High school publications: the newspaper and the annual

Fairbanks, Alice Tuttle

Boston University

http://hdl.handle.net/2144/6106

Boston University
High School Publications: the Newspaper and the Annual

A Thesis Presented for the
Degree of Master of Education

By

Alice Tuttle Fairbanks
A.B. Mount Holyoke

Boston University

1927
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>History of High School Publications</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Thesis</td>
<td>4</td>
</tr>
<tr>
<td>The Newspaper</td>
<td>5</td>
</tr>
<tr>
<td>Its Purpose in High Schools</td>
<td>5</td>
</tr>
<tr>
<td>Its Adviser</td>
<td>7</td>
</tr>
<tr>
<td>The Staff</td>
<td>10</td>
</tr>
<tr>
<td>Number of Times Published</td>
<td>14</td>
</tr>
<tr>
<td>Size</td>
<td>14</td>
</tr>
<tr>
<td>The Name</td>
<td>15</td>
</tr>
<tr>
<td>The Process of Securing the News</td>
<td>15</td>
</tr>
<tr>
<td>In Schools That Offer a Course in Journalism and Those That Do Not</td>
<td>15</td>
</tr>
<tr>
<td>Meetings of Staff</td>
<td>17</td>
</tr>
<tr>
<td>The Use of the Assignment Sheet</td>
<td>18</td>
</tr>
<tr>
<td>The Style Sheet</td>
<td>20</td>
</tr>
<tr>
<td>Copy Reading</td>
<td>20</td>
</tr>
<tr>
<td>Proof Reading</td>
<td>21</td>
</tr>
<tr>
<td>The Make-up of the Paper</td>
<td>22</td>
</tr>
<tr>
<td>The Contents</td>
<td>22</td>
</tr>
<tr>
<td>The Front Page</td>
<td>22</td>
</tr>
<tr>
<td>News Stories</td>
<td>27</td>
</tr>
<tr>
<td>Feature Stories</td>
<td>32</td>
</tr>
<tr>
<td>Interviews</td>
<td>36</td>
</tr>
<tr>
<td>The Editorial Page</td>
<td>39</td>
</tr>
<tr>
<td>Editorials</td>
<td>39</td>
</tr>
<tr>
<td>Platforms and Slogans</td>
<td>46</td>
</tr>
<tr>
<td>Illustration</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1. High School Newspaper Staffs</td>
<td>12</td>
</tr>
<tr>
<td>2. The Assignment Sheet</td>
<td>19</td>
</tr>
<tr>
<td>3. Effective Make-up in a Seven Column Paper</td>
<td>24</td>
</tr>
<tr>
<td>4. Effective Make-up in a Four Column Paper</td>
<td>25</td>
</tr>
<tr>
<td>5. Effective Make-up in a Three Column Paper</td>
<td>26</td>
</tr>
<tr>
<td>6. A Well-written News Story</td>
<td>29</td>
</tr>
<tr>
<td>7. A Group of Short News Stories</td>
<td>30</td>
</tr>
<tr>
<td>8. An Interesting Column</td>
<td>31</td>
</tr>
<tr>
<td>9. A Feature Article</td>
<td>34</td>
</tr>
<tr>
<td>10. Some Short Feature Stories</td>
<td>35</td>
</tr>
<tr>
<td>11. An Interview</td>
<td>37</td>
</tr>
<tr>
<td>12. An Interview</td>
<td>38</td>
</tr>
<tr>
<td>13. A Humor Column</td>
<td>51</td>
</tr>
<tr>
<td>14. A Humor Column</td>
<td>52</td>
</tr>
<tr>
<td>15. A Well Balanced Sports Page</td>
<td>64</td>
</tr>
<tr>
<td>16. A Typical Football Write-up</td>
<td>65</td>
</tr>
<tr>
<td>17. An Athletic Page Column</td>
<td>66</td>
</tr>
<tr>
<td>18. A Sports Page Cartoon</td>
<td>67</td>
</tr>
<tr>
<td>19. A Group of Snap Shots</td>
<td>69</td>
</tr>
<tr>
<td>20. A Feature Picture</td>
<td>70</td>
</tr>
<tr>
<td>21. The Football Picture</td>
<td>71</td>
</tr>
<tr>
<td>22. The Feature Story in Pictures</td>
<td>72</td>
</tr>
<tr>
<td>23. A Cut of the School Song</td>
<td>73</td>
</tr>
<tr>
<td>24. The Cartoon</td>
<td>75</td>
</tr>
<tr>
<td>25. The Cartoon</td>
<td>76</td>
</tr>
<tr>
<td>26. The Cartoon</td>
<td>77</td>
</tr>
<tr>
<td>27. The Short News Item</td>
<td>80</td>
</tr>
<tr>
<td>28. News from Other Schools</td>
<td>81</td>
</tr>
</tbody>
</table>
30. Headlines Found in One Issue of the Spectator.... 84
30. The Headline of Capitals and that of Lower Case. 85
31. The Advertising Contract................................. 90
32. The Advertising Rate Card................................. 90
33. The Weekly Report........................................... 91
34. A Page of the Dramatics' Section......................... 122
35. A Collection of Small Pictures Showing
   Scenes From a Play........................................... 123
36. A Cut From The Humor Section............................ 125
37. Arrangement of Senior Pictures......................... 129
38. A Club Picture and Write-up............................. 130
39. A View from the Scenic Section.......................... 131
40. A Page of Snap Shots........................................ 132
41. Effective Use of Snap Shots............................... 133
42. Another Way to Arrange Snap Shots..................... 134
43. The Cut-out Used to Advantage......................... 135
44. Effective Advertising Display............................ 140
High School Publications: The Newspaper and the Annual

Introduction

History of high school publications

High Schools have had some sort of publication for many years. In the early years, the magazine was the organ of expression. This was generally published by the English department, and not much attention was paid to the rules of journalism. From my study of newspapers and annuals, I have found that the magazine was begun from thirty-five to forty-five years ago. In the early years this magazine contained stories, essays, poems, club notes, sports news and jokes. In some schools it was published three or four times a year; in others every month.

Out of the magazine has come the annual and the newspaper. Both put in an appearance in great numbers about fifteen years ago. The newspaper then was a small affair of three or four columns, and was generally published as a bi-weekly. At first it was given over mostly to athletic news and to jokes. There are some newspapers that were begun years before that; for example, the Observer of Decatur High School, Decatur, Illinois was begun in 1892; the Owl of Rockford, Illinois High School was begun in 1890. The annual in the early years was in most cases a thin book giving the history of the senior class only.

Within the last five years high school publications have grown tremendously, especially the newspaper and the annual.
It is estimated that there are 10,400 newspapers; 2,600 magazines; and 12,300 yearbooks published by the high schools of the United States today. In 1922 in a "Report of the Survey of the Public Schools of Philadelphia," E. K. Fretwell urged that every Philadelphia high school publish a newspaper instead of the magazine which was then in existence in all but one high school. He thought this was a good way for the school to make known its educational policy to its patrons, and that it would promote constructive activities. On December 3, 1926, only four years later, more than 80 delegates from the high schools and the normal school of Philadelphia met and formed the Philadelphia High School Press Association. The delegates represented 18 school publications. Most of the high schools of Philadelphia today are publishing newspapers.

Many of the papers which were three, four, or five column papers have now become six or seven column papers. Innumerable magazines have given place to newspapers or if they have been retained along with the newspapers, have become distinctly literary. The yearbook has grown in size, is beautifully made, and represents the entire school. If the yearbook is bought each year of the four a pupil spends in his school, it forms a history for the pupil to keep down through the years.

These books that formerly were hard to finance have become through modern business methods a paying proposition, and because of this have proved their right to exist.

Another high school publication that is making its appearance today is the handbook, which gives all sorts of school information. As H. D. Meyers says, "The handbook offers one of the finest opportunities for real educational progress in project form. The making of a handbook cannot be overestimated in its value to student growth." Then he goes on to show that its most important function is the ability it has of orienting the new student to his new environment as it gives him information about the many things that he needs to know.

All four of these publications are important. All four offer opportunity to the students to express themselves. Boys and girls love to see what they have written in print. They are likely to do much better work if there is ever an opportunity for their material to be produced. Publications also offer a chance for certain pupils to exercise activity in producing them. This develops many desirable qualities in the pupils interested. These publications act as an advertising agent for the school and mold public opinion. If everything that happens is given the right kind of publicity through publications, there is likely to be less criticism and less misunderstanding about school proceedings. In this thesis, because of the size of the subject, detailed study will be made of only newspapers and annuals.

Purpose of Thesis

The purpose of this thesis is three fold:

(1) To tell what has already been written about newspapers, annuals. With the growth of the several press associations, each with its publications, much material is today being written about high school publications. The bibliography at the end of this thesis will bear witness to this. The press association publications are not the only ones, however, that are publishing material about high school newspapers, annuals, magazines, and handbooks. Educational magazines all over the country are taking up this popular theme.

(2) To show through a study of the newspapers that won the All-American and First Honor Rating and of the annuals that won the All-American Rating in the 1926 Central Inter-scholastic Press Association contest what newspapers and annuals are doing. All the newspapers that won All-American and First Honor Rating were written to and asked to send their papers each time published. Fifty-four of these papers have been sent to me through the year, and they have formed the basis of the study made of newspapers. The annuals that won All-American Honor Rating were sent for. Ten have formed the basis of this study.

(3) To show what the advisers of these newspapers and annuals think about certain problems, and how they manage their papers or books. Questionnaires were sent to 54 papers and to 20 annuals. Answers were received from the advisers of 31 newspapers and ten annuals, and these replies have formed the basis for this part of the study.
The Newspaper

Its Purpose

In order to exist, a high school paper must have a very definite purpose. The advisers have given the following answers as to what purpose the paper serves in their schools. As each adviser has listed more than one purpose, the number will be greater than the number of schools heard from.

<table>
<thead>
<tr>
<th>The Purpose</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve English and give practical experience in writing for print.</td>
<td>5</td>
</tr>
<tr>
<td>To serve as an outlet for the journalism class.</td>
<td>5</td>
</tr>
<tr>
<td>To disseminate news about school activities.</td>
<td>17</td>
</tr>
<tr>
<td>To create school spirit.</td>
<td>14</td>
</tr>
<tr>
<td>To let the parents and the public know what the high school is doing.</td>
<td>3</td>
</tr>
<tr>
<td>To maintain contact with alumni.</td>
<td>3</td>
</tr>
<tr>
<td>To furnish a worth-while activity</td>
<td>4</td>
</tr>
<tr>
<td>To give a limited number experience in executive ability.</td>
<td>2</td>
</tr>
<tr>
<td>To keep in touch with other schools</td>
<td>1</td>
</tr>
<tr>
<td>To establish a bond between students and faculty.</td>
<td>1</td>
</tr>
</tbody>
</table>

From this table it will be seen that 17 advisers list "To disseminate news about school activities" as the greatest purpose of the high school paper; that 14 give "To create school spirit." O. F. Nixon in "Student Publications in High Schools" says,

"Generally speaking, the student paper is to the school what a local paper is to the community and as such it gathers and presents all the school news."
As the official organ of the school, it gives publicity to the school program and activities, creates sentiment in advance for any undertaking and unites the school by bringing students, teachers, and parents into closer relationship. The student paper is a most dynamic factor in molding school opinion; in motivating work in English composition, and in creating and maintaining a good school spirit. It is a medium between the school and the home, and keeps both teachers and pupils in constant touch with all the activities of the school."

Bessie M. Huff in "How to Publish a School Paper" says,

"Though the development and display of good English is its chief aim, the study is an active force for democracy. It seeks to furnish many students a laboratory in which to develop American ideals by giving every young citizen an opportunity to write and to speak the English language purposefully. The personal growth in self-control, business achievements, and executive ability that students gain from actual work on a school paper alone justify the establishment of a school paper in any school."

The Adviser

Very important for the high school newspaper is the adviser. No publication can hope to live without an able adviser who knows the ground, has had real experience, and good training. Of the advisers heard from, all but five had had definite training in journalism. Some had taken their Master's degree in journalism, some had taken the work as undergraduates and had worked on college papers, a good many had been reporters on city newspapers, a few had taken summer courses in journalism, and one had taken a correspondence course in journalism. The day has passed when any English teacher can be given the advisership of the newspaper. Helen M. Patterson in "Training Aids Journalism Teachers" says:

"If one may judge by the figures obtained by the Publication Survey sent out by the Scholastic Editor, it is evident that journalism teachers of the future must be better qualified and equipped for their work. Five years ago a trained and experienced journalism teacher was almost unheard of in the high school field. Out of 165 questionnaires which had been returned at the time of going to press, it was found that 78 of the total of 293 teacher-advisers had had one or more courses in journalism. Twenty-three of them had had practical experience on daily or weekly newspapers or trade publications, and twenty-eight had had experience on college papers.

"Since newspapers have become part of the business of the schools, every paper has a large list of exchanges in order that the editors may see what the newspapers of other schools are doing. If the paper is not up to the standard of these schools, the editors and staff members are the first to object, and when the students lose confidence in their instructor's ability to suggest superior methods for getting out a better paper, then the untrained teacher's position is not an enviable one."

Patterson, Helen M. "Training Aids Journalism Teachers" Scholastic Editor, April, 1924, p.11
That a teacher may have time to do good work as an adviser and a teacher, she should not be given too much work. As Miss Patterson points out:

"In schools where the paper is edited outside the class in writing, it is absolutely essential that the adviser be relieved of at least one hour of the routine class work or one of two evils will result. Either the papers will show the lack of competent guidance or the work of the class room will of necessity be neglected, for the teacher can only do as much as there is time in which to do it."

That school officials are recognizing the necessity of giving advisers fewer periods of work is shown by the answers to the questionnaire. Three teach five classes; eleven teach four; ten teach three; four teach two; three do no teaching, but serve in an executive capacity.

Of the 31 advisers heard from, 21 supervise both the editorial and financial ends of the paper; ten attend only to the editorial side of the paper, while some other person looks after the financial. The duties of the editorial Adviser as listed by one of these advisers are as follows: "to confer with editors on assignments; to O.K. all copy; advise on make-up; help on proof reading; supervise printing; suggest and plan, but see to it that the youngsters do the work."

These advisers in almost all cases have unlimited powers, as one of them puts it "to hire and fire." A few of them confer with the principal if occasion arises, but most of them use their own judgment and put the paper through in the best way possible.

6. Patterson, HelenM. "The Adviser and the School Publication" Scholastic Editor, Dec., 1923, p. 11
Rowena Harvey in "Is Your Newspaper Staff Efficient" says of the adviser,

"The best faculty advisor is the one who does the least in the actual production of the paper. But there can be many evidences of her work as advisor. A certain head can be a good head because the student rewrote it three or four times, each time improving it through her advice.

"The faculty advisor has an important part to play in the selection of the staff, naming the head of the staff and assisting the head in picking his assistants. She can have much to do in making sure that the policy of the paper will react to the good of the school. If there is but one adviser, she must also keep an eye on the finances.

"But the greatest amount of the faculty advisor's time will be given to the checking of the work of the staff members. She should know how much copy each writer brought in each week, how much was accepted, what his chronic faults are, etc. This information kept on file will not only enable the adviser to know the staff members better, but will be a wholesome spur to the staff."

7. Harvey, Rowena. "Is Your Newspaper Staff Efficient?" Scholastic Editor, March, 1926, p.9
The Staff

O. F. Nixon in "Student Publications in High Schools" says,

"It cannot be emphasized too strongly that the working staff should be carefully selected for actual business sense and journalistic ability rather than social popularity."

Borah in "News Writing" says,

"Efficient organization of the editorial staff is the first requisite for success in putting out a school paper. Every task must be assigned definitely to somebody; and everybody on the paper must have his regular duties, for the performance of which he--and he alone--is responsible. When an assignment is made to the staff in general, nobody is definitely responsible for it; and, therefore, it is liable to be neglected. Passing the buck is an evil for which proper staff organization is the only sure preventive.

"It is unwise to have a large number of editors. High-sounding titles tickle the vanity of many students, but do not induce them to work. Every staff title should mean something, and there should be no ambiguity about its meaning. The moment a title becomes honorary,--that is, when its holder ceases to function for the betterment of the paper,--it should be dropped from the mast head, the official staff list."

Of the 31 advisers who answered the questionnaire, 25 select their own staffs; two are helped by the principal; one selects her editor-in-chief and then allows him to help her select the rest of the staff; one has her staff elected by the school; three have their staffs chosen by the faculty of the school; two have as their staff the regular class in advanced journalism.

9. Borah, Leo H. "News Writing" p. 152
The time when the staff is selected depends on the school system. Some schools operate on the two semester plan with promotions every half year; other school systems have promotions on the old yearly plan. Of the papers studied, 13 have the staff chosen at the beginning of each semester; 13 have the staff chosen either in June or September; 5 have the staff chosen whenever it is necessary or whenever they qualify.

The size of the staff depends upon the size of the school. All the schools have a comparatively small number of editors and a larger number of reporters. The mast heads on page 12 show the staffs in large, medium sized, and small high schools.

The scholastic requirements vary in the different schools from no requirements at all to a rank of B in English and journalism. Six papers have no requirements; 14 require a passing grade in all subjects; seven require a rank of B or above; four require executive ability, good character, ability to write, etc.

The staff remains in office for a year or for a semester, depending upon the school system. Thirteen staffs of those studied remain in as long as the members are efficient or are in school.

The duties of the staff as listed by the advisers are: to do their assignments; to tend to all productive work and editing, proof reading, make-up; prepare printer's dummy; write headlines.
Illustration No. 1. High School Newspaper Staffs

No. 1. A High School of over 2,000 students.

No. 2. A High School of between 700 and 1,499 students.

No. 3. A High School of less than 300 students.
Miss Rowena Harvey, adviser of the South Side Times, South Side High School, Fort Wayne, Indiana, gives the duties of each editor:

"The job of looking after the news and news features is given to the managing editor, who has three assistants of equal rank: the news editor, the copy editor, and the make-up editor. The news editor, in charge of the department editors and reporters, makes out their assignments each week, keeps in constant touch with those persons until their stories are in, checks the stories to make sure the news desired is obtained, distributes the class room news blanks to the teachers and checks their return by reporters. The news editor does no writing. The job of seeing that about 30 persons do assigned writing keeps him busy. He does not make the assignments for the department editors; the sports editor, the exchange editor, etc. make assignments for their helpers, but the news editor must see that these assignments are made and that the copy comes in on time. The news editor turns into the faculty adviser each week a list of the persons who had assignments indicating whether the assignments came in on time, or did not come in, with the reasons.

"After the copy is in, the copy editor, with copy readers, takes charge of it. The copy editors are the most skilled group on the staff, being able to make necessary corrections in spelling, grammar, style, etc. If many corrections must be made or the story rewritten, the copy editor gives it back to the person who wrote it, with suggestions how to better it. The copy editors check all heads written by the advanced students and head up all beginner's copy.

"When the copy is edited and headed, it is turned over to the make-up editor, who lists the important stories so that he can plan the make-up, and send the copy to the printer. The make-up editor has the responsibility of having the proof read, the forms made up, and the paper printed on time.

"The managing editor is responsible for sending to the engraver all copy or cuts that must be trimmed or remounted. He decides what stories can be illustrated, and writes the captions. He also informs the make-up editor of the size, number, and subject of the cuts so that the make-up editor can allow for them in the dummy. The make-up editor is responsible for seeing that the cuts are received from the engraver and are put in the paper."
Number of Times Published

Of the 54 papers studied, one publishes daily, 35 publish weekly, 16 publish bi-weekly, one publishes every three weeks, and one monthly. The tendency is decidedly toward the weekly paper, especially in large high schools that are teeming with news.

Size of Papers

The papers vary in size. Of the papers studied, there were 21 seven column papers, 8 six column papers, 16 five column papers, 8 four column papers, and 1 three column paper. The tendency is toward the seven column paper. All but four papers print four pages. Two print six generally, two print eight, one prints twelve. Most of the large high schools use the seven column, four page size. The reason is that it is the cheapest. Every page adds around fifty dollars to the printing bill. 10 U. N. Hoffman in "Tabloid Ideal Size for School Paper" makes a plea for the five column, eight page paper. He shows, first, that it is handy to read and, second, that a paper of this size is able to carry more advertisements to much better advantage. His paper, the Stadium World, Tacoma, Washington in the Christmas issue carried up to 250 inches of advertising without looking overcrowded.

----------

The Name

The papers studied carry names made, first, from that of the high school, for example, West High Weekly, The Southerner, The Poncan, The Tech; second, from the name of the high school combined with an old newspaper name, for example, Central High Record, South Side Times, Topeka High School World; third, the traditional newspaper name, for example, the Spectator; fourth, a significant name that fits the high school, for example, the Polaris of North High School, Minneapolis; fifth, a name implying that the paper is a written record, for example, Lincoln Log; sixth, a name that uses the colors of the school, for example the Blue and Gold; seventh, the name that is made from the letters of the school, for example, the Ah.La Ha Sa, Albert Lea High School; eighth, the more fanciful names such as Spilled Ink and the Nautilus.

Process of Securing the News

The process of securing the news varies in different schools. In schools in which journalism is taught five times a week the adviser can have almost all the work done by the students while she supervises, gives hints and suggestions. The youngsters have time to rewrite articles, editorials, and headlines. This is not true in schools in which no journalism is taught. The staff meets only once a week. Assignments are given out. Often there is little time for revision, and the adviser usually has to read copy and proof and help make-up the paper.
Of the 31 advisers who answered the questionnaire, 21 meet their staff daily, one twice a week, five once a week, three every two weeks and one irregularly. This shows that journalism is being taught quite extensively today. Leslie G. Bird, adviser of the Lakewood H. S. Times, Lakewood, Ohio says that the course in journalism is of practical value because (1) it motivates English, (2) it teaches to write, (3) it teaches accuracy, clearness, unity, (4) it gives insight so that the student may be a better informed reader, (5) it cultivates educated reading of the newspaper, that great molder of public opinion. Fay Rogers, adviser of the Cooper Hi Zip, Cooperstown, North Dakota writes of his experience with the journalism class and without it.

"In the fall of 1925 I started the work in newspaper work as an organized class using Borah's News Writing as a text. We aimed at two things: the publication of the Zip and a weekly news section of the local paper which we called the Blue and White. We learned the technical points of journalism through the text and reference material. At the end of the semester I held the two best pupils as staff members for the second semester and started a new group. We continued the two projects with success. Our school paper received first class honor rating in the North Central Press for the first time. This fall we added head setting to our work and have set all heads for the paper as we did not always get a good job from the printers. Just today I am starting the third class in the work with a new group. This fall we received first place in our class in the N.I.P.A. By careful study of daily papers, exchange papers and the texts, we have found by comparing the early volumes of the Zip that we have made considerable improvement in the publication.

"As an extra curricular activity we found that the work usually fell to the director and editor and many times the paper did not appear on time. Such has not been the case these three semesters."
Clara Ewalt, of the Cleveland Training School writes, "Cleveland's East Technical High School has gradually worked out a course in news-writing which succeeds exceptionally well in practice. With city newspapers as texts the theory of news-writing is studied on Wednesday, Thursday, and Friday, one period. News is written for the school's newspaper, the Weekly Scarab, on Monday and Tuesday, eighth, ninth, and tenth periods.

"A busy place is the Scarab office. Reporters are hurrying in and out. Boys and girls, alert and intensely interested in what they are doing, are writing news and headlines. Here is the recitation truly socialized. All is hurry, bustle; a premium is put on activity instead of on sitting still."

Meetings of the Staff

In schools in which journalism is taught, of course the staff meets every day as the staff is usually the class in advanced journalism. In other schools, when no journalism is taught, the staff meets once a week or once in two weeks. A regular period is generally arranged for this when programs are being made out. The editor-in-chief conducts the meeting, makes assignments for the coming week, explains anything that has come up over the last issue, and asks for suggestions from the members of the staff. After he has finished, the adviser has the floor. She brings to the attention of the staff certain mistakes that were made in the last issue, discusses problems that have come up, and often gives a journalism talk. 
The Use of the Assignment Sheet.

Most high schools use the assignment sheet. This is drawn up by the editor-in-chief, the school editor, or the news editor, depending upon the size of the high school and the number of editors used. The illustration on page 19 shows a portion of an assignment schedule. Whoever takes charge of the assignment sheet has other definite duties in connection with it. "Borah gives these:

"He gathers news tips, makes assignments, and directs the work of the reporters. By questioning his acquaintances, he obtains advance information concerning many events, and of all this information he makes memoranda in a note book known as the future book. At the beginning of each week— if his paper is published weekly—he consults his future book and from it makes up a schedule of assignments.

"He assigns to each reporter the tips he is to investigate, advises him concerning the manner of interviewing, tells him what parts of his work must be stressed, and sends him out on his run with orders to report from time to time for further instructions.

"But the school editor's work is not finished with the giving out of assignments; he must keep at work seeking new tips and checking up on the work of the staff. He knows that the editor expects him to fill a certain number of columns with news, and he must not rest until the last story has been thrown into the copy basket. Whenever an item is brought to his desk, he enters in the proper column of the assignment schedule the date of its receipt. If this date is later than that entered in the "Date due," he takes the reporter to task for tardiness."

--------------------

11. Borah, Leo A. "Newswriting" p.157
### Assignment Sheet

For Criterion of March 10, 1927.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Reporter</th>
<th>Date Given</th>
<th>Date Due</th>
<th>Returned</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize Plays</td>
<td>McNamara</td>
<td>March 1</td>
<td>March 3</td>
<td>March 8</td>
<td>Can't have until March 8</td>
</tr>
<tr>
<td>Columbia Convention</td>
<td>Hall</td>
<td>March 1</td>
<td>March 7</td>
<td>March 8</td>
<td></td>
</tr>
<tr>
<td>Warren Harding B.B. game</td>
<td>Saden</td>
<td>March 1</td>
<td>March 3</td>
<td>March 3</td>
<td></td>
</tr>
</tbody>
</table>

Illustration 2: The Assignment Sheet - a section.
The Style Sheet

The majority of high schools use a style sheet. This gives rules for capitalization, punctuation, use of figures, abbreviations, hyphen, etc. The style sheet tends to produce uniformity in the paper. It is a great help to the pupils as it is something definite to go by. Most high schools make one up for themselves; some use the one found in Borah or other journalism texts.

Copy Reading

The most accurate writers and those most thoroughly versed in the principles of newswriting are chosen for copy reading. As Borah points out,

"Unless the copy reader knows how to write a good story himself, he hardly will be competent to revise and improve the work of reporters. He must have quick perception of news values to be able to select striking features and play them up effectively in head lines.

"The copy reader must be on the alert not only for errors in grammar, rhetoric, spelling, and punctuation, but also for libelous and inaccurate statements, weak leads, buried features, repetitions, editorializing, wordiness, irrelevancy, and dullness. He is equally responsible with the reporters for accuracy, interest, and clearness in the story."

Edwin Van Kleck in "Putting Pep in the Teachers College Paper" says:

"The copy desk's main job is to make the news bristle with life. The person with the best news sense, with lots of energy and with ability to write should be in charge of copy-reading and should have enough reliable assistants to allow careful, conscientious work. You may find that every story has to be changed, that some have to be rewritten entirely. The copy desk people will be specialists in lead writing, they will remember from week to week what angle of a story has been previously played up and what should now be played up or down. They will send notes to reporters pointing out their omissions and mistakes, they will suggest folios to the assignment editors, they will be responsible for giving the proper emphasis in space to the various stories.

"The copy desk is not understood and is often neglected in student papers. Usually it functions as a sort of comma catcher, putting in punctuation, correcting spelling, and letting almost anything get by so long as it is not libelous. The desk's real job is not this but is to make live news out of what may be poorly written copy.

"Never let an expression of opinion, an editorialization, even a qualifying adjective that is editorial, go into the paper, unless someone is quoted as saying it. The paper should have no opinions in its news columns. Your reporters get their news somewhere, presumably from the authorities. Very well, let them quote their authorities. Of course eliminate all pleas for support of activities, unless they are in direct quotes, credited to someone."

Proof-Reading

In high school the copy readers are generally the ones who read proof. They must know the proof reader's marks.

---

The Make-up of the Paper

Large newspaper staffs have a make-up editor. After all the stories and the heads have been set up, the make-up editor decides where each story is to be placed. Some staffs use a dummy; others check the galley proofs with the assignment sheet and simply make a note of where each story is to go. Then they work with the printer and fit each story into place, beginning with the first page and completing that before doing the next. The type generally used in the stories is the 8-point Roman.

"Van Kleck in "Putting Pep in the Teacher's College Paper" thinks that the best way to learn make-up is to get in touch with men on local papers who know type faces and sizes and who will understand the particular problems of a smaller paper.

The Contents

The Front Page

The front page is the display window of the newspaper. Of first consideration is the name plate. Decorative plates are no longer found. The simplest lettering is used. If the letters of the name plate are black, the letters in the heads should be black; if the letters of the plate are light, the letters in the heads should be light. Boxes at either side of the name plate feature the coming events and add to the paper.

All the latest and best news is on the front page. It is from the front page that the reader gets his impression of the paper. H. E. Birdsong in "National Newspaper Make-up Contest" says:

"Make-up is the dominant factor in front page display. The news stories must be timely, well written, and interesting. They must be the best the paper has to offer. But even then the effect of the good work done by the reporters may be lost through poor make-up, ineffective display. Make-up is a problem of page size, headlines, and type -- type faces, and sizes, headline type and body type; make-up is a problem of cuts and cartoons, of balance and contrast, of emphasis and subordination, of ink and paper stock. Front page make-up is one of the biggest problems confronting high school editors."

He goes on to show that major heads should stand out in parallel lines diagonally across the page; that large heads in the lower left hand corner pull the eye back towards the left side of the page; that there should be enough large heads below the fold to draw the eye to the bottom of the page; that every story should be effectively displayed.

The editor with a five, six, or seven column paper has an easier time in getting effective make-up than does the editor with the three or four column paper. The Mirror of the Stevens Point High School, Stevens Point, Wisconsin is a good example of what can be done with a four column paper; the Bronxville Mirror of the Bronxville, N.Y. High School shows what can be done with a three column paper.

The Suicide Problem

March II, 1927
Volume III—No.20

Illustration No.3 shows effective make-up in a seven column paper
Robert Barclay Wins North High Oratorical Meet

Topic of Orations Is the U. S. Constitution and Its Advocates.

Prize: For Midwinter Winner Is Same as That Won By Guita Beamam.

The final local oratorical contest was held Thursday, March 16, in the North High auditorium. The four contestants were Robert A. Sieler, Margaret Volferti, and Wilard Cobb. Their subjects were on the Constitution, and the great men who have made the Constitution famous.

After the winner was selected, he sent his manuscript to the National headquarters at Washington, D. C. From the various copies that were sent from this city, one to be chosen as the best of the country, one of the best will be chosen. Their authors will compete at Kansas City, May 3, for the prize. The winner of this contest will be taken on a two-month trip to Europe this summer, and he will also receive a purse of $50.00.

Many Students Try Out

Due to the Burke, there were many contestants at North, there were many contestants from the various colleges.

At the contest yesterday, William H. Clark, of the class of 1919, and William H. Scott, of the class of 1920, were among the contestants. The winning copy was presented by a student at the North High School. The copy was accepted by Mr. D. E. Sieker, to the Commercial Club.

On Tuesday, March 15, the North High School had its last Blue Triangle meeting. The meeting was held in room 323. This pin is presented by 12 Joe Parnell's supper of 1928. The pin is called the "Evelyn Johnson" pin.

Two Teachers Given Faculty Play Leads

Miss Burgess Plays English Woman, and Wilkins Is Frenchman.

The unexpected has come to pass! Miss Burgess' and Mr. Wilkins' pictures appear together. What a surprise! They have been given the privilege of doing anything they want to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M. Carry On Rehearsals, as they returned again to the auditorium with the following Miss Burgess' and Mr. Wilkins' pictures appear together. What a surprise! They have been given the privilege of doing anything they want to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M.

GIRLS DECIDE ON CHARACTER PIN

Results to Be Kept Secret For Some Time—Twelve Girls Make Presentation of Health Sticks.

The most important feature of the girls'三角形 triangles was the voting for the Miss Triangles Character Pin. This pin is given each year to a girl of their choice or class who meets the following requirements: (1) Has an average as high as that of the class; (2) is a leader; (3) Has a strong personality.

The votes of the girls take to Tuesday and will be told at a later time.

In connection with this meeting on Character, "Miss Moses," a faculty advisor, spoke on little questionable things that come in a person's life. "Practically Vegetarian Diet," Her topic was also on the "Flatten" menu.

Miss E. Johnson

To Be Married

Another teacher who has decided to enter into the field of marriage is Miss Ethel Johnson, and instructor in room 128. Upon being questioned who the lucky gentleman is, the hopeful answered, "Mr. F. C. Smith," and said that the wedding would take place in June.

Miss Johnson has taught at North for two years, and after missing six months she will probably return to teach in the fall. She does not find teaching duties too commanding.

HEADS JUNE CLASS AS VALEDCITORIAN

Twenty-nine Students Quality For Rating On Class Honor Roll.

Annette Goldstein, Russell Oleon, Ethel Harrison Speak at Graduation.

Eleven of the best students on the June class, who have qualified for an honor roll rating:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evadene Burris</td>
<td>Sr.</td>
<td>Valedictorian</td>
</tr>
<tr>
<td>Evelyn Johnson</td>
<td>Sr.</td>
<td>Valedictorian</td>
</tr>
<tr>
<td>Margaret Volferti</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
<tr>
<td>Wilard Cobb</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
<tr>
<td>Robert A. Sieler</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
<tr>
<td>Margaret Volferti</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
<tr>
<td>Evelyn Johnson</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
<tr>
<td>Ethel Harrison</td>
<td>Jr.</td>
<td>Honor Student</td>
</tr>
</tbody>
</table>

Delivers Salutatory on Commencement Night

Evelyn Johnson

Two Teachers Given Faculty Play Leads

Miss Burgess Plays English Woman, and Wilkins Is Frenchman.

The unexpected has come to pass! Miss Burgess' and Mr. Wilkins' pictures appear together. What a surprise! They have been given the privilege of doing anything they want to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M.

CARRY ON REHEARSALS

On Tuesday they returned again to the auditorium with the following Miss Burgess' and Mr. Wilkins' pictures appear together. What a surprise! They have been given the privilege of doing anything they want to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M.

A Senior Boys Meeting

In 12.28, Monday, March 14, Every A Senior Maleman Be There!

Price Five Cents

NORTH DELEGATES TO NATIONAL BAND IN DALLAS RETURN

Charles Noodelman, Nathan Flat, Zola Dockham Are North's Delegates.

Picked Orchestra Plays at Convention of Country's Superintendents.

North's delegates to the National High School orchestra at Dallas, Texas, have returned home. They reached Minneapolis Sunday, March 6, after an absence of three weeks.

While at Dallas, the boys had many interesting experiences, Saturday, their first day, was spent in finding their sleeping quarters. Every boy and girl was put under the care of a host who provided them with breakfast and a bed. From 7:30 to 8:45 P. M. they practiced.

The following day the delegates were given the privileges of doing anything they wanted to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M.

CARRY ON REHEARSALS

On Tuesday they returned again to the auditorium with the following Miss Burgess' and Mr. Wilkins' pictures appear together. What a surprise! They have been given the privilege of doing anything they want to do. In the afternoon they played at the various services which opened the convention. In the Southern Methodist University, six miles out of Dallas, on Monday, they reported at 4:00 P. M. They played to a capacity house in the auditorium of the Fair Park high school. At this rehearsal the seating arrangements were made, and the rehearsal was held at 7:00 P. M.
JUNE CLASS NOMINATES SEVEN PRIZE CANDIDATES

Each Student to Vote For Seven Candidates; Winner Announced June 25

The candidates for the usual North American Bank prize will be nominated by the senior class on Monday, March 14, before school.

Each student chooses seven from the list of the candidates whose names are printed on page four of this paper. They make their choice on the general basis of their character, their affection for the school, and the best interest of the school, evidence of scholastic achievement, character traits, and scholarship equal to or above the average scholarship of the class.

Faculty Makes Final Choice

After the class has made its nominations, the candidates will be notified and after April 15, the final prize will be chosen from those nominations according to the same manner constituted in the class. He receives a gold watch valued at $69.99 presented by the North American Bank office or the Northwestern National Bank.

The winner receives the prize at the commencement exercises.

Following are those students eligible for the North American Bank prize:

Gladys Franson, Charles Hemenway, Margaret King, Dorothy Malek, Charles Long, Elvira qransen, Evelyn Bechtold, Pauline Lieberman, Mollie Fahr, Helen L. Archer, Robert Henry, John Fahr, Katherine Connoy, Roland Doran, Gladys Freeburg, Grace Anderson, Robert MacAulay, Margaret King, Robert Hemenway, Margaret McFarland, Elizabeth Farrington Upson, Helen Smith, Margaret Bye, Anna Rapaport, Anna Grady, Arnold Smith, Faithful and prompt in their work, and their names have been mentioned to the faculty.

Some of the boys seem to think that green coats and pink trousers would be just the thing, but the majority prefer the pastel colors. Others think that plain colored coats and trousers would be just right because of their beauty and conveinece. The gentlemen will relieve the minds of the Pantala Club by announcing the double week next month which they will wear.

HIGH SCHOOL GLEE CLUB PRESENTS SWEETHEARTS

February 25 is Date Set By Girls For Event; Parents, Public Invited to Attend Free Performance.

Another mystery is solved! All these blue, yellow, and red, and gold cards and envelopes are not being given by Blue Triangle. St. Patrick's Day will be celebrated in the whole school:

The second annual performance of the students and by a number of their friends who are attending the University of Minnesota.

March 25 is the day set for the St. Patrick's Day concert. It will be broadcast over the North American Bank radio station at 11:00 P.M. on Thursday.

The reports of all standing committees, of the various student organizations, and reports of the Park Board have been approved.

Seniors will give a short talk on the club standards and cares of plants.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

Souvenirs from Foreign Countries

To Be Shown at Triangle Carnival

March 25 is the date set for the St. Patrick's Day concert. It will be broadcast over the North American Bank radio station at 11:00 P.M. on Thursday.

The reports of all standing committees, of the various student organizations, and reports of the Park Board have been approved.

Seniors will give a short talk on the club standards and cares of plants.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.

The North American Bank is to be open for two days, coming home Sat-

The march will be formal and the students will be expected to dress up in their best clothes.
The Popular Complaint

Hold on, for a moment, teachers:
It's better to ignore the rule.
Than punish us High school students
When we laugh and talk out in school.
Had we done it out of malle,
It would be a different thing,
But we could no more help it.
Than a lark can help to sing.
That a laugh is the only luxury
Youth can afford.
We wish to do it out of our own accord.
And if we can't even have those illtrifling joys.
Well, girls will be girls and boys will be boys.
WALTER C. MOZUCH.

FROM THE MIRROR FILES
Feb. 24, 1922—
Wautoma defeats S. P. H., 22-13;
High school play "Charley's Aunt" given;
Point loses to Rapids, 12-3;
—negative and affirmative debate team defeated.
Feb. 22, 1923—
Tattler campaign held:
—locals defeat Marshfield, 19-15;
Rhinelander defeated, 22-12; Juniors give party in D. S. rooms; work on gym nearly completed.
Feb. 22, 1924—
Senior benefit "David Copperfield" given;
Mildred Eichinger wins Lincoln Essay contest; Dramatic Club give four one-act plays; student council formed.
Feb. 27, 1925—
Glee clubs to give "Cherry Blossoms"

MAJESTIC
HAROLD LLOYD
in
'THE KID BROTHER'
Four Nights, Beginning
WEDNESDAY, MARCH 2

LYRIC
OLD TIME PRICE NIGHT
MONDAY.
10c—ALL SEATS—10c
BARGAIN NIGHT
WEDNESDAY
Admission 10c and 15c.

You'll be happy to know we have the
LATEST IN TIES

Illustration No 4 Effective Make-up
in a Four Column Paper
Announce Cast for P.L.A.Y; Gullikson, Anderson In Leads

Begin Production Work on “Nothing But the Truth” for April 6

Tryouts were conducted and the cast was announced Monday at 4:00. The first practice was held Monday evening and a definite schedule of rehearsals has begun.

The supporting group for the two leads shows an admirably balanced cast representing some of the finest talent from the senior class. Mr. P. G. Patterson, director, has expressed himself as highly pleased and enthusiastic over the interest and enthusiasm with which the cast has taken up work.

(Continued on page 3)

Point to Close Valley Season Against Antigo

Deciding Game for Valley Title to Be Played Friday Night

Coach Ringdahl and his squad of husketeers will travel to Antigo Friday to engage in the final game of the conference season with the northern school. This game will be a deciding factor in the race for the Valley cage title. S. P. H. must win in order to cop the championship.

Chesbro Back in Lineup

The usual lineup will start. It is expected that Chesbro will be sick the rest of the week and this week again, strengthening the Point battlefront a great deal.

The men most likely to take the trips besides Chesbro Ringdahl and Dagan are Capt. White, Gussel, Hazer, Chausen, Baker, Chesbro, Hennings and Sommers.

The trip will be made in cars.

ST. OLAF’S BAND TO PLAY HERE APRIL 22

St. Olaf’s band from St. Olaf’s college, Northfield, Minn., will appear at the High school auditorium on April 25. A soprano soloist from the St. Olaf choir is accompanying them and will render several solos. According to Mr. Hildebrandt the band is considered one of the best in the Midwest. It plays entirely without music and this is considered an exceptionally fine opportunity for Stevens Point people.

Committee Chooses Graduation Cards

Graduation announcements for 1927 have been chosen from the National Engraving Company of Minneapolis by a committee from the Senior class consisting of Allan Hodell, chairman, Leon Krempa, Margaret Webster, Marian Shank, Jack Davidson, and Hermann Perkins.

Individual orders will be taken soon. The representative left a style sheet of engraved cards. Anyone wishing to order engraved cards from this company see Mr. Clyde Hunting.

Midget Drummer Now Band Regular

Dorothy Kuhl has been admitted to the High school band as regular bass drummer. Dorothy’s ability as a pianist, according to Director R. R. Grunow, won her a place as concert bass drummer. The bass drum is one of the most important instruments in the band and requires extensive training in music to play it well.

At the present time it requires about one year to prepare a beginning pupil for the same. Dorothy has been working for the past month and is making great progress.

The band will give a free concert about six weeks. This will be held in the evening and the student body and public are invited. At this time a novelty entitled “Bibil Man’s Movin’” will be produced.

Put Finishing Work on “Come Out of the Kitchen”

Rehearsals from now until the time of production of the dramatic club play, “Come out of the Kitchen,” will be taken up with putting on the finishing touches and taking off the rough spots in the performances according to Miss Amanda Wood, director. The play will be presented in the auditorium of the High school on Tuesday, March 15.

The cast has been working for practically a month and is rounding out the production to a point where only the finishing work needs to be done.

Accompanying this story are pictures of Beatrice Janes and Gordon Utes who take the leading roles in the production. Gordon plays the part of Horace Crane, the “Yankee” millionaire, and Beatrice appears as Olivia Dangerfield, the daughter of an aristocratic southern family, who masquerades as Jane Ellen, the Irish cook.

GORDON UTES

BEATRICE JANES

Ashland High is to put on a French play “Le Voyage de M. Perrichon.”
Illustration No. 5 shows what can be done with a three column paper.
Tickets For Concert Are Now Being Sold

Armando Jannuzzi, a Tenor of San Carlo Opera Company Will Sing Celeste Aida

Tickets are on sale for the symphony concert, which comes on the afternoon of February 21 at 3:30. Miss Ruth Nourse, the Glee Club and Orchestra members are selling the tickets at 50 cents for children and 75 cents for adults.

With the orchestra comes Armando Jannuzzi, a tenor, from the San Carlo Opera Company. M. Jannuzzi will sing Celeste Aida, of Verdi.

The orchestra is expected to play the William Tell Overture, Second Rhapsody of Liszt, Largo from the New World Symphony, Schubert’s Unfinished Symphony, Salterina, Pompi and Circumstance, and Madame Butterfly.

The audience will not be seated during the performance. There will be two intermissions during which the latecomers may find their seats.

Feb. 22 to Mar. 5
For Exhibition of Art
Women's Club, School and Artists Of Village Co-operate

American art will feature in the exhibition which is to be held in the kindergarten and playrooms of the Elementary School. Beginning with an invitation tea on February 22, the exhibit will last until March 5.

The Art Committee of the Women's Club, Mrs. Bruce Crane chairman, is co-operating with the school in putting on the exhibition. The Associated Dealers of New York, Mr. Macbeth and Mr. Grant of the Anderson Galleries are working to supply most of the painting and sculpture. The professional artists of the Village are asked to co-operate.

Special arrangements will be made for the students to visit the exhibition. Artists, sculptors and etchers will give evening demonstrations.

Rachel Campbell of the class of '26 is home from Wellesley on her vacation.

New Semester Begins

This is the third day of the new semester. The students are growing accustomed to the shortened periods, the close check up on study periods and the daily conferences in each subject. As the Junior High School lunch period begins at the same time that the Senior High's does, the Senior High students are asked to wait until 12:46 to go to cafeteria.

French Classes Are Divided in Two Parts
College Preparatory Pupils Work in Separate Groups

Division has been made between the college preparatory and reading and conversational French. Already the first and second years classes are running on double schedule.

The College Board requires two or three years of French. These three years will be given in the sophomore, junior and senior years. The conversational and reading work will give school credit, only the college preparatory work will give college credit.

A fourth year French class is planned for next year, for the benefit of the Juniors who are taking third year French this year and wish to prepare for college. A second modern language, probably German, will be offered next year.

Bond Issue Question Stirs All Bronxville
Opinions Are Expressed Different Alternatives For Relief Are Suggested.

Bronxville is astir over the question of the proposed bond issue for the new school building, and the revision of the zoning law. In the town papers, leading citizens express their opinions, and suggest various methods of relieving school congestion.

A simpler building, a building in another part of the village, the hiring of tuition pupils and a temporary structure, all have been suggested. In connection with the temporary building, Mr. Wallace Nickell said, before a school assembly, “The old buildings on Midland Avenue, which were merely temporary, were very expensive, considering the lack of comfort.”

Some people feel that the Board of Education is proposing the bond issue in too great a hurry. However, Mr. Willard W. Beatty pointed out that if the bond issue is not passed now it will probably be three or four more years before there will be any relief from congestion.

Girls Receive Awards

Hockey awards have arrived and will be given to the participants in the sport. Those who played in the game with Pelham will receive varsity emblems. The girls who will receive these are M. Beamer, V. Jacobs, B. Barrows, R. Berrien, A. Kipp, V. Dwight, B. Rowland, B. Mackey, B. Charlton, R. Thompson, B. Loomis, Louise de Magnin, Lucie de Magnin, E. Beat, M. Cook, B. Davies, E. Mead and M. Barrows.

As B. Barrows' team was the winner in the intra-mural tournament, the players on her team receive extra credits. Betty Luther's, Marjorie Benner's, Ruth Berrien's and Louise de Magnin's teams receive the regular intra-mural emblem.

Janice Fowler has dropped her academic subjects, because of difficulty with her eyes. She will continue with Physical Education and a few electives.

Dorothy Winslow of SB has been elected president for the next term of the Elementary Girls' Glee Club.

Betty Hartwig is out of school on account of illness.

For Exhibition of Art
The upper right hand column is the place for the most important story. The upper left hand column is the place for the story next in importance. News for the front page should be reports of achievements—contest, games, plays, scholarship. All contests of dramatic, declamatory, literary, or other natures should come on the front page. The athletic news is an exception here. Unless it is an extraordinary piece of news, it is kept on the third page which is given over to sports. A few front page write-ups picked at random are as follows: Dramatic Club Prepares Comedy For Rhetoricals; Spanish Newspaper Sponsors Contest; Ohio Legislator Addresses Pupils at Morning Session; Student Council Elects Officers For New Semester; East Acquires Full-time Nurse; Pawhuska Sends Twenty to Tulsa; Plans Made To Adorn Campus; Enrollment Rises to Highest Point in School History.

Interesting accounts may be written about assembly speakers, musical or newspaper contests, interesting alumni, a special class such as one in banking or play writing, class parties, health drives, faculty activities, debates, the sale of Christmas seals, work on handbook or yearbook, school banquets, movies, visitors, intelligence tests, vacation, elections of classes and clubs, the new swimming pool or auditorium, rehearsals, the student council, class activities, class leaders, Board of Education news, new equipment, inspection trips to manufacturing plants, H-Y club meeting, meetings of the Parent-Teachers Associations, etc.

The news stories are of varied length. The two or three important ones have to be fairly long. The tendency is to keep the others short. In the first paragraph is given in brief all the information. The succeeding paragraphs enlarge on that and give the details. The custom of using line heads to set off the different parts of the article is growing. They catch the eye and make the article stand out. Quotations of opinions of various people on the subject being written up often make the story more readable and more valuable.

The tendency is to have many stories on the front page, to have them rather short, and to have them contain as many names as possible. Every boy and girl likes to see his name in print. His father and mother also like to see his name. All will be more likely to buy and read the paper again if they have found the name of someone they know there. Several papers are running columns that give interesting comment of the news of the week.
Senior Class Elects Riggs To Presidency

Stimpson, Snook, McConnell
Chosen Vice-President, Secretary, Treasurer.

Officers Selected After Period Of Political Campaigning Lasting Four Days.

As the climax to four days of vigorous political campaigning, Edward Riggs was elected president of the senior class last Thursday by the narrow margin of three votes. Clinton Stimpson was the choice for vice-president, while Gertrude Snook has been re-elected secretary. Miller McConnell, one of the two sticker candidates, is the new treasurer.

"The election was a good training in citizenship," comments Miss Lou Babcock, teacher of Room B. "It was a fine thing to see such serious thought about the voting. I think all elections should be conducted in the same way, and I am very sorry the classes haven't done this before in their elections."

Sticker Candidates Introduced

An unusual phase of the election was the introducing of "sticker" candidates. This plan was suggested by Hollis Jencks when the primary election seemed to be a failure, because of the neglect or absence of the seniors.

"The election was as good as it could be," added H. R. Russell, study hall teacher, of Room M. "Any one of the candidates who were up would have been fine. The election was fair in every way and the whole plan was very orderly.

All that was lacking to make it a regular election was the voting booths."

Australian Ballot Suggested

This seems also to be the opinion of E. G. Potter, senior chaperon, who said, "It was a fine thing for the senior class."

He then explained that in the future the regular Australian ballot, common in state and national elections, might be used with booths, inspectors, and registers, thus making the affair more formal than at present. The voting was without a doubt taken very seriously, as there were only eleven seniors who did not vote probably due to absence.

Election Arouses Interest

Edward Riggs was the general chairman of the carnival, and is a prominent player on the varsity basketball team. Clinton Stimpson is chairman of the dance committee, while Gertrude Snook is an associate editor of the Spectator, and Miller McConnell is copy editor of the same publication.

The election aroused wide spread interest which was indicated by the action of several clubs, some of which are composed of people from all of senior high, in endorsing candidates.

During the record period for some time before the final voting, Rooms B and M rivaled the Democratic conventions, so much spirit was aroused. At the recess period, supporters of the various candidates mounted tables to "stump" for their favorites. Large posters voicing opinions of the contestants in huge letters were seen in both the senior assembly rooms, while modest little cards were passed among seniors telling the merits of favorite ones.

"The election has accomplished a feeling of unity in the class which has been needed for a long time," asserted Mr. Potter, and I believe it has done more in this way than a party could."
ALICE CROTTY TAKES LEAD IN OPERETTA CAST

Opera Director Selects Four of Eighteen Leads In “Lelawala”

G. Wuori, H. Miller, and H. Peterson Will Take the Masculine Roles

Four of the eighteen leads for the opera, “Lelawala,” which is to be presented by the North High glee club on November 18th, have been chosen.

Alice Crotty, soprano, will take the part of the Indian maiden, Lelawala, who offers herself as a virgin sacrifice from the Onichghars, a small Indian tribe, to the Delawares, a larger tribe. The part of her father, the chief of the tribe, will be taken by Herbert Peterson. Her brother will be played by Harold Miller, tenor. The leading masculine role, that of Shungela, will be taken by George Wuori. Shungela is the rejected lover of Lelawala, who captures her in a vain effort to gain her hand.

Other parts of the play which have not yet been decided are Marpeetopah (the medicine man), Sawanis (the lover of Lelawala), Firefly, Eagle Eye, Lord Tatter, Clarinda, Mabel, Major Wallace, and Sergeant Bilks.

Several members of the glee club are trying out for each of the above parts, competition for each being so keen that it is difficult to decide who will win the positions.

The same opera is being presented by Central high school this year. Charles Wakedfield Cadman, who is well known for his famous Indian music, is the composer of Lelawala. He has written some of the most famous of the American operas, among which is “Shawenis.”

Mr. Tenney is director of the music, while Mr. Crawford, assisted by Miss Lang, is in charge of the dramatics.

CONSTRUCT SEVEN MODEL BUILDINGS

School Horticulture and Art Classes Assist in Furthering Project; List Student Helpers

Lakewood High School’s project in the flower show is the construction of seven model houses. The show is to be held about March 28, at the Public Auditorium in Cleveland.

Mr. Wernicke, science teacher, and his horticulture class are constructing five of these houses. Some of the outstanding students in this work are Joseph Severn, Jane Tarr, Mabel Nelson, Vern Halascheck, and William Barry.

Miss Garrabrant’s Art 8 class is making one house. The members of her group are Edythe Belte, Elizabeth Long, Ruth MacMillan, Ruth Steinmetz, and Cora Wagner.

The Art 6 students under Miss Barkley are making another house. They are: Sylvia Phillips, Ada Castle, Dorothy Condon, and Helen Edson.
What's What Today

Salary of Babe Ruth
Early Origin of Football
Soviet Regime in Russia
Situation Since World War
Avoiding Telephone Calls

By Harold Brande

WHAT will be the salary of "Babe" Ruth next year? The so-called experts estimate it anywhere from $52,000, Ruth's present salary, to $150,000. But the opinions of these men do not mean much. The final decision, of course, rests with Colonel Ruppert, owner of the New York club.

Ruppert declares that the reports that Ruth is to receive $150,000 for his services are erroneous. He declares that the "fence-buster's" salary is O. K. as it stands. The most common opinion is that Ruth and Ruppert will agree upon $75,000 per year.

The question that comes up is whether the king of swat is worth this much. Undoubtedly he is. The people he attracts to the games pay hundreds of thousands of dollars just to see their idol. Is it not then only natural that he should be given a fair sized proportion of this? Baseball has done much for Ruth but Ruth has done just as much for baseball.

FOUR HUNDRED years ago one of the chief sports of this nation was invented in England. Football has originated from that ancient game called Foote Ball. We owe this game to the originality of an Englishman named Sir David. Foote Ball was played with a quite modern football, armor and swords. The aim of the opposing team was to score a touchdown. The game has come down to us without the armor and swords.

This most ancient of modern sports did not impress the nobles at first but the king, Henry the eighth, was delighted and he himself played in the first game. From then on the popularity of football increased until now it is subservient only to baseball.

THAT the present Soviet regime in Russia is far better than that under the czar is the opinion of Sherwood Eddy, head of the Sherwood Eddy commission to Russia and Associate General Secretary of the Y. M. C. A. International Committee. The committee found the following things true in Russia: The wages of the working man, though low, are steadily increasing. Although it is thought that the people have little voice in the government this is not true. Although for the time being the government is a frankly imposed "dictatorship of the proletariat" nevertheless the people rule if not with the articulate consent of the governed, yet with their passive acquiesence.

There are no more murders in Moscow and Leningrad than in New York and Chicago. Religious liberty exists in Russia. Jews are treated better than in any other country of the world.

These things clearly show that Russia is not the backward country that we all imagine but is a steadily improving nation favorably compared with any other nation.

A STRANGE situation has arisen since the World War. The countries which were allies of the United States now have a feeling of hatred toward our nation while our former enemies now look upon us as friends.

Although Germany realizes that United States had much to do with Germany's ultimate defeat yet they realize that in this nation they have an ally who can help them in getting a modification of the unjust terms of the Treaty of Versailles.

Austria has the same feelings and also hopes for American support in mitigating the injustice of the post-war treaties. Austria, moreover, hopes to attract American tourists to her country in order to improve her economic condition.

Now to turn to the feelings of the United States' former allies. France mistreated the American tourists who visited her country this summer in order to show her disapproval of the American policies.

The ill-feeling that exists in England is not serious yet is based solely upon envy and trade rivalry. Italy resents us because our newspapers openly criticize Mussolini and his policy. Besides our immigration laws deal rather strictly with Italians. Although Belgium is not antagonistic to the United States, there is a notable decline in the exuberance manifested a few years ago.

From what has been said it can easily be seen that our former allies are not our best friends at present but on the contrary our former foes are our present friends.

HERE is an original idea to prevent being called on the phone by everyone and anyone. The clever one is Sir James Mathews Barrie, an Englishman. He lists his telephone in the London directory under the name of his butler. Thus only those who are well enough acquainted with him to know the name of his butler may call him up on the phone.

Illustration No. 8. An interesting column from the Lincoln Log, Lincoln High School, Cleveland.
Feature Stories

Many of the high school papers are beginning to write rather clever feature stories. These help to enliven the paper. Many of them fit very well on the front page. 

Clarence E. Cason in "Write More Features" shows that the feature story may entertain by informing, by amusing, or by satisfying our dramatic instincts. He believes that before long the high school paper will have developed a distinctive type of feature story. Many of these feature stories are short. They are usually bright, but they are not silly. They are written in a clever, unique style. They are written upon all sorts of subjects—funny happenings, accomplishments, activities, teachers, pupils, names, punishments, and clever fancies. "They have an appeal which could never be made by straight news stories, and transform the newspaper into an energetic, youthful, attractive and interesting expression of high school life—such a thing as it probably ought to be."

O. H. Miller in "Writing The Feature Article," says, "The skeleton or framework of your story should never stick out for the reader to stub his 'mental' toe on. When you have decided upon your opening thought, start the movement of your story. Follow with the material that you have carefully arranged, and conclude your article fittingly.

18. Miller, O. H. "Writing The Feature Article."
Climax, or rising interest, is desirable. When you have finished your story, do not spoil it by tacking on details that are not relevant to the story."
Absent Minded Faculty Members
Fall Prey to Long Formed Habit

The faculty is at present finding that habits are not easily disowned especially if they are several years old. On Wednesday, February 9, the office force changed all the faculty boxes in the office by arranging them alphabetically. This change was not announced and the following day immediate signs of distress were seen.

The proverbial absent-minded professor came to life when some of the teachers mechanically reached in their old boxes and hurried off to their rooms with mail that did not belong to them.

One of this absent-minded type, whose name is withheld by request, came hurrying back to the office.

"You've given me some one else's mail," she accused the office at large.

"Oh no," said Miss Nelle West, "we've merely changed the boxes."

"When did you change them?" she demanded.

"Only yesterday," consoled Miss West.

"Oh!" said the teacher with a relieved sigh, "I thought maybe I had been opening other people's mail all along."

It is the irony of fate that most of the tall teachers had their boxes lowered while their shorter colleagues had theirs changed to the topmost row.

Raymon Hunt, renowned by his height and the fact that he swings the baton in front of the band and orchestra, must stoop nearly double to retrieve his mail while a well-known art teacher and several history and math teachers strain to the utmost for their mail which reposes a few inches out of their reach.

Perhaps the only contented one is J. B. Yingling who is happy with his low box as he boasts that he is the shortest man of them all.

Let it not be understood though, that the faculty is waving a white flag. With the true blue and white spirit they started out to rectify the evil. Some suggested that a swinging ladder like the ones used in shoe stores be installed, another wanted to buy a step-ladder, while one who is familiar with such cases procured a stool which solved the question perfectly; and, as for the absent-mindedness, it is hoped they will be able to overcome it, too.
Gloom Invades Boiler Room as “Mary” Vanishes

Boiler room workers were very much depressed last week over the loss of “Mary,” their feline mascot, who had mysteriously disappeared from her usual subterranean haunts of the school.

Some of her admirers were of the opinion that she had been stolen, while some thought she might have eloped with “Friend Felix.” Things were in an uncertain state for a while. No pet to stroke gently; no more of those high pitched operatic selections that used to pass the time.

“No,” admitted one janitor, “we aren’t the same old gang without that little old nuisance.”

During the tense moments of their laments, one of the more optimistic of the janitors called attention to the plight of the students whose lockers were in the course of repair.

Right then and there, as if struck by the same idea, the whole janitorial staff dashed up to the first floor and raced into Miss Knight’s cloak room. The floor was heaped with overcoats, felt hats, and scarfs that looked nice and soft. Snugly cuddled on the pile, and looking as beautiful as any of her species lay their “brown baby” cat, fast asleep.

And so ends the tale of a feline.

“Robert! — No, Not You, 2
...No, Yes, That’s Right”

“Robert, can you tell me why......?”

and then a quintet of voices answers

“No, Yes, I don’t believe so, Well—
Yes’m! ”

No, Robert is not a genius or ventriloquist, or anything like that. There are simply five of him! And all in Miss Ruth Heil’s fourth hour biology class.

These five boys with the same name are Robert Rainey, Curtis, Raymond, Richardson, and Talbott.

Four Richards, all in one class, and four Harolds, “in the same boat,” add to the mix-up in the biology department.

Those who answer to the call of “Richard” are Richard Osser, Mahan, Hammond, and Steck. The Harolds’ last names are Manlove, Wallace, Jones, and McClintock.

Miss Alice Riner is bothered with the same difficulty with the following Roberts in one of her classes: Trusdale, Plummer, Wright, and Mobley.

South Students Implicated in Triple Murder

The room was crowded with people, and screams of fright and horror rent the air as the panic-stricken occupants helplessly witnessed a triple murder and the mysterious spiriting away of four men.

The victims of the tragedy which occurred were four Hindu priests who were on the trail of a ruby stolen by the four captured men from an idol in far-away India.

Bill who so brutally stabbed these priests to death is a notorious seaman with a disreputable character. To make matters worse, all of these persons attend South high school.

Do not be alarmed, however, as it was merely part of “A Night At An Inn,” a one act mystery play given by members of Miss Helen Fish’s sixth period drama class last week.

Some Red-Heads Have Tempers Others Have Not

Are red-heads hot-tempered? We all know that those whose crowning glory is of that brilliant and vivid red are termed “carrot-color” are credited with a fiery temper. Queen Elizabeth had hair of fiery hue and glory is of that brilliant and vivi.

Anna Mae Fitzgerald confesses that when her passions are aroused her fury is of the white-hot kind. She says her wrath is terrible to behold!

On the other hand, Charlotte Crane, whose hair is of that dark red known as auburn, declares that she is not in the least hot-tempered. She says she has a disposition as meek and mild as a lamb and doesn’t even mind being called “carrot-top.”

Mr. Nutting says that he has found red-heads to be exceptionally brilliant in their classwork, while Mr. Woods says “It’s not the color of the hair, but the stuff that is underneath the hair that really counts.”
Interviews.

One of the most interesting stories is the interview. It is also one of the most difficult to get and to write-up. The reporter must have tact and common sense, be accurate and efficient. Borah gives ten general requirements for successful interviewing:

"(1) Knowledge of the principal points in the career of the person to be interviewed; (2) understanding, in an elementary way at least, of the subject concerning which inquiries are to be made; (3) pleasing personality and attractive appearance; (4) ability to ask questions tactfully, yet purposefully; (5) instant recognition of news values even in statements the significance of which is not apparent to the person who makes them; (6) power to esti-
timate the worth of information and to detect falsehood; (7) skill in selecting characteristic and significant phrases for quotation; (8) ability to draw correct inferences from the manner and actions of the person interviewed; (9) accurate and retentive memory for details; (10) determination and perseverance to stick to the tack, even in the face of downright rudeness, until the desired information is obtained."

Besides the formal article are the innumerable little short interviews that come into many news stories. Examples of this sort of interview will be found in the long news article given on page 36.

In the papers studied many interesting interviews were discovered. The reporters showed that they had been coached as to how to conduct themselves before and during the interview and that they had been taught how to write up the material after they had secured it.

---------------------
Sir Harry Lauder, rain and mud, two-thirty o'clock, and the Messenger reporters arrived in the vicinity of the Crawford Theater on scheduled time last Saturday, February 12.

A woman, violinist with the company, stepped from the nearby hamburger stand and splashed up the walk we intended to tread. Good! We'll follow her to the stage door.

We turned the corner and—

Behold! Just ahead of us, kilted, bare-kneed, and betamned, walked the very man we sought to interview. But this was too soon. First, we must find his manager and obtain an appointment. He stopped at the stage door and held it for Emily Keady and us.

We stumble into a dark hole, scramble over boxes, benches, stage properties, and up a few steps onto the stage. The manager was not here. In desperation we turned to Sir Harry himself.

"I'll give you a few minutes now," and seeming to doubt our high school training, queried, "Do you know what you want to ask me?"

"Young folks are alike the world over," he avered, "the lasses want to show all the legs they can, and all the laddies try to wear oxford bags."

"The English speaking people are the greatest in the world, but they need unity and tolerance," he volunteered.

"No, I never had a teacher or a relative who was musically inclined," he assured us. "I had a brother who was an actor, but audiences expected him to put on a Harry Lauder show, and he left the stage several years ago."

Scenery was being shifted and occasionally we glimpse his features in full light. We felt giant like beside his five feet three inches. He looked up at the reporters with small blue eyes, disclosing pointed features despite his 170 pounds. His skin is smooth to a degree of slickness and shines without discretion.

Lady Lauder did not accompany him to Wichita; therefore we offered to send her this issue of the Messenger, but the Lauder thrift asserted itself. "No use. No use at all. I'll join her in Kansas City in the morning and she can read mine when I get it at St. Louis," he objected.

The orchestra gave him his cue to dress, so we shook the small, plump hand offered, and skidded off the stage, struggling to imagine those smooth tapering fingers and slender wrists manipulating a coal pick and shovel just thirty-three years ago.
Many a tear-stained diary page tells the sad tale of a crushed ideal whose off-stage appearance and personality didn't measure up to expectations. But those who, after seeing "The Vagabond King," think that Dennis King is an ideal of art and personality need fear no such disappointment. For, minus the sword and doublet, he is still Francois.

When I was ushered through the doorway of his dressing room and into Dennis King's presence, I was experiencing a strange and unnatural sensation, a happy sort of stage fright. But his cordial hand-clasp and smile immediately put me at ease. Seated beside his dressing table, where he sat applying the beard and dirt necessary for the first act, I asked him questions. It was a source of infinite relief to find that I needed to expend no great amount of effort to get him to talk.

Born in Warwickshire

Dennis King was born in Coventry, Warwickshire, England, the birthplace of the famous Ellen Terry. He is, as he expressed it, the "only scape-goat of the family" (scape-goat being his modest definition for one endowed with dramatic talent). His stage career began when he was fourteen, and only after fifteen years of hard knocks and assorted luck has he reached his present position.

At my mention of the spectacular way in which he has "broken into" the Line, Mr. King was quite enthusiastic and said that of course he liked it. He expressed his admiration for David Sorro's understanding of the spirit of Francois in his "Ballad to Dennis King," which he contributed to the Line.

My plea for the rest of the turtle story, which he told one evening in a curtain call, was greeted with an amused smile. "That audience," he said, "is more English than I—I told it all, but it was too subtle for them."

Then he repeated the story about the frog's painful head-ache, the turtle's promise to bring him some aspirin, the annoying wait of almost a year and the turtle's reply, on being upbraided for his forgetfulness, "Just for that I won't get it at all." And then Mr. King politely relieved my embarrassment at my own failure to get the point with a detailed explanation.

In the event that there are other "Englishmen" who crave the same help I will explain that the turtle hadn't forgotten; he was just very slow. (See?)

While on the subject of curtain calls, I inquired if it were not extremely difficult to step out of a character and be just Dennis King. His answer was in a decided affirmative. "Such an experience is a definite shock to the actor—the sudden return to reality is most difficult. I have only a few stock stories," he went on, "for such occasions, and I never know which one I'm going to tell them until I get out there.

Interested in Senn Production

Mr. King showed much interest in my program of Senn's production of "If I Were King," on which "The Vagabond King" is based; and my tale of the removal of dramatics brought forth sympathy which was exceedingly comforting.

Being an Englishman, Mr. King's ambition to appear in "The Vagabond King" at the Drury Lane in London is not at all surprising. The fervent "I hope not," which answered my query as to the probability of his appearing in the musical comedies which Russel Janney contemplates producing, may be interpreted in several ways.

Audiences Composed of Women

Speaking of the performance for which he was then preparing, Mr. King mentioned the fact that the matinee audiences were usually composed almost entirely of women. "Women love to see men in tights and romantic paraphernalia," he said, adding that the romance and adventure of the piece made it a woman's play. Whereupon I dared to contradict him with the statement that those very qualities made it much more appealing to a man than the ordinary musical comedy. But, of course, both statements are true, a fact which accounts for the signal success of the production.

As the time for Villon's entrance drew near and I left the dressing room, Mr. King rescued me from a most embarrassing and sudden stage debut, for had he not noticed my line of retreat and stopped me when he did, the chances are I would have walked square onto the middle of the stage. But he managed to propell me safely through the mass of back-stage equipment back to the monotony of a State Street jam.
The Editorial Page

Every progressive high school paper today tries to keep the editorial page free from advertisements. For the smaller paper that must carry much advertising matter this is difficult, but it is the thing that all papers are striving for. All news is also kept off the editorial page.

All the papers examined have an editorial column. Most of these are two columns wide, a few are one column, and a few others are a column and a half. During the last few years there has been a change in the titles of the editorials. No longer do we get the old stereotyped "Honesty," "Straight-forwardness," "Neatness," "Courtesy." Instead we have "A Mild Jolt," "Home Fires," "A Gleam of the Future," "Hungry Hearts," all of which catch the eye at once and make one wish to find out what it is all about. Almost all the editorials are based on school problems, on the national holidays, or on the birthdays of important men. The following titles picked at random from a file of newspapers will show the subjects these youthful editors are dealing with: "Thanksgiving Day," "The Quitter," "Attend the P. T. A.," "Yuletide Spirit," "The Minnesota Press Club," "Our School Song," "An Alumnus's Thoughts," "Supporting the School Newspaper," "Support of a Losing Team," "Senior Boys Club," "These Sober Hat Bands," "Choke It Off," "Quittin' School," "Try the Waste Basket," "Library Rules," "Get Low Heels," "Theodore Roosevelt," "Future Soup Eaters," "Defense of the First Report," "What West Reads," "New Year's Eve."
Campaigns are often started and carried on by school newspapers. Lindblom High School, Chicago wants a new stadium; so the Lindblom Weekly starts the campaign for it by writing an editorial, "A Stadium for Lindblom." The Central High Record of Sioux City, Iowa wants a chapter of the National Honor Society established in the school; consequently the biggest news story of the December 17 issue gives the plans for it, and the most important editorial tells why they want it. The editorial follows:

WE WANT AN HONOR SOCIETY!

"Central needs a chapter of the National Honor Society. If the students demand it, Central can have one.

Little need be said concerning the merits of such an institution; its advantages are so great and so self-evident that, to any wideawake person who ever wishes for better conditions for both himself and his school, explanation is entirely unnecessary.

The National Honor Society was organized a number of years ago. Its constitution is already familiar to you. The fourfold purpose of this institution follows: To create enthusiasm for scholarship, stimulate desire for service, promote leadership and develop character. Upon these cornerstones rests the whole Society, and by these four guiding principles are the members chosen.

Can there be any argument concerning this institution? Its enemies, if indeed there exist any, need magnificent imaginations. What are the drawbacks to this Society? None have ever been found!

A very great number of the more progressive high schools of the United States have chapters of this institution. The number of local organizations is increasing every day. Can Central high, with its nation-wide reputation for highest achievement, afford to neglect this Society?

A chapter of the National Honor Society is waiting for admittance into Central. It is ours for the asking. Is there any student within these doors, so utterly blinded, so completely wrapped up in conceited self-contemplation that he or she will not open the door?
The enemy of such an institution is not hostility, but indifference. Awake everyone, your friends, parents and otherwise, to these facts! Shout it in the halls, in the classroom, on the streets, in the street cars, at home, at work! Let the world know your sentiments! When the students are behind this move, nothing in existence can check it.

Several papers run somewhere in the editorial column each week "Says the Principal." Each contribution is pertinent to something important in the school at just that time. The one below is from the Lincoln Log, Lincoln High School, Cleveland.

Says the Principal

You will get your second report tomorrow. The old adage "It is never too late to mend" still holds true. There are very few who are so far behind in their work who can not make it up by a determined effort these last few weeks. No one likes to be called a quitter. Let us have very few of them at Lincoln.

James B. Smiley

In other schools short editorial messages have been written by the vice principals, the dean, and the athletic coach.

A custom is growing of having the best editorials signed. This is an incentive, as everyone likes to see his name in print.
Several schools are making use of the "short." It helps to make the column lighter. A serious comment on a current event or a lighter view made evident through a pun, exaggeration or analogy may be most effectively presented by this method."

The two below are the sort used by the Messenger, Wichita High School, Wichita, Kansas.

"There is a necessary limit to our achievement, but none to our attempt."

Now, that we are to have a glass factory maybe there will be less stone throwing."

Many papers now seem to be studying the editorials of other papers and then each week printing the best one or two found under the head, "The Best Editorials of the Week."

Most of the editorials today seem to show that the boys and girls who write them have been doing some thinking. They put before the reader the facts of the case, but allow the reader to draw his own conclusions. As the Editor of the School Press Review says, "Appeals from a sentimental basis have gone by the board and in their place is mature wisdom presented for sound judgment."

-----------------
Carl G. Miller says of editorials, "Editorial subjects should be specific, timely topics taken directly from the school news, their opinions should be supported by quoted authority whenever possible, and their suggestions should often lie between the lines, so free from direct preaching, ought they to be. In many cases the writer should try to lead his reader up to his conclusion but not to draw it for him. This gives him the mental satisfaction derived from successful thinking."

Belle Forman in "Give Editorial Page Personality" says, "When there are several writers, the conference or discussion method of preparation for each issue will arouse more thought than merely giving topic assignments. The news of the issue should be examined and then discussed. When the writers are talking or arguing, assign one to write on the subject, or let all put down their ideas."

22. Forman, Belle. "Give Editorial Page Personality." Scholastic Editor, October 1126, p.4
Some representative editorials follow:

Grounds--or--Garbage Can

"As Johnny eats his lunch a spirit within him whispers, 'Sure, Johnny, throw your paper on the ground. That's all right. There's not a lick of sense in being so clean as to walk four or five steps out of your way to throw every little scrap in a garbage can. You don't have to clean up the mess you make. Look, everybody throws his paper on the ground. It would look foolish for you to walk to the scrap barrel to put in yours.'

Something else says, 'But Johnny, be a man. If you have an ounce of pride within you, walk the few steps to the garbage can. The reputation of Main and San Antonio depends to some degree upon you. Shall you contribute as your part of that reputation carelessness, selfishness? Don't mar the beauty of your city and school. Be a leader, Johnny. Don't do undesirable things because someone else does them and above everything else, don't follow the lines of least resistance. Be a man.'

Which is the stronger argument, is for Johnny to decide. His decision determines if he has a strong or weak character.

Main Avenue Puisache,
Main Avenue High School
San Antonio, Texas.

Do We Want Policemen?

"Only at rare times does any rule put into effect at school occasion comment to any extent from the student body. Recently, however, the whole school has seemingly been aroused from its habitual lethargy by the enforcement of an office ruling to the effect that no magazines nor newspapers should be read in the graderooms. On every side protests were heard.

"Why, it's impossible to prepare our current event assignments in school," the students wail. "What is therein such magazines as the Literary Digest that is not as worthwhile reading as the contents of any textbook?" they ask.

There seems to be only one reason for such a rule, namely, that students will spend their time reading jokes and unimportant items in the magazine to the detriment of time spent in useful study, and will not prepare their lessons.
What if this is the case? If students do not prepare their lessons, they are the ones to suffer for it. To prevent students from being marked down because of their own lack of foresight is to treat them as children incapable of looking after themselves. Perhaps we assume too much, but it scarcely seems reasonable to us to take for granted that students in high school are so precocious as to be made to do their lessons under a policeman-like sort of supervision.

The Review
Northeastern High School
Detroit, Michigan.

Illinois Vetoes School Paper Competition

"At the annual meeting of the Illinois Press Association, held November 19 and 20, a decision to bar Illinois school papers from any contest which awarded respective places to winners was made.

At the meeting of the Texas High School Press Association in December, Miss Helen Zene Bertman, head of journalism in Baylor College, said that she had never seen anything improve as much as standards of Texas school papers. This has been accomplished by means of the very thing that Illinois is voting down. Competition on a fair and just basis should not hurt any school and should be the means of growth. One of the San Antonio city editors says that he considers school papers superior to many commercial papers. State contests have done more than anything else to establish conditions that keep paper staffs on their mettle. Texas and Illinois disagree on this."

In Praise of a Rival

"A recent ruling of the Kansas State High School Athletic Association declares Forrest Cox, chief star and captain of Newton's basketball team to be eligible for basketball but one semester of this year.

This ruling enforces a by-law of the association which allows a player to take part in only eight semesters of athletics. Cox already has seven and one-half semesters to his credit.

The report brings out Cox's remarkable record most vividly. For a player to be capable of making the Newton team eight semesters is a real achievement. This means that Cox made the team in
his freshman year, a rare accomplishment. He played a regular guard in his sophomore year, the year Wichita won the national championship. He developed into such a scoring star in this year that Wichita forwards "dogged" him. Cox had a peculiar way of crouching when he shot. After the final game of the state tourney, in which we beat Newton, Coach Young made the statement that "Wichita watched Cox so closely that he crouched but once." He earned a berth on the All-Valley team, sophomore though he was. Last year Cox was captain of both the Newton and All-Valley teams. Although his team made only a mediocre showing in the national tourney, he was given the captaincy of the All-American high school team. Sport writers referred to him as "probably the greatest player in the history of the Arkansas Valley, with the possible exception of Berry Dunham."

This year Cox is again Newton's captain and has been moved to center, where he will have more chance to use his speed and basket-shooting to good advantage. School loyalty prevents the Messenger from wishing Cox an all-victorious year but in passing we take off our hat to an exceptional athlete and commend the sportsmanship and ability of a worthy rival.

The Messenger
Wichita, Kansas

On the editorial page of many high school papers is found the paper's platform, slogan, or policy. This is not something that can be made up hastily. It must be carefully thought over by many people and made to stand for the school as a whole. The South Side Times of South High School, Fort Wayne, Indiana has the following:

TIMES EDITORIAL PLATFORM

1. To further scholastic activities.
2. To promote extra-curricular activities.
3. To give well-written accounts of high school happenings.
4. To offer high standards of high school spirit.
5. To aid school officials.
6. To let parents and public know what South Side is doing.
7. To keep in touch with other schools.

The Messenger, Wichita High School, Wichita, Kansas this;
The Messenger Platform

1. To promote a finer school spirit in all branches of the school.
2. To create an appreciation of beauty.
3. To promote cooperation and understanding between students in all classes.
4. To support all worthy student and faculty undertaking.

Wichita High.

The Ah-La-Ha-sa this:

AH-LA-HA-SA ENDORSES THESE POLICIES:

1. Giving service to all its supporters and associates.
2. Furthering worthwhile organizations by giving them well balanced publicity.
3. Strengthening the bonds between the alumni and the students, between the advertisers and their patrons.
4. Using conservative newspaper journalism to achieve these purposes.

Vedette Visions of the Culver Military Academy of Culver, Indiana has a short and snappy one which uses the letter of the name of the paper:

"Verified Veracity--Vivified Variety."

The Edison Record, Edison High School, Minneapolis, Minnesota has at the top of the mast head the following:

OUR AIM IS:

Accurate Presentation of News.
Financial Independence.
More and Better Auditoriums
An Influential Alumni Association.
A Stronger Parent-Teacher Association.

The High Times of Lakewood, Ohio has this:

THE HIGH TIMES aims to SERVE Lakewood High School by being TRUTHFUL, FAIR, and ACCURATE in its news, HONEST in its policy, and LOYAL to its readers and the school.

The Co-Ed Leader prints in small type under the mast head the contributors of the issue. Many papers list the
organizations to which they belong and the honors that have come to them through the years.
The Humor Column

Of all the columns that the school paper tries, perhaps the most difficult is the so-called humor column. It is a very easy matter to have this column degenerate into jokes copied from other papers and magazines. In order to make the column really worth while, the jokes must be original and based on funny happenings around school, and need to have a mixture of the serious and funny; otherwise monotony results. Professor Lawrence Murphy in "The Serious Business of Being Funny" gives some valuable advice as to the make-up of this column. He urges "special emphasis on names, information, and events familiar to a large part of the student body."

He says further,

"Do not descend to the level of your reader but tempt him to a higher level by printing the better things in your field. Strain toward a higher level by entertainment and carry your reader with you. If you cannot get contributions worthy of your deportment, if you cannot write as many items as you need, take some of the writings of the great poets and authors, some of the maxims and paragraphs of our great men and women and run them in your column with the names of their authors. Do not follow the course of least resistance and do not consider that a humor column must contain cheap humor to be read and appreciated.

"Strive for contrast in small types, indent, vary the Roman and italic, the capitals and small letters, the spacing between lines. The careful use of white space, and ordinary good taste in deciding on pleasing appearance, are important factors in the success of a humor column or department."

23. Murphy, Lawrence. "The Serious Business of Being Funny," Scholastic Editor, April 1926, p.5
"Good clean humor is an asset to any paper. The humor column can be as powerful as the editorial column—it can also mold public opinion. It can be as restful as music, as beautiful as art. It can be just simply funny. But all the while, it can be boosting that, denouncing the other, complimenting this, and advocating something else. It can pervade a whole school with an atmosphere for good, or it can do the reverse."

All sorts of names have been given to the columns; such as, "Under the Elms," "Anything at All," "Diamond Points," "Quips and Quirks," "Pick-ups," "Southern Spice," "Ball and Chain."

---

24. High School Editor, South Dakota High School Press Association, Scholastic Editor, April, 1926, p.22
It always did come back.
Its fur was long and black;
ning around the school for some time now. 
South High

Gosh, cats don't know
No matter how many times it was put out
'Off;

make dough.
wheat. Perhaps they raise
would see our notes.

bet the pirates would laugh at us if they
becaus.e pirates used funny signs.

hand's just a mass of funny signs too. I
Sawew we could give

Eccentric-he was bald.

I don't know why 

I wonder why farmers raise 
wheat. Perhaps they raise it to
make dough.

Doughy
I wonder why farmers raise 
wheat. Perhaps they raise it to
make dough.

Persistent Cats
South High had a little cat, 
Its fur was long and black; 
No matter how many times it was put out 
it always did come back. 

Did you see that cat? Its been running around the school for some time now. 

Gosh, cats don't know when they're well off.

Illustration No.15. The Humor Column
South High Beacon, South High School, 

Cleveland, Ohio.
PHILOSOPHIZING
A hot African sun glowing in an azure heaven,
Beating down upon the scorching sands of a blistering
desert.
Looking skyward I see a tragic sight—
A pursuing Bedouin overtaking a fleeing victim . . . .
They meet in mid-air and grapple in a death struggle.
Then overtaken by a wandering breeze, they leave my
scenic stage,
And float, as one, contentedly on.
Clouds, billowing clouds,
When filled with air, and bathed in celestial light
Take on mortal shapes.
And all too life-like reflect the ways of man, of nations,
of foes,
The latter, who in their wild pursuit of power,
Grapple, poor insignificants, over petty disagreements.
Clouds under the sun's grim countenance,
Man under God's all-seeing eye.

The Pleasure Seeker.
Miscellaneous Columns

On the editorial page are to be found all sorts of other columns. A list follows:

(1) Chats on Vocations.

Each week some trade or business is written up.

(2) Little Journeys.

The best in art, drama, moving pictures, history, etc., is brought to the attention of the students.

LITTLE JOURNEYS

Over the Footlights

In "Twinkletoes," current offering at the State last week, Colleen Moore showed that she could carry on the serious traditions of Selina Peak in "So Big," and she spared no effort to display her versality.

"As a result of additional scenes tucked in the production and a bit of sickly humor sprinkled here and there, the film lacked compactness, but it gave Colleen Moore her first substantial role since "So Big."

Into Historic Memories

"On July 16, 1891, business came to a standstill in the loop while the cornerstone of the court house and city hall were laid.

"Exercises were in charge of the Masonic Grand Lodge. A colorful pageant was staged, and addresses were delivered by Mayor P. B. Winston and Frank F. Davis while the cornerstone was laid at the Fourth Street and Third Avenue corner by Alphonso Borto, Grand Master of the Masonic Lodge. A sealed copper box containing many important documents was imbedded beneath the cornerstone."
Into the Realms of Art

"After the death of Max Bohm, the famous American painter, several memorial exhibitions of his work were organized, one of which is being shown at the Art Institute during the month of December. It includes 20 canvases that represent the painter's idea on a variety of subjects. His work has a personal character of massive simplicity that is the result of his striving to endow his canvases with a single, intense emotion."

The Southerner
South High School
Minneapolis

(3) My Ideal Boy
My Ideal Girl

Different characteristics are chosen from various people throughout the School to make an ideal person.

(4) For You and Me

Two columns of equal length. At the head of one a girl's picture, at the head of the other a boy's. Some lesson such as the necessity of being courteous or speaking correctly is brought home.

(5) The Epicurean

Each week a recipe that boys and girls might like to use is published.

(6) Today's Fairy Story.

Today's Fairy Story

"The faculty decided that semester tests were too hard on little boys and girls so they did not give any. But the children missed them and begged so hard to have them that the faculty relented.

"Be good now so Santa Claus will bring you something next year maybe."

The Messenger
Wichita High School
Wichita, Kansas
(7) Who's Who

This gives the picture of and a write-up about some of the prominent people of the school.

(8) Questions and Answers

Either one question is given by some member of the staff and answered by various people throughout the school or several questions are asked by pupils and answered by the editor.

(9) Nibs of News

This column is made up of stray bits of news from all over the world.

(10) I Am Reading

Brief book reviews.

(11) At Other Schools

The items of this column are gathered from the exchanges. Comments are made on what is happening in other schools.

(12) Diaries.

These are found under various heads such as "Miss Pepy's Diary," "Sophomore Diary," "Inky the Mouse."

(13) Betsy Boot's Advice to Dumbells

Foolish questions are asked and foolish answers are given.

(14) Grey's Grad Lines

A letter from an alumnus

(15) Views of American Colleges.

Each week a different college is featured. The material is written by the adviser of that college.
(13) Teacher Says
Each week a teacher writes a short article.

(17) Student Opinions
Here the boys and girls of the student body may air their views. We find them asking for repairs, suggesting improvements, and commending certain people or happenings. A few typical ones follow:

Compulsory Subjects

At the present time there is no high school in Minneapolis, in which one can choose all his own subjects. Courses are forced upon a student for which he has no talent or liking.

Take mathematics or geometry for example. Only a small per cent of the high school population has any use for these subjects in technical vocations.

Will the subjects taught in a Minneapolis high school help to support a man and his family? No! Decidedly not. When a lad is about to graduate from high school he looks with dread upon the world, wondering how he will get along, in spite of the fact that his brain is full of theorems and useless formulae.

So let the student choose his own subjects, that he may stand on his feet in later life. With few exceptions, grey matter acquired from books never supported a man. Why not let the man support himself?

West High Weekly
West High School
Minneapolis, Minn.

Desks

Dear Editor:

While going from room to room I find that a few of them need new desks. This is true especially in room 309. The students would appreciate it very much if they were repaired or new ones would replace the old.

E.N.

New desks for certain rooms will arrive soon.
Editor.

South High Beacon
South High School
Cleveland, Ohio
Text Books in Library

In my opinion it hardly seems right that pupils are not allowed to use text books in the library. If I go to the library to look up a reference for history which takes half an hour, I have nothing to do for the rest of the hour, since I will not be allowed to study any other book. It seems to me that a person should be allowed to study from text books after he is through looking up his reference.

Edison Record
Edison High School
Minneapolis, Minn.

(18) Faculty Foibles
A short write-up about a member of the faculty.

(19) Observations
What ever is new about school is featured.

(20) Do You Know
This brings up stray bits of news around school.

(21) Innumerable fillers.

Our Abbreviations

N.P. No Parking--by order of the student Council.
FOB. Flunk or Bluff--Wells Witt
P.S. Pretty Soon--Virginia Lohefner
N.C. No Cuts--Several of us, at most of the dances.
S.O.S. Stuck on Several--Dave Newcomer
S.O.L Same ole' Line--Quinta Huggins
G.O.P. Good on parking--Vivian Kennedy
A.W.O.L. Alone with our Lessons.

Our Funny Papers

Moon Mullins. .................... Kenneth Ennis
Kayo......................... Charles Hackler
Mr. Percyfield.................. Carl Mathews
Emmy Schmaltz.................. Virginia Becker
Walt............................ Nelson Myers
Tillie the Toiler................. Gene Singleton
George Bungle................... Jack Morris
Josephine Bungle................ Jo Scroggs
Smitty......................... George Clement
Herby.............................................Wesley Rufi
Dumb Dora.............................................Laura Ball
Polly..................................................Dorothy Dameron
Her Pals.............................................The Aristonians
Winnie Winkle.................................Vir. Lohefener
Perry Winkle.............................Kenneth Silverman
Mutt and Jeff..........................Ditners and Gunter

Who?

Name--???
Sex--female.
Age--17 years.
Class--'27.
Hang out--107-108.
Coloring--a vivid Brunette.
Pet Saying--Oh, Dear!
Favorite Sport--tennis, swimming.
Ambition--to be a business administrator.

Broadway Whims
Broadway High School
Seattle, Washington

Literary Column or Section

The high school that has a magazine does not generally run a literary column in the newspaper. If there is no magazine, the column affords expression for material done by the English classes, or for pupils who have a bent for writing stories, reminiscences, or essays. The Blue and Gold, East High School, Cleveland, Ohio calls its column "Today's Tid-Bits----The Choicest Morsels," which indicates that much culling is done before the two or three best are selected. Just to show the nature of the contents, I quote one contribution.

All's Wrong with the World

Imagine a fifteen year old boy having to be in bed at ten-thirty every night! Something is wrong. I wear long pants but still they call me "boy". Such a word. I thought that when I was a big man everyone would treat me as a gentleman. But I'm mistaken. At Thanksgiving, Christmas or
any other time when we have a big dinner, I have
to sit at the table with my little brother and
cousins. Something's wrong when they treat a fif­
ten year old boy like a youngster! They tease
me about my girl but they don't tease Tom about
his girl and he is only six years older than I.

My teacher says, "boys and girls." I guess
she thinks we are a lot of infants. They called
us that in the elementary schools. Why can't
my teacher say, "ladies and gentlemen," or "young
men and women" or even "young people;" that would
be better than "boys and girls." My teacher is
just like mother and father. They are always say­
ing "don't do that, do this." I guess a fifteen
year old boy ought to know what to do and what not
to do.

In the papers they think people up to sixteen
are children. Wonder what they think of one-year
olds. I read an article the other day that said
there were too many attractions for young folks.
It said there were too many children under fifteen
going to amusements that lasted until eleven-thirty
or twelve o'clock. I'd like to tell the old fogey
who wrote that article a thing or two! It's get­
ting so that there is no respect for people under
twenty. Just wait until I am senator or something,
I'll have a law passed that will state "Ladies
and gentlemen under twenty-one are to be respected
the same as those over twenty-one." America is
supposed to be a country where everyone has a
voice in the government. Then why can't people
who are fifteen years old do as they please and
say as they please? When you're as old as I, you'll
see that all is wrong with the world!

The Polaris Weekly, North High School, Minneapolis
calls its column "Realms of Fancy;" the Southerner, its
"Thalian Muses," and states that it is reserved for original
student contributions in story or verse, and that literary
merit in composition and style with sincerity of craftsmen­
ship will be the determining measure for publication without
regard to the year of high school training. Two typical con­
tributions follow!
A LITTLE BIT O'HEAVEN

The Milky Way is strewn with stardust down which fairy feet have daintily trod. There are stars that twinkle at the Angels, and moonbeams that leave their home in the sky, and come to Earth to nestle in the rosy cheeks and tiny chins of babes. Mortals, noticing the penetrating lights call them "Dimples," and say, "How Lovely!"

There are fields of clover, not a three-leaf blossom among them;—'tis a veritable treasure ground for the elves on which to play hide-and-seek.

Caves where witches brew their potions are hidden behind star points. Rivers wind their way through mountains, rush madly over the rocks. Then, as if repenting their mad gaiety, they seek a secluded spot in a valley, where they gently and quietly ripple along to the sea.

It is a magic land, whence superstition reigns supreme, and fairy books are things of truth; a place where all should go who would be free.

"Just a Little Bit O'Heaven" but it brightens my path the live-long-day.

A MOUNTAINEER'S WISH

A river runs beside my door,
It flows into the West.
Across the hills and valleys
And through the wilderness.

Some day this stream I'll follow
Follow it many a mile,
Until I come to a new land
Where people always smile.

I've lived among these mountains
For many a spring and fall.
Each year I think to leave them,
But I can't resist their call.

I'm good for just a few more years,
And then I hope I may
Drift down that silvery stream just once
Before I pass away.
Several papers from schools that have no literary magazine once a month or once in two months run an extra two pages. These feature stories, essays, and verse.

Poetry

On the whole very little poetry is found in high school papers. A few papers venture to run a poetry column. The Lincoln Log has "Ventures in Verse."

Autumn Preparations

Whirling, twirling gold and red
Leaflets being put to bed;
Hurrying, scurrying everywhere
Throughout the crisp and snappy air.

Hustling, bustling all around
In the treetops, on the ground;
Cold harsh winds begin to blow
Heralding the pure white snow.

Trees in Autumn

The trees of the autumn are seen everywhere
With their leaves of crimson and gold,
They dance on the ground and up in the air
For Jack Frost will soon bring the cold.

The trees of the autumn are seen everywhere
With their shiny brown leaves all around;
They are dancing about with never a care,
Nor know for what place they are bound.

Just Dreaming

Seated beside the fireplace,
Gazing at its rose red beams,
I see the dancing firelight
That enthralles me with magic dreams.

The fire fairies dance about me
While the glowing log crackles on;
But still my thoughts of this one eve
Come to me right along.
I wonder where the firelight comes from,
And how long before it dies down;
And yet the fairies dance about
And still the log crackles on.

My thoughts begin to wander,
My eyes begin to close,
To think that this beautiful fire dream
From my vision I must lose.

I try to arouse my spirits
To make them know my desire
But I drift away with the sandman
And leave my dreams in the fire.

Emma Tides, 12/73.

Many papers use poems as fillers. The one below is from
the Spectator, Highland Park High School, Highland Park, Michigan.

CHRISTMAS MORNING
F. J.

Swiftly the night flies by
Chased by the winged dawn;
Darkly the stars draw nigh,
And with the grey are gone.

In the silence of lovely thought
Broods the earth's people.
Sing of the miracle wrought
The bells of the steeple.

A very good use is made of short poems in the humor
column to vary the monotonies. They are sometimes found in
the literary column, as in "Thalian Muses" quoted on page 60.
The Sports Page

Of the papers studied, about half use the last page for sports news and about half the third page. An effort is being made to clear the last page of sports news and keep it for news that will not fit on to the front page as do the big dailies. Some papers still feature their biggest sports stories on the first page. Of course this pleases the athlete's coach, but it is not good journalism. Only when the event is of great importance such as a football or baseball victory over an old rival is this being done by the best papers.

The best sports pages are carefully planned. The same sort of balance that is used on the front page is used there. Well written columns giving side lights on the athletics of the school, pictures of athletic teams and heroes, cartoons, news of famous athletes of former days, schedules of coming events are all found there.

Advisers are trying to keep cheap slang out of the athletic write-ups and are succeeding. A typical football write-up is given on page 63.

The good sports page pays as much attention to girls' athletics as to boys', features all the minor sports as well as the major, and faculty sports news as well as those of students. The best sports writers are those who get the names of all who have taken part in any sort of contest no matter how unimportant it is.
Pedagogues Confide in Scribes about Their Childhood Ambitions.

Two Wanted to Be Authoresses; Another a Janitor; One an Actress.

By industriously delving into the matter, two scientists at North have unearthed indisputable proof that combats the well-known theory that teachers are but mechanical beings originated for the sole purpose of bringing misery to our would-be-happy school days. For teachers are human! They have had dreams, and hopes, and fancies, and ambitions! Gaze with fond admiration at our own unassuming Miss Long! She dreamt and hoped, and fancied herself as the author of the six best sellers. (At present she is on her tenth chapter of the first.)

Saxby was a Janitor. Saxby was a Janitor.

Miss Shannen's have adopted a noteworthy interest in the themes of the pupil's pupil write such a choice as could be papers. At the eventful these themes are collected each pupil makes a newspaper of his own. Horrors! Horrors! It was discovered that these unearthy efforts by Miss Critter, the class, who are draft.
South Meets South Tonight for City Title

POLARS DEFEAT TEDDY FIVE AT KENWORTH ARMY

Southerners Favored to Conquer Blue and White Quilt in High Finals

D. Alpert and Battalig Star In North's 14-11 Win Over Teddies

By Harry Johns

With the city high school basketball championship within their grasp, the Polars tonight will meet the South quill at the Kenworth Army. The winner of this important tilt will be the undisputed basketball champions of Minnesota and will have the right to meet the winners of the St. Paul title for the right to enter the state tournament.

Each Has Won Game
Tonight's contest will be the third time that these two teams have met. In the first game of the season, the Polars defeated the Orange and Black cagers by the score of 18 to 14. In the second encounter North lost, 20 to 16, largely through the work of Art Tewson and Teddies' center. In the third battle, North won their game on the small North floor while the Southerners proved in the second half of the game, when South pulled ahead with their fiesty effort.

As a result of having won their first game this season, the Polars can win the championship after the tournament. The South team, still in the running, is ahead of the Polars by a point, 20-19. The Polars are the bacon of the city league and their performance in the tournament has won them the title of being the bacon of the city league. The South team, still in the running, is ahead of the Polars by a point, 20-19. The Polars are the bacon of the city league and their performance in the tournament has won them the title of being the bacon of the city league.

The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points.

The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points.

The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points.

The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points. The South team was led by the performance of the Polars' center, Rasmus, who scored 12 points. The Polars' guard, Huppe, also had an outstanding game with 12 points.
Swan emerged victorious over Amiel in an evenly matched encounter. The final score was 10-8. Swan pushed for a momentary lead over Amiel. The Polar guard plays as good a defensive game as he did on the Pillsbury floor, and the team was able to break up the play’s in the middle of the floor, but the Blue and White forwards. With Davie Alpert back in the guard position after the tip-off, played a commendable game. Besides playing a nice guarding game, he sank two long field goals to help North enter the finals.

North will face the Amici in an evenly matched encounter. Some of the experts are predicting that the Polar guard plays as good a defensive game as he did on the Pillsbury floor, and the team was able to break up the play’s in the middle of the floor, but the Blue and White forwards. With Davie Alpert back in the guard position after the tip-off, played a commendable game. Besides playing a nice guarding game, he sank two long field goals to help North enter the finals.

The encounter was a hotly contested affair. Neither team had more than a two-point advantage until the last quarter. Roosevelt led 22-20 at the end of the first quarter, 31-24 at the end of the second quarter, and 46-42 at the end of the third quarter. North entered the game on a high note, winning the first quarter and leading 46-42 at the end of the third quarter. North played a dramatic defensive game, breaking up the Blue and White forwards. With Davie Alpert back in the guard position after the tip-off, played a commendable game. Besides playing a nice guarding game, he sank two long field goals to help North enter the finals.

The Photo Finish Group was high scorer for Amici with 19 points. The encounter was a hotly contested affair. Neither team had more than a two-point advantage until the last quarter. Roosevelt led 22-20 at the end of the first quarter, 31-24 at the end of the second quarter, and 46-42 at the end of the third quarter. North entered the game on a high note, winning the first quarter and leading 46-42 at the end of the third quarter. North played a dramatic defensive game, breaking up the Blue and White forwards. With Davie Alpert back in the guard position after the tip-off, played a commendable game. Besides playing a nice guarding game, he sank two long field goals to help North enter the finals.

The event was the annual Minneapolis Armory meet, which is one of the most thrilling of the season. At the end of the fourth quarter the score was 14-14.

Jack Robinson's
1711 Plymouth Ave. N.
Phone: Cherry 2591
Orders Take For Parties, Winter, Banquets.

The Flower Mart
H. Hobschafter, Proprietor
Our aim is to give Quality and Service. We are always appropriate.

Hyland 8901

AFTER EVERY PARTY—Make a habit of coming to J. MALCOFF'S CONFECTIONERY
914 Sixth Avenue North

ICE CREAM—SOFT DRINKS

JUST TRY A TANKFUL OF NEVR-NOX GASOLINE

THAT'S ALL WE ASK

De Laittere-Dixon Co.

Paint Up The Old Bus!
The new Brushing Duco is easy to use; dries quickly, and looks and lasts wonderfully. Try it out!

Dressler Hardware Co.

The Price of Ignorance

Ignorance is the most expensive thing in the world. He who lacks education pays for it at every turn and overtime.

PRACTICAL BUSINESS EDUCATION

The success of our school depends absolutely upon the success of our graduates. For this reason we have the largest business school in the Twin Cities. They send us most of our new student body. Satisfied employers send us many more.

Day School—Night School
Telephone Main 5995
Register Any Time

North High downtown rendezvous

The school, facing a financial difficulty, because girls would sign up to play but they would not show up. The solution was to offer a $500 prize for the team that could win the most games in a season. This prize would be awarded to the team that could win the most games in a season. The Polar guard plays as good a defensive game as he did on the Pillsbury floor, and the team was able to break up the play’s in the middle of the floor, but the Blue and White forwards. With Davie Alpert back in the guard position after the tip-off, played a commendable game. Besides playing a nice guarding game, he sank two long field goals to help North enter the finals.

The School of Business

North High downtown rendezvous
Lincoln Defeats Heights
2-0 Oct. 30, and Gains
First Victory of Season

By John Ustach

Lincoln gained its first victory of the season when it defeated Cleveland Heights, 2-0, on Saturday afternoon, Oct. 30. The Presidents scored in the fourth quarter when Myers of Heights fumbled the ball behind the goal and was tackled there.

The game was played in a driving rain on a very muddy field. The ball had to be wiped frequently.

The fine work of the Lincoln line on the defensive was a feature of the game. The line stopped most of Heights' plunges.

Bier's punting was one of the main factors in winning the game. Holan shone in fumble recovery and tackling.

First Quarter
Heights won the toss. Then Heightsmen kicked off and Lincoln recovered the ball on its thirty-eight-yard line. After intercepting one of the Presidents' passes, the Eastsiders exchanged punts with Lincoln. Heights then gained a first down and Lincoln obtained the ball by holding the Heightsmen on downs.

A pass from Biers to Tomeldosky placed the ball on the forty-seven-yard marker. The Red and White punted and Heights returned the ball to Lincoln's twenty-five-yard line.

Second Quarter
The Presidents held the Eastsiders on downs on their twenty-five-yard mark. After a penalty of five yards, Lincoln punted and Heights returned the ball to the Red and Whites' forty-one-yard line. Then followed a series of punts until the ball found its place on Lincoln's forty-five-yard line.

Third Quarter
Heights kicked and Lincoln recovered the ball on its thirty-yard line. Another series of punts followed and ended with the ball being on Lincoln's thirty-three-yard marker, after a few line plunges Lincoln punted to Heights' forty-two-yard line. Heights returned the ball to Lincoln's twenty-three-yard line.

Fourth Quarter
Holan scooped up a fumble and ran the ball to Lincoln's thirty-three-yard line. Biers passed to Shriver but the ball went too far and a dispute arose as to whether the result was a touchback or not. The referee decided to consider it a touchback.

Holan blocked the Eastsiders' kick and placed the ball on Heights' twenty-four-yard line. Attempting a field goal, Biers kicked to Heights' five-yard line. An end run was stopped by the Lincolmites. On the next play Meyers of Heights fumbled the ball behind the goal line and was tackled by Holan. This resulted in two points for Lincoln.

Heights kicked to Lincoln's forty-five-yard line. Lincoln failed to gain anything in the few line backs and was penalized five yards for stalling. A fumble gave Heights the ball on Lincoln's twenty-five-yard line. Heights netted twenty yards on a pass.

Illustration No. 16
A typical football write-up
The Blue and Gold-East High School, Cleveland.
SUMMING IT UP

By Fat, Himself

Captain Pelak, Bud Keene, Pete Verlo, and Alex Kavkula ended their high school basketball career against South last Saturday.

The members of the second team who are lost to the squad through graduation are Everett Robinson, Wayne Courtney, and Tony Sporne.

Frank Pelak lost 16 malted milks on the last South game. He bet each member of the Panthers a malted milk that they would beat South.

Sonny Kline found his shooting eye just before the South game; consequently he made 9 points for Edison.

Verlo says because basketball is all over now, he thinks he will get married. He has in mind a rather large blonde that wears glasses.

A certain group of girls had planned to go with the championship basketball team to Chicago, but changed their minds when they found out it wasn't going to be Edison.

"Tony" is to be congratulated because he stuck it out all season.

Not much practicing was done last Wednesday at the Armory—because there was a good looking tight rope walker of feminine sex doing her stuff.

It has been said that the usual army will be out for the first call for baseball players, but most of them drop out almost immediately when they find out that they are not what the coach called for.

Miss Harroun presented Pete Verlo with his good luck ring the Monday following the Central game. She placed it on his ring finger with much dignity and pride.

A couple of veterans have said they were going to hold out for more dough, because they don't even receive enough to buy ice cream, candy, and other luxuries to and from practice.

Herb Keene, an onlooker to the Edison-South game, said that Referee Nicolas had a new kind of a haircut, the doughnut kind.

Sonny said that he could not see the ball when Frank passed it, because of the reflection of the ref's head from the sun.
TAKING THEIR MEDICINE

Illustration No. 15 The Sports Page Cartoon

Senn News, Nicholas Senn High School
Chicago, Illinois
That which really makes a paper attractive is the pictures and cartoons. Any paper that can afford to have plenty of photographs and cartoons is fortunate. When the school operetta is staged, the paper heralds its approach by pictures of the cast. The casts of the school play, the graduation leaders, the debaters, the honor pupils, the athletes all must be presented to the school by pictures.

The Messenger, Wichita High School, Wichita, Kansas runs in each issue a series of snap shots that feature faculty, pupils, and the school. A humorous write-up goes under each picture. The Lakewood High School Times each week runs a section called "Leading Lights," which gives the pictures of the people who are specially important at that time. At the end of the semester this same paper printed an interesting feature which will be found on page 70.

Another sort of picture is featured on the occasion of some of our national holidays. An Armistice Day edition of the Senn News showed on the front page an American cemetery at Suresnes, France and on an inside page pictures of Washington, Roosevelt, Wilson, and Pershing.

Another picture that enlivens the paper, if used in moderation, is the little illustration for a short feature write up. An illustration will be found on page 72. Several papers carried pictures of Santa Claus in the front page of their Christmas issue.

Still another kind of cut that is used, is that for music for the school song. Illustration is found on page 13.
Snappy Shots

1. Hergie Swarthout and Ark City's goat.
2. Not a spring dance but three female cheer leaders, Eva Brownwell, '29, Roberta Alexander, '28, and Dot Deaver, '27.
3. "Harmony Hunt" and his Joy Girls, who appeared in the girls' basketball assembly last Wednesday.
4. Mr. Noah Lott, alias Hayden Cady, who honored us with his presence at the Ark City pep assembly.
5. Boys will be girls. These smiling little maidens participated in the basketball game held on the stage last Wednesday.
6. His honor, Carbounidum, our poet of renown.
7. Circus? Huh-uh, just Gratia Gardener of the girls' tumbling team displaying her athletic abilities.
8. Girls' tumbling team.
9. Newton's pep as displayed in the pep assembly Friday.
10. Raymon Hunt and two of the delegates to the National Orchestra at Dallas, Wilbur Snowater and Frank Kessler.
11. Beatrice Sanford—W. H. S.'s sole girl representative to the National Orchestra at Dallas, Texas.

Illustration No. 19 A Group of Snap Shots

The Messenger, Wichita High School

Wichita, Kansas
'HELLO--GOODBYE,' SAYS STAFF

New Ones and Old Ones—Try to Pick 'Em from This Picture

By their smiles ye may know them—and their feelings. These are the incoming and outgoing staff members of the High Times: (1) You can't just tell by John LaMarche's picture whether he's glad to leave or not. John is being succeeded by Ellsworth Potter (4), who seems to be taking his appointment as sport editor rather seriously.

Alice Marie Mitchell (2) seems to be glad she's staying with the staff as associate editor, while Hertha Wolf (3) seems happy to be leaving that very position. Janet Wishmeier (5) is calm and composed, probably because she remains in her former position, society editor.

Jeanette Reisser (6) and Elsie Martens (7) both look overjoyed to be leaving, while Jane Smith (8) seems rather scared at the thought of her new duties as editor-in-chief. Jeanette is graduating, while Elsie is leaving her editor job behind, though she will remain on the staff.

Illustration No. 20. A feature picture.

Lakewood High Times, Lakewood High School, Lakewood, Ohio.
THE CAMERA CAUGHT GEASLEN at the Cubs Park Saturday just as he sneaked through the Harrison forward wall for a neat little gain. Geaslen didn't seem to hold the Harrison boys in much esteem as he ran around the techs in great fashion. On two occasions he sprinted for runs of forty-five and thirty-five yards.

Illustration No. 21. The Football Picture.
Cheer Leaders Encourage Mob to Wild Yells

Rah! Rah! Rah! Rah!—Lakewood High! Lakewood High!—and you know how the rest goes. At least you certainly ought to after the spiritrousing “pep” meeting held last Friday during the third period.

Pretty nearly every yell Lakewood has ever had was dug up between Mr. Briggs, the principal, and Cheer Leaders Vernon Burt and Bob Simpson.

More of these assemblies are going to be held in the future to work up enthusiasm, so no fair gettin’ a sore throat, because the cheerleaders want just as much racket as possible from Lakewood’s section at the next game.

Illustration No. 2. The Feature Story in pictures.

Lakewood High Times, Lakewood High School, Lakewood, Ohio.
TO CENTRAL

SOPRANO AND ALTO.

Dear old Central, far famed Central, thou shalt never fail. Round thy name there
Ev'ry student, soon or later, in his walk of life, greets the thought of

TENOR AND BASS.

clings the ten-dril of tradition's tale
Alma Mater as his strength in strife Thou art victor fame has followed,

clad in dignity. May thy name to all be hallowed by their love for thee

Illustration No. 23 A cut of the school song.

Central Luminary
Central High School
Kansas City.
Besides the photographs are the cartoons. These to be effective must be take-offs on something that everyone is interested in, and must be cleverly done. F. C. Alexander in "The Value of the Cartoon" says,

"In the cartoon the newspaper presents to the reader first, news; second, editorial convictions; third, humor. It is the idea behind the cartoon that counts. He is only half a cartoonist who is an excellent draftsman but a barren humorist."

Linoleum arts are being used to some extent. They are made of battleship linoleum glued to wooden blocks.

Illustration No. 24. The Cartoon

Central Luminary, Central High,
Kansas City, Mo.
INDOOR SPORTS

DISPOSING OF CAFETERIA SILVERWARE

GETTING TO YOUR SEAT JUST BEFORE THE BELL RINGS.

GETTING TO A SEAT IN THE MIDDLE OF THE AISLE IN THE AUDITORIUM

UNLOOSING THE TOPS OF PEPPER SHAKERS

TRYING TO GET THAT LAST NICKEL TO MAKE A 100% ROOM.

Illustration No. 25 The Cartoon
The Messenger, Wichita High School,
Wichita, Kansas
IDEA OF CHRISTMAS SEAL
First Conceived in
Einar Hoboell, Danish Postal Clerk, and Queen, Inaugurated System
Years Ago Because of Prevalence

"Peace on earth,
Good health to men."

Illustration No. 26
The Cartoon
South Side Times
South Side High School
Fort Wayne, Indiana
News of Clubs and Associations

There are two ways of presenting the news of clubs and associations: one is to have a regular column or section; the other is to run what news there is as regular news items with heads. Main Avenue Huisache, Main Avenue High School, San Antonio, Texas has a column, "Club Chatter." The news of each club is given a paragraph and a cut of each club emblem is inserted in its paragraph. The Weekly Register of Omaha Central High School devotes the better part of three columns to news of clubs under the caption, "Central's Boosting Units." Here each club is allowed several paragraphs.

The Blue and Gold, East High School, Cleveland, at the beginning of the semester ran a regular news article entitled "Clubs Established New Officers to Manage Next Term's Affairs." The article contained the list of the new officers of every club in school. The same paper ran a review of what each club had accomplished for the past semester. The Spectator, Highland Park, Michigan ran its largest news article one week about the All-School Comedy which was put on by the 18 organizations of the school. Many of these gave an act; those that did not, helped in other ways.
Short News Items

The shorter news items are often what sell the paper. Just a two or three line personal makes a youngster and his family happy for days. Everybody likes recognition. The short news item is an effective way to reach many pupils that otherwise would not be mentioned. There are all sorts of headings for these news columns: "Locals," "Around the Class Room," "Among the Seventeen Hundred," "Sixty Minutes Around B. H. S.," "The Chatter Box," "Pertinent Personals," "Group Room Notes." An illustration will be found on page 86.

These items are secured in various ways. The member of the staff whose duty it is to find them sometimes gets a representative from each home room; sometimes there is a box outside the publications room into which all sorts of odd items are dropped by the student body.

Besides the personals there are other short news items. One is alumni news. This in many schools is made a vital and interesting column. The prominent alumni, those that have received honors in college, in the business or professional world, those that have had accidents, been ill, or have died are written up. The other is news from other school. This tells of plays, debates, experiments, news in general in other schools throughout the United States.
Unknowingly, one of the girls of Room 0 gave the elusive "consultation slip" its proper title. She thought it was called a "complication slip."

About a month ago, the elevator celebrated its ninth birthday, and was quite feeble. Since then it has frequent attacks of "Out of Order." The doctors gave it a rest cure, and now it has been pronounced sound and fit to run another nine years.

Everything was going beautifully in the 7A-2 history class. Miss Wilson was giving the students a test. (That's why it was so quiet.) Suddenly Mae Normandin lifted her voice. "Miss Wilson, is South Carolina a he or a she?"

"Hey, are you an English teacher?"

The person addressed walked on unheedingly until she reached a locker in the hall and stopped. A small boy approached her. "I say, are you an English teacher?"

"Why of course not," said Clara Grace Peck of Room 0, whom the boy had evidently been addressing. "Well," he said, "I didn't think so."

"When people are tarred and feathered they either die or they don't die." So spake Joseph Thompson a few days ago. Good brain work, Joseph.

The other day in a certain geometry class, Constance Forman was having a delightful time talking to her neighbor.

Mr. Palmer, who was at the board, explaining a problem, turned around to see where the steady buzz was coming from. "Well, Constance," he said, "let's make it a continued story. You can start on the twenty-seventh chapter tomorrow. You must be up to the twenty-seventh by now." Constance ceased.

"Are you visiting?" asked a teacher reprovingly of two girls who were talking in Room 0. "Yes, I'm a visitor here," sweetly replied Queta Brenner's cousin from Indiana.

In a certain English class the teacher was saying that the sentence "I am going" was baby talk. At that moment one of the girls, Rath Ward by name, let out a loud "Goo." Evidently she was trying to recall her baby vocabulary.

Katherine Busic, formerly of Galax, Virginia, is now a member of Room 0.

Fra Loomis insists upon putting an "s" on Mr. Waite's name. Twice he has spoken to her about it and still she calls him Mr. Waites. This is quite a "weighty" matter.

Miss Kerr has confessed to her 12B English class that she well remembers the time when she had to say "The Barefoot Boy" and the line "I was once a barefoot boy" singularly embarrassed her.

"What is the president's cabinet?" was the question in Mrs. Case's 7B history class. "The place where he keeps his clothes," was the reply.

Mr. Tiedgen told his fourth hour economics class that he was going to read to them about a farmer. "It may be dry," he said, "and if so you can go to sleep, but don't bother the other fellow."

Robert Langly, of Room K, is in Providence Hospital recovering from an operation for appendicitis.

Evidently Gayle Hall and Dorothy Hollinger of Room 0 are unaware of the existence of the S. P. C. A. One day last week they were seen dragging an innocent little dog across busy Second avenue by its front paws. As Gayle let go of one paw, Dorothy pulled the unfortunate animal the remainder of the way on its back.

Their intentions were probably good, but their method—poor dog.

One of the girls on the hockey team was asked how the game that was played in the rain came out. "Hockey game?" she answered. "That wasn't a hockey game; that was a swimming match."

Helen Powers, formerly of Room L, is now attending St. Mary's College at Monroe.
In Other Schools

Latin essays showing research work, time, and thought were written by the senior Latin classes of the York High School, York, Pa.

Among some of the most interesting subjects written upon are "Amusements and Pastimes of the Greeks," "Roman Education," "The Roman Women," "The Roman Marriage," and "Private Life of Helen of Troy." It is hoped by the teacher in charge that through this assignment pupils will realize that Latin is a live and interesting subject; that there is more in this study than the mere drudgery of the definite compulsory assignment.

A vocational course is offered in the Roosevelt High School, Los Angeles, Calif. The course consists of applied electricity, business training, trade sewing, costume designing, floriculture, and photography.

Included in the girls' vocational course are manicuring, marcelling, and permanent waving under the head of personal hygiene; costume designing is another feature, and home nursing and trade sewing instruction are offered.

Members of all vocational classes get practical training as well, working for a day at a time in shops, garages, hospitals, and beauty parlors, whichever the case may be.

Since Northwestern has become so in the habit of acquiring cups and other awards, it has become necessary to find new quarters for them. During the summer three new cases were installed for them in the hall near the library. The shelves are of glass and the background is of a black material which serves to emphasize the luster of the trophies.

The senior class of the Granite High School, Salt Lake City, Utah, has improvised a new type of uniform. Each member of the class will have a white gold ring with the school monogram on it. They will all be alike except that the boys' rings will be a little heavier than the girls'.

A new form of university has been discovered in San Antonio, Texas, where a second Pagin is holding a crime school, with advance courses and a vocational department.

Illustration Notes News from Other Schools. The Spectator, Highland Park High School, Highland Park, Michigan.
Headlines

Headlines are what give character to the paper. They should make the story stand out in bold lines. As Irving D. Tressler suggests, they correspond to the synopsis found at the beginning of a continued story in a magazine. He gives four important characteristics of a good headline:

"It must:
1. Fit the space.
2. Tell the story clearly and accurately.
3. Play up features of story in first deck.
4. Contain a verb."

Most papers have a headline schedule made up by their printer and tacked in a conspicuous place in the publication office. This gives all the different combinations that are used in the paper. Mr. Tressler says that no high school paper should use more than a 30-point letter in any of its heads exclusive of the banner head. This banner head is rapidly disappearing. Of the 54 papers studied, only two use the banner head often. Some very great victory or special celebration may warrant its use. Three decks are generally used, once in a while four in seven column papers.

25 "One of the best types of headlines that can be used in papers over four columns in size, is a three-line drop line with a three-line pyramid deck and perhaps a cross line for the six, seven, or eight column papers. A three line head with a three or four-line deck is far better than a two-line head with two or three decks such as are used

Twenty-four point head type is large enough for any paper over four columns in size although 30-point may be used. For the four column paper, an 18-point, two-line drop line with a three line deck makes an ideal major head.

Many of the papers studied are using headlines in lower case. These are a distinct departure from the old Gothic letters, but are really better looking and much easier to read.

The papers show none of the glaring headline errors that used to be found. For example, the same word is not used twice, passive verbs are not used, verbs are not omitted, articles are not used, abbreviations are not used, words are not broken over from one line to another. In fact this group of papers has good looking headlines. The headlines are suited to the articles they top.
Fifteen Varsity "Hs" Awarded; Klann Is 1927 Grid Captain

"Bing" Brown of Colgate Speaks; Highland Park Fourth in City League; Strong Squad Available Next Year; Ten Lettermen to Return; Players Lauded.

"Pinafore" Villian Gets His Dues Just As Fully As In "Robin Hood"

Girl Reserves Club To Attend Banquet

Shield and Banner to be Given At Reunion in Masonic Temple March 12.

With each Girl Reserve Club in Greater Detroit planning an attractively decorated table, composing original songs and posters, and gathering together interesting exhibits of their club activities, the all-city Girl Reserve banquet to be held at the Highland Park Masonic Temple on next Saturday, March 12, promises to be one of the finest of its kind.

Opening Night Of Senior Play Is Tomorrow

Cozy Bachelor's Quarters Scene Laid for Third and Fourth Acts.

Setting Arranged for First Act Is Morning Room in Spanish Renaissance Style.

Squeals and Gasps Rise While Students Dissect Preserved Earthworms

Everyone agrees that when spring comes soon with its bowers and showers and beautiful flowers, everyone will be happy. Spring hasn't come yet, but the zoology class is getting its happiness a bit in advance. It is learning the technical names for the earthworms that come along with the fishing and flowers and showers of spring.

Thursday Birthdays Earn Free Specs For Four

The number of students having birthdays on Thursday, and therefore entitled to free "Specs," is as variable as March weather. For some time the number was six, then five, and then eleven. This week it is four.

Illustration No. 29 Headlines Found in One Issue of the Spectator, Highland Park High School, Highland Park, Michigan.
“TREES” IS THEME
OF ANNUAL PARK
BOARD BANQUET

Celebration Is Held In Honor
of George Washington’s
Birthday.

NEAL CULLEN ELECTED
PRESIDENT FOR TERM

William Rietzke, December
’22, and Charles Grosser,
January ’27, Speak.

The North High Park Board held its
annual banquet and election of officers
Monday evening in the teachers’ lunch
room. The banquet was held in com-
memoration of George Washington’s
birthday, which was celebrated the
next day. The general theme of the
banquet was “Trees,” and each num-
ber of the program was designated by
a phrase pertaining to trees.

Election Held
For Athletic
Control Board

Sylvia Weiss, Walter Perry
Are Representatives of
Students.

Awarding of Letters Only Duty
of Committee Due to Detroit
Athletic League.

Sylvia Weiss and Walter Perry
are the new student representatives
who will serve on the Athletic
Board of Control this year, as a
result of the election held through-
out the school last Thursday.

Illustration No. 39 Shows the
Headline Made Entirely of
Capitals and the Headline that
Uses the Flower Case.
Business Management

Each school has its own system of business management. As has been said before of the 31 advisers heard from, 21 manage both the literary and financial ends of the paper. Several wrote that they did not believe divided supervision was wise if one person could be found to do the work as the two departments were too dependent on each other.

Most of the papers meet their expenses by advertising and subscriptions. Two papers do not have any advertising. The expenses of one are met by the school board, by the other through a large subscription. The Raleigh Student of the Hugh Morson High School, Raleigh, North Carolina, gives the newspaper free of charge. All expenses are paid out of the revenue received from advertising. Advertising is solicited during the summer.

The duty of the financial adviser is to give those who solicit advertisements very definite instruction as to how to approach people and how to write advertisements; to check on all sales and advertising returns; to pay all bills, to make sure that the business manager sends his bills at the first of each month; to check on the advertisements solicited; to make sure that the editorial staff does not spend too much money; to get a contract from the printer.

The business staff in schools in which journalism is

---

26. Covington, Nina H. "There is No Circulation Problem for the Raleigh Student." Quill and Scroll, October, 1936
taught is often selected from the journalism classes; in schools in which no journalism is taught it is selected by a system of tryouts or by the faculty adviser. In many schools the person who can get a certain number of advertisements becomes a member of the business staff. Often the commercial department takes over the business management of a paper. It offers the commercial students practical training in management, salesmanship, book-keeping, and stenography. One incentive to be found in the actual business world is lacking and that is monetary compensation. This is partly made up for by school credit.

The well organized business staff has an advertising rate card which gives the rates for advertisements of various sizes and for various periods of time.

When the solicitor gets the advertisement, he also gets the person who gives it to him to sign a contract. This is made out in duplicate so that the solicitor and the merchant both keep one. A file of all advertisers should be kept. In this a record is made of the number of issues for which each firm has signed and whether the advertisement is to be changed weekly or not. This must be gone over every week to find out what advertisers have to be called upon. When the new copy is brought in, the changes are marked for the printer on a copy of the last issue of the paper.

The days of charity advertising are over. No longer do the advertisements contain only the name and address of the

merchant. Business men today realize that the school paper is one of the very best places in which to advertise. In a school of 1500, the paper probably goes into 1200 homes. The fathers and mothers, older brothers and sisters see the paper there. If advertisements have appeal, if they have illustrations, if they offer things that these people want, they are sure to attract, and many dollars will be spent because of the advertisement. It is up to the solicitor to find things that high school boys and girls will be interested in.

Very little out-of-town advertising is found in the papers. Most of the advertisements of a paper are confined to the section of the city in which the school is situated. The country papers take in a wider section and contain advertising from the nearest large town.

The South Side Times, South Side High School, Fort Wayne, Indiana has a sticker for the window that it gives to each firm. On it is:

This Firm Advertises
in the
South Side Times
Buy Here, South Siders!

The advertising rate in the papers studied varies from one dollar to twenty cents.

Rate Table.

<table>
<thead>
<tr>
<th>Rate</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.00</td>
<td>2</td>
</tr>
<tr>
<td>.80</td>
<td>2</td>
</tr>
<tr>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>.70</td>
<td>1</td>
</tr>
<tr>
<td>.60</td>
<td>6</td>
</tr>
<tr>
<td>.50</td>
<td>3</td>
</tr>
<tr>
<td>.40</td>
<td>5</td>
</tr>
<tr>
<td>.35</td>
<td>1</td>
</tr>
<tr>
<td>.30</td>
<td>4</td>
</tr>
<tr>
<td>.25</td>
<td>2</td>
</tr>
<tr>
<td>.20</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>
The business manager must have system in order to direct the work of the solicitors. Some sort of assignment book should be kept, and each solicitor should be given a certain section of the city in which to work or definite places to which he is to go.

Each week some kind of report should be made that will show just what the financial standing of the paper is.
ADVERTISING CONTRACT

Advertiser .......................................................... Date .............................................. 192
Street Address ....................................................... City .................................................. State ..........................................
To The South Side Times, South Side High School, Fort Wayne, Ind.

Hereewith enter order for advertising space for the ...............................................

(Name of Firm)
lines weekly for
in the amount of inches to be used within one year from date above;
monthly advertising to begin ................................................. We are to be charged cents per inch.

(Date)

All bills under this contract are due and payable at the office of The South Side Times on the tenth day of each month following. It is agreed that we will use or pay for all space contracted for in this contract, before the expiration date of this contract. Conditions of this contract are set out on back hereof.

Accepted:

Advertising Mgr. .......................................................... Advertiser.

The South Side Times ....................................................... Bus. Mgr.

Illustration No 3 of The Advertising Contract.

ADVERTISING RATES

The Spectator, published by the students of Highland Park High School.

As it is not the purpose of this paper to be commercially profitable, the advertising and circulation rates cover merely the cost of production. In order to thus meet the running expenses of the paper, every effort is made by the advertising department to sell the limited space as early in the school year or semester as possible.

The only space which may be used for revenue purposes is the advertising space.

DISPLAY RATES

60c per Column inch every issue for one school year from September through June.

65c per Column inch every second issue for one school year from September through June.

70c per Column inch every issue for one semester of 20 weeks.

75c per Column inch every second issue for one semester.

80c per Column inch once a month for one year.

85c per Column inch each individual advertisement.

3c per word for Classified advertising—minimum 10c per advertisement.

Illustration No 32, The Advertising Rate Card.
### Weekly High Times Report

For week ending

<table>
<thead>
<tr>
<th>1. Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total printed</td>
</tr>
<tr>
<td>Cash sales @ 5¢</td>
</tr>
<tr>
<td>Subscriptions:</td>
</tr>
<tr>
<td>Coupons @ 3¢</td>
</tr>
<tr>
<td>Mail $1.50 @ yr.</td>
</tr>
<tr>
<td><strong>Total sales</strong></td>
</tr>
<tr>
<td>Exchange</td>
</tr>
<tr>
<td>Advertisers</td>
</tr>
<tr>
<td>Files</td>
</tr>
<tr>
<td>Extra copies</td>
</tr>
<tr>
<td><strong>Total sales last week</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ads this week</td>
</tr>
<tr>
<td>Ads last week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Total revenue for this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print shop bill for one week</td>
</tr>
<tr>
<td>Other expenses, cuts, etc.</td>
</tr>
<tr>
<td><strong>Approximate profit this week</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Status of general account including this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money on hand to date</td>
</tr>
<tr>
<td>Bills to be collected</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Outstanding bills</td>
</tr>
</tbody>
</table>

| Debit | Credit |

---

Illustration No. 38 The Weekly Report
Circulation

Circulation is one of the big problems of the school paper. In small schools there is generally no circulation manager, all of the work being attended to by the business manager. Almost every large high school has a circulation manager, a staff of carriers, and room agents.

Many schools at the beginning of the year run a campaign to get the student body interested in the paper. The editor-in-chief and business manager give talks at an assembly or they go around to each home room and show the boys and girls that the paper for this year is going to be the finest ever.

Today the editor-in-chief does not appeal to the student body to show school spirit by subscribing for the paper. Instead he tries to give value. He endeavors at some time during the year to print the name of everyone in school. He tries to give them the live news that they want. 28 Carl G. Miller in "The High School Newspaper," believes that all contests on the part of subscription salesman, prizes with each subscription, or any kind of stunts to increase subscriptions should be discouraged; that the only solid basis is value received for money spent.

A plan that is rather generally followed is this. A room agent is appointed for each home room. He sells subscriptions or he gets the names of all the pupils who intend to buy the paper each week. Not all schools sell yearly or

semester subscriptions, but instead sell single copies each week. The list of those intending to buy is necessary in order to tell how many copies to have printed. Each room agent reports the number from his room to the circulation manager. Then each time the paper is issued, a carrier takes the number ordered together with a slip on which is to be recorded the number received, the number returned, and the amount of money. The room agent sells the papers, makes out the slip, and returns that with the money and all unsold papers to the circulation manager.

Some schools issue at the beginning of the year a subscription coupon booklet. If the pupil buys this, he reduces the subscription of his paper each week from five cents to three cents.

Interesting posters help to boost the subscriptions, especially among the freshmen. Some schools have a large placard which gives daily the percent of each home rooms' subscriptions.

The Raleigh Student, High Marson High School, Raleigh, North Carolina seems to have no circulation problem. Two thousand copies are issued each week and given free of charge both to high school pupils and to teachers and alumni. All of this is paid for from out of revenue received from advertising. The Lakewood, Ohio, High Times printed 18,000 copies of its paper for the October 29, 1929 issue. This special edition was printed in support of bond issues for a swimming pool for Lakewood High School. These papers were delivered by student volunteers to all Lakewood homes. The issue was passed by the votes.

Schools vary as to the time when its papers are dis-
tributed. Some prefer the close of school; others the opening of school, and still others the beginning of the activities or home room period which generally comes in the middle of the day.
It has been quite impossible to make any kind of comparative study of the cost of printing from this group of papers. The papers vary greatly in size, in the number of pages, in the quality of paper, and in the number of copies printed. Then some are done entirely in the school shops; some have the linotyping and make-up done outside but the printing done in the school shops.

All that have the printing done outside at the beginning of the year get a contract in which the printer gives a flat rate for a certain number of pages or states how much it will be a page.

Most of the papers use a glossed paper; a few use the regulation paper used by the big dailies. The press associations seem to urge high school papers to use the glossed paper to keep it distinctly a school paper; they do not want it to look like a daily paper.

The editor-in-chief arranges with the printer as to what day he must have the copy in; when the galley proofs will be ready to read; when the paper is to be made up; and when it is to be delivered.
Exchanges

Exchanges help the adviser and staff to find out what is being done in journalism in other schools and in other parts of the country. The editor can have his paper entered at the local post office as second class mail matter and thus send a great many papers for a very small sum. Some papers strive to exchange with every high school in the state and with some high school in every state in the United States; others strive to get the papers that have been most honored in the state and national contests. Many schools have the publications room equipped with cabinets where the papers are filed each week. The exchange editor checks on a card when each exchange comes in. These papers are gone over by the assignment editor and the faculty adviser for suggestions. Some schools choose the best editorial each week from the exchanges; some, the best joke; some, an interesting piece of news. Some staffs each week post a line of the best papers of the week in the publications room.
System of Awards

Twenty-one advisers of the 31 heard from show that journalism is an elective subject in their schools. For this regular credit is given. Of the nine schools that do not teach journalism, three give one activity credit for work on the newspaper, 7 give no credit.

Several schools have an elaborate point system by which the youngsters gain bronze, silver, gold, and jeweled pins.
**TIMES POINT SYSTEM**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Rebel</td>
<td>2</td>
</tr>
<tr>
<td>Variety Club</td>
<td>2</td>
</tr>
<tr>
<td>Annual Fever</td>
<td>2</td>
</tr>
<tr>
<td>With Class</td>
<td>2</td>
</tr>
<tr>
<td>Jr. High Schools</td>
<td>2</td>
</tr>
<tr>
<td>Proof Reading</td>
<td>3</td>
</tr>
<tr>
<td>Correcting Proof, Error or Revises</td>
<td>2</td>
</tr>
<tr>
<td>Typing Copy</td>
<td>1</td>
</tr>
<tr>
<td>Typing Addressees</td>
<td>1</td>
</tr>
<tr>
<td>Typing Statements</td>
<td>1</td>
</tr>
<tr>
<td>News Advertising</td>
<td>4</td>
</tr>
<tr>
<td>Advertising Changes</td>
<td>2</td>
</tr>
<tr>
<td>Collecting Statements</td>
<td>5</td>
</tr>
<tr>
<td>Time Work</td>
<td>20</td>
</tr>
<tr>
<td>Sales</td>
<td>8</td>
</tr>
<tr>
<td>News Stories</td>
<td>2</td>
</tr>
<tr>
<td>Features, Editor's, Critical Writing</td>
<td>2</td>
</tr>
<tr>
<td>Rewrite</td>
<td>3 of total points</td>
</tr>
<tr>
<td>No. 1 Feature story</td>
<td>7</td>
</tr>
<tr>
<td>No. 2 Feature story</td>
<td>6</td>
</tr>
<tr>
<td>No. 3 Feature story</td>
<td>5</td>
</tr>
<tr>
<td>2 Column news story</td>
<td>15</td>
</tr>
<tr>
<td>No. 1 News</td>
<td>10</td>
</tr>
<tr>
<td>No. 2 News</td>
<td>7</td>
</tr>
<tr>
<td>No. 3 News</td>
<td>5</td>
</tr>
<tr>
<td>No. 4 News</td>
<td>5</td>
</tr>
<tr>
<td>No. 5 News</td>
<td>5</td>
</tr>
<tr>
<td>No. 6 News</td>
<td>3</td>
</tr>
<tr>
<td>No. 7 News, subheads</td>
<td>3</td>
</tr>
<tr>
<td>First honor awards</td>
<td>20</td>
</tr>
<tr>
<td>Second honor awards</td>
<td>10</td>
</tr>
<tr>
<td>Third honor awards</td>
<td>5</td>
</tr>
<tr>
<td>Honorable Mention</td>
<td>1</td>
</tr>
<tr>
<td>Marks</td>
<td>According to value</td>
</tr>
</tbody>
</table>

**DEDUCTIONS**

- Failure to get assigned ad copy: -10 points
- Failure to get assigned story: -10 points
- Failure to get copy in on time: -5 points
- Failure to cover boat: -10 points
- Failure to visit box at noon: -5 points
- Inaccuracy that gets in print: -70 points
- Misspelled names: -5 points
- Failure to write own heads: -10 points
- Mistake in proof missed: -2 points
- Failure to follow style: -5 points
- Dishonorable mention: -1 points

Total points
Total deductions
Total
Membership in Press Associations

All of the papers studied belong to one or more press association. Of the 31 advisers who answered the questionnaire, eleven feel that they get little or nothing out of them; 20 feel that they get inspiration and helpful suggestions, and that they find out what other papers are doing. Several feel that these press associations have helped to raise the standard of all the papers. One adviser says that when she first began the work the bulletins and magazines were invaluable in giving suggestions, and that her staff is having the same experience today.

The C. I. P. A. of the University of Wisconsin is the oldest national school press association. It was founded in 1921 with 63 members. It has grown tremendously until now it has 1500 members. Every state and every United States territorial possession is represented.

"The object of the association is to federate the school publications of America for the following purposes:
1. To promote friendly and helpful relations between the schools of all sections.
2. To provide in The Scholastic Editor a medium for the exchange of ideas, which will enable publication staffs to co-operate in the solution of mutual problems.
3. To maintain and encourage high standard of scholastic journalism and to aid student editors in their efforts to make a significant contribution to American journalism.
4. To create a higher regard on the part of the general public of the value and importance of scholastic journalism.

5. To encourage and foster state and sectional associations and conventions which may deal with common problems peculiar to the publications of different parts of the country.
6. To render organized service for the benefit of all forms of scholastic publications; there to be operated under the supervisions of competent authorities.
7. To supply material of interest and value to those connected with school publications.
8. To provide an annual convention at which delegates from member publications may convene for the consideration of publication problems."

Another national association is the Columbia Scholastic Press Association of Columbia University. This was started in 1925, but already has a very large membership and has held three conventions.

A third association is the Quill and Scroll, Iowa City, Iowa, a national honorary association which was founded April 10, 1926. In order to be a member of this organization a high school must publish a newspaper and a magazine or an annual. The charter is granted only to those schools that are doing worth while work in journalism.

Many large cities have press clubs that take in all the school publications of the city. An outstanding example of this is the Hi-Press Club of Cleveland. Then there are sectional and state organizations. The journalism teachers of Cleveland have organized the Cleveland Association of Teachers of Journalism. This meets once a month. Problems are discussed. Suggestions are made.

One has only to attend one of these national conventions to which delegates come from all over the United States to feel that they are doing a great work. Some of the greatest men in the newspaper and business world speak, the great city newspaper plants have open house for the high school delegates,
boys and girls from all parts of the country meet and exchange ideas. It is truly inspirational.
Summary

1. In the early years of publications, the magazine was the organ of expression. This was begun from 35 to 45 years ago. Out of the magazine has come the annual and the newspaper. The early newspapers were three or four column affairs. Within the last five years the newspaper and the annual have increased greatly and become much larger. The magazine, if it has been retained, has become purely literary. The year book represents the entire school. The handbook is another publication appearing today. It helps to orient the student to his new environment. All four publications give students a chance to express themselves, offer an opportunity to certain pupils to exercise activity in producing them, and act as an advertising agent for the school and mold public opinion. Only the newspaper and the annual are studied in this thesis.

2. The purpose of the thesis is (1) to tell what has already been written about newspapers and annuals; (2) to show through a study of 54 newspapers that won All-American and First Honor rating in the 1925 C I F A. contest, and ten annuals that won All-American Honor rating what newspapers and annuals are doing; (3) to show what advisors of these newspapers and annuals think about certain problems.

3. The greatest purpose of the newspapers according to the advisors is to disseminate news about school activities and to create school spirit.

4. All but five of the advisors had had training of some sort in journalism. School officials are recognizing the necessity of giving advisors fewer periods of work. Of the 31 advisors heard from 21 supervise both the editorial and financial ends of the
paper. Their duties are to confer with editors on assignments; to C.
E. all copy, advise on make-up; help to proof read, supervise printing; suggest and plan, but see to it that the
youngsters do the work. Most of them have full power to
do as they please.

5. The staff must be wisely selected. Twenty-five advisers select their own staff. Most staffs are chosen at the
beginning of the year or of each semester. The size of the
staff varies. All schools have a small number of editors
and a large number of reporters. The scholastic requirements
from seven that require a rank of B to six that have no
requirements. The duties of the staff are to do their
assignments, to tend to all productive work and editing,
proof reading and make-up; prepare printer's dummy; write
headlines.

6. The tendency is toward a weekly paper.

7. The papers vary in size, the seven column paper being
most popular and the five column next.

8. The names are made up from the name of the high school;
from the name of the high school plus an old newspaper name;
the traditional newspaper name; a significant name that fits
the school; a name implying that the paper is a written
record; a name that uses the school colors; fanciful names.

9. The process of securing the news varies in different
schools. In a school in which journalism is taught, the
adviser meets her staff five times a week and has time
to give hints and suggestions and let them do the work.
In schools in which no journalism is taught, the staff
meets only once a week. Assignments are given out and often
there is little time for revision, and the adviser has to
do much of the work herself. Twenty-one advisers meet
their staff daily. This shows that journalism is being taught extensively.

10. In schools in which journalism is taught the staff meets every day. In other schools, in which it meets once a week, the editor-in-chief conducts the meeting, makes assignments, and the adviser shows the mistakes made in the last issue and gives a journalism talk.

11. Most schools use the assignment sheet. On it is given the assignment, the reporter, the date the assignment was given out, the date it is due, and the date it was turned in.

12. Most high schools use their own style sheet, which gives rules in capitalization, punctuation, use of figures, etc. It tends to produce uniformity in the paper.

13. The most accurate writers and those versed in the principles of newswriting are chosen for copy reading. They must make news bristle with life and make sure that no expression of opinion goes into the news.

14. The make-up editor decides where each story is to go. Some staffs make a note of where each story is to go; some staffs make a dummy.

15. The front page is the display window of the paper. Very simple lettering is found in the name plates. The letters of the heads correspond with the letters of the name plates. All the latest and best news is on the front page. There should be enough large heads below the fold to draw the eye to the bottom of the page. The upper right-hand column is the place of the most important story, the upper left for the one next in importance. News of the front page consists of achievements. The important news stories are fairly long. The others are kept short so that there may
The many of them. As many names as possible are put on the front page.

16. Feature stories may entertain by informing, by amusing, or satisfying our dramatic instincts. They are written upon all sorts of subjects — funny happenings, accomplishments, activities, teachers, pupils, names, punishments, clever fancies. They bring life to the paper.

17. The interview is an interesting form of story found in many school papers, but it is rather difficult, calling for tact and common sense in the reporter.

18. The best editorial pages today are kept free from advertisements and news. The editorial is usually two columns wide. Interesting titles are found. The editorial often helps to carry forward a campaign. Some editorial columns carry a message from the principal. Some papers have their best editorials signed. Some schools are making use of the "short". Some papers print the best editorial from the exchanges.

All the editorials show that the boys and girls that write them are doing some thinking. They put before the reader the facts of the case and let him draw his own conclusions. The paper's platform is often printed on the editorial page.

19. One of the most difficult columns is the humor column. The jokes must be original. The contributions must be a mixture of the serious and the funny.

20. There are innumerable miscellaneous columns found on the editorial page.

21. A literary column or section is sometimes run by papers from schools that have no literary magazine.

22. Not much poetry is found in the high school paper. Sometimes poems are found in the humor column, sometimes in
the literary column, and sometimes as fillers.

23. Of the papers studied about half use the last page for sports news, and about half the third page. An effort is being made to put all the sports news on the third page. The sports page shows careful balance, well written stories, interesting columns, and cartoons and pictures. All the athletics of the school and as many names as possible are featured.

24. The pictures and cartoons make a paper attractive.

25. The news of clubs and associations is sometimes presented in a regular news article, sometimes in a column devoted to club news.

26. Short news items bring many names into the paper. They are presented in columns under various titles. They include the personals, the alumni news, and the news of other schools.

27. Headlines give character to a paper. Most papers have a headline schedule, which features one series of letters. The banner head is disappearing. Headlines in capitals and in lower case are found.

28. Most of the papers meet their expenses by advertising and subscriptions. The financial adviser must supervise carefully all work of the business end of the paper. The business staff is sometimes selected from the journalism classes, sometimes from the commercial department, sometimes by a system of tryouts.

29. The business staff has an advertising rate card. The solicitor has the contract signed in duplicate. A file of all advertisers is kept and checked each week. The days of charity advertising are over. Advertisements
that appeal to boys and girls are put in and made attractive by the use of pictures. Most of the advertisements come from the immediate section in which the school is situated.

30. Circulation campaigns are run in various ways. In general school spirit is not appealed to, but value is given in order to sell the paper.

31. To distribute the papers a room agent is appointed for each room. He gets the names of all the pupils who intend to buy the paper, reports this to the circulation manager. On the mornings the paper is sold, the agent is sent the correct number, a slip on which to check the number received and the number sold, and an envelope for the money. These he returns to the circulation manager as soon as the sale is over. Some papers are distributed before school, some after, and some in the home room period.

32. Some papers are printed in the school shop, some outside. Some have the linotypeing and make-up done outside and the printing done in the shop. The editor arranges with the printer as to what day he must have copy in, when the galley proofs will be ready to read, and when delivered.

33. Journalism is an elective subject in 21 of the schools heard from, and receives regular school credit. Of the schools that do not teach Journalism, three give one activity credit and seven no credit. Several schools have an elaborate system of awards.

34. Exchanges help the adviser and staff to find out what is being done in Journalism in other schools. Most schools file their exchanges.

35. All the papers studied belong to one or more press associations. Of the 31 advisers heard from, eleven feel that
they get little or nothing out of these associations; 20
feel that they get many helpful suggestions and much inspiration.
The three national associations are the Central
Interscholastic Press Association, The Columbia Scholastic
Press Association, and the Quill and Scroll.
The Annual

Its Purpose

The purpose of the annual is to give the history of the high school from year to year. Every adviser written to agrees that this is the purpose of the book, and that today the book must represent the whole school, not merely the senior class as in years past. Harold D. Meyer in "A Handbook of Extra-Curricular Activities in the High School" points out that the annual is of far greater value ten or twenty years from now than at the present time.

An Over View of the Annuals

The annuals of all large high schools today seem to be very much alike. Except for the difference in names and pictures they are hard to tell apart. As Horace Davenport says in "Human Interest" as a Cure for Annual Ills."

"The important thing to remember here is that one school differs from another just as two individuals differ. The picture will never be quite the same nor the manner of revealing it."

He continues, "Is there any reason for publishing the same material as another high school? If there is, then I have failed to discover the purpose or reason. No part of the yearbook is so stereotyped that it cannot be changed."

2. "Human Interest" as a Cure for Annual Ills," Horace Davenport, Quill and Scroll, October, 1938, p.9
Ellis G. Fulton in "Building Better Annuals" suggests that the editor discover how his school is different from all the others and show that in the annual. He says, "The difference between a good editor of an annual and the rest of the student body is that he sees and feels the same ordinary things they do, but with a hundred times as much intensity.

The Adviser

In many large high schools in which there is a course in journalism the adviser of the newspaper is the adviser of the annual. The journalism teacher supervises all publications. In high schools in which no journalism is taught, the adviser of the newspaper often acts as adviser for the annual; sometimes an English teacher serves. The duty of the adviser, as one of them puts it, is "to supervise every part of the book, pass final judgment on every detail, and keep the staff up to schedule in its work." All advisers seem to have full power to do as they please.

The Staff

The staff of the annual seems to be rather generally selected by the adviser with recommendations from other members of the faculty. Only three staffs, of those studied, are elected by the student body. In one school the same staff that edits the monthly magazines gets out the annual. The "Poloris" of North Central High School, Columbus, Ohio gets its staff members by giving competitive examinations. At the tryout each candidate is given a list of questions suited to the position he wishes to hold. The papers are marked by the adviser and the results plus the previous record of the candidate determine whether he makes the staff or not.

The staff is chosen either in the fall or in June. Work is begun in October or November. The size of the working staff varies from fifteen to twenty-five with many more pupils
for various class committees and for circulation. "Ellis J. Fulton in "Budget Your Time" suggests that each section of the book have an associate editor at the head of it who is directly responsible to the editor. This leaves the editor free to coordinate their work and to maintain the essential schedule.

Size

The size of the annual today has become standardized. All the annuals that won All-American rating in the 1926 C. I. P. A. contest were 7½ x 10½ or 8 x 11. This large page lends itself easily to illustrations.

The Name

Many of the high schools have made the name of their book from the letters of the school, as "The R.H.S." or the "'S'Book"; others have adapted it from the name of the school as the "Provi" from Proviso High School; still others have names that have come down through the years as the "Comet" or the "Forum." Some change the name each year to suit the theme decided upon. Most schools, however, keep the same name and it comes to stand for something.

4. Ellis G. Fulton, "Budget Your Time," Scholastic Editor. November, 1924, p.15
The Cover

Molloy, which is an imitation leather, is the favorite material used for the cover. Only two of the annuals studied have paper covers only; several have both Molloy and Lode-stone, which is a heavy paper. As the C. I. P. A. points out, "The primary purpose of a cover is to provide a publication with adequate protection." Durability is of primary importance. The material must be heavy enough to protect the book. The C. I. P. A. in the Annual Contest specifies that the book should be efficiently cased in a strong cover, properly sewed or stitched, and have a super.

Very important is the design on the cover. It is there that we get our first hint of the theme of the book. The Totem, South Side High School, Fort Wayne, Indiana, last year had for the theme of the book, school life. So on the cover was shown the front entrance of the school embossed and gilded. The "Poloris" of North High School, Minneapolis had for its theme adventure, and throughout compared the school to a voyager. Consequently, on the cover was a ship embossed and in colors.

The Theme

The theme is coming to be the most important part of the book. Helen Anderson in "Breaking the Year Book Commandments" suggests that themes be built around the name of the book. For example, the "Pioneer" of Mason City would feature a story

5. Anderson, Helen. "Breaking the Year Book Commandments," Scholastic Editor, April, 1925, p. 7
of the pioneers, the "Mountaineer" of Butte a story of Montana mountains, the "Totem" a story of the Indians. She thinks that if staffs choose themes of this sort, the book will be likely to have unity and not imitate some other book, for every part of the book must be related to the theme.

Of the 439 annuals entered in the 1926 C. I. P. A. contest, 135 had themes dealing with some phase of school life; 61 had American themes; 60 had geographical; 57 had some period in the history of the world; 44 had civic; 19 had mythological; 13 had travel; 29 had miscellaneous; and 71 had no themes. "Paul B. Nelson in "Analysis of 1926 Annuals" says, "There was nothing suggestive in the theme of any annual. Each one fairly burst with exuberance and exemplified clean living."

The theme may be discovered by anyone on the staff, but it must be one that will appeal to the student body. Then it is developed by the art staff under the art supervisor. The art supervisor has to know how many sections he is to illustrate and how much money he can spend. There has been much written against professional art work in high school annuals and much is still being written. There are any number of engraving companies ready to take over all the art work. The C. I. P. A. is making a stand against this. "Edward Marion Johnson in "What About Student Art Work in Yearbooks?" says,
"The best book according to C. I. P. A. standards is the book which is entirely the product of the students of the school. The book with unrelated professional art work—even though the work may be excellent—is rated lower than average work done by students which coordinates.

"The unity of the book is the major consideration in C.I.P.A. judging. The spirit of the school is much more likely to be reflected in the work of students than in the work of the professional artist who has no particular interest in the school. The advantage always rests with the book produced entirely by students."

Along with the art plan often runs a literary plan to fit the illustrations. "The Cardinal" of South Division High School, Milwaukee, Wisconsin has for its theme, King Arthur and his kingdom. This is carried out in the write-ups for the various sections of the book. The "Polaris", the theme of which is adventure, is divided into five books: The Voyage, Color and Romance, Surpassing Treasure, Spirit of Adventure, and Flying Flags. Each section has suitable illustration and write-up. For example, "Book 1. The Voyage" has the picture of a ship plowing through the water. On the opposite page is the following: "Activities are the waters of experience through which the good ship Polarís plows its way. The friendships made through club work are buoys in the voyage of human nature upon which every student embarks when he engages in activities. If our student sailors repressed their personalities in the narrow world of studies the very essence of the voyage would be lost."
The Lay-out of the Book

After having decided on the theme of the book, the next thing to consider is the dummy. Before the staff can do this, it must know how much money it can spend. Can it have a bigger and better book than the one put out the previous year? Can it afford many introductory pages, the use of color in the section pages and a colored border? The last year's book is studied and the printer and engraver seen, the type-page size found out from the printer, and a chart to give the number of words that can be used within a certain space secured. H. H. Brockhausen in "How to Make a Yearbook Dummy" gives the following steps in making a dummy:

1. Decide on the theme of your book.
2. Decide on the number and order of the introductory pages, such as ex libris, forward, contents, titles of divisions, dedication, etc.
3. Get together with your art editor and plan ideas and "make-up" of the introductory pages according to the theme chosen. Art work and make-up should carry out the atmosphere of the theme in color used, in style of drawing, and in subject matter.
4. Plan division title pages
   (a) Each division will have its own title page.

H. H. Brockhausen, "How to Make a Year Book Dummy," Scholastic Editor, May, 1925, p.4
5. Decide on and lay out a sample page in rough form. Here you have the choice of
   (a) An all-around page border to be used throughout the book.
   (b) A runner for the top, or a runner for the top and bottom of the page.
   (c) No border or runner.

6. Decide on and lay out a plan for the classes division.

7. Decide on a plan and lay out a rough sketch for a scenic division if you use one.

The best books show page balance. A page with a large, heavy cut cannot lie opposite a page with a small, light cut.

The Opening Pages

The opening pages establish the theme of the book, and give an atmosphere to the book. Here we have the title page, the dedication, a foreword, and a table of contents. The C.I.P.A. judges penalize severely those books that fail to give all the information that should be recorded on the title page. There should be given the name of the book, by what class published, the name of the school, city, and state.

The C. I. P. A. score book shows that large books may make excellent use of as many as twelve pages including ex libris, copyright, subtitles, titles, frontispiece, foreword, dedication picture, contents.

The Scenic Section

All the year books run a scenic section. In this are exterior and interior views of the school, the athletic field, the playground, and beauty spots in the city. Some of these sections are very beautiful. The Totem, South Side High School,
Fort Wayne, Indiana last year ran a series of pictures of the loveliest spots in the city. The Bridgeport, Connecticut Criterion had a series of interior views such as the library, the chemistry laboratory, and a study hall. All these had people in them doing something. The C. I. P. A. score book insists that if the impression left is merely that here are some more school buildings the section is regarded as uninteresting. Horace Davenport in "Human Interest: as a Cure for Annual Ills", questions whether the boys and girls really care enough for this scenic section as it is run to warrant the large outlay of money necessary to procure it. He points out that they would like to have pictures of places where they have spent pleasant hours, but these places are not usually the city hall, the waterworks, the portals of the school building, beautiful as they may be.

The Faculty Section

One of the most interesting sections of the book is the faculty section. As the years go by, classes and individuals realize how much the teachers meant and to have a picture of each one means much. In some schools particularly in the East, it is often impossible to get a picture of each member of the faculty. The Western schools do not seem to meet with this difficulty. The "Totem" devotes eight pages to faculty snapshots. The "Polaris" gives on two pages, two pictures which

include the entire faculty. The "Cardinal" of South Division High School, Milwaukee, Wisconsin allows six pages to the faculty section and gives a good picture of each person on the faculty. The C. I. P. A. score book says, "Give the faculty as much space as possible. The plan used by larger schools of giving at least one page to every department of instruction is excellent. This makes possible the giving of important facts about the teachers and the department of instruction."

The Senior Section

In this section the picture of every senior is given. Generally these are on plates that run down either the middle of the page, on the two sides, or across the top. Besides each picture is a summary of that senior's record in school and some little characterization of him, for example:

Elmer L. Krueger
Scott Street

Known by his big bass voice

The C. I. P. A. in grading senior sections consider the following points: "Are the faces large enough? Is it easy to identify the pictures? Are the senior summaries complete records of every student's contributions to his school? Does it include items that will help class mates to recall their fellows?"
Lower Class Sections

Different schools have different ways of featuring the classes, but in the yearbook today each is noted in some way. The "Cardinal" in nine pages gives group pictures of all the classes in school. The "Totem" gives a page to each class, and features the pictures of the officers of each. Several annuals print the name and address of every pupil in school by classes. Often each class has a page or two of snap shots.

Publications Section

In the publications section, the annual, the newspaper, the magazine, and the handbook, if the school has all four, are featured by pictures and write-ups. The list of offices and the picture of each and group pictures of reporters and the circulation staff are given. Often snap shots as well as the more formal pictures help to make the section interesting. The write-up sets forth what has been achieved by each publication during the year.

Clubs and Organizations

Each club or organization is given a page or two pages. A write-up gives the purpose and activities of each. The pictures show the membership. Here again snap shots are used effectively. Generally a group picture heads each page of the clubs and organizations section. The write-up is underneath and the snap shot at the bottom in the middle of the page.
Sports

Sports take up a large section of every year book; there are so many of them and both boys' and girls' sports must be featured. Pictures are what make the sports section. Very short write-ups give the achievements of each kind of sport. Pictures showing action seem to be most popular; for example, the football team at the most exciting moment of a great game. Each officer and each champion is especially featured. Every member of the athletic association and their various teams is shown in group pictures. Snap shots make this section dear to the hearts of the youngsters. The C. I. P. A. score sheet reads, "The section should record all the athletic activities of the school in such a manner as to stimulate the desire of every student to take part in some form of health building exercise. This can be accomplished by giving some space to class teams of all kinds, to gym activities, hiking, etc. The best athletic section is the one that sells the idea of good health."

Music and Dramatics

In some books music and dramatics are included under the clubs; in other books separate sections are given for each. Here again pictures tell the story with only brief explanatory write-ups. Each play or operetta has its series of pictures and the names of the people taking part in it.
Dramatic Club Plays

"Spring"

Marcella Gaudell
Harlan Blake
Carlton Blake
Edward Rouzer
Vincent Pelletier
Emmet Swanson
Harlan Blake
Martin Warne
Ted Rosenberg
John Doran
Ed Rosenberg

The Gob
The Toff
Bill
Wriggler
Albert
Indian Priests
The God

"A Night at an Inn"

Muriel Dunn
Vincent Pelletier
Adeline Bernard
Lois Finegan
Verner Ogren
Russell Ferguson

Mrs. Curtis
Lancelot Briggs
Mrs. Briggs
Jessie Briggs
Rupert Smith
Mr. Inglesby

"The Trysting Place"

"Spring" is a little lyric comedy in which two young people catch the mood of youthful love in the warm air of a moonlight night. "New leaves, new grass, new everything." They find a common interest, not in "flivers" and "movin' pitcher shows," but in the stars.

"A Night at an Inn" carries us away into India where the white man of the North insolently outrages the religion of a people to satisfy his greed for money. Revenge is worked upon these marauders by the great green god himself.

In "The Trysting Place" we find a clever farce comedy in which chairs have ears, benches find legs, and everybody is in love.

Scene from "Spring"

Page FortySeven
THE JUNE SENIOR CLASS PRESENTS HONOR BRIGHT
by
Meredith Nicholson and Kenyon Nicholson

THE PERSONS IN THE PLAY

Mrs. Lucy Barrington
Richard Barrington, her son
The Rt. Rev. William Carton
Peggy Carton, his wife
Honor Bright, a book agent
Rev. James Schooley of North Platte, Nebraska
Bill Drum, press agent with the "Snap It Up" Company
Tot Marvel, a chorus girl
Watts, the butler
Annie, the maid
Maggie, the cook
Foster, the gardener
Michael, the chauffeur
Simpson, deputy sheriff
Jones, deputy sheriff

Luella Halvorsen
Maynard Heding
Thomas Jefferson
Minnie Mindemann
Elevita Heinck
Wilfred Koch
Frederick Helm
Kathryn Mitten
Raymond Krueger
Marcella Weishan
Erna Halpin
James Erickson
Killian Schwartz
Anton Budner
Matthew Kowalski

Page One Hundred Forty-seven

Illustration No. 5 A Collection of Small Pictures
Showing Scenes from a Play
The Humor or Feature Section

The humor or feature section is the last section in the book and often the best. There is no limit to which cleverness cannot be carried in this section, provided the school has the talent. The tendency seems to be to emphasize every phase of school life in the humor section. The "Totem" has done this successfully and has brought out every funny thing that happened during the year. At the beginning of the section is a foreword.

"As the I. H. S. A. A. has just presented the senior class, 20 billion yen because the members insisted on paying their way into the regional tournament when selling candy, the editors find that they are able to include in this section much material that was necessarily omitted from the fore part of the book."

There's an "Order of Contents:" "Terrible, Worse, Worst, Trash, Rot, Bunk, Awful."

The next two pages give snap shots and humorous write-ups about the faculty. Then follow take-offs on all parts of school life, including studies, the cafeteria, sports, beauties, dramatics, honor students, etc. Then each month of the school year is given in cartoons. Finally a page of snap shots completes the section. Twenty-eight pages are given over to it. None of the books show second-hand jokes. All are take-offs on the life of the school.
Illustration No. 36 A Cut from the Humor Section
Copy-reading and Proof-reading

All the time as this material for the book has been coming in, the copy-reading and proof-reading has been going on. The manuscript and proof has to be gone over again and again to catch all the spelling, punctuation, grammar, and typographical errors.
The Photographic Work

"Horace Davenport says that what the student wishes most to find in the annual is his own picture and those of his friends. He thinks every event of the year should be photographed and that everyone on the staff should provide himself with a camera and should learn to get interesting photographs, particularly action pictures. He concludes his articles with the following:

"Any annual which contains many pictures of students, especially in positions and in situations characteristic of them, which covers their own serious interests in some manner, which brings in as many sides of their personalities as possible, which pictures rather than relates the events of the school—in short which is filled with 'human interest'—will be a success."

Every annual contains several kinds of pictures. There are the senior pictures, the group pictures, the exterior and interior views, and the snap shots.

Early in the year a photographer is chosen to take the senior pictures and those of officials in the various organizations. All these should have the same background and the same size of head.

10. Davenport, Horace. "'Human Interest' as a Cure for Annual Ills." Quill and Scroll, October, 1926, p.9
Before any group pictures, exteriors, or interiors are taken, the photographer should know the exact size that is wanted. The pictures should have a uniformity of size in order that the pages of the annual will balance. The C.I.P.A. score sheet read,

"The pictures should be in proportion to the page. Type groups should also be planned in proportion to the page and should be symmetrical with the shape of the illustrations."

The exterior views can be as beautiful as there is money to be spent on them.

The 1926 annuals were fairly alive with snap shots. From the number it would seem that almost everyone in school had his picture in. The C. I. P. A. urges editors not to have too many persons in the group pictures.

The "Polaris" has used cut-out effectively. An illustration will be found on page.

The professional photographer takes groups under the supervision of the art editor. The art staff takes snap shots during the year of all important events. Students contribute snaps themselves.

In some schools the photographic work is under the business management. In others an associate editor is appointed to take care of this work.
LORRAINE C. PHILLIPS  "Shorty"
Bay View High. Elective.
Girls' Club, Shield Club, Athletic Association
"She has two eyes so soft and brown— beware!"

DAN PRESTWOR  "Doc"
Sixteenth Avenue. Elective.
Boys' Glee Club. Basketball '23, '24, '25
Orchestra, Band, Newsboys' Club, Track
"Of he burned the mid-night oil,
But not for study."

VIRGINIA QUADE  "Fuzzy"
Twenty-fifth Avenue. Elective.
"A case of quality, and not quantity."

CHARLOTTE RAMMELT  "Charley"
Albert E. Kagel School. Stenographic.
Shield Club, Girls' Club
"Gentle of speech, beneficent of mind..."

JOSEPHINE B. RECK  "Jo"
"It's nice to be natural,
When you're naturally nice."

FRITZ RATHMANN  "Fred"
Grant Street. Elective.
Science Club, Chess Club, Pres. '25. Forum Debate. Century Athletic Association
"In arguing, too, he earned his skill
For even tho' vanquished he could argue still."

ALICE REHBERG  "Al"
Twelfth Street. Accounting.
Girls' Club
"But were it to my fancy given
To rate her charms, I'd call them heaven."

ANTHONY REWOLINSKI  "Rev"
Hanover Street. Elective.
Football '22, '23. Track '22
"A man of quiet ways, but of genial nature."

Illustration No. 96 Arrangement of Senior Pictures
The 1500 Club

After it was kept a dire secret for a few weeks and was not disclosed even to its possible members, the 1500 Club made its appearance and held a pot-luck in Room 20 at the time of the second Central-South Side basketball game.

Only those who have earned a bronze pin or a silver gold or jeweled award are members. Since fifteen hundred points are required to get the first award, 1500 Club was deemed a suitable name for that group.

Pauline Baumgartner was elected No. 1, Harry Wedler No. 5, Frank Robertson and Ruth Eickmeyer both ciphers. These comprise the officers.

Whenever special business comes up, the officers post a notice something like this “1500 Club Pot-Luck. Sign up here. Bring what you did the last time.”

During the whole day preceding the time of the “feed” such eats as sandwiches, beans, salad, cake, pickles, olives, and ice cream are stored away under desks and in drawers. About six o’clock everything is spread out on tables, and after this is all consumed, the business starts.
A fairy grotto where the sprites dance in the moonbeams.
Mr. Morris long may his fleur fly.

Something tells us the ink before Mr. Makey is RED.

"Yep, all the cards are made out!" is Mr. Virtu's favorite semi-annual reason for smiling.

Miss Chapin getting even—we have our backs to her all day and now she's giving us a dose of our own medicine.

Mr. Gould showing Mr. Hull some of his sprouts.

Too I U grads Miss Woodward and Miss Demarce.

Wardo with the Maxwell which the twins made necessary.
The End

Now that the senior class has nothing more to live for and since the rest of the school faces the horror of an unending summer without the joys of daily meetings with their teachers, the Totem kindly offers two ways by which they can end their sufferings.

The first is especially dedicated to the girls, though they are warned they'll never look quite the same afterwards. The second is slightly more convenient and is quite safe, particularly if the Liz Coop is loaded with its normal crowd of five, six or seven. Less than three will not do the work.

Since the seniors have graduated and have no more use for brains as they know all there is to know we suggest a positive cure for the swelled head as is shown in the picture to the right. This will include all lettermen, class presidents, actors of the senior play et al. So take these two bits of advice with you when you go on your wayward journey don't sit too long on the same track and please never lose your head in the manner demonstrated above!

GOOD NIGHT!!!
Four of a Kind
Going Up
Ride 'em!
Octopus
Our Bandmaster
Evelyn
"NOES"
"AYES"
Just Two
Ship Ahoy!
Algebraic Rhythm
"There's Music in the Air"
Indianapolis Speedway

Illustration No. 42 Another Way to Arrange Snap Shots
Among those athletes that North sends forth as alumni are many sons who have performed loyally for her teams. They have left behind them at North a record of true performance on the field of competition. Barney Berman, guard of the Blue and White grid aggregation of '25 and '26 and a member of the track teams of '24 and '25 was a useful and loyal member of these teams. He combined at all times fighting with good, clean playing.

Joe Goldman played a very commendable game at center position. He was a tower of strength on both the offense and defense and won for himself through his playing a position on the second all-city team picked by the Minneapolis Daily Star.
Engraving and Printing

Before the engraver is sought, the editor should have planned out his book and consulted with his printer as to the exact size of each illustration. The engraver must be given sufficient time to do good work. All cuts should have uniform finish as for screen and border. As the C. I. P. A. score book points out:

"Engravings which lack uniformity of finish and which do not attractively fit the pages for which they are designed can spoil the effectiveness of any year book. Penalties for poor engraving are deserved whether the faults can be blamed on the staff or on the engraving company. If a staff has not taken advantage of the help and service which the engraver has endeavored to give them or if they have not consulted him on the matters where his judgment is needed, a poorly engraved book then becomes a poorly edited book. If the unattractive results are the result of the unwillingness of the engraver to conform to instructions or to render services which maybe legitimately expected of him, the penalty is desirable in order to discourage further dealings with him."

A large amount of money goes into the engraving. In the schools studied it ranges from $800 to $1345.

The printing has perhaps more to do with the general appearance of the book than any other thing. All the good work of the engraver may be completely spoiled by a poor printing job done on poor paper. The C. I. P. A. score book reads, "Press work must be good to produce an attractive book."
impressions that are too heavy or too light, poor inking, etc. can spoil all the work that has gone into the book.

Pages should be properly backed. To produce a well printed job the copy must be in the hands of the printer at least a month before delivery date. Best quality of coated paper is necessary."

The cost of printing in the group of annuals studied ranges from $7 to $20, a page. Some year books are given to companies that attend to both the printing and the engraving, and they are given a bid which covers the whole book. "O. F. Nixon in "The Cost and Financing of Student Publications" found from a study of 185 annuals that the printing cost varied from $0 in six schools to between $3,000 to $3,500 in one school. Those schools that stated there was no cost in connection with the printing said the printing was done in their own shops.

Business Management

In some schools one adviser attends to both the literary and financial ends of the book. In other schools there are two advisers. In still others the supervisor of finances attends to the business end of the annual along with all the other business matters of the school. In general the business board manages the advertising, attends to the engraving and printing contracts, and runs the circulation campaigns. In some schools it also attends to the photographic work under the supervision of the editor-in-chief. The first task is the budget. This can be made up with the help of the one of the previous year.

The greatest task of the business staff is to raise enough money to cover the cost of the book. In general this is done through subscriptions and advertising. In most schools all clubs and organizations pay for the cut that heads the club page. The sum varies from three to five dollars. The Aeronaut of the South High School, Denver runs a theatre benefit to defray the cost of the book. School boards are beginning to apportion a certain sum of money so that little or no advertising is necessary. In general the cost of the annual seems to be entirely covered by advertising, subscriptions, clubs paying for their pages, a benefit performance, or by a sum from the school board. Only two advisers confessed to being unable to make both ends meet.
O. F. Nixon in "The Cost and Financing of Student Publications" found from a study of 185 annuals that the cost of the annual ranged from $201-$300 in two schools to $3,501-$4,000 in four schools.

The C. I. P. A. recommends that not more than twenty-five per cent of the space of the book should be given over to advertising. If more than this much advertising is necessary, the rate charged should be raised. Of the books studied the rate varies considerably. One book gets fifty dollars a page, the majority get either twenty or twenty-five dollars a page. Two school boards do not allow any advertising. The method used is the same as that used with newspapers. There is a certain rate for a page, for a half page and a quarter page. Some books, the Totem for example, runs only full and half page advertisements. Books are striving to make the advertisements serve the merchants. Otherwise they are a charity contribution and merchants soon tire of this. The 1926 "Totem" has a very interesting advertisement section. The illustrations and write-ups are in the same style as the other pages in the book so that one does not realize he has come to the advertising section.

The price of the annual with Molloy cover is from $1.75 to $2.50 with paper cover, from $1.25 to $1.50.

SIXTEEN years ago the Troy Dry Cleaning Company was established in a small room at 210 Pearl Street. They soon outgrew their original quarters and in 1913 built their present home at 1808-12 Calhoun Street, where they operate a modern daylight plant—the largest in the state outside of Indianapolis. They employ more than thirty people.

The success of this company is due largely to the careful selection of trained “thinking” help—cleaners, dyers, spotters, finishers, pleaters, pressers, tailors and inspectors. The routemen and employes in contact with the public are polite and courteous, and take the attitude that the customer is always right.

Visitors are always surprised at the extensive equipment and interested in the constant investigation of new discoveries and installation of new methods which impart the charm of restored newness to clothing and household furnishings.
Subscriptions and Circulation

Each school has its own method of handling subscriptions and circulations. Some staffs begin in January or February to sell the annual which will come out in May or June. They require a deposit at that time and the remainder just before the book is sold. Some staffs conduct a sales campaign and sell tags. Some put on a play, or skit at an assembly which advertise the contents of the book; others send speakers to each home room to give a little speech to arouse enthusiasm just before subscription blanks are handed out by the room leader. Several trials are made at intervals to add to the subscription lists. On the eventful day when the books are to be sold, they, along with the subscription list, are taken to each home room and the students pay for them and receive them there.

Besides the regular sales in the home rooms, there are the copies that have been sent for by various alumni. The circulation staff must send out these, and also distribute the complementary copies to the school board and to other schools.
Summary

1. The purpose of the annual is to give the history of the high school from year to year. Most of them today seem to be very much alike.

2. The duty of the adviser is to supervise every part of the book, pass final judgment on every detail and keep the staff up to schedule in its work.

3. The staff is generally selected by the adviser either in the fall or in June. The size varies from 15 to 25.

4. The size of the annual is $7\frac{1}{2} \times 10\frac{1}{2}$ or $8 \times 11$.

5. The name is chosen from the letters of the school, adapted from the name of the school, or has no special significance.

6. The cover is Molloy, an imitation leather or Lodestone, a heavy paper. Most annuals have the Molloy. Some have both Molloy and paper. It is from the design on the cover that we get our first hint of the theme of the book.

7. The theme must be one that appeals to the student body. Of the 1926 book, the greatest number had themes dealing with school life. This theme must be developed by the art students of the school, not by an engraving company. Along with the art plan runs a literary plan to fit the illustrations.

8. The staff must decide just what it can afford to put in the book, the type page, found out from the printer and a chart to give the number of words that can be used within a certain space secured. Then the staff proceeds to make the dummy.
9. The opening pages establish the theme of the book and give an atmosphere to the book. The title page should leave the name of the book, by what class published, and the name of the school, city, and state.

10. All the year books run a scenic section which contains exterior and interior views of the school and beauty spots of the city.

11. One of the most interesting sections of the book is the faculty section. The pictures of the teachers mean much to the youngsters. The annuals are now putting in the picture of each member of the faculty.

12. In the senior section the picture of every senior is given. Beside each is a summary of that senior's record in school and a little characterization of him.

13. Every class in the school is featured. Some have group pictures of all the classes. Some feature the officers and print the name and address of each person in the class.

14. In the publications section, the annual, the newspaper, the magazine, and the handbook are featured by pictures and write-ups that tell what has been achieved by each publication during the year.

15. Each club and organization is shown in pictures, and a write-up gives the purpose and activities of each.

16. Both boys' and girls' sports must be featured. Pictures of action are what make the section. Very short write-ups are used. The section should stimulate the desire of every student to take part in some form of health building exercise.
17. The music and dramatic sections give pictures and brief write-ups of the plays or operetta with the names of the people taking part in it.

18. The tendency seems to be to emphasize every phase of school life in the humor section.

19. Every annual contains senior pictures, group pictures, exterior and interior views, and snap shots. All senior pictures should have the same background and the same size of head. The photographer must know the exact size of all pictures before he takes any. All the pictures should have a uniformity of size in order that the page of the annual will balance. The 1926 annuals were fairly alive with snap shots. Cuts out of single figures are used effectively.

20. Before seeking the engraver, the editor must plan out with the printer the exact size of each illustration. The engraver must have sufficient time to do a good job. The C.I.P.A. insists on good engraving. The amount of money spent on engraving varies $800 to $1345.

21. The printing has more to do with the general appearance of the book than any other one thing. A good engraving job may be completely spoiled by a poor printing job. Pages should be properly backed. Best quality of coated paper is necessary. The cost of printing varies from seven dollars to twenty dollars a page.

22. The business board manages the advertising, attends to the engraving and printing contracts, runs the circulation campaigns, and in some schools attends to the photographic work.
The greatest task of the business staff is to raise enough money to cover the cost of the book. In general this is done through advertising and subscriptions. Almost all annuals are able to meet the expenses. Not more than twenty-five per cent of the space of the book should be given over to advertising. The rate, per page of the majority is $20. Staffs are striving to make the advertisements serve the merchants. The price of the annual with Molloy cover is from $1.75 to $2.50; with paper cover $1.25 to $1.50.

23. Each school has its own method of handling circulation. Enthusiasm is aroused by speeches and plays featuring it. Subscription sheets are put in each home room several times during the spring and the books are sold there.
Bibliography

This bibliography contains the references which have been helpful in preparing this thesis.


Anderson, Helen. "Breaking the Year Book Commandments!" Scholastic Editor, April, 1925. Vol. IV, No. 7, p. 7


Batcheller, Mabel and Shoemaker, Laura. "Yearbook Editing and Make-up." Scholastic Editor, March, 1926. Vol. V, No. 8, p. 4


Birdsong, H. E. "Advertising Rates and Rate Cards." Scholastic Editor, March 1926. Vol. V, No. 6, p. 2


Brockhausen, Herbert H. "How to Make a Year Book Dummy." Scholastic Editor, May, 1925. Vol. IV, No. 8, p. 4

Bush, Chilton R. "What Price for Good Headlines." Scholastic Editor, April, 1925. Vol. IV, No. 7, p. 9

Bush, Chilton R. "What Subjects for Editorials." Scholastic Editor, May, 1925. Vol. IV, No. 8, p. 8
Bush, Chilton R. "What I Found in the Annuals." Scholastic Editor, Jan., 1925. Vol.IV, No.4, p.8


Cason, Clarence E. "Write More Features." Scholastic Editor, Jan., 1927. Vol.VI, No.4, p.3

Chapman, Lois. "Annual is School Harmonizer" Scholastic Editor, Sept., 1924. Vol.IV, No.1, p.8


Christopherson, Fred C. "Writing News Features." Scholastic Editor, May, 1925. Vol.IV, No.8, p.12


Ewalt, Clara C. "Cleveland Points the Way." Scholastic Editor, June, 1926. Vol.V, No.9, p.6

Ewalt, Clara C. "Getting out the High School Paper." One of a series of bulletins on what Cleveland's Public Schools are doing.

Farman, Belle. "Give Editorial Page Personality." Scholastic Editor, October, 1926. Vol.VI, No.1, p.4


Flint, L. N. "Newspaper Writing in High Schools." Noble and Noble. N.Y.City. 1922, 70 pages.

Fredelli, F. D. "How to Build an Annual" Scholastic Editor, April, 1925. Vol.IV, No.7, p.8


Geiger, George L. "The High School Newspaper: Its In-


Hakney, C. V. "Psychological Circulation Building." Scholastic Editor, Mar., 1926. Vol.V, No.6, p.6


Harrington, H. F. "Writing for Print." Heath 1922. 252 pages.


Harvey, Rowena. "Is Your Newspaper Staff Efficient?" Scholastic Editor, March, 1926. Vol.V, No.6, p.9


Huff, B. M. "Journalism, A Socializing Agency." English


Johnson, E. M. "Mechanical Features Important to Yearbook." Scholastic Editor, April, 1926. Vol.V, No.7, p.3


Johnson, E. M. "Hold Yearbook Elections in April." Scholastic Editor, April, 1925, Vol.IV, No.7, p.4


Johnson, Edward M. "Five Aims of the School Newspaper!" Scholastic Editor, June, 1926. Vol.V, No.9, p.7

Johnson, E. M. "Is News Ever Scarce?" Scholastic Editor, March, 1925. Vol.IV, No.6, p.9


Lawler, Joseph F. "A Style Sheet is an Editorial Need." Scholastic Editor, Jan., 1924. Vol.III, No.4, p.9
Lubersky, A. A. "Plan Your Cover Early--It Will Pay." Scholastic Editor, April, 1925. Vol.IV, No.7, p.5
Lucas, Harriet M. "Opposed Professional Art Work." Scholastic Editor, June, 1925. Vol.V, No.9, p.4
Marvin, Genevieve. "Type and the Teacher." Scholastic Editor, Feb., 1927. Vol.6, No.5, p.6
McKown, Harry C. "How to Produce a School Handbook." Scholastic Editor, March, 1925. Vol.IV, No.6, p.3


Miller, O. H. "The Types of Feature Articles." Scholastic Editor, March, 1925. Vol. IV, No. 6, p. 8

Miller, O. H. "Writing the Feature Article." Scholastic Editor, April, 1925. Vol. IV, No. 7, p. 14


Murphy, Lawrence W. "The Serious Business of Being Funny." Scholastic Editor, April, 1926. Vol. V, No. 7, p. 5

Murphy, Lawrence W. "Tabloid Paper is High School Standard." Scholastic Editor, Jan., 1924. Vol. III, No. 4, p. 3


Murray, Florence J. "An Interesting Relationship." Scholastic Editor, Jan., 1927. Vol. VI, No. 4, p. 8

Myers, Joseph S. "Place of Magazine in School Journalism." Scholastic Editor, June, 1926. Vol. V, No. 9, p. 3

Nason, R. H. "Features that Should be in Every Annual." Scholastic Editor, April, 1925, Vol. IV, No. 7, p. 12

Nason, R. H. "Building a Distinctive Year Book." Scholastic Editor, Oct., 1924. Vol. IV, No. 2, p. 10


Parent, Ethel F. "Arouses All Interest in the Annual!" Scholastic Editor, June, 1926. Vol.V, No.9

Patterson, Helen M. "Neglected Advertising Opportunities." Scholastic Editor, Mar., 1926. Vol.V, No.6, p.2

Patterson, Helen M. "Advisers' Round Table." Scholastic Editor, Nov., 1923. Vol.III, No.2, p.20


Patterson, Helen M. "Press Clubs Aid Publications." Scholastic Editor, Feb., 1924. Vol.III, No.5, p.9

Patterson, Helen M. "There's News In Every Class Room!" Scholastic Editor, Mar., 1924. Vol.III, No.6, p.7

Patterson, Helen M. "Training Aids Journalism Teachers." Scholastic Editor, April, 1924. Vol.III, No.7

Penny & Gotaweiler. "Bibliography on High School Newspapers." Bureau of Publications, Teachers College 1925


Robb, Marion. "Oriental Theme Sends Color to Tyee." Scholastic Editor, May, 1926. Vol.V, No.8, p.3


Stone, Fred A. "Sell Your Advertisers Service." Scholastic Editor, Feb., 1927. Vol.6, No.5, p.8


Thompson, Josephine. "The ABC of School Newspaper Advertising." Scholastic Editor, April, 1926. Vol.V, No.7, p.4

Tressler, Irving D. "Front Page Newspaper Make-up." Scholastic Editor, Jan., 1927. Vol.VI, No.4, p.4


Year Book Score Book 1926-C. I. P. A.
List of High School Papers Studied

All the papers that received All-American and First Honor Rating in the 1926 C. I. P. A. contest were written to and asked to send papers. The following have been sent throughout the year and have formed the basis of study for this thesis:

1. The Tech, Technical High School, Saint Cloud, Minnesota
2. South Sides Times, South Side High School, Fort Wayne, Indiana
3. The Central Student, Central High School, Detroit, Michigan
4. The Edison Record, Edison High School, Minneapolis, Minn.
5. West High Weekly, West High School, Minneapolis, Minn.
6. The Weekly Register, Central High School, Omaha, Nebraska
7. Central High Record, Central High School, Sioux City, Iowa
8. Co-ed Leader, Commercial High School, Atlanta, Georgia.
9. Lakewood High Times, Lakewood High School, Lakewood, Ohio
10. Lincoln Log, Lincoln High School, Cleveland, Ohio.
11. The Campionette, Campion Preparatory School, Prairie du Chien, Wisconsin
12. Blue and Gray, Weston High School, Weston, West Virginia
13. The Messenger, Wichita High School, Wichita, Kansas
14. Scribe News, Oakland High School, Oakland, California
15. Lindblom Weekly, Lindblom High School, Chicago, Illinois
16. Bronxville Mirror, Bronxville High School, Bronxville, New York
17. The Pantograph, Central High School, Kansas City, Kansas
18. Northeast Courier, Northeast High School, Kansas City, Missouri
19. The Ah La Ha Sa, Albert Lea High School, Albert Lea, Minnesota
22. The School World, Huntington High School, Huntington, Indiana
23. Tech Daily News, Omaha Technical High School, Omaha, Nebraska
24. Spilled Ink, Fort Collins High School, Fort Collins, Colorado
25. South High Beacon, South High School, Cleveland, Ohio
26. Blue and Gold, East High School, Cleveland, Ohio
27. Senn News, Nicholas Senn High School, Chicago, Illinois
28. The Erion, Erie High School, Erie, Colorado
29. The Moccasin Print, Sapulpa High School, Sapulpa, Oklahoma
30. Main Avenue Muisache, Main Avenue High School, San Antonio, Texas
31. The Central Suminary, Central High School, Kansas City, Missouri
32. The Mirror, Stevens Point High School, Stevens Point, Wisconsin
33. Poloris Weekly, North High School, Minneapolis, Minn.
34. Cooper Hi-Zip, Cooperstown High School, Cooperstown, North Dakota
<table>
<thead>
<tr>
<th>Number</th>
<th>Newspaper Title</th>
<th>School Name</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>The Nantilus</td>
<td>Bartlesville, Bartlesville, Oklahoma</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>The Weekly Register</td>
<td>Central High School, Omaha, Nebraska</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>The Poncan</td>
<td>Ponca City High School, Ponca City, Oklahoma</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>The Spectator</td>
<td>Highland Park High School, Highland Park, Michigan</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>The Scout</td>
<td>Central High School, Muskogee, Oklahoma</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>The Patriot</td>
<td>Leavenworth High School, Leavenworth, Kansas</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Elmdale News</td>
<td>Elmdale Rural High School, Elmdale, Kansas</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>The Vedette</td>
<td>Culver Military Academy, Culver, Indiana</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>The Kemper News</td>
<td>Kemper Military School, Boonville, Mo.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>The Centric</td>
<td>Central Catholic High School, Toledo, Ohio</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Broadway Whims</td>
<td>Broadway High School, Seattle, Washington</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>The Ottawa Record</td>
<td>Ottawa High School, Ottawa, Kansas</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>The Holtonian</td>
<td>Senior High School, Holton, Kansas</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>The Southerner</td>
<td>South High School, Minneapolis, Minn.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Reserve Record</td>
<td>Western Reserve Academy, Hudson, Ohio</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>The Wendelette</td>
<td>St. Wendelin High School, Fostoria, Ohio</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>The Prospector</td>
<td>Southwestern High School, Detroit, Michigan</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Topeka High School World</td>
<td>Topeka High School, Topeka, Kansas</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>The Wah-Sha-She</td>
<td>Pawhuska High School, Pawhuska, Oklahoma</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>The Commerce Budget</td>
<td>West Commerce High School, Cleveland, Ohio</td>
<td></td>
</tr>
</tbody>
</table>
The Annuals

The Annuals that received All-American rating in the 1926 C.I.P.A. contest were written to. The following have formed the basis of the study made for this thesis.

1. The Totem--South Side High School, Fort Wayne, Indiana
2. The Cardinal--South Division High School, Milwaukee, Wisconsin.
3. The Polaris--North High School, Minneapolis, Minnesota.
4. The Hesperian--West High School, Minneapolis, Minnesota.
7. The Aeronaut--South High School, Denver, Colorado.
8. The Comet--Austin High School, Austin, Texas.
Papers of Advisers Who Answered the Questionnaire

1. Reserve Record, Western Reserve Academy, Hudson, Ohio.
2. South High Beacon, South High School, Cleveland, Ohio.
3. The Wendellette, St. Wendelin High School, Fostoria, Ohio.
4. Lakewood High Times, Lakewood High School, Lakewood, Ohio.
5. The Holtonian, Holton High School, Holton, Kansas.
6. West High Weekly, West High School, Minneapolis.
9. Central High Record, Sioux City, Iowa.
10. The Vedette, Culver Military Academy, Culver, Indiana.
11. The News, Fountain Green High School, Fountain Green, Ill.
12. Cooper High Zip, Cooperstown High School, Cooperstown, N.D.
13. The Camptonette, Campion Preparatory School, Prairie du Chien, Wis.
15. South Side Times, South Side High School, Fort Wayne, Ind.
16. The Southerner, South High School, Minneapolis.
17. The Ottawa Record, Ottawa High School, Ottawa, Kansas.
18. The Co-Ed Leader, Commercial High School, Atlanta, Georgia.
20. The Tech, Technical High School, Saint Cloud, Minn.
22. Edison Record, Edison High School, Minneapolis.
23. The Mirror, Stevens Point High School, Stevens Point, Wis.
26. The Lincoln Log, Lincoln High School, Cleveland, Ohio.
28. The Pantograph, Central High School, Kansas City, Kansas.
29. The Central Luminary, Central High School, Kansas City, Mo.
30. The Ah La Ha Sa, Albert Lea High School, Albert Lea, Minn.
31. Senn News, Nicholas Senn High School, Chicago, Ill.
Method of Research

1. The Working Bibliography

A start was made with Penny and Gotaweller's "Bibliography on High School Newspapers." This led to many books and magazines, and these led to many more. The back numbers of the Scholastic Editor and School Press Review were secured, and the Scholastic Editor, School Press Review, and Quill and Scroll were subscribed to. Readers' Guide to Periodical Literature was studied. A card index was made. The bibliography will be found on page 145.

2. Study of Newspapers and Annuals

All the newspapers that won All-American or First Honor rating in the 1935 Central Interscholastic Press Association were written to and asked to send their papers. Fifty-four of these were sent throughout the year. These formed the basis for the real study of high school newspapers. The list is given on page 155.

Twenty annuals that received All-American Honor rating in the 1935 C.I.P.A. contest were written to. Ten of these formed the basis of the study made. The list will be found on page 158.

3. Questionnaires were sent to the advisers of these fifty-four papers and twenty annuals. With each questionnaire was sent a personal letter. Thirty-one advisers of newspapers and ten advisers of yearbooks answered the questionnaire.
Newspaper Questionnaire

How many years has your paper been in existence?
Size when started?
Changes made?
Why made?
Tell all you can about the history of your paper

Adviser

What has been your training?
What are your duties?
How much power do you have?
How many classes do you teach besides the work as advisor?

Staff

How selected?
When selected?
Scholastic requirements?
Size?
Duties?
Term of office?
Is the staff the journalism class or a part of it?
How often does the staff meet?
What is done at these meetings?

How often is your paper published?
Size of paper?
The name? Why chosen?

How do you secure the material for your paper?
Do you use an assignment sheet?
Do you use a style book? Which one?
How do you manage copy reading?
How do you manage the make up of your paper?
Newspaper questionnaire continued

Do you make a dummy?

Price of your paper per semester or per copy?

What are the duties of the financial adviser?

How is the business board selected?

How do you manage your advertising?

How much do you charge per inch?

How much do you get from advertising?

How do you manage the circulation?

How much do you pay for printing?

How do you manage the exchanges?

To how many associations do you belong?

What do you get out of them?

Do you have a room devoted to publications?

Do you grant credit for work done on the paper?

How do you manage this?

Do the pupils find that work on the newspaper helps them to write good English?

May I quote you?

Give anything else about your paper that is of interest.
Year Book Questionnaire

Name of Book:          School:          
How long has your annual been in existence? Tell all you can about the changes that have been made through the years.

Adviser

Duties?

The staff

How selected?

When?

How large?

Duties?

When do they begin work?

How is the work apportioned?

What is the size of your book? Number of pages?

Why was the name chosen?

What is the cover of your book?

Do you have both paper and leather?

How do you decide on the theme?

Who manages the art work?

How do you manage the photographic work? This includes snapshots.

How is your book financed?

Do you make a budget?

Price of your book?

Is the cost covered through subscriptions and advertising?

How much do pay per page for printing?

How much do you allow for engraving?

What are the duties of those on the business board?

How do you manage circulation?
Year book questionnaire continued

How many classes are represented in your book?

How does membership in an association help you?

May I quote you?
KEY TO PICTURES

Fig. 1  L
Fig. 2  LR
Fig. 3  L
Fig. 4  L
Fig. 5  L
Fig. 6  L
Fig. 7  L
Fig. 8  L
Fig. 9  L
Fig. 10 R
Fig. 11 NL
Fig. 12 R
Fig. 13 R
Fig. 16 E

Fig. 1. The Wanderers. Which gives the better location for the wanderers?

Fig. 2. By the Riverside. Which has the woman in the more favored position?

Fig. 3. Greco Alphting. In which arrangement do the boats fit better into the picture?

Fig. 15. Theme from Titian

Fig. 16. The Sitter. In which position does the girl fit best into the picture?
Fig. 12. *Yacht Harbor.* Which background (line of boats) provides the better artistic effect?

Fig. 13. *The Fishermen.* Which is the more pleasing treatment of the waves?

Fig. 14. Theme from Del Sarto
THE REVISED THORNDIKE SNOW-SCENE SCALE