wheat.

Do Not Abbreviate:

1. Names of months of the year. (Note—Some newspapers prefer to abbreviate names of months of six letters or more: April 6, but Sept. 15.)
2. Christian names. Do not use Alex., Chas., Geo., Jas., Thos., Wm.
3. Days of the week.
4. Years, except when the figures immediately follow a name: He was living in 1870, the class of 1927, but Myrtle Finlan, June, '25.
6. Per cent. Write 20 per cent discount (no periods), not 20%.
7. Cents (See rule 6, Figures).
8. United States, except in headlines.
9. Names of streets. Write 126 West Main Street.
10. Fort and Mount.

Titles

1. The title when it can be limited to one word should always precede the name: Prof. John D. Smith.
2. In writing of students say Mary Brown, and then Mary. Do not use Miss.
3. In writing of women and woman teachers use Miss or Mrs., as the case may be, with the first name, and then later Miss or Mrs. with the last name. Thus: Miss Helen A. Price, then Miss Price or Mrs. Mark G. Haynes, and then Mrs. Haynes.
4. Never use Mr. with a man’s name the first time mentioned. Use his first name and initials. The second time use Mr. with the last name. Thus: Albert O. English, and then Mr. English.
5. Always use the before Rev. the first time a minister is mentioned. After that say Mr. with the name. Thus: the Rev. John V. Horton, and then the Rev. Mr. Horton. For Catholic priests write the Rev. Robert F. Flynn, and then Father Flynn.
6. Do not share a man's title with his wife. Write Dr. and Mrs. John Mayo, or Prof. and Mrs. John Dewey.

7. Write Mr. and Mrs. John F. Smith, not Mr. Smith and wife.

Capitalization

Below in several instances two forms are given. The one labeled "Down Style" is preferable for newspapers. The other, designated "Up Style," is preferable for magazines.

1. Capitalize English, Latin, German, French, Spanish, but not art, astronomy, biology, botany, domestic science, general science, history, mathematics, science, except when used as names of specific courses. Thus: Algebra 1, Modern History 2.

2. Do not capitalize the names of classes in the school: freshman, sophomore, junior, senior, or the faculty.

3. Up Style: Capitalize the full name of a school: Jonesville High School, Freeport Academy, Cornell University.

Down Style: Do not capitalize words like school, academy, university, college, and the like, when they follow the name of the institution: Jonesville high school, Freeport academy, Cornell university, but University of Pennsylvania.

4. Do not capitalize high school, academy, university, college, and the like, when used as adjectives: the high school team; or when used without the distinguishing name: the high school is new.

5. Up Style: Capitalize the full names of associations, clubs, societies, and similar organizations: the Nevada Athletic Association, the Smith Commercial Club, the Oriole Literary Society; but write the club will meet, the society will debate, when these words are used without distinguishing adjectives.

Down Style: Do not capitalize the word association, club, society, and the like, in expressions such as the Nevada Athletic association, the Smith Commercial club, the Oriole Literary society.

6. Up Style: Capitalize the names of places in expressions such as: the Gray Memorial Field, the Whitman Library, the Penfield Building.

Down Style: Do not capitalize field, library, building, and the like, in expressions such as the Gray Memorial field, the Whitman library, the Penfield building.

7. Up Style: Capitalize the words street, avenue, boulevard, road, lane, and the like in addresses: 1309 Harrison Street, 5432 York Road.

Down Style: Do not capitalize the words street, avenue, boulevard, road, lane, and the like, in addresses: 1309 Harrison street, 5432 York road.

8. Up Style: Capitalize the words river, lake, mountain, hill, and the like, when they follow the name: Delaware River, Rocky Mountains.

Down Style: Do not capitalize the words river, lake, mountain, hill, and the like, when they follow the name: Delaware river, Rocky mountains.

9. Capitalize gulf, lake, mount, and the like, when they precede the name: Gulf of Mexico, Lake of the Woods, Mount Whitney.

10. Capitalize titles preceding a proper noun: Coach Edgar A. Williams, President Ralph B. Johnson; but do not capitalize such words when they follow the name: Edgar A. Wil-
liams, coach; Ralph B. Johnson, president of the class.

11. Capitalize all proper nouns, including names of months and days of the week.

12. Do not capitalize the names of the seasons, unless personified: spring, summer, autumn, winter.

13. Capitalize all words in titles of plays, songs, books, lectures, addresses, etc., including the initial words A, An, The, but not articles, prepositions, or conjunctions within the title: The Spy; but The Last of the Mohicans.

14. Do not capitalize the words a, an, the in titles of periodicals: I saw it in the Times.

15. Do not capitalize north, south, east, west and their compounds and derivatives, except when they designate divisions of the country.


Down Style: Capitalize the names of holidays: Christmas, Easter; but Christmas day, Easter day.

17. Capitalize the names of all nationalities: American, French, German, Japanese.

18. Write a.m., p.m. (lower case letters, not capitals).

19. Do not capitalize adviser (note spelling is -er, not -or), varsity (no apostrophe), commencement, room.

20. Notice the use of capitals and lower case letters in expressions such as ex-President Taft (lower case e, hyphen, capital P).

**Dates**

1. Write Thursday, March 24, giving name of day, month, and date (in figures) unless references fall within one week of publication when the month and day (March 24) may be omitted unless there is possibility of confusion. Do not write March 24th. Never use st, nd, th, etc., after a figure in a date.

2. In writing for newspapers, do not forget that the date when the publication is to be read is today, the day after publication is tomorrow, and the day before publication is yesterday. For any other day, use the actual date, as in paragraph one.

3. In stating time, write today at 2:30; next Wednesday, March 24, at 8:15 p.m. Write 2 p.m., not 2:00 p.m.

**Compounds**

The following words are written solid (one word):

already handbook
anybody halfback
anything highlight
backstretch homestretch
bankbook inasmuch
baseball lacrosse
basketball lifelike
bookkeeper lifelong
bookkeeping manlike
committeeman midnight
cooperation nearsighted
downtown nevertheless
downtown newcomer
ever everybody
entranceway nobody
eyewitness notwithstanding
fairgrounds nowadays
farewell playground
featherweight quarterback
football railroad
foresight rainstorm
fullback reinforce
grandstand roughshod
schoolhouse
schoolroom
schoolmaster
schoolmistress
skyscraper
somebody
something
sometimes (adverb)
somewhat
subcommittee
sunset

(Some papers prefer the hyphen in all ball games: base-ball, foot-ball, etc. Some use them as two separate words: base ball, foot ball, etc.)

All words ending in -self are written as one word.
The following are written as separate words:
all right
any one
a while (noun)
en route
every one
every time
ex officio
good will
home room
in so far

The following require the hyphen:
bric-a-brac
brother-in-law
col-ed (slang)
co-ed (slang)
man-of-war
secretary-treasurer
semi-final

Elect, ex, and vice used in titles are connected to the titles by the hyphen.

Compound numbers usually require the hyphen: forty-two.
Compound adjectives require the hyphen: good-looking.
Several reputable professional publications use highschool as a solid word.

Figures

Style books vary greatly in clearness and uniformity on the subject of figures.

Probably the most universally followed rules on the much-debated point of when to use figures are these:

In all cases of literary composition, figures should be written out, if possible, except in dates.

For newspaper use: in general, write figures for 10 and over. Round numbers, however, are spelled out.

Do not begin a sentence with figures. Spell out the word or rephrase the thought.

The following are samples of some of the types most frequently encountered in school newspapers:

1. More than a hundred candidates reported.
2. The enrollment this term is more than 1,250.
3. The team so far has scored 91 points.
4. The girls downed Germantown, 5-4.
5. Membership is restricted to 35.
6. Tickets are 50 cents each. Do not write $.50, or 50 cts., or $0.50.
7. Weekes made a six-yard gain.
8. Benner dropped one over from the 30-yard mark. (Note the hyphen.)
9. Whitaker was high scorer with 12 points, closely followed by Rice, with 10.
10. Williams won with a leap of 20 feet, 5 3/4 inches.
11. Jordan’s time was 10.2 seconds, good enough to qualify him for the finals.
12. The equipment is valued at $18,000.
13. Use figures for the hours of the day: at 8 p.m.; at 9:30 last night.
14. Use figures for ages: He was 8 years old; but little two-year-old John.
15. Use figures for all sums of money of two digits and more.
16. Use figures for street numbers: 9 West Maple Street.
17. Spell out the word for numbered streets, unless a W., E., N., S. intervenes between the house number and the number of the street. Write 123 Fifteenth street, but 123 North 15th street.
18. Use the apostrophe for plurals of letters and figures: a’s, 12’s.

Some publications may have particular needs not covered by the list above. In that case make additions as needed.

Remember that whatever style is set for the publication, that style and no other should be used.

**Italics and Other Type Faces**

1. Use italics (or bold face) sparingly. Secure emphasis by a more forceful phrasing of the thought. This caution applies also to the use of entire words in capitals or in capitals and small capitals in a body type of light face. Notice that the names of one’s own publication or publications are usually set in capitals and small capitals, or some other distinctive type, however.

2. A single line under a word indicates to the compositor of a publication that the word is to be set in italics. In newspaper work, the underlining usually means bold face. This depends on what is carried in the typesetting magazine.

3. Two lines under a word indicate to the compositor that the word is to be set in small capitals throughout.

4. Three lines under the initial letter and two lines under the remainder of the word indicate that the initial letter is to be set in a large capital and the remainder of the word in small capitals.

**Paragraphs**

1. For ease of reading, paragraphs in newspapers should not be over eight or ten printed lines in length, or about 60 to 75 words. Longer paragraphs are difficult to read and sometimes difficult to handle in make-up.

2. Write the most important details in the first paragraph (or paragraphs). Remember that the last paragraph may be cut off in the make-up.

3. It is important that items in long stories be paragraphed in the order of their importance so that leeway may be had in making up the forms.
STANDARD FORMS

So many situations occur again and again that every publication should adopt standard forms for certain types of copy.

Metropolitan dailies carry standard forms for reporting summaries of sport events. Select a set for various sports (baseball, football, soccer, basketball, and the like) and then follow them exactly.

Track Meet Summary

This sample portion of a track meet summary shows style for places, times, heights, distances, etc. Observe abbreviations, figures, etc.

100-yd. dash—Won by Morton, T; second, Tomlin, T; third, Clark, R. Time, 10.4 sec.
880-yd. run—Won by Burk, T; second, Chase, R; third, Wilkins, R. Time, 2 min., 15.6 sec.

High Jump—Won by Gage, T; second, Bates, R; third, Winters, T. Height, 5 ft., 6 3/4 in.

Broad Jump—Won by Bates, R; second, Walters, R; third, Jenkins, T. Distance, 19 ft., 7 5/8 in.

(Name of school or abbreviation of name of school may be used in place of the initial, whichever is clearer.)

Elections

(Order, punctuation, capitalization)

The new officers are George M. Lower, president; William J. Morrison, vice-president; Charles R. Ewart, secretary; James F. Pendleton, treasurer.

Alternate form: The new officers are president, George M. Lower; vice-president, William J. Morrison; secretary, Charles R. Ewart; treasurer, James F. Pendleton.

Mark copy clearly to indicate whether copy is to be run in or set in column width.

Play Casts

Two forms may be used in setting play casts. Either the cast may be set in smaller type or the play characters may be "quoted," as shown by the following examples:

John Haring, the husband, Emory Baird.
Mary Haring, the wife, Laura Carn.
Alice Haring, their daughter, Ann Lewis.

or:

"John Haring," the husband, Emory Baird;
"Mary Haring," the wife, Laura Carn; "Alice Haring," their daughter, Ann Lewis.

Programs

The following is a good form for printing programs: In her first group Miss Reiter sang "Voice of a Dove" (Mozet); "Goin' Home" (Dvorak); and "Spring" (Gilbert).

The program is as follows: Reading, "My Mother" (Jones), Mary R. Boyle; soprano solo, "A Tree" (Kilmer), Betty Barr; address, "The Changing Times," Dr. Robert W. Mayer.

Debate Subjects

(Punctuation and capitalization)

The subject for debate was "Resolved: That capital punishment should be abolished in the United States."
PUNCTUATION

Years ago punctuation marks were sown thickly through the manuscripts. Printers were responsible for many more. Today they are shunned as much as they were desired in former days. The present style tends towards the elimination of all unnecessary marks. Newspaper usage is an example of that tendency. Following are standard forms:

*Period*

**Use a period.**

1. At the end of every declarative sentence:
   Newspapers are read universally.

2. After abbreviations:
   The Goss Co., 104 West St., the Rev. Dr. Miles.

3. As a decimal point:
   John's average for the year was 86.5.

4. Three periods separated by em spaces to show that words have been omitted:
   This generation . . . will see a revival of learning.

**Do not use a period:**

1. After headlines:
   Reds Win Last Lap

2. After chemical symbols:
   CuO (copper oxide)

3. After nicknames:
   Biff Jones, Babe Ruth

4. After date lines:
   Lancaster, Jan. 13—

*Comma*

**Use a comma:**

1. To set off participial phrases:
   Cheering him loudly, the mob left.

2. To separate words, phrases, or clauses in a series.
   The game was clean, fast, and exciting.

3. To separate two adjectives that modify the same noun, provided they are of the same kind and modify the noun with equal force:
   Hart gave him a cold, steady stare.

4. To set off parenthetic words, phrases, or clauses:
   Harley, as I know, could not lose the fight.

5. To set off a clause not closely connected with the main clause:
   The desk, which stands in the corner, is bright red.

6. To set off phrases or expressions at the beginning of a sentence when they are loosely constructed:
   To tell you the truth, I am only a freshman.

7. When its absence would obscure meaning:
   That that is, is.

8. To separate the month from the year:
   Dec. 25, 1925.

9. To set off words, phrases, and clauses used appositively:
   Bill, the hero, had died.

10. To indicate the omission of a verb in a compound sentence:
    John was elected editor; Mary, assistant.

11. To introduce a short quotation:
    I said, "Let him stay."
12. In addresses:
   Scott Lennes, 1846 Bermay Street, Chicago, Ill.

13. In numbers over three digits:
   867,028,047,084,000.

14. After a mild interjection:
   Alas, he was gone.

Do not use commas:
1. To set off restrictive clauses:
   The man who set the broken arm was the trainer.

2. Before or after quoted matter, except when it follows said, declared, etc.:
   It was marked "Handle with care."

3. Between the name and Jr., and Sr.:
   Paul Farrel Jr.

4. Before a coordinate conjunction in a compound sentence and in such a series as:
   Black, white, blue and green ties were sold.

Semicolon

Use a semicolon:
1. In long compound sentences to show greater separation than that indicated by a comma:
   He did not go to Utah, as he planned; he went to New York.

2. Before therefore, however and similar conjunctive adverbs connecting coordinate clauses:
   He was doing excellent work in algebra; therefore, he was permitted to do advanced work in mathematics.

3. To separate distinct clauses in the same sentence:
   War has come; the dove of peace has flown.

4. Between the successive main divisions of an enumeration:
   The officers are John Grove, president; Donald Spence, secretary; John Welsh, treasurer.

Colon

Use a colon:
1. Before a quotation that begins a new paragraph:
   Colonel James stated as follows: "My feelings on the subject are indeed deep, etc."

2. Before an enumeration or series of items:
   Try this menu: soup, steak, potatoes, coffee, and dessert.

3. To separate elements of time:
   The time set for the departure was 10:37.

4. Between chapters and verse numbers:

Apostrophe

Use an apostrophe:
1. To form the possessive of all nouns regularly inflected:
   The boy's story was not accepted.
   High school girls' books are usually full of papers.

2. To indicate elision of letters:
   Don't say that. Me wife an' me ain't goin'.
3. With an s in forming the plural of letters, figures and symbols:
   T's, 487's, &'s.
4. In abbreviations of school classes:
   The class of '29.

Do not use an apostrophe:
1. In possessive pronouns:
   Hers, yours, its.
2. When an original elision is no longer recognized:
   Varsity, phone, bus.
3. When a name without the apostrophe has been officially adopted:
   Iowa State Teachers College.

Use a dash:
1. To set off a parenthetical expression:
   The three R's—readin', 'ritin', 'rithmetic—are the fundamentals of grammar school training.
2. To denote an abrupt change in the subject:
   He said, "Bring me that"—but he was gone.
3. To indicate faltering or broken speech:
   "Well—er—you see—it was this way."
4. To denote an unexpected turn in sentiment:
   He was generous—with other people's money.
5. To denote the omission of letters:
   Madame B—departed in haste.
6. In verbatim reports of testimony:
   Q—Did you ever know the accused?
   A—I did not.

7. After date lines:
   York, March 27—

Quotation Marks

Use quotation marks:
1. To indicate that the words are those of another person:
   "He is dead," the lad shouted.
2. With titles of books, poems, plays, songs, etc.:
3. At the beginning of each paragraph in a quotation of several paragraphs and at the end of the last one of the series.
4. To set off slang expressions or foreign words:
   The cheer-leader's job is to "pep up" the crowd.

Do not use quotation marks:
1. Titles of books in a tabulated list or in copy made up largely of titles.
2. Names of newspapers and periodicals:
   The owner of the New York Times was Adolph Ochs.
3. Around nicknames:
   Ty Cobb, Red Grange.
4. For the name of your own publication.
   (Set it in distinctive type).
5. In writing testimony with question and answer:
   Q—What is your plea?
   A—Not guilty.

"The period and the comma always fall within the quotation marks.
"Exclamation and interrogation points, colons, and semicolons should be inside the
quotation marks when part of the quotation; otherwise outside." — Government Printing Office Style Book.

Hyphen

Use a hyphen:
1. To indicate the joining of words to express one idea:
   up-to-date, ex-president, man-of-war.
2. In compound numbers and in fractions:
   Sixty-nine, seven-tenths.
3. In suspended expressions:
   Several five- and ten-dollar bills.
4. When a word is divided at the end of a line:
   Profes-sion, re-pair, at-tract.
5. In compound adjectives:
   The Dewey-written report.

Do not use a hyphen:
1. In today, tomorrow, tonight.
2. When two nouns are joined to make another noun—with some exceptions:
   Copyreader, baseball, classroom.
3. In civil or military titles:
   Attorney general, brigadier general.

ILLUSTRATIONS

For general newspaper work the zinc etching and the halftone are used. The zinc etching is used for all line drawings, diagrams and the like. The halftone is the better for photographs or wash drawings.

In the zinc etching the lines must be sharp and clear, no shading being permissible except the lines of the pen. All letters, etc., must be open. In general the drawing should be at least one-third larger than the proposed engraving.

The halftone is used for the reproduction of photographs or wash drawings. In a halftone the surface is made of a multitude of raised points and depressions. In proportion as the points are large and close together or small and far apart the tones in the printed picture will vary from black to white. Halftones in zinc are commonly used because they are cheaper; for permanent service or long runs copper halftones are better.

Halftones are classified according to the degree of fineness or coarseness of the screen employed in making them. Meshes vary from 60 to 400 lines to the inch. Naturally the finer screens bring out the detail and artistic quality of a picture. The average newspaper uses a 65-line screen. This gives best results on newsprint stock. Of course the type of paper used more or less determines the screen. The finer screens can be used on better quality paper. For coated paper, as in yearbooks, 120- to 150-line screen should be satisfactory.

All unnecessary background should be eliminated. This can be done by using strips of paper to arrange suitable dimensions. Confer with your engraver.
HEADLINES
A Few Pointers

The purpose of the headline is to bulletin the news contained in the article. It should "advertise" the high spots of the story.
1. Read the lead of the article and briefly scan the remainder before writing the head.
2. Tell nothing in the head that is not in the article.
3. Place the verb in the first line if possible.
4. Do not repeat the same thought in the second deck as given in the first.
5. Use short words in the head—the more you tell the better.
6. Do not sacrifice accuracy for a "balanced" head.
7. Use present tense, active voice, if possible.
8. Write a feature head for a feature article.
9. Each lower case letter and each space between words count 1 unit, except i and l, which count ½ unit and m and w, which count 1½ units each.
10. The comma, semicolon, period and single quotation marks each count about ½ unit.
11. Keep heads balanced—that is, have nearly the same number of units in each line.

Punctuation
1. Use the period only for abbreviations.
2. Use the semicolon in display decks to separate two independent clauses.
3. Use the dash in inverted pyramids and hanging indentations to separate two independent clauses.
4. Use single quotation marks in all headlines.
5. In addition to the abbreviations permitted by the style book, the following may be used: Initials of school press associations; initials of one's own school; U. S., Y. M. C. A., Y. W. C. A., D. A. R.
6. Punctuate only when necessary.

Figures
1. Either figures or spelled-out numbers may be used regardless of copy rule.
2. It is permissible to begin a deck of a headline with figures, in violation of the copy rule.
3. When a number written in figures is longer than the corresponding word, the word should be used.

Division
1. Do not divide words in display decks.
2. Do not divide an infinitive, a noun and its article or modifiers, a preposition and its object, a conjunction from the words which it joins, or a participle from its auxiliary.

Use of Words
1. Use a verb in each deck of the head. It is permissible that forms of the verb "to be" may be implied.
2. Use nouns and verbs that make a complete statement of fact.
3. If a verb is used for the first word of a main deck, the subject of that verb should be the first word in the second deck.
COPYREADING

The copyreader is the person who reads the handwritten or typewritten manuscript before it is sent to the printer.

He must read the copy carefully, for the typesetter will set the copy exactly as he gets it. “Follow the copy, even if it goes out the window” is the typesetter’s motto.

All corrections should be written as neatly and legibly as possible. If copy is too full of corrections, it should be rewritten.

The copyreader should write folo copy in the margin when he wishes copy containing misspelled words or bad grammar set as it is written.

If a piece of copy is to be set in other than the usual width, the desired width should be clearly indicated. Column widths are measured in terms of so many picas wide. This style book is 16 picas wide.

If an unusual arrangement of type is desired, such as that required by placing a cut in the middle of two columns with type run around it, a layout sheet should be attached to copy, showing the exact size of block on which cut is mounted, together with lines to be used as caption and explanatory underline or lines.

If a piece of copy or a part of it is to be set in larger or smaller type than is usual, the copyreader should mark in the margin the size of type to be used.

 Arrange copy, as far as possible, in the sequence in which it is finally to appear in print.

Number all sheets consecutively straight through from first to last. On the top sheet in a conspicuous place, state the total number of sheets sent for typesetting.

Estimate carefully the quantity of copy required for the publication. Do not send too much or too little. This will eliminate “over matter,” or a frantic, last-minute rush for material.

Copyreader’s Marks

Everyone who writes for the publication should familiarize himself with the following marks used by the copyreader:

- Beginning of a paragraph.
- Begin paragraph.
- No paragraph. Run in.
- No paragraph.
- Abbreviate or spell out as the case may be.
- Set in black face or italics.
- Set in capitals and small capitals.
- Make it a capital.
- Reduce capital to lower case.
- Close up space.
- Leave a space between words.
- Transpose the enclosed elements.
- The bridge line carries the compositor’s eye over deleted material.
- Period.
- Comma.
- Placed at the end of the article to show ending.
- Marks point where insertion is made.
PROOFREADING
The proofreader is the person who reads and corrects the printed proof.
The marks given below are the standard proofreading marks in use in most printing establishments.

Abbreviation
Spell Out—Substitute full spelling of word or number.
Fig—Substitute figures.

Paragraphing
¶—Begin new paragraph.
No ¶—Do not begin new paragraph.
Run in—Make elements follow on same line without break.

Insertion or Omission
Lambda—Indicates point of omission.
Delta—Take out part marked.
Stet—Do not make change indicated. In addition to this mark in the margin, a set of dots is placed under the word or words in question.

Uncertainty
(?)—Is this right?
See Copy—See copy and insert what has been omitted or make as per copy.

Kind of Type
cap—Change to capital letter.
Sm. c. or s. c.—Change to small capital.
l. c.—Change to lower case.
Rom—Change to Roman type.
Ital—Change to Italic type.
b. f.—Change to bold face type.
w. f.—Letter indicated is from wrong font.
9—Letter indicated is reversed or upside down.
X—Letter indicated is broken or imperfect.

Position

Punctuation

Spacing

w. f.—Letter indicated is from wrong font.
9—Letter indicated is reversed or upside down.
X—Letter indicated is broken or imperfect.
GLOSSARY

Printers and newspaper and magazine writers use many terms peculiar to the trade. Familiarize yourself with the following list as soon as possible:

**Add**—Later information, to be added to a story already written or in type.

**Bank**—A division of the headlines of a news story. Also called **deck**.

**Banner**—A headline extending across the top of the page. Sometimes called streamer.

**Beat**—Territory assigned to a reporter to be covered regularly. Also called **run**.

**B. F.**—Abbreviation for **bold face** type.

**Box**—A frame made with rules, to inclose special or important news or other matter.

**Break line**—A headline that contains white space on either side.

**By-line**—A line at the beginning of a story giving the name of the author of the story.

**Caps**—Abbreviations for **capital letters**.

**Caps and caps**—All letters in capitals of the same size. Indicated by underlining three times.

**Caps and l. c.**—Capitals followed by lower case letters, the usual style of printing. No special indication needed.

**Caps and s. c.**—Capitals and small capitals following. Underline letter to be capitalized three times; letters to be in small capitals (smalls caps) underline twice.

**Caption**—The wording above or under an illustration.

**Copy**—All manuscript prepared for publication.

**Copyreader**—One who edits copy for news value, grammar, style, etc.

**Cover**—To get the facts or write up a news situation.

**Dead**—Matter set in type and not to be run again.

**Deadline**—The latest time a story can be received for publication.

**Down Style**—A printing style that uses lower case letters in preference to capitals when at all possible. Reverse is up style.

**Dress**—The make-up of a publication, particularly referring to typographical features.

**Dummy**—A sheet or sheets showing the arrangement or layout of a publication. A dummy is made by pasting the matter that is on the galley proof sheet (trimmed) in the position that it is to occupy in the finished publication. In more advanced papers, the dummy is made by using symbols instead of pasting.

**Ears**—Oblong boxes in the upper corner of the front page. In high school newspapers they usually contain a slogan or an announcement of importance.

**Em**—The unit of measuring for column widths, indentions, etc., the square of the body of type of any size. The letter m is made on a square-based piece of type metal.

**Family**—The designation of all the type of a given style: Bodoni, Caslon, Cheltenham, Goudy, etc.

**Feature**—The important fact of a piece of news played up in the first or lead sentence.

**Feature Story**—A news story in which elements other than the news value are played up strongly.
Flush left—A style of typesetting in which all the first letters of the lines are set close to the left-hand of a column.

Font—Complete assortment of all the type of one size and face.

Future—A story (or event) that has not yet occurred.

Future Book—A book in which are listed coming events to be covered by reporters. For high school publications, the editor-in-chief, the assignment editor, the managing editor, or the news editor is responsible for maintaining this book.

Galley—A long, shallow metal tray in which type is placed after it is set up (by machine or hand) and before it is placed in the form.

Galley Proofs—A proof taken from type in a galley, to be read for corrections or making a dummy. Printers usually furnish two copies of galley proofs, one for making the dummy and the other for correcting errors. Galley proofs used in making a dummy should be clearly marked across the face with the number appearing at the top of the proof sheet. Printers speak of “taking a proof” or “pulling a proof.”

Guideline—A word placed at the beginning of a story and at the top of following pages of copy to assist the typesetter.

Hanging indentation—A style of typesetting (particularly for headlines) in which the first lines is set flush on both sides, with remaining lines indented the same distance (usually one or two ems).

Hold—An instruction written on copy that is not to be set or run until further notice.

Hole—An unfilled space on a page.

Inverted pyramid—A headline style in which the top line is set flush at both sides, with remaining lines centered in the column, each line being shorter than the one preceding.

Jim dash—a very short dash used between decks of a headline.

Jump—(verb) To continue a story to another page. (noun) The portion so continued.

Jump head—The headline used on the continued part.

Kill—To strike out type or copy that is not to be printed. School papers should be so planned that a minimum of type matter is ordered killed, as the cost of composition is expensive.

Layout—The plan that indicates to the printer the arrangement of copy. (Applied principally to special arrangements of advertisements or any special arrangement different from that prevailing in the publication.)

Lead (pronounced led)—A thin strip of metal, less than type high, placed between lines of type to give white space between lines. To lead out or lead is to place leads between lines. Matter set without leads is said to be set solid.

Lead (to rhyme with feed)—The first sentence or group of sentences in the story, giving in concise language the gist of the following story.

Lead story—The story placed in the most prominent place in the newspaper (the top of the upper right hand column).

Lower case—Small letters, as distinguished from capital letters. In the printer’s older style, handset type case, capital letters were
in the upper case, small letters in the lower case.

**Make-up**—The general arrangement of a page or pages.

**Make-ready**—The preparation of a printing form for the press by the pressman.

**Masthead**—The heading on the editorial page that gives essential facts about the publication: name of school, city, state; staff, advisers; volume, number, date; frequency of publication; price, etc. Also called flag.

**Matrix**—A “mat” from which a stereotype is made.

**Morgue**—A filing cabinet, containing clippings, photographs, drawings, and copy that may be used later in preparing stories.

**Must**—An instruction written on copy to indicate that it must be printed in this issue.

**Nameplate**—The heading at the top of the first page, giving the name of the publication.

**No-count head**—A style of headline writing in which the lines are not of absolutely uniform length; each line is usually set run in flush at left of column. (School staffs are cautioned against permitting too great variation in length of lines.)

**Overbanner**—A banner (or streamer) placed above the nameplate.

**Pi**—Jumbled, disarranged type that must be re-sorted before it can be used again. A pi line is one cast by a machine operator who has made an error and who completes the line by striking keys at random.

**Point**—The modern system of measuring type sizes. One point is 1/72 of an inch high. An eight-point type is therefore 8/72 of an inch in printed height. To avoid the necessity of leading out by hand, small letters are often made on type blocks of larger size. Thus, an eight-point letter may be on a ten-point type block. This is called 8 on 10 or written 8/10. This glossary is set in 10-point type on a 10-point body.

**Proof**—A printed trial-sheet or impression taken for correction or examination.

**Rewrite**—A story from another paper, revised to meet local interest, or one received from the student contributor to be revised to newspaper style.

**Rule**—A strip of metal used in preparing a printing form.

**Scoop**—A story secured by a reporter before it is obtained by any of his competitors.

**Sig cut**—A cut of signature or name of a firm.

**Slug**—A solid line of type set on a linotype machine. Leads six points or thicker are also called slugs.

**Solid**—Matter set without leads between lines.

**Stet**—A word written by a reporter or copy reader to indicate that matter crossed out is to be set in type, in spite of cross-out.

**Story**—General name for any written matter, except editorials and advertisements.

**Streamer**—(Same as banner.)

**Thirty** (or 30)—Written at the end of a story means the end. A telegrapher’s term meaning “Good night” or “the end.”

**Widow**—A fractional part of a full line used at the top of a column or page—not permitted by good printers.
Further information on school journalism and the usages involved in this style book may be found in the following:

- News Writing in High School, L. N. Flint. Lawrence.
- Journalism for High Schools, Charles Dillon. Lloyd, Adams, Noble.
- News Writing, Leo A. Borah. Allyn and Bacon.

“Making” the School Newspaper, Irving Crump. Dodd, Mead & Co.
Primer of School Newspaper Technique, Lambert Greenawalt. C. S. P. A.
Handbook of Composition, Edwin C. Woolley. Heath.
University of Iowa Newspaper Desk Book, Edward H. Lauer. Editor.
Between Deadlines, Lee M. Merriman, Benjamin H. Sanborn & Co.
Magazine Making, John Bakeless. The Viking Press.
The Student Editor, James W. Mann. The Macmillan Company.
Reading and Writing the News, Maude Shanks Staudenmayer. Harcourt, Brace and Company.
to be turned in with the cash received to the business manager.

4. To prepare and distribute all forms necessary for the collection of subscriptions.

5. To organize and conduct subscription campaigns among alumni and friends of the school.

6. To attend all staff meetings.

Reference: Taylor, p. 130.
To be continued.
TIE-IN The section of a follow-up story that tells the reader what has happened before.

TIME COPY Copy that can be used A.O.T.—any old time.

TOMBSTONE HEADS These are headlines of the same style and type placed side by side, and thus are confusing to read. Such headlines are the result of poor make-up.

TYPOGRAPHY The arrangement of type or the appearance of printed matter.
UPPER CASE Capital letters. Upper case is designated by underlining the word or letter to be capitalized three times. *Copyreading Marks

UP STYLE A style which calls for an extensive use of capital letters. For example:

First we visited the Needham Senior High School which is located on Webster Street near the Needham Public Library. Mr. Pollard, principal of the school, showed us the Chemistry Laboratory, the History Department, and introduced us to the head of the English Department.

A newspaper which uses a down style form would not capitalize the encircled words.
A proofreaders' mark to indicate wrong font, style, or size of a letter.
The following works have been the most useful in gathering material for this study. They are referred to by the author's name only in particular articles of the Index.


Material from the school newspapers listed below has been used throughout the Index for illustration.

The Black and Gold, Heights High School, Cleveland Heights, Ohio
The Bradford, Wellesley High School, Wellesley Hills, Massachusetts
Brown and Gold, Haverhill High School, Haverhill, Massachusetts
The Chatterbox, George Washington High School, Danville, Virginia
Clinton News, DeWitt Clinton High School, New York, New York
The Cogwheel, Mechanic Arts High School, St. Paul, Minnesota
Commerce, High School of Commerce, Springfield, Massachusetts
The Custer Chronicle, Custer High School, Milwaukee, Wisconsin
The Devil's Pi, Central High School, Superior, Wisconsin
The Evanstonian, Evanston Township High School, Evanston, Illinois
The Foursquare, Messmer High School, Milwaukee, Wisconsin
Hi-Tower Flashes, Lincoln High School, Manitowoc, Wisconsin
The Jackson Journal, Stonewall Jackson High School, Charleston, West Virginia
The Lourdes, Lourdes High School, Marinette, Wisconsin
Miami High Times, Miami High School, Miami, Florida
The Newtonite, Newton High School, Newton, Massachusetts
Orange and Black, Gilbert High School, Gilbert, Minnesota
The Quill, Mount Saint Joseph High School, Baltimore, Maryland
The Sagamore, Brookline High School, Brookline, Massachusetts
Shaker Scroll, Shaker Junior High, Shaker Heights, Ohio
Sider Press, Senior High School, Oceanside, New York
The South Side Times, South Side High School, Fort Wayne, Indiana
The Washington Scroll, Washington High School, Milwaukee, Wisconsin
Wy News, Theodore Roosevelt High School, Wyandotte, Michigan
V.H.S. Highlights, VanHornesville Central School, VanHornesville, New York
Tech News, Technical High School, Springfield, Massachusetts