

THE STENCIL DUPLICATED NEWSPAPER

BY F.S. KNIGHT & DAMON KNIGHT

The Stencil Duplicated Newspaper



By F. S. Bright

and

Demon Knight

LB
3621
.K69

Published by F. S. Knight and Damon Knight

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Good River, Oregon

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foreword

IN THE LAST decade the small, amateur dupli-

cated newspaper has seen a phenomenal growth in this country. With the widespread use of duplicating machines in offices and schools came the realization that the journal of an institution could be published at a cost much less than that of printing, especially when duplicating machines already in use for other purposes could be utilized in publishing the newspaper.

A few led the way with improvements, which spread rapidly through imitation.

The first duplicated papers were, as a rule, two or three pages, duplicated on one side of sheets and stapled at top left corners. The lines of text, which ran the full width of pages, were left to form an irregular right margin. Nameplates were irregular scrawls. These publications had little resemblance, either in form or in style, to true newspapers.

Then headlines were added; nameplates were improved; lines of text were justified to make right margins even; two columns to a page appeared, then three or more; text appeared on both sides of a sheet; and paper was folded into four-page sheets. Illustrations and cartoons, which had appeared in the early papers, were improved; writing style began to approach the journalistic; and the duplicated newspaper was well on its way to become a true newspaper in content as well as in form.

Today, literally thousands of duplicated newspapers are published by junior colleges, senior and junior high schools, elementary schools, CCC camps, army posts, alumni associations and other groups.

It is the hope of the authors that this book will prove valuable to the following groups of publishers of duplicated papers:

(a) Those who must begin the work of publication at the same time that classroom work in journalism begins;

(b) Those who attempt to publish a paper without classroom instruction in journalism;

(c) Those who do not have advisers with newspaper publishing experience;

(d) Those who have both trained advisers and classroom instruction in journalism, in view of the fact that staff changes are many and frequent;

(e) Those who do not have courses in art for the training of cartoonists and illustrators.

Work on a duplicated paper brings a student into contact with a number of technical terms, some of which are peculiar to the duplicated publication, and others of which have been taken from professional newspaper practice.

Glossary
Explains
Technical
Terms

Whenever possible, terminology of the professional press is employed, even when the situation differs in some detail from that of the printed newspaper. For ready reference in understanding these terms, a glossary is included as Unit XIII.

The need for a short name for "duplicated paper" has led to increased use of the word, "duplipub," credit for the origin of which is said to belong to Hoyt Hurst of the Gary, Indiana, public schools. This term is used in this book.

Two illustrations on page 11 are made from inset stencils provided through the courtesy of the A. B. Dick company of Chicago.

The 39 other drawings used throughout the book are from original drawings made and stenciled by Co-author Damon Knight.

Hood River, Oregon, June 1941

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Unit I

General Principles

With modern facilities for duplication, no school need be without a newspaper.

While the printed newspaper has many advantages over the duplicated publication, not a few advantages will be found on the side of the duplicated paper.

For school purposes, the duplicated paper is superior to the printed paper in several ways.

First, the duplicating process affords the students the opportunity of producing their own paper from newsgathering to publication. This advantage will not apply, of course, in those few schools which have their own printing shops.

Second, in speed of operation, the stencil duplicating process is superior to printing, especially under conditions frequently found in school shops where much of the type must be set by hand.

Third, the duplicated paper has a decided advantage in the use of illustrations. The printed paper must have its illustrations made by a photo-engraver; and engravings are too costly for anything but limited use by a school paper with small circulation. By contrast, the staff of the duplicated paper has only to have its illustrations drawn on the stencil by student artists, thus limiting the use of illustrations only to the availability of student talent. And the only expense is that of a few articles of equipment such as, a duplicating machine, stencils, styli, lettering guides, screen plates, illuminated drawing board, etc.

Personnel Changes Obstacles A school newspaper staff changes almost, if not quite, completely at the beginning of each school year. In some schools the staff changes at the beginning of each semester. This twice-a-year change should be discouraged since an entire school year is none too long for students to master the various techniques involved.

This constant staff turnover is an obstacle to the production of a high quality paper, a fact which would be discouraging were it not for the additional fact that a school is, first of all, an educational institution whose purpose is best

accomplished by making its facilities available to many students.

Critics of school newspapers often fail to recognize this fact of over-changing staff personnel. What professional newspaper would care to continue operation with a new staff of green employees each September following a complete shut-down during the months of July and August?

No modern school would undertake to maintain a football team without the services of a trained coach; no school band or orchestra could accomplish much without a music-trained director.

And yet some school executives think that the English teacher is qualified to teach a class in journalism and to serve as adviser of the school paper staff, without training in journalism.

Some English teachers are doing valiant work and are guiding their staffs in the production of creditable papers. But many there are whose papers show a lack of "that something" which only an adviser with journalistic training can give.

It is unfortunate that the English of literature and the English of journalism



Export
Leadership
Desirable

are not the same. If they were identical the work of the adviser of the school paper would be much simplified.

Some English composition teachers, when placed in charge of school papers ignore the differences between book English and the English of newspapers, with the result that the papers lack the journalistic touch. Furthermore, their students fail to get the journalistic viewpoint which is one of the values of experience on a well-edited duplicate.

Journalistic English has much in common with book English; by no means is it a thing entirely distinct from the English of literature. In fact, its differences are so subtle that they are not even noticed by scores of constant newspaper readers.

First of all, journalistic English is good English. Carelessness is to be avoided here as well as in any other type of writing. It is more simple and direct than book English. Its sentences and paragraphs, because of the narrow columns of the newspaper, are shorter than are those in book English. Punctuation is simplified; fewer capital letters are used.

American newspaper readers want their news accounts separate from editorial opinion and comment. They want the facts in order to use them as bases for forming their own opinions. Therefore, newspaper writers present their stories objectively. That is, they write in the third person, being careful to avoid presenting their own opinions and being careful also, that their personal preju-

dices do not influence their statements.

This is the ideal of the American newspaper profession; an ideal that sometimes fails to measure up to its high standards but in the pursuit of which is achieved a higher result than that attained by the newspapers of any other nation.

Besides the practice of objectivity, newspapers strive for accuracy, clearness, simplicity and conciseness. Accuracy of statement; accuracy in names; accuracy in spelling; all receive the constant vigilance of writers and editors. Dictionaries, reference books and directories are constant companions for the newspaper writer, who questions every statement and verifies every fact.

For verification and to enliven his stories, as well as to relate them to current life, the reporter seeks information from leaders in government, business and social life.

To be able to write clearly, the reporter must first think clearly. He must think, not in terms of his own understanding, but in terms of that of his readers, for it is for his readers that he writes.

Incompleteness of statement makes the following lack clearness:

"The game was won by our team."

This statement, no doubt, was perfectly clear to the reporter who wrote it. But he did not tell the reader: What game, football or golf? Who were the contestants? What was the score? Where and when was the game played? What is the relation between this game and others, past and future? In other words, the reporter failed to think in terms of his readers.

Incidentally, the cited statement violates the objectivity rule by using the first person "our," instead of which he should have written, "The blank high school football team (or baseball, golf, etc.) defeated the (name of team)." He would of course state the score and tell where and when the game was played.



Accuracy
Essential

Think
Clearly
To Write
Clearly

Journalistic
English
Subtle

Omit
Personal
Opinion

Explain Uncommon Words Simplicity requires that words used shall be within the comprehension of the readers; that difficult words if used, be explained. A junior high school paper, for example, would be expected to use language within the range of comprehension of 12 to 14-year old pupils. High school and junior college papers, however, may employ language on the level of adults.

Conciseness But Not Without Conciseness demands that the writer go directly to his subject without unnecessary preliminaries or introductions; and that he complete it without superfluous verbiage. Conciseness does not mean, however, that essential details be omitted. Reference is made again to the cited statement about a game. The statement certainly was concise; but even newspaper conciseness does not go to that extent. Conciseness must always be associated with clearness, and it should never be practiced to the point of leaving the meaning of any statement obscure.

No General Agreement On Style In connection with the discussion of journalistic style, with its differences from literary style, it should be pointed out that newspapers differ among themselves concerning the particular type of journalistic style they choose to adopt.

The differences, however, are limited, as a rule, to usage in capitalization and and in the spelling of certain words. When more than one spelling of any word is approved by a standard dictionary, a newspaper adopts one of the ways for its use in order to avoid inconsistency in its columns.

Newspapers agree, quite generally, in employment of objectivity in their news columns; they insist that their reporters practice conciseness and simplicity so long as they maintain clearness of thought. But they differ considerably in their use of capitalization. This differ-

ence extends from literary style with much use of capital letters to an extreme down style with sparing use of capitals. A school paper will find that a desirable practice is to adopt a style which closely approximates that of a daily newspaper of general circulation in the community.

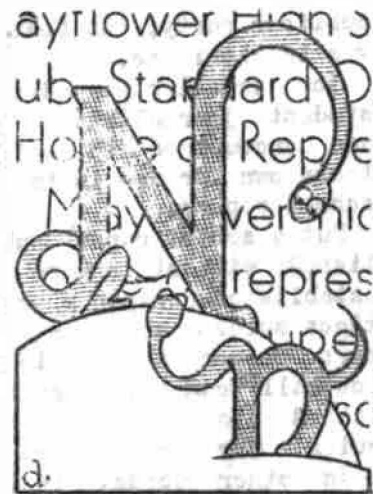
A newspaper which conforms to literary style in its practice of capitalization, is said to use "up-style," and a paper which uses fewer capitals is said to employ "down-style." Some down-style papers are conservative, and others are extreme in the extent of their avoidance of the use of capital letters.

Down-style has attained rather wide acceptance in recent years; it is the style recommended for a school paper unless the school is situated in a region where the prevailing practice among professional newspapers is the up-style.

Here are a few examples to illustrate the distinction between up-style and down-style:

Up-style: Mayflower High School; Dramatic Club; Standard Oil Company; House of Representatives; John Jones, Superintendent of Schools; National Labor Relations Board; Nazi; Republican Party; the President of the United States; Bigville Public Schools.

Conservative down-style: Mayflower high school; Dramatic club; Standard Oil company; house of representatives; John Jones, superintendent of schools; National Labor Relations board; Bigville Public schools.



Up-style Has Many Capitals

Down-style Recommended

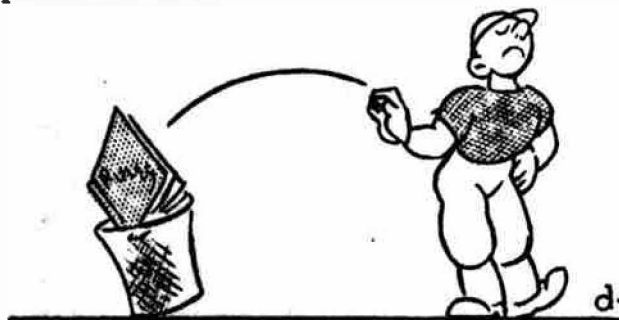
Extreme down-style; dramatic club; national labor relations board; nazi; republican party; the federal bureau of investigation; etc.

Some school paper advisers believe that student journalists should be permitted and encouraged to establish styles of their own for use in their school papers.

But a school paper published without regard to established newspaper practices seldom commands any more respect than would a football team which established its own playing rules for its own use.

In other words, it is well to recognize the fact that the publication of a school paper involves the use of certain technical knowledge if the paper is to rise above mediocrity and if it is to warrant the time and energy put into its production. It may be better not to have a paper at all than to publish one which gives the students training that they will have to unlearn later when they make contacts with professional newspapers, as some of them at least, will.

The advisor of a school paper staff may not approve professional newspaper style; but it is as futile for him to set up a style of his own as it would be for a baseball coach to discard established playing rules because of personal disapproval of them.



STUDENTS MAY TEST UNDERSTANDING OF UNIT I BY THESE QUESTIONS

1. What is a duplipub?

2. What advantages has a duplicated newspaper over a printed one?



3. What effect on efficiency has the ever-changing personnel of the school paper staff?

4. Why is it that literary writers and newspaper writers do not employ the same style?

5. Before beginning the study of newspaper writing, had you observed the differences between book

English and newspaper English?

6. Why does journalistic English require shorter paragraphs than does book English?

7. What is said about mixing editorial opinion and news accounts?

8. What is objectivity in the news?

9. Why is accuracy essential in a newspaper?

10. What aids to insure accuracy are employed by newspaper writers?

11. Why should journalists question every statement and verify every fact?

12. Why does a reporter seek information from government, business and social leaders?

13. What must precede clear writing?

14. What restricts the use by a newspaper writer of the personal pronouns in the first person?

15. What limits the use of conciseness?

16. Explain why it is not sufficient for a reporter to think in terms of his own understanding.

17. Explain why the following statement is not clear from a journalistic viewpoint.

The speaker told us many interesting things about his experience.

18. What violation of the objectivity rule does the foregoing statement contain?

19. What is the journalistic requirement of simplicity?

20. Explain the relationship between clearness and conciseness.

21. Why does a newspaper adopt a certain spelling of a word?

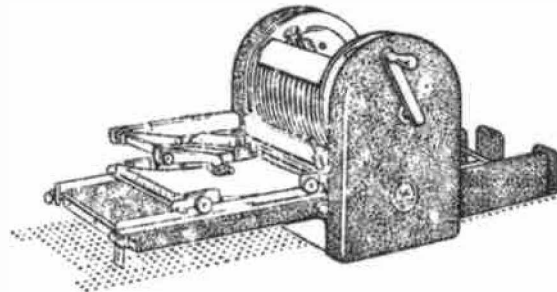
22. On what practices are newspapers commonly agreed?

23. On what do they differ?

24. What may a school newspaper use as a guide to its style?

25. Explain the distinction between up-style and down-style.

26. Find several examples of up-style and down-style in daily papers circulated in your community.



27. Why should a school paper adopt a style which closely approximates that of professional newspapers?

28. Find in a daily paper examples of objectivity in the news.

29. Find examples where the rule of objectivity is violated. Can you account for this?

Write the following in conservative down-style:

30. bigville public schools

31. democratic party

32. the nazi in france

33. the tennessee valley authority

34. bigville dramatic club

35. john a big, senator from ohio

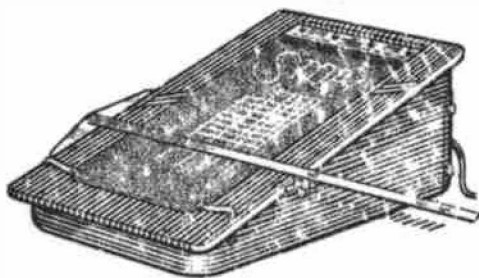
36. first national bank of bigville

37. ford motor company

38. mississippi river

39. columbia river highway

40. house of representatives



Unit II

The Mechanics of the Stencil Duplicated Newspaper

Equipment Required

Necessary equipment to produce a duplicated newspaper includes the following: One or more (preferably more) typewriters; a duplicating machine; an illuminated drawing board; several lettering guides; six or more styli; stencils, ink, correction fluid; and a supply of paper.

Pica, Elite or Micro Type

Typewriters are manufactured with various sizes of type, one size to a machine. One machine, however, the Vari-typewriter, by means of interchangeable plates or fonts has a variety of sizes and styles of type on the one machine. It is understood that this machine is now available at a price which brings it within the reach of schools.

Pica is the size of type commonly in use on typewriters in schools and offices; elite, a little smaller than pica, is growing in popularity. It is the size used in this book. Micro type, smaller than elite, is used by some paper staffs, although the small letters require much care to keep them free from clogging in stencil preparation. A size larger than pica is obtainable; this size is useful in writing headlines, although it is not really necessary, since lettering guides provide a greater variety.

A duplicated paper always looks best if its lines are justified. This consists in making lines come out even at the right of the column as well as at the left, as is done in this book. Professional newspapers are always printed with justified lines. The duplicated paper looks still more like a true newspaper if it is arranged in columns instead of in lines running the entire length of the page.

A standard long stencil has a usable area seven inches wide and 14 inches long.

By utilizing the full area and by using the maximum paper width which the duplicating machine will take, a page size 9 x 15 inches can be obtained.

What Page Size?

Objections may be raised to this page size from an esthetic viewpoint but they may be overruled on grounds of utilitarian value.

A more pleasing page size is $8\frac{1}{2}$ x 11 inches with a usable area of 7 x 10 inches. The smaller page contains nearly one-third less duplicating space than does the larger page.

Little more time is required to prepare material and stencil for the longer page; no more time is required to run the long page through the duplicating machine than is required for the smaller one.

All this sums up to an advantage in favor of the 9 x 15-inch page unless the staff has time to prepare two to four additional pages each issue. Shorter pages and more of them make a better looking paper. The point is, however, that the average staff has its hands full to prepare four stencils; a four-page paper each week is better than eight or more pages once or twice a month; and the long page, therefore provides the most space for the least effort.

Whether to staple single sheets or to duplicate on folded paper is a question to be decided by each staff.

Fold or Staple

Advantages of stapling are: (a) single sheets may be fed into the duplicating machine with the automatic feeder, thus saving time in duplicating; (b) no time is needed for the twice-folding of the paper which is required when folded paper is used; (c) paper price is lower because standard size stock may be purchased.

Points against stapling are: (a) stapled pages easily pull apart; (b) time



required to gather the pages and staple them is equal to, if not greater than, the time required to fold; (c) stapled pages never resemble a true newspaper as much as folded sheets do.

Speed Acquired

Under circumstances ordinarily present folded sheets can not be fed satisfactorily with the automatic feeder. However,

this lack is not a serious drawback because the duplicating process itself is one of the least time-consuming operations. Besides, students often acquire a speed in hand feeding that approximates that of the automatic feeder.

Folded Paper

If folded sheets are to be used,

15 x 18-inch paper should be purchased. Folded, this makes pages 9 x 15 inches with usable areas 7 inches wide and 14 inches long.

A difficulty arises here because 15 x 18 is not a standard paper size. When this paper size has been generally adopted by publishers of duplicated papers, perhaps paper makers will include it among their standard paper sizes.

17 x 22 Usable Size

Until they do, the best plan is to purchase paper 17 x 22 inches which is a standard size. The dealer will cut this paper to the desired 15 x 18 inches and deliver along with it, the waste strips, one of which will be 2 x 19 inches and the other 3 x 17 inches. The smaller piece is of little or no value and may be discarded, but the larger one may be used by typists in typing material to column-width for use of stencilists.

By utilizing the 3 x 17-inch strips and by purchasing the year's requirements at one time, paper cost to the staff will be only a little greater than it would be for standard size sheets. The improved appearance which the folded sheets gives,

is well worth the small additional cost.

In selecting paper needs, a 20 or 24-pound paper is desirable, but if a staff must economize on paper, 16-pound stock will do. Text and illustrations will show through the lighter weight paper and interfere somewhat with the legibility of the reading matter on the opposite side, but this is not a serious objection, and many schools use the lighter weight.

16-pound Paper Will do.

By shopping around and testing samples of various paper stocks, the staff will be able to find a paper which suits its requirements.

The folding of the paper for each issue may be done a day or more in advance of the time the paper will be needed.

How to Duplicate Folded Sheets

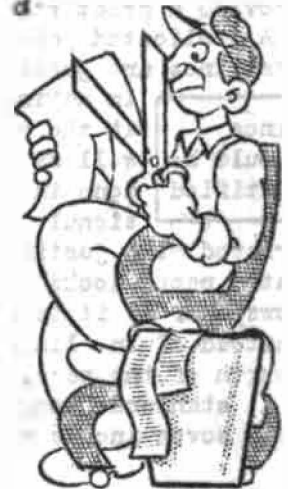
Either page 2 or page 3 may be duplicated first. In order that pages will be in desired order when the paper is complete, page 2 should be fed into the duplicating machine with the open edges of the paper to the left; and page 3 with open edges to the right.

After pages 2 and 3 have been duplicated, papers should be folded again; they will now be ready to be run through the duplicating machine for pages 4 and 1.

In feeding page 4, open edges should be at the left; and for page 1, open edges will be at the right.

Failure to observe these directions will result in papers with pages in wrong positions. Care should be taken also, to see that papers are fed into the machine top-side first.

The student will be quick to discover that the reason for running pages 2 and 3 ahead of pages 1 and 4 is to save one additional folding. If pages 1



and 4 were duplicated before pages 2 and 3, three foldings instead of two would be required. As it happens, this sequence

Editorials
Features
On Inside
Pages

of folding and duplicating is convenient for the staff in another way. Page 2 is generally used for staff box and editorials; page 3 may be used for feature stories, gossip column and perhaps a news story or two about events which happened several days before date of publication. All of this material can be obtained well in advance, leaving pages 1 and 4 for the latest news happenings.

Folding
Speed
Acquired

If students who fold the papers will study the economy of motion, they will find that each paper can be folded with four motions and that 20, 30 or more papers a minute can be folded. Unless speed in folding is acquired, this operation may become a long, dreary, weekly task. However, speed should not be used as an excuse for inexact folding; for badly folded papers will not go through the duplicating machine properly, and wasted papers result.

Some newspaper plants have folding machines. Perhaps some manufacturer may soon place on the market a small hand-operated or motor-driven folding machine low enough in price so that schools may purchase them for use of their paper

staffs. But hand-folding is in satisfactory operation in a number of schools. Some have a large group do the weekly folding in a short time; others employ NYA students for this purpose.

A weekly production schedule for a duplipub issued on Thursdays is suggested for use as follows:

Friday: Prepare stencil for page 2; fold pa-

pers for a week's requirements.

Monday: Prepare stencil for page 3; duplicate pages 2 and 3.

Tuesday: Prepare stencil for page 4; refold papers on which pages 2 and 3 have been duplicated.

Wednesday: Prepare the stencil for page 1; duplicate page 4.

Thursday: Duplicate page 1; deliver papers to student readers; prepare subscription and exchange copies for mailing.

This schedule is designed for issue of the papers to students sometime during the day on Thursday. If papers are to be delivered before school on Thursday morning, page 1 should be run on Wednesday.

Duplicated papers are usually produced with one, two, three or four columns, although an occasional paper uses five columns. The one-column paper does not resemble a true newspaper. Two columns are better but three are better still. Four or more columns are generally not practicable unless micro type or special wide stencils are used. A wide stencil, of course, requires a special duplicating machine.

Assuming that the paper is to be published in three columns in elite type, the typewriter tabulator stops may be set at 4, 29, 33, 58, 62 and 87. This will provide for three columns of 26 units each with three spaces between columns.

By reducing the space between columns to two, 27 units instead of 26 may be provided for each column width. In that case, the tabulator stops should be set at 4, 30, 33, 59, 62 and 88. It is merely a matter of opinion whether the 26-unit or the 27-unit column looks the better.



Weekly
Schedule
Suggested

Three
Columns
Look
Best



ADDITIONAL SPACES

ARE LITTLE NOTICED

the strips of typed-to column-width copy in desired positions; or he may measure the copy with a ruler and indicate the required space on the dummy. A dummy is quite necessary for use by a stencilist in placing the material in desired positions on the stencil.

In examining material after it has been completed in justified lines, one might think that the spaces between words would be quite conspicuous. True they are readily noticeable in a few cases, but on the whole, they are little noted by the average reader.

Example Given Of Check-marked Copy

The following paragraphs show how copy looks when completed by a column width typist and with the check-marks added to indicate places where additional spaces may be added in order to justify lines:

After copy has been typed to column width and marked for line justification, it is ready to be turned over to the stencilist to be typed on the stencil, the position of each piece of copy having been indicated on a dummy.

Before beginning, the

stencilist should see that tabulator stops are set to stop the typewriter carriage at the proper place for each column.

As a test that they are in position, he may insert a sheet of paper in the machine and type a line of figures across the page, as shown at the bottom of this page. Tabulator stops will be in position if the carriage is brought to a stop at the beginning and end of each column as indicated by the line of figures.

Check-marked Copy Repeated In Justified Lines

Material in columns 1 and 2 on this page which is check-marked to indicate added spacing for line justification is repeated below to show how the same copy looks when typed in justified lines:

After copy has been typed to column width and marked for line justification, it is ready to be turned over to the stencilist to be typed on the stencil, the position of each piece of copy having been indicated on a dummy.

Before beginning, the stencilist should see that tabulator stops are set to stop the typewriter carriage at the proper place for each column.

As a test that they are in position, he may insert a sheet of paper in the

AS TYPEWRITERS VARY

TAB STOPS MAY CHANGE

machine and type a line of figures across the page, as shown at the bottom of this page. Tabulator stops will be in position if the carriage is brought to a stop at the beginning and end of each column as indicated by the line of figures.

Typewriters vary somewhat so that the tabulator figures of 4, 29, 33, 59, 62 and 87, may need to be changed. The point to be checked carefully is that the position for all the columns on a page must be carefully arranged before beginning to stencilize.

Setting of the tabulator stops insures that column limits will be arranged properly on each stencil.

If the typewriter in use has no tabulator, it may be adjusted by use of margin stops only. This will be found not quite as convenient as use of tabulator in determining limits.

First Column Stencilized

With margin stops set for the left-hand column, the stencilist places the stencil in the typewriter and carefully adjusts it so that the first letter of a line will fall just

12345678901234567890123456---12345678901234567890123456---12345678901234567890123456

STENCILIST TYPES FIRST COLUMN COPY

inside the usable area. He should shift the ribbon out of typing position and observe other directions which accompany the package of stencils.

The stencilist is now ready to begin typing the first column, beginning with the headline if it is to be typed. If the headline is to be put on with lettering guides, he will leave space for it to be added later.

Reinsert Stencil

After completing the left column, the stencilist should remove the stencil from the typewriter and reinsert it. This is generally found preferable to turning the stencil backward in the machine. He will now adjust the carriage to middle column position and proceed to stencilize the material prepared for this column. At the completion of the middle column, he should remove the stencil again and reinsert it for the typing of the third column.

Clean Type Often

The stencilist should clean the typewriter type frequently, as often as at the end of each column or oftener. When the type becomes filled with sten-

oil coating, it does not make clear-cut letters on the stencil.

If holes are cut in the stencil by round parts of letters, especially o, o, b, d, etc., the stencilist may be striking the keys too hard.

Correcting Errors

When an error occurs in typing a stencil, use correction fluid according to instructions which accompany it. With this substance, the error is coated over, after which the correct letter is superimposed. Skill which comes only with practice, is required to make good corrections.

If the correction involves more than a line or two, it is more satisfactory to cut away with a sharp knife, the portion of the stencil containing the error and to fit over the opening a patch of stencil material taken from the unused portion of a discarded stencil. Stencil cement may be used to hold the patch in place; correction fluid serves this purpose, also.

Corrections involving an entire paragraph or more may be made by the patch method and may save the staff from embarrassment when the same story is stencilized, inadvertently on two stencils for the same issue of the paper.

To avoid stencilizing the same story on two dif-

TYPIST SHOULD LABEL COMPLETED STENCIL

ferent stencils, particularly if more than one person does the stencilizing, the stencilist should mark each piece of completed copy, using some such notation as the following: "St. 3/17 M.G."

This would indicate that the copy was typed on the stencil on March 17 by stencilist M. G.

Another method is to destroy each piece of copy as soon as it has been stencilized. This practice is not recommended, however, because copy should be retained for use of the stencil proofreaders who may need to refer to the copy in case of errors on the stencil.

Justify Columns

Each column should be justified; that is, it should end at the bottom even with other columns on the page.

Copy too long for the first column may be carried over to the top of the middle column; but copy too long for the middle column should not be carried over to the top of the right-hand column.

Since much of the work of copy preparation, typing copy to column width, stencilizing, proofreading and operation of the duplicating machine will be done by different persons

ORDERLY ROUTINIZING PROMOTES ACCURACY

systemizing of the various operations will enhance speed as well as promote accuracy.

It is obvious that progress will be delayed and morale of the staff undermined when a stencilist has to spend half his free period trying to find the copy to be stenciled; or if the operator of the duplicating machine must wait until he can find the editor or proofreader to find out whether a stencil is ready for the duplicating machine.

Editor to Direct

To the editor will fall much of the work of systemizing and routinizing the work. The editor will make his efforts count most if he does little or none of the work of typing to column width, stenciling, running the duplicating machine, etc.

He will serve his paper best by training assistants and directing the work generally. He should be a person who has done all the various operations connected with the publication of a duplicated newspaper so that he can show others how to do them but he should not permit himself to become swamped in the routine matters which he should train assistants to do.



Questions and Problems on Unit II

1. What equipment is needed in order to publish a duplicated newspaper?
2. What size or sizes of type are satisfactory for use in a duplipub?
3. Describe the Varityper. If you have not seen a machine, get information from a dealer.
4. Explain how lines in a duplipub are justified.
5. Visit a newspaper office and find out how a printed paper's lines of type are justified.
6. What is the largest page size you have seen in a duplipub?
7. Give arguments for and against stapling the pages of a duplipub.
8. Why are inside pages of a folded paper duplicated ahead of outside pages?
9. What number of columns is most satisfactory in a duplicated newspaper?
10. Explain how a typist sets margin limits to type copy to column width.
11. What does the typed-to-measure typist do when words or syllables won't fit the space at the end of a line?
12. How does the stencillist justify lines of a duplipub?
13. Explain how a dummy is prepared and used.
14. Define: stencillist; stencilize.
15. Why should a stencil not be turned backward in a typewriter?
16. Explain how stencil errors may be corrected.
17. What means should be taken to guard against loss of time by the stencillist in obtaining copy to be stencilled?
18. Why should copy be retained after being stencilled?
19. How are columns justified?
20. How can the editor best serve the interests of the paper?
21. Why is a four-page weekly paper to be preferred to a larger number of pages once or twice a month?
22. How may a stencil error of one or more paragraphs be corrected?
23. Sometimes a story is stencilled twice. What means may be taken to avoid this occurrence?
24. How may the task of folding papers be accomplished in a minimum of time?
25. Why is a page size of 9 x 15 inches used by numerous duplipubs when this is not the most pleasing size?
26. Select from your exchanges the paper which you like best. What size is it? How many columns has it? What size type does it use? What is the quality of the paper stock used?
27. Do you have any production problems that need solving? Suggest possible solutions.
28. Explain the use of the line of figures at the bottom of this page.

12345678901234567890123456789012345678901---1234567890123456789012345678901

Unit III

Headlines and Make-up

HEADS ARE STRIKING PART OF NEWSPAPER

They Add Attractiveness
Especially to Front
Page

With the exception of the nameplate, headlines are the most conspicuous part of a newspaper. But until recently, duplipubs have not given headlines the attention they merit.

Headlines serve to improve the appearance of the paper; to summarize the story; to identify the story; and to advertise the story.

Heads Summarize

The headline should summarize the story to indicate reader interest; it should identify the story; and it should advertise the story to interest buyers of the paper.

However, the most important function of headlines in duplicated papers is to add attractiveness to the front page.

Good headlines make the difference between an attractive paper and a dull one. A little extra effort here, pays big dividends in making a duplipub look like a true newspaper.

* * * * *

Head Writing. Art

* * * * *

* Headline writing *
is an art which re- *
quires much practice *
to gain proficiency. *

* However, students *
after a few weeks' *
practice, are able *
to construct head- *
lines which give the *
paper much improved *
appearance. *

* * * * *

HEADS IMPROVE LOOKS SO ARE WORTH EFFORT

* * * * *

Reader May Not Observe
What Makes the Paper
Attractive

The average reader of a duplipub may not read the headlines. Probably he will read the first paragraph of the story, but he will continue from there only if he is interested.

He may not even notice the heads; but he will sense that something is not just right if heads are missing or faulty.

It is easy to see the difference between a paper with good looking headlines and one with poorly constructed or improperly arranged headlines. The difference is striking.

MAKE-UP IS ARRANGEMENT OF MATERIAL ON PAGE

Balance is Obtained When
One Mass is Opposite
Another One

Make-up has to do with arrangement of material on a page to give the page an artistic and inviting appearance.

Make-up involves balance and contrast. Balance is brought about when a mass of type, headline, drawing or white space in one part of the page is offset by another mass of similar size on the opposite side of the page.

Contrast requires that a heavy mass shall not have another equally heavy mass next to it in the adjoining column.

Balance Not Easy

It is conceded that a balanced make-up is difficult in a three-column paper. A printed paper with its five or more columns has a decided advantage over a duplicated paper with two or three columns. But the presence of difficulty need not deter a staff from attempting balance in the make-up of its duplicated pages.

12345678901234567890123456---12345678901234567890123456---12345678901234567890123456

SCHOOL PAPER

Vol. I, No. 1

Schoolville, Ocoola, Thursday, April 13, 1941

THIS PAGE ILLUSTRATES MAKE-UP WITHOUT GUIDES

This Type of Headline Deck
Is Called "Hanging In-
dention."

This page, as well as page 21, illustrates dupli-
cated make-up without use
of lettering guides. All
work on this page was done
on a typewriter, except
the namplate on which a
lettering guide was used.

The make-up illustrated
on these two pages, dif-
fers in two ways.

Box Not Used

Page 20 has a box for
contrast at the top of the
middle column, but on this
page contrast is achieved
by carrying the story at
the bottom of the first
column over to the top of
the middle column.

The other difference is
that this page has a hang-
ing indention instead of a
pyramid for the second
deck of main headlines.

SCHOOL PAPER HEADLINES CONFORM TO USAGE

Headlines in duplicate
should conform to accepted

headline usage, a few of
the principles of which
are the following:

The head should tell a
story and not be merely a
label; each unit (deck) of
the headline should be
complete; one deck should
not repeat important words
from another deck; each
deck should have a subject
and verb.

The verb may be omitted,
however, if the meaning is
clear without it; parts of
the verb "to be" are fre-
quently omitted, therefore

PRESENT TENSE IS USED EVEN FOR PAST EVENTS

The word "May" Expresses
Possibility or Doubt
When Facts Are Unknown.

Present tense is most
commonly used in headlines
even if the story concerns
events in the past. The
future tense is used some-
times; possibility or
doubt may be expressed by
the word "may."

Examples: Mill union
votes strike (present
tense); 100 million lent
to China (present tense
with "is" understood);
coal mine blast may claim
32 (possibility expressed
by "may"); Lorraine enters

1ST COLUMN CARRY-OVER PRODUCES CONTRAST

Use of Lettering Guides
To Obtain Uniformity
Gives Better Effect.

Similar headlines in the
left and right columns
produce balance; the box
at the top of middle col-
umn on page 21 and the
first column carry-over on
this page provide contrast.
A better contrasty effect
may be obtained by the use
of lettering guides on
headlines to obtain heav-
ier masses. Examples are
shown on following pages.

Since few schools have
students who can do good
freehand lettering, the
use of lettering guides is
recommended for uniform
lettering in headlines.

ACTIVE VOICE PREFERABLE THE PASSIVE OFTEN USED

Active voice is prefer-
able to passive in head-
lines, although some newspapers
make regular use of the
passive voice.

Example: Gold stopped by
Portugal (passive voice).

German realm (present tense
for past event).

Guide Headlines More Contrasty

Free-hand Letters Not Good
Unless Skilled Artist
Draws Them

The make-up of this page is similar to that of pages 21 and 22, the only difference being that lettering guides instead of a typewriter were used to make top deck headlines.

Lettering guide heads provide greater contrast than is possible with the typewritten heads.

Typed Heads Serve

However, a staff should not neglect the use of headlines because of the lack of lettering guides. Typewritten heads serve quite well.

Free-hand lettering, on the other hand, should not be attempted unless a person is available who can letter well. Poor free-hand lettering detracts from the appearance of the paper whether used in advertisements, headlines, cartoons or elsewhere.

If no one is available to do good free-hand lettering, it is better to use the typewriter for the heads until such time as funds are available to purchase a satisfactory set of lettering guides and the necessary styl.

OTHER HEADS LISTED

Besides the drop-line, pyramid and hanging indention already illustrated, other heads are cross-line, subhead and left margin flush.

Drop-line and margin flush headlines may be constructed in two, three or more docks, although more than two are seldom used.

In a duplicated paper, one and two-dock headlines are the most popular.

CROSSLINE IS HEADLINE THAT FILLS COLUMN WIDTH

Subheads and crosslines are headlines in common use in newspapers.

A subhead is used within a story to break up the solid effect of a long story. The subhead is not so effective in duplications because it requires a type blacker than the regular type to show best. However, its use does help to break up the mass effect of a column-long story. It is illustrated in some of the stories on this page and elsewhere.

A crossline is a crossline headline which completely fills the line across the width of the column, like this:

PAPERS TO BE ISSUED TODAY

Count Head Units To Avoid Misfits

Letter Width is Considered
To Avoid Overcrowding
Or Leanness

Headline units should be counted carefully in the type of heads demonstrated thus far.

Units consist of letters, figures and punctuation marks. On the typewriter, width required is the same for all the units, capital M needing no more space than lower case i and the punctuation marks, comma, colon, period, semicolon, etc. This is shown by the following lines:

lllll.....;::;iiii''''''???

In the line of caps as well as in the line of l c and punctuation marks, are exactly 26 units.

In newspaper type, the M and W caps are 1½ units; l c letters except i and l are one unit; and punctuation marks except the question mark, are half-units; i and l are half-units, also.

In lettering guides, the width of units is similar to that of printing type.

This fact must be considered in making lettering guide heads in order to have heads fit the space to good advantage.

Dropline Head Has Equal Banks

Not Too Fat Nor Too Lean
Should be the Rule
For Best Effect

Top decks of headlines on pages 21, 22 and 23 are two-bank droplines. In this type of head, each bank has approximately the same number of units, a leeway of only about three units being allowed.

Furthermore, each bank should have enough units so that the following bank distinctly overlaps.

The following headlines are too lean; that is, they have too few units. More units and less white space would make them look better:

HEADS ARE STRIKING
PART OF NEWSPAPER

HEADS IMPROVE LOOKS
WORTH EFFORT

1ST COLUMN CARRY-OVER
MAKES CONTRAST

The following headlines are better:

ACTIVE VOICE PREFERABLE
THO PASSIVE OFTEN USED

HEADLINES IMPROVE LOOKS
SO ARE WORTHY OF EFFORT

* LEFT MARGIN FLUSH POPULAR HEADLINE *

A headline which has become popular in recent years is the left margin flush -- margin flush -- for short.

This type of head is easy to construct because the count does not need to be so exact. It is not quite as good looking as the dropline, but its ease of construction commends it.

PATTERNS SHOW PLANE OF VARIOUS HEADLINES

By way of summary, the different styles of headlines may be illustrated by the following patterns:

Two-bank drop-line

Pyramid

Hanging indentation

Crossline

Margin flush

Caps Lose Favor In Top Deck Use

Large and Small Letters
Are Now Available
In the Guides

At one time caps were used exclusively in top decks of newspaper heads.

But recent years have seen one newspaper after another change over to the use of caps and l o; that is, each important word in the head begins with a cap and the other letters are in lower case.

Caps and l o are said to be easier to read than all caps; and they are better looking because more white space around the letters makes more contrast.

Caps in Duplipubs

Letter guides with lower case letters are available but in a duplipub which must use typewritten heads caps are better for top decks because lower case typewritten heads do not show enough contrast from the body of the story.

Caps and l o may be used for the second deck, even with typed top decks, but caps are better for typed crosslines, droplines and margin flush heads.

A little experimenting with different kinds of heads will show the staff members the best effects.

Count Need Not Be So Exact In Margin Flush Headline

The margin flush headline, described previously, is demonstrated on this page. The page make-up here is one which strives to obtain contrast without the use of a box in the middle column or column one carry-over.

It has a two-column, margin flush head followed by a story, two columns wide, which is soon reduced to one-column width.

The middle column has a cut-off rule to separate it from the story above it followed by a two-bank margin flush headline.

The right column has a three-bank margin flush headline followed by a three-bank margin flush second deck.

Considerable variety in front page make-up can be achieved by the staff, with or without the use of a box for contrast between left and right columns.

Balance Top and Bottom

The two-column headline, instead of being at the top left as on this page, may be at the top right.

A two-column headline below the middle of the page and at the opposite side helps to balance the two-column head at the top.

The make-up of this page requires more care in fitting copy to space, but some editors think the extra effort is warranted by the better appearance.

SINGLE OR DOUBLE MATTER OF CHOICE

Whether the first story at the top of the front page is double-spaced or single-spaced, while it is in two-column width, is a matter of choice. Many prefer single spacing as is done on this page.

The use of a larger type for the two-column part, would be desirable.

STUDENTS ARE ADVISED TO USE TYPEWRITER IN THE CONSTRUCTION OF DUPLICATION HEADLINES

In constructing headlines, the student should use the typewriter because he can keep track of the number of units easier and faster than he can when writing heads in longhand. He should set the margin stops for the maximum count allowed in the head he is writing, then proceed by trial and error until he obtains a head that will fit. This method saves precious time otherwise lost in counting longhand units.

STAFF SHOULD TRY VARIOUS MAKE-UP

After the staff has used recognized make-up for a number of weeks and has become familiar with the principles involved, such as contrast and balance, the members should experiment with make-up.

But until they get the "feel" of front page make-up, they should stick to conventional make-up that has proved satisfactory.

Non Objective Is Material Used in Make-up Material is Exposition Put in Front Page Form For Demonstration

The character of the material on the pages which demonstrate make-up is not the type of material which would normally be found on the front page of a school newspaper.

Front page make-up is intended for news stories, whereas the material used here is exposition. News will be written objectively; this material is subjective and editorialized.

Some students say they cannot think at the typewriter keyboard as well as they can at the end of a pencil or pen. But with a little practice, they can acquire the typewriter thinking habit.

Trial and Error Used to Write Headlines

Top Deck Based
On First Paragraphs
Of the Story

The trial and error method of constructing heads on a typewriter is here demonstrated.

The head to be constructed is the one for the top left story on page 21. The typewriter is set for 26 units, the width of the column. The top deck is a dropline so it should reach more than half way across the column. The headline writer reads the story until he gets an idea for the head. The top deck should be based on the first part of the story. The first attempt produces:

heads are conspicuous
part of paper

This is discarded because the second bank is so much shorter than the first. If it were only one or two units shorter, it would pass. The second trial produces:

heads are striking
part of newspaper

This looks about right so he leaves that for the moment and begins reading the story again in order

Active Voice Preferable To Passive in Headlines

to obtain ideas for the three-bank pyramid which he wants to follow the dropline. He writes:

heads summarize news story but warrant duplipub's use by increased attractiveness

He rejects this because the second and third banks do not pyramid; they are too long. Also the final s in the word "attractiveness" can not be used because the bank overfills the line. Furthermore, the deck as written, employs the passive voice, a usage which the headline writer wants to avoid if he can. So he tries again with this result:

increased attractiveness
makes use of headlines
worth effort

This pyramids and is in the active voice. He now checks it with the top deck and finds that the word "heads" in the top deck is a repetition of the word "headlines" in the second deck. So he omits the word "headlines" from the second deck with this result:

they add attractiveness
especially to front
page

The head writer finds both decks satisfactory so

Writer Labels Work
So Stencillist
Will Not Err

now he rewrites both decks indicating the number of spaces to make the top deck indented or "drop" properly, as well as to justify the first bank of the pyramid and to center the other two banks. Also, he labels the head so that the stencillist will know at once where to place it.

The following results:

(Top left page 21)
HEADS ARE STRIKING
PART OF NEWSPAPER////////

They Add Attractiveness
Especially to Front
Page////////

When the stencillist has typed the heads on the stencil, they will look like this:

HEADS ARE STRIKING
PART OF NEWSPAPER

They Add Attractiveness
Especially to Front
Page

Heads on this page show a type of make-up but the text is one discussion instead of several stories which a school paper ordinarily would contain.

Try-Error Info Is Continued

Spaces Added at Beginning
Of Second Bank
Of Dropline

This is a continuation of the trial and error method of constructing headlines begun on page 26.

The headline writer has just completed and labeled the head for the top left story on page 21.

Going back to consider additional points in the construction of the same headline, the student will observe that the spaces to make the top bank drop properly are all added at the beginning of the second bank. To repeat the dropline used on page 21:

HEADS ARE STRIKING
PART OF NEWSPAPER////////

Nine spaces are indicated at the end of the second bank. They are left this way by the head writer to show that both banks are approximately equal in length. But the stencillist will add the spaces at the beginning of the second bank, thus:

HEADS ARE STRIKING
////////PART OF NEWSPAPER

However, instead of actually striking the slant-line key nine times, the stencillist will strike the

space-bar nine times and the result on the stencil will be:

HEADS ARE STRIKING
PART OF NEWSPAPER

The second deck, a three-bank pyramid, is presented to the stencillist in this form:

They Add Attractiveness//
Especially to Front////
Page////////

The top bank will be justified by adding the three spaces between the words. Greater space may be added next to the longer word, so one space should be added after "they" and two spaces after "add." This will justify the bank, that is, space it out to fill the column width and it will then be:

They Add Attractiveness

The second and third banks of this headline are handled differently. Those banks should be centered. If the head writer had actually indicated where spaces were to be placed, he would have left the head like this:

///Especially to Front
////////Page

As typed by the stencillist, the second deck will look like this:

They Add Attractiveness
Especially to Front
Page

The Stencillist Centers 2d Deck

Jim Dashes Often Placed
Between Headline
Decks

The stencillist will observe that the three spaces added to justify the top bank of the three-bank pyramid are in addition to the spaces normally left between words.

JIM DASH SHOWS END
OF DECK OR STORY

Jim dashes are placed between decks of certain types of headlines and at the end of all stories except those which end at the bottom of a page.

These jim dashes are five spaces long between top and second decks and three spaces long at the end of the second deck and at the end of a story.

In order to center the jim dashes in a 26-unit line, the stencillist should count 13 on the space-bar, back-space two spaces, then strike the underline key five times for long dash; back-space one and strike three times for the short dash.

No jim dash, asterisk (*), nor other ornament should be placed at the bottom of a column; columns may be justified by adjusting space between lines.

Staff to Seek Limited Variety

Week-to-week Make-up
To Be Different
Within Bounds

The staff of the school newspaper should vary the make-up of the paper from issue to issue, especially the front page. But they should keep the variations within certain well-defined limits.

The variation should not be great enough to change the entire character of the paper. Just as the professional daily paper is recognized day after day because of its make-up so also, should the weekly duplicub maintain a recognized dress.

However, the staff need not hold strictly to one make-up; they may vary it each issue without departing from the characteristics which make their paper a little different from other papers.

JIM DASH NOT USED WITH MARGIN FLUSH

The jim dash is not used with margin flush heads, but it is used at the ends of stories on papers that use margin flush heads.

Margin flush heads save space by eliminating dashes and they are easy to construct, but they are not as good looking as drop-lines and pyramids, according to some critics.

Nameplate of Duplipub Important tho Neglected

The nameplate is an important feature of front page make-up. Indeed, it is the most important part of the front page. For all that, the nameplate in duplicated papers is often neglected.

The word "nameplate" is borrowed from professional newspapers, the names of which are printed, not from separate pieces of type, but from a casting of a solid piece or plate of metal. But the word nameplate is applied, not only to the plate from which the name is printed, but also to the printed result, i. e., the name as it appears on the printed paper. It is the latter

meaning that is applied to the name of duplicubs.

Some duplicubs use hand-drawn letters in the nameplate. Unless very well drawn, such a nameplate detracts from an otherwise good looking front page.

Other papers use lettering guides to make their nameplates, but the effect is not entirely satisfactory for the reason that few lettering guides make letters heavy enough. One lettering guide, however, produces outline letters which are fairly satisfactory when the space within the letters is shaded.

The best nameplate so far produced is made by a die impressing process, and is obtainable from stencil dealers. The cost is about double that of plain stencils, but this added expense does not add much to the total cost of producing a paper because the die impressed stencils are required only for the front page. Use of these stencils is increasing.

Measured Copy Plotted on Dummy

A dummy is useful in planning the make-up of each issue of the paper.

A dummy is a plan of the paper, showing what stories are wanted and how much space they are to occupy. A blank sheet of paper taken from the stock used in duplicating the paper, makes a good dummy.

When the copy has been turned in and has been typed to column width, the copy for each story may be pasted in its place in the dummy; or the copy may be measured with a ruler and the space marked off in the dummy.

A plan of each page in a dummy is a layout. The layout for each page may be made by the editor; but a better plan is for the editor to appoint an assistant for each page who will make the layout for his one designated page, under editor's direction.

NAME IS SERIOUS QUESTION
WHEN UNSATISFACTORY ONE
HAS BEEN IN USE FOR LONG TIME

PAPER STAFF CHANGES NAME
BECOME TRADITIONAL BY USE
IN ONE EXAMPLE CITED

Paper Staff Can Make the Desired Change
By Carrying on Publicity Campaign
To Convince Students

Simplicity, Dignity and Appropriateness
in Name of School Publication
Are to be Considered

What shall be the name of the paper? This question does not require any answer when the staff finds the paper already a going concern with an established and satisfactory name.

But a long established name is difficult to change even if the staff thinks the name is meaningless, trite or downright silly, and therefore unsatisfactory.

However, a traditional name can be changed if the staff will undertake a publicity campaign to obtain the cooperation of the readers.

Students who select a name for paper, either by changing an unsatisfactory one or by choosing a name for a newly established paper, should realize the responsibility which they bear.

For many years, the paper of a certain school was named Amotan Tillicum. Of course, many persons in that community as well as outside of it, were more or less familiar with Indian words, so "tillicum," meaning talk or speak, was not inappropriate for the name of the school paper situated in a region of Indian traditions and where Indians still resided.

But "amotan," the other word in the name of the paper, is another thing. True "Amotan Tillicum" is easy to pronounce and the two words spoken together have a

pleasant sound. But the staffs of that paper became weary from explaining that "amotan" was the name of a certain wild rice which formerly grow in the vicinity. And they had to admit that "amotan tillicum," wild rice talks, was meaningless as the name of their paper. So the staff finally decided to change the name of the paper, calling it simply, The Tillicum. Such is now the nameplate of that paper, a dignified, good looking, easily-pronounced name; a name which has meaning.

It took courage for the staff to change a traditional, though unsatisfactory name, but the name they chose is better; and it saves countless succeeding staffs the tiresome task of trying to explain the significance of "wild rice speaks."

A simple, dignified name, one which characterizes the school or the community in some way is best.

Traditional newspaper names such as, Times, Bulletin, Journal, News, Courier, Review, etc. with name of the school added, make suitable names.

Traditional newspaper names appear to "wear" better than newer names; but this may be only one man's opinion. Any name which has significance to school and community is likely to be satisfactory. But the best name is that which is readily understood by distant readers as well.

TWO-COLUMN MAKE-UP
IS DEMONSTRATED HERE

Two-column make-up, demonstrated on this page, may be used by elementary school, small high school, CCC or other staff which has a limited personnel.

Two columns do not present problems of balance and contrast in favorable light, they make a better looking page than does a single-column make-up.

To break the monotony of a solid page, a single column insert like this may be used.

Name of Newspaper
Name of City and State

Published Weekly by Class
in Journalism of Blank
High School

Annual Subscription \$1.00

Name of student . Editor
Name of student . Reporter
Name of teacher . Adviser
Names of other members of
the staff.

THIS IS THE MASTHEAD

The masthead should tell the name of the paper, city and state; name of class or other group which publishes the paper; names of members of the staff; frequency of publication; subscription price; and sometimes other items.

The name "masthead" is borrowed from the shipping industry. Just as flags flown from a ship's masthead show nationality and ownership of the ship, so the journalistic masthead shows the ownership of the paper; as the one identifies the ship, the other identifies the newspaper.

Staff Organization

The better the staff is organized, the more efficiently will the members

accomplish their purpose.

In some schools, the editor is chosen by student body election; in others by the student council; in still others, he is chosen by the faculty adviser.

The other staff members should be chosen by the editor in cooperation with the faculty adviser.

Staff members should retain their positions only as long as they do their work satisfactorily. An interested staff member needs little or no prodding; when he begins to require urging, he should be replaced by somebody who really wants to help.

Efficient organization calls for specialization. Sports writers, editorial and feature writers; general reporters, copyreaders, proofreaders, copy typists, stencilists and duplicating machine operators working together make a smoothly running writing and publishing organization.

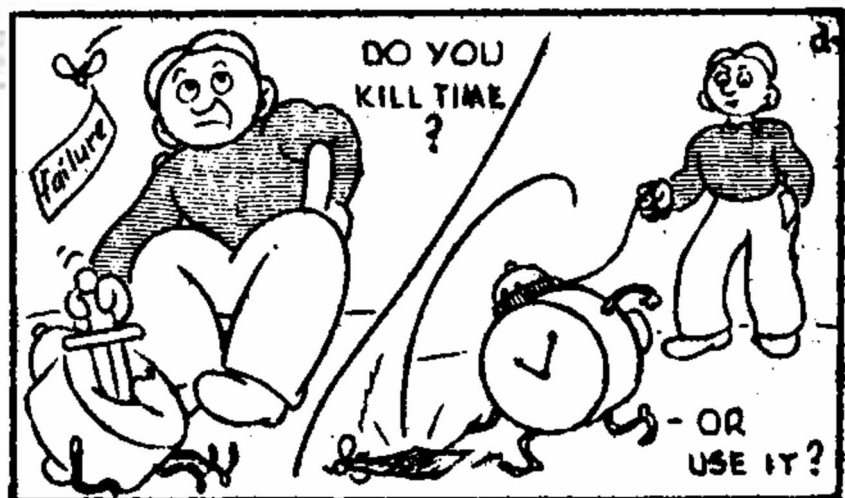
EDITORIAL PAGE ILLUSTRATED

This page is made up to demonstrate the general appearance of the editorial page of a duplicated newspaper.

In a four-page paper, the editorial page may be either on page 2 or on page 3, although it is more often on page 2.

WHAT IS ON EDITORIAL PAGE?

Besides editorials, this page may contain a cartoon as it does in this illustration; it may contain one or more letters to the editor from students or others; it may have student-written poetry; a few liners (one or two-line pungent expressions of opinion); or a short feature story. In fact, on the editorial page may be found any kind of newspaper material; however news is not often found there.



The Stencil Duplicated Newspaper
Name of City and State

Published Weekly by the Journalism Class
of Blank High School

Subscription Price: 50 cents a year delivered at school; \$1.00 by mail. Included in activity ticket.

Name of Student	Editor
Name of Student	Boys' Sports
Name of Student	Girls' Sports
Name of Student	Cartoonist
Name of Student	Columnist
Name of Student	Society
Name of Student	Page 1 Make-up
Name of Student	Page 2 Make-up
Name of Student	Page 3 Make-up
Name of Student	Page 4 Make-up
Name of Student	Stencillist
Name of Teacher	Advisor
Name of Student	Duplicating Machine Operator

THIS IS 2-COLUMN MASTHEAD

This page illustrates an editorial page with the masthead two columns wide. Some staffs prefer two columns and others like a single column best.

A single column is more economical in use of space but a double column masthead makes a better looking page, especially when the page size is 9 x 15 inches.

SHORT EDITORIALS BETTER

Long editorials should be avoided except for rare occasions when the subject may warrant longer treatment.

Ordinarily, three paragraphs should be sufficient.

LABEL HEADS MAY BE USED

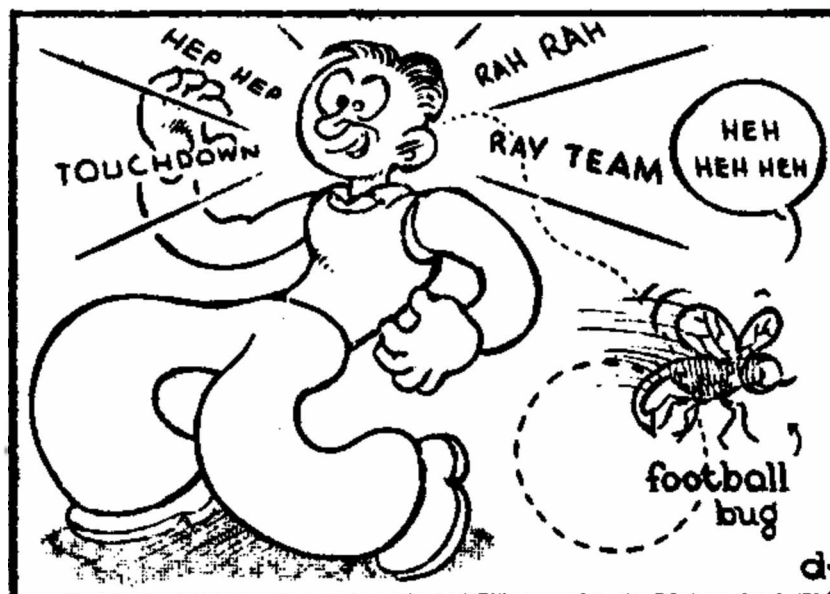
Label heads may be used on editorials although many editors prefer the full statement headline with subject and predicate.

EDITORIAL HAS THREE PARTS

The standard editorial has three paragraphs.

The first presents the question or problem; the second discusses the problem; the third suggests a solution, a choice of solutions, or leaves the question unsolved to stimulate reader thinking.

"Preachy" editorials should be avoided. Editorials may argue, explain, interpret, criticize, or merely entertain. They may crusade for improved conditions in a series of editorials and reach a climax by urging action. Care should be taken to keep the tone of an editorial constructive. "Crackpots" should not grind axes on this page.



Page 3 Make-up Is Illustrated

This page is made up in imitation of page 3 of a school paper which has the masthead and editorials on page 2.

Page 3 is a sort of omnibus or carry-all page. It may have the gossip column; club or organization news; rewrites from exchanges; and feature stories.

Since this page lies opposite page 2, it should have a make-up that will present a pleasing appearance when the paper is open.

First and third columns may have two-bank heads with the bottom of the first column carried over to the top of the middle column; or second column may have a light headline.

Other two-bank heads or crosslines may be scattered over the page.

Another plan is to begin the gossip column with a two-column headline in middle and right columns with the text in double-column width for a few lines, concluding in a single column at right.

Still another plan which has merit is to have a cartoon to introduce the gossip column.

Numerous other ways will be found by the enterprising editor to obtain variety on page 3 without sacrificing balance, contrast or harmony with page

Editor and Adviser Choose Staff Personnel

2 on opposite page.

The editor and the adviser should not hesitate to change the personnel of the staff until they obtain students who will accept the responsibility placed upon them.

Work divided among responsible staff members makes a smoothly running newspaper organization.

Editor to Direct

The editor should not attempt to do too much of the routine work. But he should know how to do all the processes of writing and publishing the paper so that he may break in new members as often as necessary. But he should delegate to others as much of the work as possible.

He will have plenty to do, managing and organizing and in doing the many little things that come up - things which seem to belong to nobody's assignment - but which are necessary to make the organization run harmoniously.

Page editors, working under the direction of the editor, should take full responsibility in selecting copy, having it typed to column measure, etc. Their responsibility does not cease until their pages are off the duplicator.

And after that even, they are accountable to readers.



More difference of opinion exists concerning the gossip column than about any other part of the school paper.

Some school journalism advisers contend that the gossip column should be eliminated. They declare that it is silly; it hurts the feelings of those about whom it deals; it is not journalistic.

Others feel that the column can be made a most interesting and valuable part of the paper provided the adviser and editor exercise friendly but firm restraint on column writers when necessary for the common good.

Gossip Should not Sting

Certainly, gossip should not be of the sharp or stinging variety. It may be humorous without being unkind; or pungent without being unwholesome; sarcastic without harming.

With adviser and editor editing out objectionable matter, the gossip column may still be an eagerly-awaited part of any school newspaper.

Page 3 May Have Variety of Forms

Page 3 of a four-page paper, of which this is another example in make-up may be presented in a variety of forms.

The two-column lead for the gossip column as shown on this page, offers a variation from the single column illustrated on page 32.

The two-column beginning for the gossip column may be enlivened by the use of a small cartoon or other drawing.

MAKE-UP SIMILAR TO PAGE 1
THE CONTENTS LESS TIMELY

The make-up of page 3 is quite similar to that of page 1. The material which is printed on this page, however, is different from that of page 1.

The front page is restricted to news; and because it is printed last, it has the latest news.

Page 3 may contain news in addition to regular and special features, but the news may be of the kind that is not strictly up to the minute.

It may be the kind of news which, according to some, nobody wants to read because it deals with an event which took place several days in the past, such as last week's assembly program.

Gossip Column Has Place Despite Some Objections

This is a discussion of the gossip column continued from page 32. This part of the paper should not be used to air personal grievances and grudges; and it should not depart from the principles of accuracy and fair play which are practiced in other columns of the paper.

Everybody attended assembly so nobody wants to read about it in the newspaper. So it is sometimes said. But just let an error occur and see how few failed to read it!

It is a fact that many persons find pleasure in reading about events in which they were participants. But others think that such material should be kept out of the paper.

Such stories may not be of hot interest to some student readers; but parents and others outside of school like to read about school assemblies and other student activities. In fact, if the truth were known, a school paper probably numbers its readers, more persons out of school than in.

SHALL MID-WEEK EVENTS
BE PUBLISHED IN PAPER?

Another reason exists for publishing news of assemblies and other events which are several days in the past by the time the paper is published. That reason involves the func-

The charge, sometimes made, that the gossip column is not journalistic, has little foundation unless it be conceded that the work of such nationally known journalists as Walter Winchell and others also lacks journalistic standing.

The drivel of the school gossip column may be trivial, but if it entertains and if it is harmless, it has a place in a school newspaper.

tion of the paper as a recorder of the year's events; not merely those events which took place on the one or two days nearest publication day, but all events worth recording even if some of them be six days in the past on press day.

Some students preserve their papers from week to week; some even have their copies of the paper bound at the close of the year; and a file for future reference should be kept in the publication office and in library and school office. Hence the need to record all the noteworthy events of the year.

Masses Separated Produce Contrast

Page 4 is not unlike other pages in general make-up. Contrast between first and second columns and between second and third columns may be effected by separating heavy headline masses so that they are not in adjoining columns. This may be done by placing heavy heads in first and third columns and a light head in the second column; or by carrying the first column story over to the top of the second column.

Box May Supply Contrast

Another way to achieve contrast is to use in the second column, a box set in a measure shorter than that of the other two columns. The box may extend the entire length of the column or only part way.

Drawings may be used effectively to obtain contrast although they may be used primarily to secure a measure of balance.

A banner head is sometimes used on page 4 as well as on page 1, but it may be considered of doubtful merit in a weekly paper. Some staffs consider the use of a banner warranted for a story which breaths only a short time before press time or for a game victory of unusual merit such as, over an old traditional opponent.

Sports Reporting Has Objectivity

A contest story does not differ from any other type of reporting. It is written objectively, which means that the reporter limits his account to what he sees and hears, leaving the editorial comment, analysis and opinion to another story.

The lead of the sports story should give the result; names of contending teams; where and when the game was played; names of the players, officials and coaches.

Any unusual circumstances or happenings may be included in the lead such as, exceptional weather or unusual incidents.

Space is rarely available in dupli-pubs for play-by-play accounts, but a summary of each period of the game may be included in the body of the story.

Accuracy is essential in sports stories as well as in other types of reporting. Accounts may be used for many a year to verify disputed points of an important contest.

Sports Dope Story Has Fan Appeal

Besides the story of the game, the dope story has appeal for many readers.

This story gives the condition of the players, including recovery from injuries in preceding game or lack of recovery; the chances of success in ensuing game; comments of coaches concerning outstanding performance of individual players both on the home team and on visiting teams; and any other items of interest.

The writer of this type of story cannot turn out successful material from a classroom or office desk; he must visit the dressing rooms and talk to coaches and players. He should use tact however, in deciding what material to use, if he would make his column constructive.

He must not allow petty complaints to get into his story; for few occasions arise where a writer has such a good opportunity to promote good feeling and good sportsmanship as in the sports dope column.

In this column, the reporter may comment, interpret, suggest reform or otherwise editorialize. His column is expected to present expert opinion on the sports situation because he has access to those who are in position to give inside information. He is eyes and ears for the fans.

Page 4 Best for Sports

PAGE 1 MAY BE PLACE FOR THE BIG GAME STORY

What page is best for stories of sports?

On the duplicated four-page paper, page 4 probably is the best place for sports stories.

Best practice keeps sports off the front page except for the occasional big game story. Advance stories of games however, may have a place on the front page because of their timeliness.

Inside pages, because they have to be made up several days in advance of publication day, are not so good for sports, because some phases of sports stories need to be written after the elapse of a day or two following games in order to have the proper perspective. If games are played on week-ends, Monday afternoon or Tuesday is about as early as sports dope stories and

analysis stories can be prepared. If the stories of week-end games are turned in Monday and if analysis and dope stories are submitted Tuesday, editors will have time to copyread, type to measure and stencilize page 4 in regular schedule time.

If stories forecasting ensuing games cannot be obtained by Tuesday, they may be put on page 1 later so as not to delay the publication of page 4.

FORECAST STORY

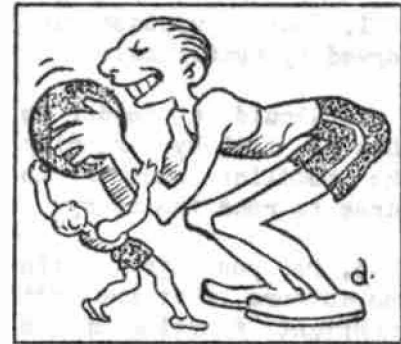
MAY GO TO PAGE 1

The forecast story may be included in the dope story or it may be a separate story.

Especially when some details of the arrangements of the coming game are delayed the forecast story may be prepared separately from the dope story and may be given a place on page 1.

The forecast story is an important feature of the paper and should call for the writer's best efforts.

The writer of the forecast story becomes the team's press agent upon whom depends much of the interest in the sport. A breezy, enthusiastic forecast story will bring many spectators to a game.



On the other hand, a poorly written forecast, or one lacking in enthusiasm, may cause many persons to remain away.

TRACK AND FIELD STORY

REQUIRES MUCH SPACE

Track stories are the bane of a duplipub sports writer's life because summaries of each of the 14 events in a track and field meet must be included in a complete coverage.

His problem is complicated further because of the fact that other spring sports, such as baseball and tennis, demand their quotas of space also. Two or four additional pages may be necessary in the height of the spring sport season. Track stories should have the customary leads summarizing or highlighting the contests.

Stories to serve as examples of sports stories may be found in newspapers.



QUESTIONS AND PROBLEMS
PRESENTED ON UNIT III

1. What purposes are served by headlines?

2. Should a reader be able to tell by reading the headline whether he cares to read the story?

3. Do you agree with the authors that the most important function of the headlines in a duplipub is to add attractiveness to the paper?

4. Do readers actually read the headlines?

5. Select from your exchange papers, one with poor headlines and one with good headlines. Compare the general appearance of the two papers.

6. Define make-up.

7. How may balance be secured in a duplipub?

8. Why is it best not to place headlines of the same size next to each other in adjoining columns?

9. What makes a balanced effect difficult in a duplicated newspaper?

10. Examine the front page of a daily newspaper and tell how it obtains balance and contrast.

11. What purposes are

served by a box? How is the box used to secure contrast in a duplipub?

12. Explain the relationship between bank and deck.

13. What three things should a headline do?

14. When may a verb be omitted from a headline?

15. When is the use of a label head permissible?

16. What tense is commonly used in headlines?

17. Why are lettering guides recommended?

18. In a daily paper, find examples of the use of active and passive voice in headlines.

19. What is the use of subheads?

20. What is a crossline?

21. What is said of the width of letter units on the typewriter and in printing type?

QUESTIONS AND PROBLEMS
ON UNIT III CONTINUED

22. Describe the margin flush headline.

23. Identify the headlines illustrated by the following patterns:

(a) _____

(b) _____

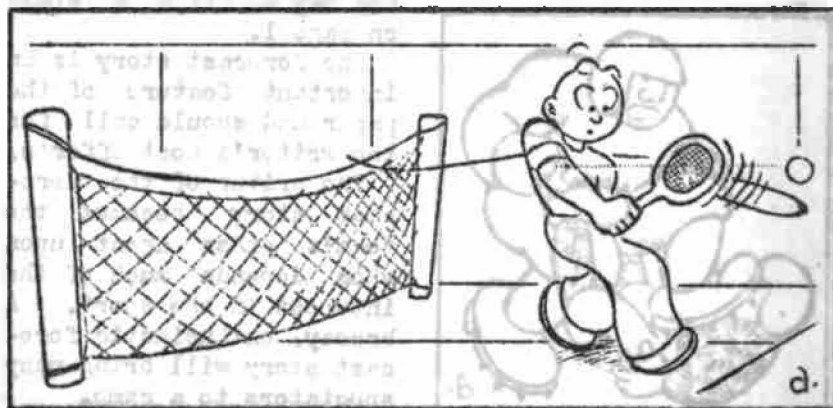
(c) _____

(d) _____

(e) _____

24. Examine the headlines in a daily paper to see whether they have all caps or caps and l. c.

25. What is the use of cut-off rule?



QUESTIONS CONTINUE
ON HEADS AND MAKE-UP

25. Why should the headline writer use a type-writer?

27. Explain the trial and error method of constructing headlines.

28. Explain the use of the jim dash.

29. What ornaments or decorations may be placed at the bottom of a column if the column lacks a line or two of being filled?

30. How much variation from issue to issue should the front page have?

31. With what headline is the jim dash not used?

32. Explain the use of a newspaper dummy.

33. What is a layout?

34. What is a nameplate?

35. What is the best type of nameplate for a duplicated newspaper?

36. Distinguish between headline, heading and nameplate.

37. Why do three columns make a better looking page than two?

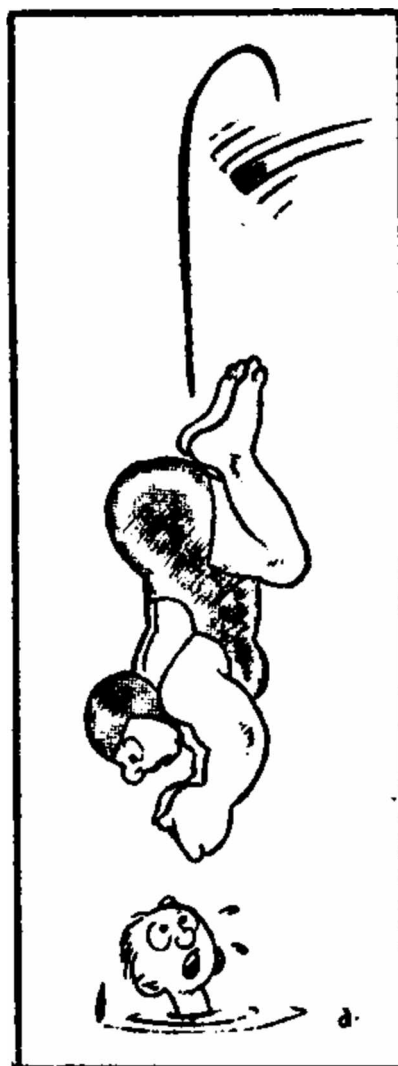
38. Why is the choice of the name for a school paper an important matter?

39. What is the masthead of a newspaper?

40. What is the information which a masthead should contain?

41. Why should long editorials be avoided?

42. What are the merits respectively of single and double-column mastheads?



HEADS AND MAKE-UP
QUESTIONS CONTINUE

43. In your opinion what is the best method of choosing the editor of a school newspaper?

44. List the types of material which may appear on the editorial page?

45. Describe the construction of the standard editorial.

46. What material may be placed on page 3 of a four page newspaper?

47. How much work should the editor of a school paper delegate to others?

48. Give arguments for and against the gossip column.

49. Should the mid-week events be included in the week's published news?

50. Describe the make-up and contents of page 4.

51. A contest story should be reported objectively. Explain.

52. Does the analysis or dope story require objectivity. Discuss.

53. Are sports stories published on the front page? Discuss.

54. Why do duplipubs rarely have four columns?

Unit IV

Preparation of Copy

STANDARDS OF EDITORS HAVE TO BE EXACTING

Beginners Find They Must
Exercise More Care
Than Before

Clean copy is manuscript or typewritten material which needs little or no editing. Such copy is the delight of editors.

English composition teachers are seldom as exacting in their requirements as editors must be. Therefore, beginning reporters find that they must exercise more care in writing than they ever had to do before.

Certain mechanical details should be required of all reporters in the preparation of copy.

Paper, Uniform Size

Paper used by the various reporters should be of uniform size to facilitate handling by copyreaders. A small sheet among larger ones is likely to drop out of the pile and become lost.

Letter size paper, 8½ x 11 inches, is used by many newspaper establishments; others use half-size, 5½ x 8½ inches. The half-sheet is preferable because it is easier to handle in copyreading and because it

is more economical when preparing short pieces of copy such as, one-paragraph editorials, liners, jokes, etc., since not more than one piece of copy should be placed on one sheet.

In using the half-size copy paper, copy should be written the long way of the page except when typing to column width; and even in the latter case, some editors prefer that the copy be written with the paper in the same horizontal position to facilitate handling it along with other copy.

30 Indicates End

Other directions for the preparation of copy:

Place name of writer at the top of every piece of copy.

If more than one page is needed for one piece of copy, number each page.

Place within parentheses at the bottom of each page of copy, the sign ¶ or the number 30, to indicate that the copy is complete; or the word "more" to indicate to copyreaders that additional copy is on another page. In longhand copy, these signs are circled instead of enclosed in parentheses.

Be very careful in the spelling of names. If it is Clarke, do not write it Clark; if it is Marion, do

MUCH CARE IS NEEDED IN SPELLING OF NAMES

Reporter Should Not Guess
But Consult Directories
Whenever in Doubt

(Continued from column 2)

not spell it Marion; if it is Johnson, do not make it Johnsen or Johnston, etc.

Do not guess when in doubt about the spelling of any name. Look it up in a directory or telephone somebody who knows.

Legibility Important

Great care should be taken to insure the legibility of copy. Use the typewriter whenever possible.

If you must use longhand underscore a and u; and overscore o and n, unless your handwriting is perfectly legible. As an added precaution in the interest of accuracy, print all names, because errors in names may be serious.

Check your Errors

Always read your own copy before submitting it; correct your own errors. You may correct typewritten copy with pencil or pen; it is not necessary to retype a page because of a few small errors.

DOUBLE SPACE ALL COPY FOR EASE IN CORRECTING

Don't Type to Column Width Until Material Has Been Freed From Errors

Double-space typewritten copy and leave plenty of space between lines of longhand. The reason for this is to allow space for the copyreader to indicate corrections.

Students who are reporters as well as column-width typists, may become so accustomed to typing in column width measure that they may type their original copy in narrow measure ready for the stencilist.

This is not a desirable practice and will result in little or no saving of time unless the reporter is one who can prepare copy that requires little or no editing. Even a small error may require the rewriting of many lines of copy.

Generally it is better to submit copy on regular copy paper without any attempt to put it into column width. It can be typed into column width with most saving of time after all errors have been indicated.

Reports to Local Papers

Student reporters may be asked to report school news for local papers.

They should welcome such

opportunities for the practice it may give them in professional journalism.

Students who send school news to local papers should study the style of those papers so that their copy will be in conformity with the style of the paper to which it is submitted.

1. What is clean copy?
2. What is meant by editing?
3. Explain why reporters should submit copy on paper of uniform size.
4. What are the merits of half-sheets for use as copy paper?
5. Give reasons why only one piece of copy should be placed on a page.
6. On half-sheets, how should copy be arranged?
7. How should each page of copy be identified?
8. Explain the use of the signs 30 and 31.
9. Why should a reporter place the end sign or the word "more" at the bottom of each page of copy?
10. Why should care be taken in the spelling of names of persons?
11. If, when reading copy, you believe the

QUESTIONS AND PROBLEMS ON UNIT IV ARE GIVEN

Students Test Knowledge Of Copy Preparation In This Quiz

Students may test their comprehension of the directions for the preparation of copy by answering or solving the following questions and problems:

name, "John A. Anderson," should be "John L. Anderson," what would you do?

12. In your longhand, if the letter a looks like o, and your n looks like u, what can you do to make those letters legible to copyreaders?

13. Why should a reporter read his own copy before submitting it?

14. Why should plenty of space be left between lines of copy?

15. Should a reporter on a duplicated paper submit his copy typed in column width?

16. What care in copy should be taken when submitting copy to a local newspaper?

17. Why should names in longhand copy be printed?

18. Why should reporters be so careful with names?

Unit V

Getting the Story

Facts are the raw material of news; obviously, the reporter must obtain the facts before he can write the story.

While the writing of the story is important because it is the written report that the public reads, the gathering of the facts is no less important.

A skilled writer may make an interesting story out of meager facts and an unskilled writer may fail to write a clear and accurate story out of an abundance of facts. The ideal combination is a skilled reporter and abundant facts.

The skilled reporter knows that he must have complete factual coverage, so he makes every effort to gather material from all possible sources.

The unskilled reporter will rush to his typewriter when he has gathered a few pertinent facts, only to find great gaps in his material when he tries to write the story.

Reporting news is essentially writing the news but it generally includes the gathering of material facts. Hence a reporter is a news gatherer as well as a news writer. This is true outside great metropolitan areas where the "logman" may gather the news and telephone it in to the "rewrite" man in the newspaper office who does the actual writing.

Except for some metropolitan newspapers however, most newspaper stories are written by the persons who garner the facts upon which the stories are based.

The reporter trains his eyes to see news in nearly every situation in life; he trains his ears to hear news--that is to recognize news--in the various sounds he hears from conversations to the crash of a falling bridge.

The reporter does not make news; he merely records it as it passes before him from day to day.

The reporter must learn to distinguish between the true and the spurious; he must look behind the scenes for real

facts and not be content with what certain individuals may wish to hand out.

Propaganda may be truth, half-truth or falsehood; propaganda which is true may be known as publicity. Propaganda of the undesirable sort often tries to masquerade as publicity.

A reporter must weigh, sift and otherwise evaluate what purports to be fact in order to give his readers a true picture of passing events.

At times, the reporter needs to be a detective in order to piece together the various elements of a happening; at other times he is a hunter driving out into the open, those elements which would conceal themselves from public view.

Much of the news of the day is routine which has only to be recorded. Such news is that of police courts and other courts; meetings of government bodies, conventions of civic and fraternal organizations, etc.

Other news is of the unexpected type such as, accidents and crimes.

Readers of newspapers may think that reporters lurk behind every tree and lamp post with pencil and notebook ready to record every event as it happens.

But this is not the case. No newspaper organization in the world could have a reporter at every spot when news happens.

True, reporters are stationed at places where news is most likely to break such as, sessions of congress and the state legislatures; at foreign capitals; with armies in the field, etc. But aside from these and some other places, reporters simply take advantage of the fact that officials of government from the national center at Washington to the justice of the peace in the smallest hamlet, become recorders of news in the course of their daily activities.

Thus the reporter has merely to go to the offices of these officials to find facts a matter of official record.

Petty crimes will be recorded on the police blotter; marriage licenses at the county clerk's office; tax assessments at the assessor's office; plans for coming conventions at the chamber of commerce; new developments in education at the office of the superintendent of schools, etc.,

The reporter finds news in all these places and reports them to his readers who have not the time to go to all this trouble personally. But as citizens of a democracy, they have an interest in knowing how their elected officers are carrying out the duties of their offices.

Publicity of this kind is valuable in another respect. It keeps officers on their toes, knowing that any neglect of their duties may be reported in the press.

All this, the reporter may have in mind as he seeks the new, the strange and the extraordinary as well as the commonplace for his fodder for the mill of the press.

The student reporter will find routine news in the offices of the superintendent of schools, the high school principal, the deans, the coaches, the music directors, the student body and elsewhere.

Continuous fountains of news spring from athletic games, intramural sports, assembly programs, social events, club meetings and music organization activities.

Activities of the classroom, although they are the main feature of the school, are generally overlooked. They are so close to the daily lives of the student reporters that the reporters forget that these activities have news value to many readers, including parents, taxpayers and even many of the students themselves.

The school paper could better serve its purpose as interpreter of school to community if it would devote space in each issue to classroom activities.

School patrons often obtain a distorted view of the school from the school paper with its columns filled with sports, assembly and social news, along with personal gossip, but seldom a line about the

things for which the taxpayers provide funds for the operation of the schools.

The school paper, rightly conducted, can be a real power in maintaining harmonious relations between school and community to say nothing of providing valuable training for the students who serve as reporters and editors in getting the news and presenting it to their readers.

QUESTIONS AND PROBLEMS ON UNIT V

1. Why is fact gathering important?
2. Why does an unskilled writer find gaps in his list of facts?
3. How are news gathering and news writing related?
4. Explain the duties of legmen and rewrite men.
5. Elaborate the statement: The reporter does not make news.
6. Why should a reporter verify facts from more than one source?
7. How may a reporter be compared to a detective?
8. How is news concerning routine happenings obtained?
9. How does the reporter obtain the facts for a story of an unexpected event?
10. Where may the student find facts for stories of routine happenings?
11. How may news of classroom activities be obtained?
12. Name some unexpected happenings which have been sources of news stories recently. How did the reporters obtain the facts for the stories?

Unit VI

Writing the Lead

LEAD MAY SUMMARIZE ENTIRE STORY OR MAY FEATURE SIGNIFICANT ELEMENT

The lead is the opening paragraph of a news story. It may be a summary of the entire story, or it may stress a single feature of it.

Writing a lead is one of the most difficult things the beginning journalist has to do, because it is different from anything he has done in English composition classroom work.

The beginner may have a tendency to write his story before he writes the lead but after some practice he will find little difficulty in writing the lead first.

The lead is generally contained in the first paragraph, but it sometimes continues for a second paragraph or even a third.

A summary lead contains the gist of the entire story. It should answer the questions, who? what? where? why? when? and how? or as many of these elements as apply.

Often a certain lead element is more important than the others; this is the element which should be placed at or near the beginning.

The who, what, how and why elements are important enough for beginning positions more frequently than are the where and when elements.

Beginners should guard against overusing the when element. It is so easy to say, "On Friday night the senior play was presented in the auditorium."

But the fact that the play was presented on Friday night is one of the least important facts connected with it.

Better: The senior play, a three-act melodrama entitled, "On the Night of June Nineteen," was presented Friday night in the high school auditorium.

This lead tells what, where and when. The why element could be added by saying: The proceeds of the play are to be used to help finance the Goose-stop, school

DULL LEAD MAY BE ENLIVENED BY INTRODUCING DRAMATIC ELEMENT

yearbook, according to Tom Rickard, senior class president.

The lead as now constructed contains the what, when, where and how elements, with the what element "featured" or "played up." It might pass as a satisfactory lead, especially if space available were limited. However, it is a dull lead. It can be enlivened by featuring some dramatic situation in the play, like this:

Chorus of approval greeted the verdict, "not guilty," spoken by the foreman of the jury which gave Miss Annie Kinder her freedom from further custody of the court.

Realistic were the many incidents in the murder trial, but they were merely episodes in the drama presented by the senior class as the annual class play.

The three-act melodrama entitled, "On the Night of June Nineteen," was presented to an enthusiastic audience and added more than \$100 to the fund for publication of Goose-stop, school yearbook, according to Tom Rickard, senior class president.

The enlivened lead requires more space than the more simple one and it may be rejected by the editor when other urgent stories clamor for space.

After all, the important consideration is to include as many lead elements as apply and to feature the most significant or interesting element.

The lead is the most important part of a story because some readers go no further. Therefore, it should contain everything essential to the story.

Important words should be at or near the beginning of the lead, leaving less important details for the latter part of the paragraph.

The following lead beginning is too

slow in arriving at the story:

President Ralph David called the meeting to order and asked for a reading of the minutes. An argument ensued over whether the club should levy an assessment to provide a club picture for the school yearbook. Joe Rogers moved that the meeting adjourn. Motion carried.

How many lead elements are missing from the foregoing lead? What club was it? Where and when did it meet? What was the outcome of the argument?

A good reporter is always looking for some feature or point of high interest with which to begin his lead. If he can find some opposing forces, some elements of conflict, he has found his feature. So he might begin his lead like the following after he has gathered the necessary information:

After a stormy session of the dramatic club at which President Ralph David tried not always successfully, to keep arguing members from coming to blows, the club members decided by a close vote to tax themselves 50 cents each in order to provide a picture of the club for the Goose-step, school yearbook.

The meeting was held in room 17 of the high school building Tuesday evening.

Such details as the reading of the minutes and the motion to adjourn are not included because they are considered to have no interest for readers.

In writing a lead, the reporter first selects a feature or phase of the story which in his opinion, has the greatest significance or interest for his readers. This feature is then played up by being placed at or near the beginning of the lead. Other lead elements, or as many as apply, are given subordinate positions in the remainder of the lead.

Any one of the lead elements - who, what, where, how, why, when - may be played up as the feature.

Whatever is interesting or significant to a number of persons is news and the best news is that which has the greatest interest or significance for the greatest number.

Bearing in mind this definition of news the reporter will not devote much space to a story which has interest and significance to one person only; he might better send the message to the one person concerned.

For this reason such a lead as the following should be avoided:

Who was the person who was seen at the skating rink Friday night in the company of a certain sophomore with red hair?

However, a lead like this may be satisfactory if it reveals the answer in the paragraphs to follow provided the news is interesting or significant to a number of persons. It is known as the question lead. The purpose of this type of lead is to arouse interest and so to entice the reader into the story.

The question lead, the exclamatory lead and the startling statement lead are all types of teaser lead. The teaser lead is useful in furnishing variety but it is not advised for frequent use.

The cause, the reason, the purpose, are often significant and interesting, and furnish desirable lead elements.

A news story is written for the information of the reader, not for the pleasure of the writer. The reader wants to know; he does not want to be deceived nor misinformed. Accuracy, therefore stands at the head of the list of requirements.

Furthermore, the lead must be so constructed that its meaning will be clear to the reader; and it should have conciseness to the extent that it does not conceal its meaning under heaps of verbiage, but not to the extent that it requires much study to determine the meaning.

Simplicity of expression relieves the reader from the burden of unnecessary details; and both simplicity and clearness contribute to accuracy, without which the lead would be objectionable.

GRAMMATICAL CONSTRUCTION
GIVES LEAD VARIATION

Much variety in lead construction may be obtained by the choice of grammatical construction. Constructions used in introducing a lead are: infinitive phrase, propositional phrase, participial phrase, dependent clause, noun clause and noun.

Lead beginnings demonstrating these six grammatical constructions are given below:

Noun

BOMBAY, India, Jan. 15.--(AP)--The aga kahn, leader of Ismaili Mohammedans in India, East Africa and Central Asia, will receive as a gift his weight in diamonds, if a campaign started today by his followers in Karachi province is successful.-- Oregon Journal

Propositional Phrase

OTTER ROCK, Jan. 15.--During recent brilliant days it was discovered through the lookout telescope on Otter Crest that when the big colony of cormorants moved south late in the fall from Gull island, a rock a mile and a quarter from Cape Foulweather, they left a contingent of a dozen or so big birds in possession of the south end of the refuge. Other birds noted

on the rock include gulls and murras.--Oregon Journal.

Infinitive Phrase

To supplement the fund being raised to send delegates from Portland to the national convention of the American Gold Star Mothers to be held in June at Los Angeles, the mothers' Portland chapter will have a 12:30 luncheon Monday at the home of Mrs. Julia Waite, 1751 S W 82d avenue.--Oregonian

Participial Phrase

WEST PALM BEACH, Fla., Jan. 15.--(AP)--Resisting efforts to budge her from a sandbar, the 24,289 ton liner Manhattan remained hard aground today while most of her 200 passengers lolled in the sun at Palm Beach.--Oregon Journal

Dependent Clause

STATEHOUSE, Salem, Feb. 16 (Special) -- When the Oregon state legislature reconvenes here Monday at 10:30 A. M., following the week-end recess, it will be faced with congested calendars, a large number of committee conferences and the task of reporting out some of the most controversial bills of the 1941 session.--Oregonian

EXAMPLES OF LEADS
ARE HERE CONTINUED

Noun Clause

That the United States maritime commission has been looking ahead toward greatly increasing its shipbuilding program to fit defense and war needs, even before President Roosevelt announced this week that plans were afoot to build 200 more ships, was noted in several publications prior to the president's announcement.--Oregonian

The If Clause

NEWARK, N. J., Feb. 16 (INS)--If you should happen to find 20 army trucks please notify nearest headquarters.

The army lost them Sunday somewhere along route 25 in New Jersey.--Oregonian

Well-known Quotation Lead

VANCOUVER, Wash., Feb. 16 (Special)--"Iron bars do not a prison make," but with the aid of a little compressed air they'll do. The prison bars being set in place for the county's courthouse, for instance, would not make a prison in themselves. But pumped full of air under pressure they make an excellent burglar alarm system.--Oregonian

QUESTIONS AND PROBLEMS
ARE GIVEN ON UNIT VI

1. What is a newspaper lead?

2. The lead may be a summary of the entire story or it may stress a single feature of it. Explain.

3. Why is writing the lead difficult for many a beginning journalist?

4. Where is the lead always found?

5. Of what does a summary lead consist?

6. What six questions should be answered in a summary lead?

7. What are lead elements?

8. Which lead elements are the most frequently selected as features?

9. Is the when element of sufficient significance to warrant a place at the beginning of a lead?

10. How is a lead element played up?

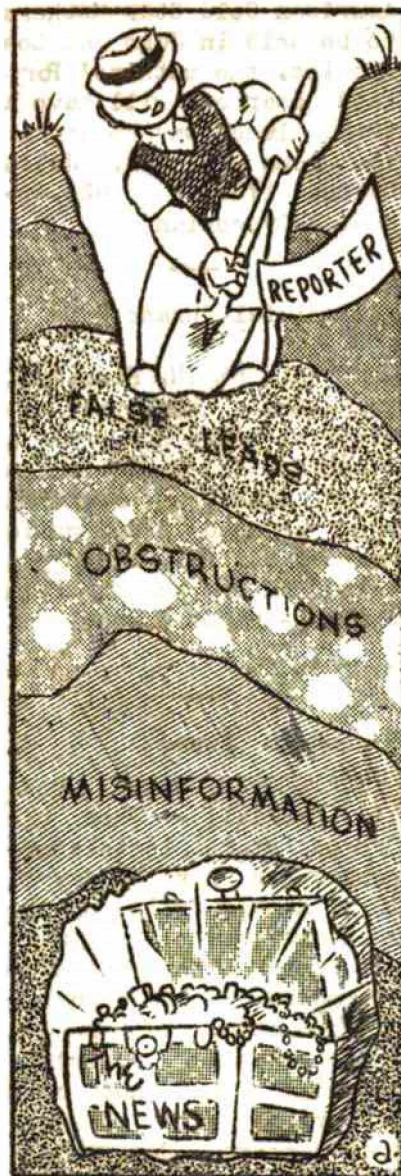
11. What is the most important consideration in writing a lead?

12. Explain: A good reporter is always looking for some feature or point of high interest with

which to begin his lead.

13. What is the first thing to do when writing a lead?

14. After selecting a feature element, what does the writer do with the other lead elements?



WHAT IS NEWS?
THIS IS THE QUESTION

15. What is news?

16. What is the purpose of a question lead?

17. What is the principal value of all types of the teaser lead?

18. Should a paper publish a story which has interest for only one person?

19. The cause, the reason, the purpose, are often interesting and significant and furnish desirable lead elements. Discuss.

20. Why is accuracy of prime importance in a news story?

21. Tell why clearness, simplicity and conciseness are valuable qualities of news accounts.

22. What grammatical constructions may be used to attain variety in writing of a lead?

23. In a daily paper, find examples of leads mentioned in this unit.

24. Improve this lead:

At nine o'clock on Monday, September 7, the students met in the auditorium and were told by the principal that mathematics is no longer required.

Unit VII

Writing the Body of the Story

Following a lead, the body of the story is sometimes written in chronological order.

Decreasing
Importance
Is Better

Better than chronological order however, is the order of decreasing importance, in which events are arranged in descending order of interest or significance. This method

is especially valuable in duplipubs, because a story can be cut to fit limited space without rewriting the story; it may be cut beginning with the bottom paragraph until only the lead paragraph remains if necessary; and despite such cut the story will retain the most important elements.

Even in printed papers in fact, stories written in this descending order are desirable in fitting type into available space with a minimum of rewriting.

Do Not Bury
Significant
Details
At End

Next to the lead, the most important position in a story is the paragraph immediately following the lead. Other paragraphs are valuable in their direct sequence

for the reader will discontinue reading a story the moment his interest ceases.

Thus it follows that details of interest and significance should not be buried in the paragraphs at or near the end of the story but should be written in order of decreasing importance.

Likewise, important words in each paragraph should be placed at or near the beginning, to entice the reader to continue. Weak paragraph beginnings may cause the reader to lose interest and stop reading.

However, the fact that a reader discontinues before reaching the end of a story is not of itself an indication that the story is poorly constructed. On the contrary, that fact may show that the story is well written.

A well-constructed news story may intrigue the reader from paragraph to paragraph like flowers attracting a bee. But

just as nectarless flowers no longer interest a bee, so stories without continuing significance lose interest for the reader. However, since the purpose of a news story is to provide information, the story serves the interest of the reader by withholding nothing and by presenting most significant and most interesting facts first.

Present
Most in-
teresting
First

Some readers may then read only the lead; others will continue to the end of the story or they may stop anywhere between, each reading according to his interest. Significant or interesting details therefore, should not be submerged in the middle nor at the end of a paragraph, but should be placed at the beginning where the reader will be most likely to read them.

Suspense, while useful in feature stories and in fiction, is most undesirable in most news stories.

The following story published in a school paper is an example of a story written in chronological order instead of in the more desirable order of importance. It was written by a school reporter early in the school year before he had time to learn the method of decreasing importance.

Example of
Chronological
Order

It is an example also, of the kind of story written by a reporter who depends on his memory without the aid of notes. Here is the story:

The girls' trio composed of Madeline Wolf, Delores Porter and Helen Luce, seniors, sang the school song, "Keep Up Your Courage," in assembly last Friday.

Frank Stephens, faculty song leader, then led the students in singing the same song.

After the singing, John Adams, student body president, presented Rev. Reed Koos of Oldham to the assembly. Mr. Koos

spoke on "The Little Things in Life."

After Mr. Koos spoke, the yell leader try-outs were held with the candidates leading the assembly with a few yells.

Coach James A. Farr, Principal A. J. Koplor and Band Leader C. D. Wand, all gave short talks before President Adams dismissed the assembly.

This story is remarkable for the details it leaves out. It says the speaker spoke on "The Little Things in Life," but it does not say what those little things are nor what the speaker said about them. It says that yell leader try-outs were held with candidates leading the assembly but it fails to name the candidates or to say whether any candidates were chosen as school leaders. Coach, principal and band leader spoke, but what did they say?

Identification of persons was done quite satisfactorily, but otherwise the story is faulty. The writer neglected to pick a feature for a lead; and he failed to summarize what the speakers said. All told, this is a story which conceals as much as it reveals and it leaves the reader wondering what really happened.

Upon receiving a story like the foregoing, the editor should return it to the writer with directions to obtain additional information, to pick a lead feature and to arrange the paragraphs in order of decreasing interest.

As published, the story scarcely deserved the space because it omitted so much. It did serve to publicize some names; and names make good copy provided something interesting or significant is said in connection with them.

In writing the body of a story, the reporter should always keep in mind that objectivity is the rule in newswriting.

To keep the story objective, the reporter should write in the third person. Personal pronouns in the first person are to be carefully avoided except in direct

verbatim quotation or in a signed story.

Use of first person personal pronouns tends to make a story opinionated or editorialized; it then becomes subjective instead of objective. Personal opinion is reserved for editorial writers or for by-line writers in stories of analysis or interpretation.

To write what he sees and hears without prejudice, comment or expression of his own personal opinion, is the function of a reporter.

For example, a reporter would violate the objectivity rule if he should write the following:

The superintendent bought us three of the best kind of typewriters today.

In the first place, use of the first personal pronoun "us" makes the writing subjective; and in the second place, "the best kind of typewriters" is an expression of opinion or comment.

The reporter could have made the story objective by writing what he saw and by attributing what he heard to its source, like this:

The superintendent bought three new typewriters for the commercial department today. He said they are the best kind.

Another thing to be avoided is "fine writing." Used in this sense, "fine" writing means the opposite of excellent writing. It involves circumlocution; it goes a long way around to say what could be said more simply and directly; sometimes it is opinionated.

If a reporter should say, "The high and mighty seniors joined forces with lowly freshmen to rout the arrogant sophomores in the annual bag rush yesterday," he would be using "fine writing." Simplicity will direct him to say, "Seniors, joining forces with freshmen, routed the sophomores yesterday in the annual bag rush on the athletic field."

News
Written
Objectively

Details
Lacking
Make Poor
Story

Avoid
"Fine"
Writing

The use of "there" in "there are," "there is," "there will be," etc. may be avoided frequently in the interest of directness. Instead of writing, "There were 35 present," "There will be a meeting called;" "There is to be a game Friday, etc., write, "About 35 were present;" "A meeting will be called;" "A game will be played Friday," etc.

Don't
Overwork
"There
Are"

How to use figures and all quantity expressions presents a problem because of the absence of any one rule to cover all situations. A general rule prescribes that figures be used when a number is 10 or higher, and written words when numbers are under 10.

Rules Given
For Use of
Figures

Example: Storms Friday damaged two passenger ships and 14 cargo ships on the great lakes according to word from Chicago.

Exceptions to the general rule are many. When beginning a sentence with a number, spell it out or precede the figure with "about," "approximately," "nearly," "exactly," or a similar word.

Examples: About 500 airplanes were counted on the raid on London Wednesday; or, five hundred planes were counted, etc.

Ages of persons should be given in figures. Examples: Joseph George, 45, was promoted to head mechanic at the Jacobs mill this week. Philip George, age 2 years, was taken to a doctor. Joseph Johns, 6-month old son of, etc.

Sizes, dimensions, quantities, time, etc., are given in figures. Examples: Prunes were quoted yesterday at 5 cents a pound. The road curves for $5\frac{1}{2}$ miles. The swimming tank is 50 feet 5 inches wide and 120 feet 4 inches long. He arrived at 6 A. M. and departed at 11:09 P. M.

The following newspaper story illustrates a number of uses both of figures and spelled-out quantity expressions:

Forty men from draft board No. 5 have been placed in class 1-A, 76 are tenta-

tively 1-A, 21 have been classified for limited service and 11 have been found unfit for military duty, according to A. L. Steele, the chief clerk.

Use of
Figures
Illustrated

No delinquencies were reported among 500 questionnaires sent out. Eight men were already in the army, eight were volunteers and two deferred because of their occupations. Thirty-seven, due to be examined in June, were married but had working wives, 262 were married men with families and 15 single men with dependents.

Five were conscientious objectors, one man had completed army service, two were aliens and two clergymen.

The reporter, in writing the body of the story will need to know various other things concerning the practice of journalistic writing.

He should know how to give credit to the source of the story; how to obtain and write interview stories; how to cover meetings; how to identify persons and places; how to deal with abbreviations and when not to abbreviate; how to use religious, military and other titles; how to write dates; how properly to divide words at ends of lines, etc., etc.

These matters are treated in separate units in other pages of this book.



Questions and Problems on Unit VII

1. Describe the method of writing the body of a story in the order of descending significance or interest.

2. What is the value of this method of writing from a reader's viewpoint?

3. What is the value of this type of writing to the publishers of the paper?

4. After the lead, where is the most important position in a story?

5. Where in the story should be placed the details of least significance?

6. In each paragraph, where is the most important position?

7. Why should the most interesting or significant facts be told first?

8. In news stories, what is the value of the element of suspense?

9. What is objectivity in the news?

10. How may a writer avoid the use of such expressions as, "there are," "there will be," etc.?

11. What is the general rule concerning the use of figures and spelled-out numbers?

12. Correct errors in this sentence:

1500 persons filled the auditorium to hear 3 speakers toll how two thousand and twenty-seven planes were unable to destroy eleven ships manned by seven hundred and 67 sailors.

13. Improve the following, paying particular attention to objectivity:

There was cold at Devils Lake, N. D. yesterday. There their thermometers

went to thirty-one degrees below zero and its only the middle of Feb. too. There is a article in the paper which says it was thirty above at our place out in California. we wouldn't know what to do if our weather went to 30 below; lets hope it never does.

14. Rewrite the following placing important words near the beginning of the paragraph; look out for all kinds of journalistic errors:

WASHINGTON, Feb. 18.-(UP)- the u s senate convened today at the customary hour. a report was made on the british aid bill and it was said by opponents of the bill that the measure "makes of the chief executive a dictator, and worse, a dictator with the power to take us into war." let us send our views to our senators.



Unit VIII

The Signed Story

EXPERIENCED REPORTERS

MAY WRITE UNDER BY-LINE

When a reporter becomes a proficient gatherer and writer of news, his editor may give him a by-line.

This means that the name of the writer is placed at the top of the story just below the headline. A story with a by-line is a by-line story, a signed story or signed article.

The by-line writer is not only a good news gatherer and writer - a good reporter - but he is also an expert or an authority on the subject on which he writes.

Sports By-lined

Sports stories are often by-lined. So are stories from the national capital which are written by veteran observers of politics in action.

Foreign correspondents and special correspondents assigned to armies often write under by-lines.

Objectivity not Required

The by-line writer is not held to the rules of objectivity which are the fundamental rules for general reporters. Consequently, a by-line writer may offer personal opinion and comment.

This privilege is given

him because he is generally a man of good judgment and wide experience in the field in which he writes.

Furthermore, he may be situated far from his home newspaper, right in the midst of activities of world interest, where his known keenness of observation and sense of news values make his interpretative stories of interest to newspaper readers.

He Need not Editorialize

The writer of the signed story need not necessarily editorialize and inject personal opinion and comment into his stories and by so doing depart from the general rule of objectivity. In fact, he frequently practices objectivity as carefully and as fully as he did in the days when he, as a general reporter, was required to comply with the universal American newspaper rules of objectivity and impartiality.

However, the American newspaper readers have shown a desire for expert opinion on world affairs, both at home and abroad.

This demand is met by newspapers and press associations who assign some of their best men to carry on this work.

School paper editors may grant the by-line privilege to sports writers

SCHOOL SPORTS WRITERS

MAY WRITE UNDER BY-LINE

who may then include some interpretation and comment along with their straight reporting of sports events.

Editors may grant a by-line to the writer of the occasional story of exceptional merit.

The by-line privilege should be granted sparingly however, and should be regarded as a mark of distinction, to be earned by hard and painstaking work.

Following is an example of a signed story combining objective writing with opinion:

BY HELEN KIRKPATRICK

LONDON, Feb. 18--Within the next month the war will enter on its decisive phase in the view of the most competent experts here. And it will be fought in the Balkans, the Far East and Great Britain.

Whether German pressure will be such as to force Japan to take action or whether the Germans will once again use their raiders under the Japanese flag thus finally embroiling Japan, is a matter of opinion.

In the Balkans, it would not be surprising to see a pretty effective German victory.--Oregonian

QUESTIONS AND PROBLEMS ON UNIT VIII

1. What experience must a reporter have in order to write under a by-line?

2. What is a by-line story?

3. What, in addition to being a good reporter, must a by-line writer be?

4. What kind of school reporting is most likely to have a by-line?

5. How does objectivity affect the writer of a signed story?

6. Why may the by-line writer be given freedom from the objectivity rule?

7. How should school reporters regard the by-line privilege?

8. In the signed story by Helen Kirkpatrick, point out parts which are

objective and parts which express the opinion of the writer.

9. Write an article for possible publication in your paper. Choose a subject on which you are qualified by experience to express opinions. Write in the third person, but write as you would if you knew that your story would be published under your by-line.

10. Find examples in newspapers of by-line stories in which the writers:

(a) write objectively;

(b) interpret, analyze, comment or otherwise express personal opinion.

(c) use the personal pronouns I, my, our, etc.

(d) quote sources.



Unit IX

Who Said That?

STORY SHOULD REVEAL SOURCE OF INFORMATION

Any news story should reveal the source of the information. By attributing a statement to a certain person, the paper absolves itself from responsibility to a certain extent if the statement should prove to be false.

This does not mean that the newspaper is entirely free from responsibility.

Guard Against Libel

The paper may be sued for libel; but the paper in turn, may recover damages from the person who gave false information.

In school newspapers, little danger exists of damage suits for libel but school editors and reporters should know something about libel and how the professional press guards against it.

Verify Before Publishing

Reporters should be on guard against the person who seeks out the reporter to give him a story, but who asks that his name be kept out of the story.

Before submitting for publication a story obtained under such circumstances, the reporter should verify the facts from other sources.

On the other hand re-

porters should discount the modesty, natural or assumed, of many persons who are in a position to furnish material for news.

Use Tact

By tactful conversation, the reporter may discover whether any real objection exists to the use of the person's name as a source of valuable news.

At no time should a paper print a story over the real objection of the source unless it can be shown that publication of the story is in the interest of the public.

Officials Responsible

This does not infer that the members of the paper staff may be sued for libel, for most, if not all the staff members will be minors. Any legal action will be directed against responsible school heads, the principal, superintendent or board of trustees.

Therefore an editor who insists on publishing matter which may be libelous, is simply placing himself in a position where the authorities may have to relieve him of his position for their own protection.

"Isn't this country free, and don't we have freedom of the press?" cries the editor threat-

FREEDOM OF THE PRESS HAS SOME LIMITATIONS

ened with the loss of his position.

Yes, this is a free country and it has a press that is more free than is the press of any other nation.

Law Limits Press

But even freedom of the press is subject to some limitations, which are made in the interest of common welfare, just as every other right must be exercised within certain restrictions for the good of all.

The press is restricted by laws governing libel. Libel is covered by state laws which differ in some respects in the various states.

In general however, libel may be defined as any writing, print, publication or picture calculated to injure reputation or character.

The term "calculated" to injure brings in the element of motive or intent. The absence of malice or any intent to injure, if it can be proved, is a defense or partial defense against a libel action.

A full discussion of libel can not be undertaken here because of limited space. Staff members who are interested in a fuller

discussion of the subject are advised to consult library references.

Verify to Prevent Error

Suffice it to say here that persons who allow their names to be used freely are more likely to give true information than are those who wish their names withheld. However, a person may be mistaken though well-meaning, so the reporter should never neglect to verify his facts from another source whenever possible.

Names Lend Authority

Names are used in news stories to verify the origin of the stories and to place responsibility. They are used also, because they lend an air of authority to news stories and this gives satisfaction to readers.

The public likes to know the sources of statements published in the paper. A reader weighs the news value of a statement by the prestige of the person who is its source.

Occasionally for some good reason, the source is withheld. If the news value of the story outweighs the absence of a stated source, the story may be published anyway. But a source not revealed will probably be known at the newspaper office, where it may be filed for reference for use if necessary.

Source Examples Given

Source is revealed in some and concealed in others, of the stories which follow:

ATHENS, Jan. 8 (AP)--More than 300 Italian prisoners of war were taken Wednesday in restricted local fighting on the Albanian front, the Greek high command announced.--Oregonian

WASHINGTON, Jan. 8 (AP)--The navy reorganized its fighting forces Wednesday into three United States fleets and raised the limit of enlisted personnel to provide crews at full war-time strength for ships under construction.

Secretary Frank Knox announced the changes, which were authorized by President Roosevelt.--Oregonian

The seafood Miss Laura Gordon and Fred Thompson ate three days before their swollen tongue deaths was not the source of the poisoning which killed them, Dr. Joseph Beaman, head of the state crime laboratory, announced Monday.--Oregonian

United States Attorney Carl C. Donough announced Thursday that he had preferred charges against 16 more men who were accused of violating the selective service act.--Oregonian

The annual Delta Theta Rho dance will be held at the MOOF hall October 6.

"Values" will be the theme of the Girls' league conference to be held at the high school on October 6.

AN EASTERN CANADIAN PORT Jan. 8 (AP)--Prince Friedrich Georg Hohenzollern, 29, fourth son of the former crown prince of Germany, was reported Thursday night to have been one of 250 to 300 interned aliens who sailed from an Eastern Canadian port to help clean up raid debris in England.--Oregonian

LONDON, Jan. 8 (INS)--Westminster cathedral, Westminster city hall and the temple have been damaged in recent air raids, it was announced officially Wednesday.--Oregonian

LONDON Jan. 8 (AP)--The British meat ration, cut only Tuesday to the equivalent of 32 cents worth per person, was sharply reduced again Wednesday night -- this time to the equivalent of 23 cents worth--after a virtually meatless week-end.--Oregonian

LONDON, Jan 9 (AP)--For the third consecutive night nazi raiders were absent from London up to well after midnight. Weather was bad.--Oregonian

MOLALLA, April 9.--The Buckaroo association has announced winners in a poster contest.--Journal

EXAMPLES GIVEN SHOWING SOURCE BY INFERENCE

The following examples indicate source by inference in reporting meetings, conferences, court action, government bodies, etc.

CANBY, Jan. 8.--Several Canby streets will bear formally recognized names for the first time in the near future as one outgrowth of a joint project between the city and the high school to place convenient markers at the intersections. --Oregon Journal

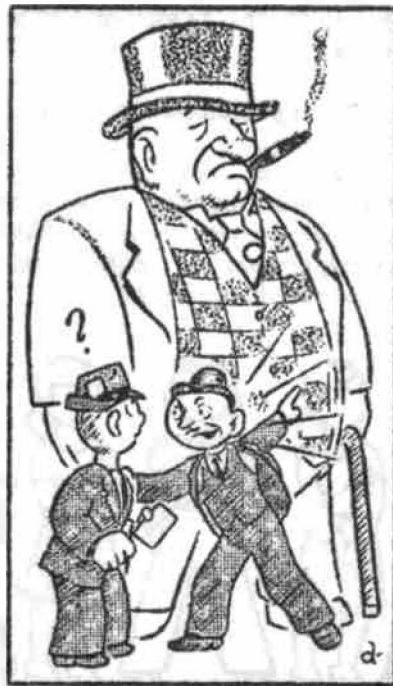
STATEHOUSE, Salem, Feb. 19--The "speed bill," senate bill No. 1, came out of the senate committee on roads and highways today with a 6-1 indorsement for passage, and an amendment raising the "indicated speed" from 45 miles an hour, the permissible speed set up in the original bill, to 55 miles an hour.--Oregon Journal

EUGENE, Feb. 19.--Members of the Northwest Christian college Preachers association have organized a project that will provide transients an opportunity to hear services and receive help. The mission, which held its first session this week, is located in downtown Eugene. Meetings will be held each evening.--Oregon Journal

Sources of the following are inferred as observation by the reporter:

WEST PALM BEACH, Fla., Jan. 15(AP)--Resisting efforts to budge her from a sandbar, the 24,289 ton liner Manhattan remained hard aground today while most of her 200 passengers lolled in the sun at Palm Beach.--Oregonian

DAYTON, Wash., Jan. 15--An all-night "silver thaw" Monday followed by a snowstorm Tuesday added to the labors of the line crews who had difficulty maintaining power service as high power lines fell under heavy burdens of ice that had been collecting the last several days.--Oregon Journal



QUESTIONS AND PROBLEMS GIVEN ON UNIT IX

1. Why should newspaper stories reveal the source of the news?

2. Does revelation of the source absolve a newspaper from responsibility if harm should result from publication of the story?

3. In a school paper, how does possible harm which might result from publication of a story affect the staff?

4. What should a reporter do if he received what appeared to be a good story, from a person who declined to permit the use of his name as a source?

5. Should a reporter always accede to the wishes of persons who want their names withheld from connection with a story?

6. What limitations has freedom of the press?

7. Define libel.

8. What part may be played by "intent" in a libel action?

9. Why should a reporter verify facts from more than one source?

10. Why do newspaper writers like to use names in connection with events about which they write?

QUESTIONS AND PROBLEMS
ON UNIT IX CONTINUED

11. May a newspaper publish a story without revealing its source?

12. Find examples in a daily paper and in school exchanges of stories which reveal the source.

13. Find examples which do not reveal the source.

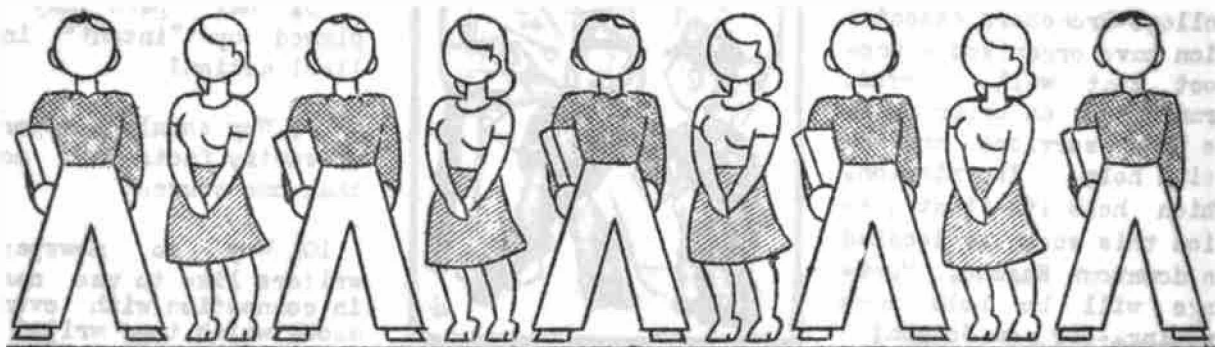
14. Find examples in which the reporter's observation is the source.

15. Find examples in which the source is revealed by inference.

16. Arrange for a newspaper man or an attorney to speak to the staff on the subject, "Laws of the Press."

17. May rumors be news?

18. Find examples in which the source is given as, "It is rumored;" "It is reported;" "According to current gossip;" etc.



Unit X

Interview Stories

Much of the news of the day is obtained by interviewing persons who are in position to furnish information of public interest. An interview may require only a few minutes or it may need an hour or several hours. Most interviewing is quite informal and consists merely of a conversation between the reporter and the "victim" or source.

Often the reporter needs to interview a number of persons on the same subject, each of whom furnishes one or more details.

A formal interview may take place at the request of the reporter who arranges a definite time and place to converse with the interviewee. If the latter is a high official in government or business his time may be so taken up that he has little time for reporters. Indeed, reporters find some of these persons quite difficult to reach, even after making appointments through office secretaries and after warming outer office chairs for hours or even days.

However, most persons in official and industrial life are quite approachable and may be reached by reporters who show earnestness and persistence in seeking their goals.

Reporters are seldom eye-witnesses of accidents. They obtain the facts for their stories by interviewing witnesses. Conflicting testimony has to be weighed and verified by additional interviews; or sometimes conflicting viewpoints are printed on the authority of the persons giving them. The reporter should obtain names of all witnesses; here is a case where public interest may require publication of names over the objections of the persons who are willing or unwilling witnesses of an accident.

School reporters sometimes complain about the lack of news about which to

write. But they need never lack, because there is a source as endless and inexhaustible as the sea. That source is the people all about them; and interviewing is the method to bring the hidden stories to light. The reporter may have to use ingenuity, tact and persistence; he must learn the art of questioning to bring out desired information. He must not display his notebook in a way to frighten timid persons; he must lead his source gently as a fisherman plays his fish. Of course some will not rise to the bait; some, refusing all the arts of one fisherman, will take the bait of another; some, after hiding for hours or days, will suddenly accept the hook. Is it too much to ask a reporter to put as much patience and persistence into his work as a fisherman puts into his sport?

Should a reporter take notes during an interview? This is a question which cannot be answered "yes" or "no" once and for all. Much depends on circumstances. The fewer notes the better, provided the reporter has a good memory. If his memory is not so good he may be able to train it by concentrated effort.

An interview is more natural and informal if the reporter leads and directs the conversation without constantly having to take notes. Some sources will talk more freely if they are not frightened by the reporter's notebook.

On the other hand, some sources are disappointed if a reporter does not take notes; they prefer that notes be taken in the interest of accuracy. They are warranted in their dislike of being misquoted.

All this leads to the conclusion that a reporter must be judge of human nature enough to be able to tell whether a

News Supply
is
Inexhaustible

Source
May Be
Lured

Take
Notes?

source will be terrified by the sight of a notebook. The reporter will train himself to take as few notes as possible, but he will take enough to enable him to write an accurate account of what the interviewee said. He will be especially

Inexperienced Sources Require The Most Tact

Persons in public positions are accustomed to interviewers and they will give the reporter little difficulty. Persons who are not accustomed to speak for publication may require the most tact on the part of a reporter.

Success Depends on Preparation

But does not the hunter feel more joy in bagging the elusive quarry than he does in shooting the game which runs out to meet him?

Success of an interview often depends on preparation made for it. If the reporter knows something about the source, his achievements and hobbies, he will make a better approach and will better be able to establish a feeling of common interest between him and the source; and ability to establish some common ground makes success almost certain.

Verify Important Points

After the interview, the reporter may take a few moments to go over some of the points especially any that are not clear; he should verify names which were used in the interview; he may seek clarification of any technical points; but he should not take time of the source for explanation of matters that he may obtain from reference books.

Actual writing of an interview story presents nothing new to the reporter who understands how to pick a feature for a lead and how to present his material in paragraphs arranged in order of decreasing importance. Biographical material concerning the source is best interspersed through the story; not grouped in one paragraph.

No New Problems In Writing

persons in public positions are accustomed to interviewers and they will give the reporter little difficulty. Persons who are not accustomed to speak for publication may require the most tact on the part of a reporter.

QUESTIONS AND PROBLEMS ON UNIT X

1. What persons are constant sources of newspaper stories?
2. What constitutes an interview story?
3. Why may a reporter need to interview several persons on the same subject?
4. How would you arrange for an interview?
5. How do reporters obtain facts concerning an accident?
6. How should a reporter handle conflicting testimony?
7. Name an inexhaustible source of news stories.
8. Of what use to a reporter are persistence and ingenuity?
9. Of what value is the art of questioning?
10. Give arguments pro and con on use of notebook during an interview.
11. What type of person is most difficult to interview?
12. How will preparation for an interview pave the way for its success?
13. What verifications should a reporter make at the close of an interview?
14. How should an interview story be written?
15. Clip one or more interview stories from a daily paper. What is used as a lead? How is biographical material handled?
16. Interview a student and write the story to be submitted to your editor.

Unit XI

Stories of Speeches and Meetings

The news report of a speech will seldom be a verbatim account.

Verbatim
Speech Reports
Infrequent

In the first place, space is not often available for the entire speech unless the utterance is quite short or unless the speaker is very well known.

Even in the case of a well-known speaker like the president of the United States, a speech summation is published even if the entire speech is published also. In the second place, a speaker seldom makes his most important statement first, followed in order by statements of lesser importance. Therefore the reporter will pick the statement which he considers of most interest or importance for use in the lead. Other portions of a speech will be written in order of decreasing interest or significance. Somewhere in the story, but not often in the lead, a reporter should tell something about the speaker - his official position; his attitude; his achievements, etc. He should identify the speaker completely; tell how he appeared during the speech; how the audience reacted; and anything else of interest to readers. In short, the story of the speech may be enhanced by injecting much of the personality of the speaker into the story.

Tell About
Speaker

If a speech deals with scientific or technical matters, the reporter should reduce them to non-technical language.

Interview
Speaker

Whenever possible, a reporter should interview a speaker after an address to obtain additional points which may increase the interest and value of the story by clarifying any doubtful points.

Reporting meetings is very similar to reporting speeches; the main event of a meeting may be a speech; or a number of

persons may speak on the same or different topics. Much of the time of a meeting may be taken up in routine matters of little or no interest to the readers of the paper; these may be omitted or passed over lightly. The main problem of the reporter in reporting both speeches and meetings is to condense and summarize; to interpret scientific and technical material into language readily understood; and to make interesting stories out of dry speeches and dull meetings. In truth, reporters so well succeed that a dry speech shorn of its excess verbiage and extraneous material, often appears in print as an interesting and important address. Always, however, the reporter's aim should be fairness to the speaker; he should not pounce upon some single word or statement perhaps a slip of the tongue incident to rapid speaking, and play it up out of proportion to the rest of the speech. The reporter should always try faithfully to portray the intent of the speaker as well as the spirit of the occasion.

Condense
and
Summarize

Report
Speaker's
Intent

Some verbatim quotation is permissible and often desirable, but it should be limited to that which is most characteristic of the speaker. Verbatim quotation may be used to begin the lead provided it summarizes the speech or expresses an important phase of the speech.

Quote
What is
Characteristic

Assembly speakers provide plenty of opportunity for student reporters to write speech reports, but they should not overlook various other speeches, many of which make interesting reports. Among these are, topical speeches made by students in classrooms; local and visiting speakers at meetings of clubs; meetings of student council; conferences of Girls' league officers, etc.

Assembly
Speakers
Provide
Material

Questions and Problems on Unit XI

1. What speech reports have been published verbatim in the daily papers recently?

2. Why do papers seldom publish verbatim reports of speeches?

3. What part of a speech will a reporter select as the lead for his story?

4. After writing a lead, how should a reporter arrange other parts of the address in his story?

5. Why should a reporter include a complete identification in his speech story?

6. How much of the personality of the speaker should the reporter bring into the story of a speech?

7. What is the special problem of a reporter in handling a speech on a technical or scientific subject?

8. What additional information of interest to his readers may a reporter obtain from a speaker after the close of an address?

9. Explain similarities and differences in reporting speeches and in reporting meetings.

10. What is the best thing for a reporter to do with routine matters which take place at a meeting?

11. In covering speeches and meetings what are the main problems of a reporter?

12. In what ways may a reporter practice fairness to a speaker?

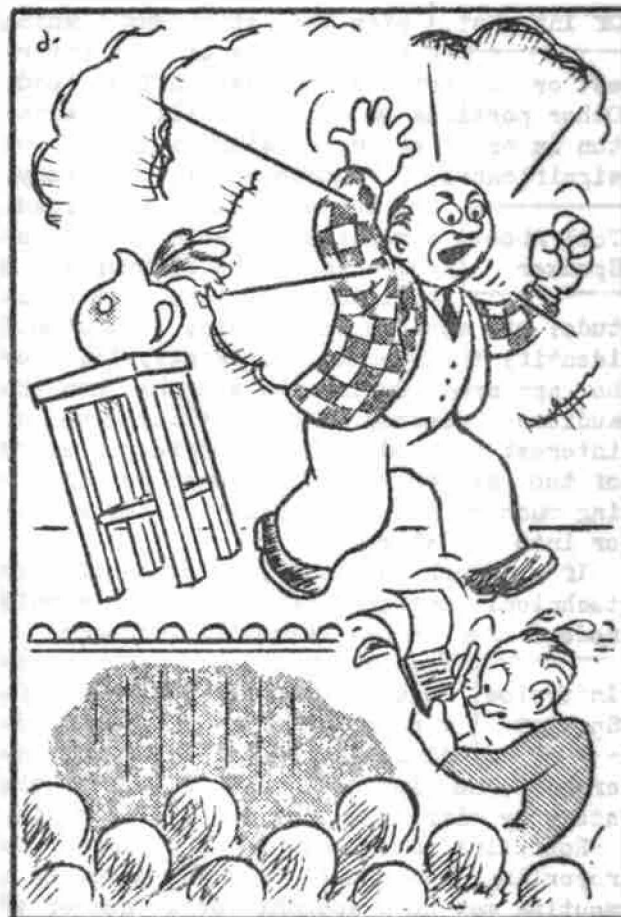
13. Discuss how verbatim quotation may be used in the lead of a story of a meeting or of a speech?

14. Around your school, what opportunities exist for reporting speeches or meetings?

15. How may a meeting of a club be reported so that the story may be of interest to parents and friends who are not members of the club?

16. Find in a daily paper, an example of a speech or meeting report which uses verbatim quotation in the lead.

17. Write for publication in your paper, a speech report on a talk or report made by a student in one of your classes recently.



Unit XII

Identification of Persons and Places

Identification of Persons Increases Reader Interest

Careful and consistent identification of persons mentioned in news stories adds much to the value of the paper besides giving it a reputation for accuracy.

Easiest to identify are officials such as, coach, principal, superintendent and dean. Other teachers are identified by the subjects they teach, as:

Richard Roe, teacher of science; Mrs. Richard Roe, domestic art instructor; Miss Rita Roe, mathematics teacher.

Do not say, Mr. Richard Roe; merely, Richard Roe.

In the identification of women, use the title, Miss or Mrs. with given names.

Examples: Mrs. Richard Roe, president of the Parent Teacher league; Miss Nellie Roe, assistant librarian.

Exceptions: names of girls of elementary and high school age; names of professional women. Examples: June Roe, freshman; Dr. Mary James (or Mrs. J. H. James, M. D.); Professor Alice Snow (or Mrs. Samuel Snow, professor of home economics).

Identify Students

Students may be identified by positions they hold in class, club or student body, or merely as members of a class.

Examples: Betty Jacobs, president of Footlighter's

club; John Jukes, sophomore (or Sophomore John Jukes); George Sams, student body president; Mary Biggs, student body secretary; Susan Singston, student librarian.

Long Identifications Follow Names

Identifying titles which require several words should not precede the name. Example: James A. Jones, superintendent of schools (not Superintendent of Schools James A. Jones).

Positions Identify

Assembly speakers or other visitors may be identified by their official positions, occupations or professions.

Examples: Harry George, deep sea diver; Attorney George Henry; Mrs. George Henry, state regent of the Daughters of the American Revolution; Librarian Margaret George (or Miss Margaret George, librarian); Peter Potter, farmer.

How Identify Clergymen?

Identification of clergymen requires careful at-

REV. MR. SIMPSON, RIGHT;
REV. SIMPSON, INCORRECT

tention. The title "Rev." should never be used without an accompanying title or by the given name.

Examples: The Rev. Albert Simpson; Rev. Father Simpson, pastor of St. Mary's church; Rev. John A. Himes, pastor of Hilldale Baptist church (or the Rev. Mr. John Himes or Rev. Mr. John Himes).

If the clergyman is a doctor of divinity, his identification is illustrated in the examples:

The Rev. John Himes, D. D. (or Rev. John Himes, D. D., or the Rev. Mr. John Himes, D. D.).

Another common practice is: Dr. John Himes, pastor of Forest Hills Baptist church.

Catholic, Episcopal, Jewish and other clergymen have such titles as, father, priest, rabbi, bishop, archbishop, monsignuer, cardinal, vicar, rector.

Examples: Rt. Rev. Paul James, bishop of Western Washington (or The Rt. Rev.); Most Rev. John Paul, archbishop of the diocese of Idaho (or The Most Rev.); George Cardinal Manwell; Rabbi Abraham Strausberger; Pope Pius XII; The Rev. John Richards, vicar of St. Mark's church; Dr. Henry Miller, pastor of the Methodist church; The Rev. Dr. Ned Van, rector of St. Marks

IDENTIFICATION GIVEN FOR ROMAN CARDINALS

A cardinal of the Roman Catholic church is identified by placing his title between his given name and his surname, thus:

George Cardinal Meinheim, archbishop of Boston

Second Mention Rules

Identifications are less complete in reference to a person the second and subsequent times in the same story, when initials or given names may be omitted as well as the specific position identification.

Examples: First mention, John G. James; second, Mr. James; first, Rev. (or the Rev. or Rev. Mr. or the Rev. Mr.) Earl Kinder; second, the Rev. Mr. Kinder, or Rev. Mr. Kinder or Mr. Kinder (but never Rev. Kinder).

Mrs. Richard Roe - Mrs. Roe; Miss Nellie Roe - Miss Roe; James A. Jones, superintendent of public instruction - Mr. Jones, or Superintendent Jones; Attorney George Henry - Mr. Henry; the Rev. John Himes, D. D. - Dr. Himes, Rev. Mr. Himes, the Rev. Mr. Himes, Rev. Dr. Himes, the Rev. Dr. Himes or Mr. Himes.

Rev. Father Errol Fish - Father Fish, Rev. Father Fish, the Rev. Father Fish, Rev. Mr. Fish, etc.

Students may be identified after first mention by given names only.

Example: Betty Roe - Betty.

Titles denoting rank of navy and army officers are generally spelled out.

Examples: Admiral Francois Colet, navy minister; Colonel Allen Young, U. S. marine commander; Corporal Robert H. Simmons of the marine corps; Heinrich Lampo, second officer of the Columbus; Commodore Adolf Ahrens, master of the Bremen.

General Charles Hunter, war minister; Marshall Rudolf Graziani, Italian commander in Libya; Lieutenant-General Hayao Tada, commander of the Japanese army in North China; Premier-General John Matsias, of Greece; Brigadier-General Simon L. Bohm, junior commander of the rapidly expanding Alaska defense force; Private John Citizson; Ensign Robert Zoo; Sergeant Henry Gatos; Rear-Admiral Joseph Jacobs.

Civilians Identified

Persons occupying civil offices are identified by the offices they hold.

Examples: President Franklin D. Roosevelt (or Franklin D. Roosevelt, president of the United States); Governor Charles A. Sprague (or Charles A. Sprague, governor of Oregon); Vice-President Henry A. Wallace; Samuel Rayburn, speaker of the house of representatives (or Speaker Samuel Rayburn or Speaker Rayburn); Senator Carter Glass (or

CIVILIAN IDENTIFICATION IS CONTINUED HERE

Senator Glass or Carter Glass, senator from Virginia.

Chief Justice Charles E. Hughes (or Charles E. Hughes, chief justice of the supreme court); Secretary Cordell Hull (or Cordell Hull, secretary of state); Circuit Judge Albert Johnson (or Judge Johnson); Mayor Charles R. Sastro (or Mayor Sastro); Patrolman Hal Holmes, etc.

Identify Private Persons

Persons who hold no positions in naval, military or civil life may be identified by occupations, residence, age, race or a combination of two or more of these elements.

Examples: Farmer Joseph Joans; Peter Plano, carpenter; Joseph Bland, 43, colored, 756 S E Washington street; Henry Smith, rancher of Beaver Flat; Miss Joy Silk, saleslady at C. J. Nickel's store; Mrs. Eva Nyc, history teacher and drama coach; Mr. and Mrs. Alfred Stone, orchardists of Beaver Creek; John Z. Hinds, 37, "eurostone" fruit dealer.

Place Identifications

Well-known places such as, New York, Boston, Los Angeles, Chicago, London, Berlin, Paris, Rome, Tokyo, Manila, Dublin, Seattle, etc.

PLACE IDENTIFICATIONS
MADE FOR ACCURACY

(Continued from page 62)

Shanghai, Athens and many others need only to be mentioned to be properly recognized. Numerous other places from which news originates less frequently need some identification in order that readers may understand their locations.

Cities and towns situated within the state in which the paper is published need not be identified by state unless the place is remote and obscure or unless the place name is duplicated in other states.

Examples: Boaverton, near Portland; Parkrose, suburb of Portland; Hereford, Baker county; Newport-by-the-sea; Fort Stevens, site of the newly constructed barracks; South Santiam highway to link Albany with Bond.

Places situated outside the state, unless nationally or internationally known, are identified by naming state or country.

Examples: Hamburg, biggest seaport in continental Europe; Avonsmouth, an important port city for Bristol; Vichy, France; Bardia, fortified Libyan port; Kunning, terminus of the Burma road; San Francisco; Melbourne; Chicago; Washington; Belgrade, Yugoslavia; Portland, Oregon; Portland, Maine; Ankara, Turkey; Geneva, etc.

QUESTIONS AND PROBLEMS ON UNIT XII
ARE PRESENTED TO TEST STUDENTS' KNOWLEDGE

1. Why do readers like to have identifications given for persons about whom they read?

2. Find in a daily paper examples of identifications of persons who hold positions in civil life.

3. Find in a daily paper examples of identifications of persons who hold positions in the navy or army.

4. Find in a daily paper examples of identifications of persons who hold no positions in navy, army or political life.

5. Find in a daily paper examples of identifications by age, address, race or a combination of two or more.

6. Find in a daily paper examples of identifications by occupation or profession.

7. How are students identified?

8. How are women identified?

9. What is the best way to write long identifications which require several words?

10. Write identifications of three local ministers.

11. Find in daily paper identifications of clergymen.

12. What is the form of identification for a cardinal?

13. What identifying titles are used when names of persons are mentioned more than once in the same story?

14. Find in a daily paper examples of identifications of officers to show whether titles are spelled out or abbreviated.

15. How are places within the state identified?

16. How are places outside the state identified?

17. Some dupli-pubs refer to the high school principal as Mr. Jones; to the coach as Mr. Smith. Why should they give more complete identifications?

Unit XIII

Editorials

EDITORIALS INTERPRET NEWS PRESENTATIONS

Editorials consist of newspaper material which expresses opinion, argues, persuades, interprets, instructs, praises, crusades, or merely comments.

In short, editorials may be said to interpret matter presented in the news section of the paper.

Timeliness Lags

Editorials may lag behind the news in timeliness, since they base their interpretation, opinion, comment, etc., on the news.

Editorial writers on daily papers may read the day's news in galley proof and base some editorial writing on the current day's news, but more often editorial interpretation will lag a day or longer. This lag is necessary to give editorial writers time in which to document themselves in order to acquire the necessary background or to bring it up to date.

Is Policy Controlled?

The metropolitan daily paper organization includes an editorial board which may pass upon the merits of each editorial to see that it conforms to the policy of the paper.

This tends to impart a

stability to the policy so that it does not waver from day to day.

At various times the charge has been made that the editorial policy of some newspapers is controlled by large advertisers. The charge may have been true, at least in part, at some time of some newspapers.

But the best editorial practice, and that adhered to by the best newspapers, is one which divorces editorial policy from the advertising and news sections.

The editorial section of a school newspaper is often the weakest part of the paper. Editorials lack punch and conviction. They may deal with outworn or threadbare subjects; they do not relate to school life; they preach too much.

Editorials Require Study

In order to improve the editorials of a paper, editors and advisers will find it necessary to devote more attention to this phase of journalistic writing.

Editorial writing requires thought; and thought requires a background of information and experience of which time is the essence.

Better editorials, even if they were fewer in number, might be the stopping stone to increased quanti-

POOR EDITORIALS NOT WORTH THE SPACE

ty as well as increased quality of editorials. A practice might be adopted of omitting editorials, or some of them, unless they meet higher standards. Editors should not omit good news stories or feature stories, merely to have space devoted to editorials. The best available material, regardless of its type, should make up the paper.

Objective? Subjective?

Directions for writing news always admonish reporters not to mix views with news. But in editorial writing the writer may write what he thinks; air his opinions, subject to the limitations of space and the rules of propriety and courtesy, provided the aim is the welfare of the group and not selfish personal interest.

The editorial page is no place to publicize petty personal grievances.

Students confronted with the assignment of writing editorials weekly or often may find that they run out of ideas. It is here that the student writer needs to read along a new direction; or talk to a different set of people.

Differences of opinion will be heard, whenever a

group of people assemblies. Out of such discussions may come suggestions for good editorials.

Suggestions for editorials come from many sources; in fact the alert editorial writer will find them everywhere; and no dearth of ideas need be present for the one who is really looking for them.

Write Both News and Views

Most journalism students combine reporting with editorial and feature writing.

This is as it should be in order to give the student journalistic opportunity to try himself out in the various fields.

This plan works out well in practice because the reporter will find that news sources are generally editorial sources as well.

For the news section reporters are enjoined to write what they see and hear but not what they think. Bear in mind that they are not told not to think; they do think and they do have opinions.

The result of this thinking and these opinions may find a ready outlet in editorial writing.

Thus objective news writing and subjective editorial writing go hand in hand. Editorials grow out of news accounts. This type of editorial is highly desirable because it forms a bond between the news section and the ed-

Examples of Longer Editorials Are Given

itorial page. Editorial writing is not subject to the restrictions placed upon news writing. The editorial does not need to have a lead; and it does not need to be written in the order of decreasing importance; as a matter of fact, it may reverse the order of the news account by having its most important part at or near the end.

No objection is made to an editorial written in news style; but most editorials are not so written.

No Set Editorial Rules

In fact, no set rules for editorial writing are prescribed for all editorial writers to follow.

Much is left to the individual as to treatment.

Of course, the editorial page will conform to the rest of the paper in general journalistic style, including capitalization, punctuation, spelling, etc.

Editorials Vary in Length

The length of editorials varies all the way from one sentence to several paragraphs. Editorials of only one sentence are called liners. Liners are pungent opinion or comment on matters of current interest. Not everyone can write them. A person who finds he has the knack of turning out these short one-sentence editorials,

should use it for the product is generally of high value and interest. Care should be taken that such material does not overstep the bounds of propriety courtesy and good taste.

Akin to the liner is the editorial paragraph made up of material a little longer than the liner.

Beginners may find helpful the three-paragraph editorial.

Standard, Three Paragraphs

The first paragraph asks a question or states a problem; the second expands or discusses the question or problem; the third may offer an answer to the question raised in the first paragraph; suggest a solution to the problem; or it may leave the question unanswered or the problem unsolved. The merit of the unanswered or unsolved type of editorial is that it tends to stimulate thought on the part of readers. It is a desirable type and deserves wide use.

Examples of liners and one-paragraph editorials follow:

She cood; he wood;
They wed; she sued.

Some girls are awfully simple; others are simply awful.--Pine Murmurs

Civilized man has only one wife; this is called monotony.--Student exam.

Miss Anderson-- We'll finish these bulletins before we start our industrial revolution. - Guide

If you need news and ask someone for news no one knows any news; but if you do not need news everybody knows news; but this is no news.--Anon.

Kon Kintorig thinks our high school ought to be called a stockyard, the way they butcher news.

Holmy Hands says it hurts when a parachute snaps open; we'll wager it would hurt worse if it didn't open.

Youth is that carefree interlude in life when a change in weather is nothing personal.--Oregonian

The worst traffic tangle of the year was made by a lady motorist who signaled to turn left and then turned left.--The Scriber

Boulevard: A public walk occupying the site of demolished fortifications.

A crank is never satisfied. It is he who is always starting wheels.

SPENDERS ARE ROBBERS

Up to a certain point it is the duty of everyone to save, even at whatever sacrifice it may cost him.

It is dishonest not to live within one's income and lay up something for a rainy day.

Those who spend everything as they go along are as much holdup thieves as any robbers who ever made a victim stand and deliver for they know that their family and friends or the community will have to support them when they are down and out.--Selected

READ A GOOD BOOK

What kind of literature do you read?

Are you one of the many persons who would rather read a cheap 10-cent magazine instead of a classic or a book by a good author? If you are, why don't you get the habit of taking out a book by a noted author when you go to the library? Don't get the idea that all 10-cent magazines are trashy, but you should know to which ones reference is being made.

Bad breaks in business
Are grave, it is true;
Bad brakes on a car
Are a grave affair too,---
Sontinol-Mist, St. Helens

DOES IT WORK?

Does student government work in this school?

Sometimes it appears that those who stand in with the student government officers are not punished for their violations of rules, while those who are outside the inner ring are caught and punished for the slightest violation at all.

If officers do not do their duty we can elect others who will. They are our elected officers so we should voice our objections whenever we see a break-down in government operation. If we keep still the evils will continue because the officers may think we are satisfied with existing conditions.

Some law violators will get by under any kind of government.

Let's not blame our officers for everything; let us cooperate with them and encourage them to enforce student made laws impartially.

We have made great strides since Shakespear's day. Folks could not make a silk purse out of a sow's ear then.

Gold is where you find it; It is the search that makes or breaks a man.--
Anon.

Strike when iron is hot.

QUESTIONS AND PROBLEMS
PRESENTED ON UNIT XIII

1. How does editorial writing differ from news writing?

2. How does the editorial page compare with the news pages in timeliness?

3. Does your paper have editorial comments on news accounts of the current issue?

4. What are the functions of an editorial board?

5. What is "editorial policy"?

6. What is the ideal relationship between the editorial policy and the advertising department?

7. How can you improve the editorials in your paper?

8. Should a paper be published without editorials?

9. What limitations in expressing his views has an editorial writer?

10. Why should petty personal grievances be kept off the editorial page?

11. What may a student editorial writer do to gain new horizons for use in editorial writing? Try out a suggested plan.



IN NEWS ACCOUNTS
ARE EDITORIAL HINTS

12. Nearly every news story furnishes suggestions for editorials. Discuss.

13. What rules are prescribed for an editorial writer?

14. What governs the length of an editorial?

15. Describe the standard editorial.

16. What are linors?

17. What can editorial writers do to foster wholesome relations between a school and a community?

18. What service may the editorial writers render new students at the beginning of a term?

19. Why should a student study English? Discuss this question with parents teachers and students and write an editorial based on these discussions.

20. Do the same with the other subjects of the curriculum.

21. The way to prepare for contemporary affairs is to study the classics of human affairs, the conclusions of which are available for study of cause and effect. Expand this into an editorial.

Unit XIV

Feature Stories

FEATURE ENTERTAINS, INSTRUCTS, APPEALS TO EMOTIONS;
APPEAL LIES MORE IN HOW IT TELLS THAN IN WHAT

The feature story is difficult to define because of the variety of forms which it may take.

One type of feature story has for its purpose, simply the entertainment of the reader; another appeals to the emotions of love or pity; another tells how to do or make something.

Feature Story Not Fiction

The feature story is basically true - it is not fiction - but it may be dressed up in language more elaborate than that of the news story or the editorial.

The feature story often deals with some event which has little value as straight news, but which makes entertaining reading when expanded and elaborated.

Prose or poetry may be the vehicle which carries the feature story.

The following, if printed as news, would be of little value but it might have found a place on an inside page on some day when news was scarce:

Much laughing, squirming and turning of heads threatened to break up the arithmetic class in Miss Sophie Taylor's room at Riverview school yesterday morning when Mary Martin, 8, brought her pet lamb to school.

Mary, however, declared

she did not bring the pet.

"It just follows me everywhere I go," she said.

The foregoing story would have greater appeal if it were cast into poetical form, as indeed was done by some unknown writer. Here is the result:

Mary had a little lamb,
Whose fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

It followed her to school
one day
It was against the rule;
It made the children laugh
and play,
To see the lamb in school.

Most types of the feature story are interesting not because of what they say, but because of the manner of saying it. The way of saying, because of humor or human interest imparted, makes its appeal to the reader despite the lack of significant news happenings.

Feature story writing opens a wide field to the

student who is irked by the conventional restrictions of news story writing.

In feature story writing he is not restricted by the order of happenings; he may use chronological order or any other order to suit his pleasure. He may include even a little personal opinion so long as he does not depart from true facts; he must not make it pure fiction.

If Mary's pet lamb had been struck and injured by a motorist, a feature story playing up the emotions of pity for the injured lamb and sorrow for the weeping children, would make entertaining reading.

But if the lamb were killed by the motorist the sorrow of Mary and her classmates would be too great to lead itself to feature writing for entertainment.

Not All Features Entertain

While a feature story need not have much news value it may nevertheless, have considerable value of another kind.

Instructions and directions for registering for a new school term may be given in straight news style; or they may be given feature treatment by use of language less direct and more elaborate.

HOW TO DO SOMETHING

The how-to-do-something feature story gives detailed directions often accompanied by drawings on how to do something, such as, how to learn to roller skate; or how to make something, as a pair of skis, or an enlarging camera.

Language of such features must be complete and accurate.

In school papers, feature stories centering around more or less trivial incidents in classrooms, corridors, playgrounds or out-of-school activities, are eagerly read.

Following are examples of feature stories to show something of their composition:

How's this for making use of summer vacation?

One of last year's graduates who expects to attend college this year, in addition to nine or 10 hours spent daily in employment, found time to read about 30 books which he had wanted to read while in high school but did not because of lack of time.

The books were not just short stories either but such books as, "The Three Musketeers."

WE WISH WE KNEW

Some careless student dropped a note in the hall Tuesday. Now we're in a

Here is Another Page
Of Feature Stories

bit of a dithor.

All it said was, "I wish I went to junior high."

Can it be that the writer is a traitorous sophomore who doesn't like senior high? Or is it possible than an elementary kid has strayed into this institution, recorded his longing for higher learning, and passed into obscurity?

We wish we knew.

Boy sees girl,

Likes a lot;

Wants to meet,

But cannot.

Girl likes boy,

As all can see;

Finally meet,

It's bound to be.

Life grows stronger,

By the hour;

Something's wrong,

Love goes sour.--

Llewellyn Canfield

WHAT HO! OUR JOHNNY

And did Student Body President Johnny Adams head for the water!

At Kopee's beach Saturday night as a climax to the harvest festival, Johnny was helping set off fire works from a raft when a sizzler came too close and Johnny had to dive to save his pants.

Can you imagine playing football without any padding in suits?

But this is what is done in British Columbia, according to Paul Roberts, senior, who entered this school this fall as a transfer from a British Columbia high school.

This game is called rugby and is composed of teams of 15 players. The game is played in two 30-minute periods with a five minute rest period between.

Flying tackles, laterals etc., but no forward passes are used on a playing field of earth or turf.

When a player is injured he is carried off the field and the game is resumed without a substitute.

A livor of the placid life
Far away from toil and
strife.

And doubtless happier
than me,
Is the sea anemone.

From beneath the ocean's
wave,

Never being forced to
shave,

Never going out to tea,
Lives the sea anemone.

Never vexed by lumpy beds,
Never irked by splitting
heads,

There's no happier sight
to see,

Than the sea anemone.--dfk

HERE IS ANOTHER PAGE OF FEATURE STORIES

A feature story beginning puts a humorous touch to the announcement of penalties for violations of school rules in this story:

September 13 was an unlucky day for all school rule-breakers. That was the day the detention room rules were given out.

Students will spend varying amounts of time after school in the detention room for tardiness, disorderliness in class, unauthorized absence from school or other violations of school regulations.

Original classroom humor finds eager readers who imagine themselves in a similar situation. Here is an example:

Mr. Tadrick, taking roll: "Mackee." No answer. "Mackee." Still no answer.

Mr. Tadrick: "Well, Mackee, why don't you answer?"

Mackee: "I'm sorry, Mr. Tadrick, but you told me yesterday not to talk after the bell rings."

Five essentials of a good date:

1. She doesn't eat much.
2. She's a good dancer.
3. She doesn't eat much.
4. She's good looking.
5. She doesn't eat much.

A feature story telling something of the work in a school subject lets the school patrons know that other things are done at school besides attending assemblies, club meetings and interscholastic games.

Here is one:

Little known to the rest of the school is the work of the journalism class.

The members gather and write news, editorials and features for the weekly paper, stencilize and duplicate them; they attend a journalistic writing class daily, and fold papers twice a week.

They learn how news is written and why; they learn how to write editorials and feature stories.

They practice the things they learn by publishing the school paper.

This takes quite a lot of time. Maybe it is civic pride or the public service instinct that prompts students to do as they do; anyway, Phillip Lovequo, member of the class, thinks so.

Listen to Bill Blank's experience with a sawdust burner in the home basement.

Bill let the hopper get low on fuel and the fire went out. Taking some kerosene and sawdust, he touched a match to the mixture in the burner. He was surprised by a deafening explosion which shook up the whole house generally.

He spent the rest of the day replacing dampers and stove doors and in cleaning basement walls.

FEATURE FOR ENTERTAINMENT

The following feature poem is intended solely for the entertainment of the reader.

The Gold Fish

The goldfish in my bowl
does not
Enjoy life as a goldfish
ought.

He floats around from left
to right
And never sees a lovely
sight.

Or if he does his fishy
eye
Seems it once and passes
by.

All he does is swim and
swim.
Nothing ever interests
him--

Unless, perhaps a bit of
food
May change his uninspired
mood.

I really have to draw
the line;
The goldfish is no friend
of mine.--dfk



The lamb, whose
fleece is white as
snow, reportedly fol-
lows his mistress
wherever she goes.



QUESTIONS AND PROBLEMS ON UNIT XIV ARE GIVEN HERE

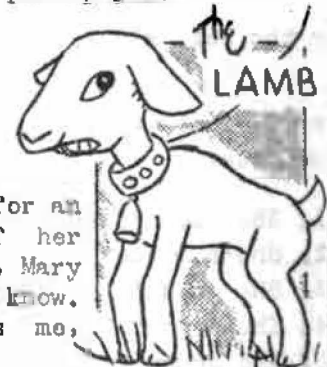
1. Describe the different forms of the feature story.
2. May a feature story be fiction? Discuss.
3. Must the feature story writer practice conciseness, simplicity and objectivity? Illustrate.
4. What is said about the news value of happenings around which feature stories are often written?
5. Why does the story about Mary and her lamb have more reader appeal when written as poetry? Would the prose version have stood the test of time which the poem has?
6. Feature stories have reader interest, not because of what they say. Where then is the interest?
7. From what restrictions is the feature writer free?
8. What may a feature story do besides entertain?
9. Where around school may incidents suitable for feature story treatment be found?
10. In a daily paper, find examples of feature stories.

A statement by Miss I. B. Strict, schoolmistress, reads in part: "While the school recognizes that the lamb and Mary are inseparable, it was nevertheless a distinct violation of the regulations for it to follow her to school. Moreover, much as it is to be regretted, the occurrence disrupted school discipline, inasmuch as it caused the children to laugh and play, neglecting their studies."



When asked for an explanation of her lamb's action, Mary said, "I don't know. He just follows me, that's all."

The lamb declined to comment, but it is declared by some observers that he was heard to mutter, "I been framed; I didn't do nothing. It's a put-up job."



Unit XV

Material Copied From Other Publications

PAPER GIVES DUE CREDIT FOR LIFTED MATERIAL

The alert school paper staff will find little difficulty in filling the columns of its paper with news, editorials and feature stories.

However, the interests of the readers may be served at times by "lifting" certain material from other publications, especially from other school papers.

News and editorials may be reprinted from other school papers whenever these stories and editorials have local interest.

Since students are pretty much alike everywhere, they may find that problems similar to their own are discussed in other publications. When they come across discussions of such problems in the editorial or news sections of other papers, they may contribute to the local interest in the discussion by quoting at length from the other paper.

Condense If Desired

Material taken from another paper need not be quoted in full. It may be condensed so that the reprinted material contains only that which is of interest to local readers.

However, the spirit of the original composition

should be preserved as far as possible.

Proper credit should be given for all quoted material. This may be done in several ways.

The credit may be incorporated into the story itself, as shown by the following example:

The school band of Blank high school will enter the state band contest at Bug Center next month, according to the Bugle, Blank high school paper.

The story may be printed under the dateline of the paper from which the story was taken:

BLANKVILLE, March 3 (By Exchange)--The high school band will enter the state band contest at Bug Center next month. This was decided at a conference yesterday at which the principal, the band leader and representatives of the band participated.

Credit for editorials, whether condensed or quoted in full may be given by printing the name of the paper at the top of the quoted material, beneath the headline; or the credit line may be added at the end of the quoted material. The former method is considered preferable because it advises

FOUR METHODS GIVEN FOR LIFTED MATERIAL CREDIT

the reader at once that the material is quoted.

Following are examples of top and end credit lines

WRITING CLASSES INCREASE (From Blank Bugle)

Interest in journalistic writing courses has been so great this year that plans are underway to offer additional courses next year.

Journalistic writing teaches the student how to present the result of his observation clearly, accurately and without personal bias. He puts the lessons of the classroom into practice through the school paper.

WHISTLE AT WORK?

"Whistle while you work."

A joyous spirit, uplifted by the "merry whistled tune," has a pleasant effect on the whistler and it may bring joy to the hearer.

But times and places alter cases. Loud whistling of a popular or classical air in the corridors of the building may be disturbing to somebody who is

CREDIT LIFTED JOKES

talking on the telephone or concentrated on some problem.

Perhaps the whistler may obtain as much pleasure if he lowers his volume; and the hearers may not be disturbed; they may even be pleased--Bugville Bugle

Give Credit for Jokes

Credit for quoted jokes may be given at the beginning or at the end in the same manner as that employed in editorials.

The addition of local names to a quoted joke is not considered good journalistic ethics.

Many, if not most, school papers could increase the space devoted to material taken from other school papers. This is a feature much neglected by a great many duplicated papers.

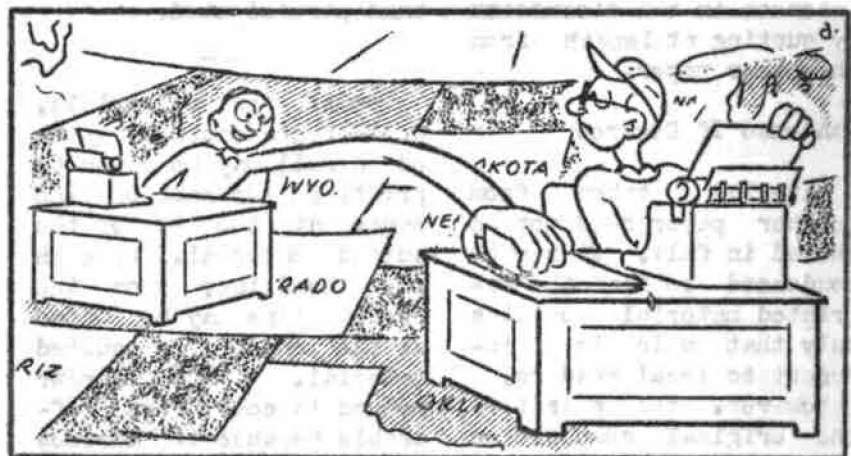
Exchange Items Interest

Reading the exchanges and sifting from them articles of local interest may well be a regular once a week exercise of the journalism class.

Much of the contents has little interest outside of the community where the paper is published. But the occasional news story or editorial of wider appeal warrants the search for it for rewriting for publication in the local paper.

QUESTIONS AND PROBLEMS PRESENTED ON UNIT XV

1. How may reader interest be served by reprinting material from other publications?
2. When may news or editorials be reprinted from other papers?
3. How much of the material of another paper may be reprinted?
4. Why should credit be given the publication from material is quoted?
5. Describe four ways by which a paper may give credit to the publication from which it lifts material.
6. Why is it not a good practice to attach local names to reprinted jokes?
7. In a daily paper, find examples of quoted material and tell how credit was given.
8. In a daily paper or in one of the school's exchanges, find examples of material quoted without giving proper credit.
9. Select material from exchanges which will be of local interest. Rewrite four pieces of material to illustrate the four ways of giving credit to the publication from which the material was rewritten.



Unit XVI

Advertising

ONLY ELEMENTARY AD PRINCIPLES STATED

The field of professional advertising is one that requires months and years of preparation.

Hence only a few elementary principles can be treated here. However, the advertising manager of a duplipub, by studying these few suggestions and by observing advertising layouts in professional newspapers, may create his advertisements in a way that will be acceptable.

Classified and Display

Advertisements may be classified or display.

Classified ads are commonly called "want ads." They tell their stories in few words without much attempt to attract attention because readers search for their wants in these ads.

For convenience of the reader, most newspapers arrange want ads by subject, placing the "for rent" ads together, the "for sale" ads by themselves, etc., each group having an appropriate heading; hence the name, "classified ads."

Display Ads Compete

On the other hand, display ads are not classified as to subject. They

have to compete with other ads for reader attention.

Various devices are employed to attract attention. Among these are use of letters of different sizes to obtain contrast; use of white space; and use of illustrations.

Ad Page Arrangement

Several methods are in use for arranging display ads on a page.

One method is to place ads in a single column. This has the advantage of being next to reading matter. Its disadvantage is that the narrow newspaper column does not permit an attractive display.

Another method is to arrange the ads at the bottom and side of the page, with largest ads at the bottom and smaller ones at the top. This is called "pyramid arrangement."

Leave White Space

Amount of copy in an ad should receive careful consideration. Too much copy presents a monotonous, uninviting appearance which defeats the purpose of the advertisement.

Say Something Specific

An ad should have a definite message. A short, pointed statement about an article or a service gets attention best. Change ad

COMPLEMENTARY AD LACKS PULLING POWER

copy often and hammer at one point at a time.

An ad which says merely, "Compliments of Blank Co." has little value because it lacks definiteness.

Can Students Write Ads?

Students can prepare acceptable ads says G. H. Miller Jr., in the November, 1940, Scholastic Editor. Says Mr. Miller:

"Four fundamentals serve as layout guides: balance, emphasis, unity and simplicity. Achieve these in every layout and the advertising will at least be acceptable. To make it brilliant is the task of copywriter and artist; here we are concerned mainly with acceptability.

"Balance - meaning careful arrangement of headlines, illustrations and copy blocks to avoid lopsided effects - is essential.

"Emphasis is the keynote of quick reader reaction. It may be in headline, illustration or price.

"Unity is present when orderly emphasis leads the reader easily and quickly from one unit to the next.

"Simplicity is obvious. Crowded unit arrangements discourage and confuse the reader."

PYRAMID ARRANGEMENT GETS READER'S EYE

One-inch Ad Too Small;
Space Used Effectively
In Larger Size

Ads on this page are arranged in pyramid form. This arrangement places every ad next to reading matter and allows for a variety in ad sizes.

LET US DO IT if
you must
get trimmed

Herb's Barber Shop 1


The Colonial Demo

The Smart Make-up

2 Student Pharmacy

Campus Make-up
face powder
lip-stick

3




for Chilly Days

Sam's Place
Campus Fountain Lunch

But--
Most of the time

Some of the time
formals are fun



a girl likes to go someplace where she can be herself. That's why we all like the Tip-Top so well. You can just relax and be natural because everybody's so friendly. And the food's swell too!

The Tip Top

Eats - Drinks

4

Advertisements are measured by the column inch. Ad No. 1 is one column inch; No. 2 is two column inches; No. 4 is six column inches (three inches deep, two columns wide).

A one-inch ad is too small to be of much value. Still, if it contains a snappy message and does not try to fill up the entire space with type but leaves some white space for contrast, it may be quite effective. The message should be changed frequently. Ad No. 1 is quite effective but it would lose its effective-

LONG, NARROW AD IS NOT PLEASING

Larger Area Dominates
Page in Competition
With Smaller Space

ness if it appeared unchanged over a long period of time.

No. 2 is too long for its depth to be good looking. However, the line "The Smart Make-up," is emphasized enough to attract attention.

No. 3 depends for its appeal on the illustration of a bowl of soup tied in with the words "Piping hot for chilly days." Naturally this ad would lose its appeal if the weather were warm and sunny. This ad should be changed often, emphasizing a certain dish each time, varied to suit weather conditions.

No. 4, being larger, dominates the page. It probably has a little too much copy but it is quite likely to be read both by men and by women; by the men if the illustration is effective.

While the ads on this page might have more pulling power if they were designed by an advertising specialist, yet they will scarcely fail to attract the student reader of the school paper.

No. 4 perhaps turns the occasion of the coming formal dance to its advantage by a gentle deception; but it will amuse rather than antagonize.

Ads in All Caps Not Attractive

Some advertisers think that capitals emphasize written statements. They direct that their ads be all caps. The result of such an ad is seen in No. 1 on this page.

An ad in all caps is not a pleasant thing to view. It has an air of monotony; it is uninviting and unattractive. If it should be surrounded by other ads in all caps the result would be still more unattractive.

As it stands it does have some drawing power because of contrast with the ad below it. But its power is unconvincing. It does not take into account the fact that it is published in a student paper, and that it should stress student needs. More attention would be given the ad if it were something like this:

flat?

your tires we mean.
Drive in or phone and we
will call.

Go Get 'Em Motor Company

At the moment he glances at the page, No. 2 strikes the reader in the eye. It is the white space that does it. The ad might call attention to something appropriately in season, like spring lamb, turkey, Chinook salmon or

Contrast Compels Reader Attention

oysters. The ad gets attention but disappoints the reader by not saying much. However, this ad probably will sell more meat than ad No. 1 will sell cars or service.

The illustration and the word "Girls" gets attention in ad No. 3. But a "lovely hair-do" is too indefinite to be convincing.

Just what kind of a hair dressing is "a lovely hair-do"? Otherwise the ad is attractive because of its contrasty effect. It makes good use of il-

lustration, white space and type matter.

Student appeal stands out in No. 4. Basketball is in season but one must eat so why not at Panther's Den?

CHEVROLET MOTOR CAR SALE
AND SERVICE. DAY OR NIGHT
POWING. GIVE US A CALL
WE HUSTLE. FAIR DEALING
GO GET 'EM MOTOR COMPANY

Meat

2 Terminal Market



GIRLS! You can have a lovely hair-do
for every date at the

Charm Beauty Salon

Terminal Bldg.

Phone 6231

3



Roll up the score PANTHERS
Tonight against the Cougars

and after
the game

Panther's Den

Food and Refreshments
as you like it.

4

Candy for her

Stevens Confectionery

These latest

CORDUROY SKIRTS
very collegiate
Jones Department Store

ski wax
makes 'em go
Dupax Hardware

You'll find satisfaction
in having your own
pair of

Roller Skates

Rent them if you prefer

Campus Rink

Just the thing to send
your clothes home in

LAUNDRY
CASES

Brown's Hardware

One-third Ads Looks 'All ads'

The arrangement of ads shown on this page permits a maximum of advertising in a minimum of space and still allows for reading matter next to each ad.

This arrangement however gives the reader the impression that the page is "all ads." As a matter of fact the space devoted to advertising on this page is only about one-third greater than that on pages 76 and 77 where the pyramid arrangement is used.

The pyramid plan appears not to offend the reader; in fact he is scarcely aware of the presence of the ads.

If the convenience of publication staff were to be considered, all the ads would be grouped together, full pages of them if necessary.

A full page devoted to one ad is not objectionable; on the contrary, it is desirable because the larger space permits a display that compels attention. But a number of small ads on a page full of ads competes for attention with the result that few get any attention.

This is the reason that advertisers insist that ads be placed next to reading matter. An ad is of no value unless it is placed where it will catch the eye of readers.

The gift to get
is the gift that
is remembered
J. J. Black, Jeweler

Gift Pens -
Also pictures, trinkets.
Bon's Gift Shop

Need now
soles?
We fix 'em while you wait

Benson's Shoe Shop

To help improve
your
Duplipub
"The Stencil Duplicated
Newspaper"

Written especially for
the inexperienced
duplipub staff

Published by
F. S. and Damon Knight
Hood River, Oregon

Questions and Problems on Unit XVI

1. How large is the field of professional advertising?

2. What are classified ads?

3. What are display ads?

4. Why do classified ads not need to compete for attention?

5. Why do display ads need to attract attention to themselves?

6. Why do letters of different sizes tend to attract attention to an advertisement?

7. An illustration adds much to the pulling power of an ad. Why?

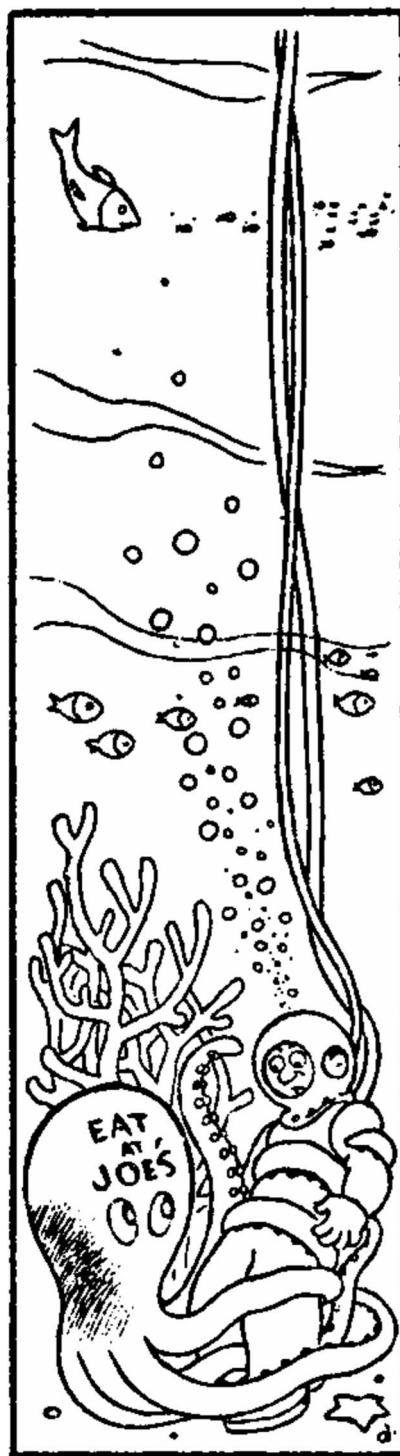
8. Explain different ways in which ads are arranged on a page.

9. Some communities decline to advertise in their school papers. What are the reasons for this?

10. Why does too much copy make a poor ad?

11. Criticise this ad:

GENERAL MERCHANDISE
BLANK & COMPANY



12. Why should ads in a weekly school paper be changed each week?

13. Why should the advertising solicitors of a duplicator know how to write attractive ads?

14. How is space taken by an ad measured?

15. What are the objections to setting an ad in all caps in letters of uniform size?

16. Why is it not a good plan to place all the advertisements on pages by themselves so as not to break up the pages devoted to reading matter?

17. Select an ad in a local paper. Redesign it; now compare it with the original. In what ways have you improved it?

18. Why is this not a good ad for a school paper?

Compliments
of

John Doe & Sons

Unit XVII

Style Book

USE OF STYLE BOOK HELPS IN UNIFORMITY

A style book contains rules covering particular English usage as it pertains to a particular publication.

The purpose of a style book is to provide some measure of uniformity in the copy prepared by the various writers.

Dictionaries give more than one spelling for a number of words; writers do not agree on what is best usage concerning capitalization, abbreviation, use of titles, and other matters. Therefore, each publication may adopt certain practices from among those in use, in order that its style may be consistent from page to page and from issue to issue.

Staff May Make Style Book

Members of a school paper staff may prepare a style book for their own use. In doing this, they may well be guided by the style in use in daily papers published in their vicinities.

For use until a staff has its own book, the following is offered.

Abbreviations

Do not abbreviate:

Avenue, district, railway, boulevard, street, company, etc.

Examples: 10 Fifth avenue; 134 Pine street; Republic Steel company; Union Pacific railway.

Exceptions: When a name in its common form is abbreviated, such as, Montgomery Ward & Co; Ringling Bros. circus.

Do Not Abbreviate Titles

President, treasurer, secretary, senator, representative, congressman, captain, chaplain, sergeant, lieutenant-colonel, lieutenant, major-general, commander, rear-admiral, etc.

Abbreviate Certain Titles

The following should always be abbreviated:

Dr., Mr., Mrs., Rev., Jr., (when part of a name as, John Doe Jr.).

While newspapers cling tenaciously to spelling out such words as, association, building, company etc., they use certain other words in abbreviated form, such as, CIO, ASCAP, TVA, NYA, COD, OPM, etc.

The following list of abbreviations is keyed to indicate suggested practice. In parentheses, are other forms which a staff may adopt if it desires.

Numbers following the abbreviations indicate the suggested practice, as follows:

1. Always spell out.
2. Always abbreviate

KEYED ABBREVIATIONS GIVEN WITH SUGGESTED USAGES

3. May spell out or abbreviate.

4. Abbreviate when used with name; spell out when used apart from name.

5. Generally abbreviate

A. B., bachelor of arts, 4.

A. D., anno domini; in the year of our Lord. 2

ad lib., ad libitum; at pleasure. Slang, to improvise or add something not in script. 2

AFL (A. F. of L.; A. F. of L.), American Federation of Labor. 3

ag., agriculture. 1
A.M. (a.m.), ante meridiem, before noon. 2

A. M., master of arts. 4
anon., anonymous. 3

AP (A. P.), Associated Press. 3

ASCAP (A. S. C. A. P.), American Society of Composers, Authors and Publishers. 3

att-gen., attorney-general. 1

avo., avenue. 1
biol., biology. 1

B. A., bachelor of arts, 4.

BB, baseball, basketball 1.

BMI (B. M. I.), Broadcast Music Inc. 3

B. Mus., bachelor of music. 4

caps and l c., initial letter, caps; rest of word lower case.

Capt., captain. 1
 CCC (C. C. C.), Civilian Conservation corps. 3
 C. E., Christian Endeavor. 1
 Chas., Charles. 1
 chem., chemistry. 1
 chev (Chev.), Chevrolet motor car. 1 (except in collegiate slang)
 CIO (C. I. O.), Congress of Industrial Organization. 3
 COD (C. O. D.), collect on delivery. 2
 Col., colonel. 1
 co-ed, a girl student in a co-educational institution. 2
 co-op, co-operative living or merchandizing organization. 3
 DAR (D. A. R.), Daughters of the American Revolution. 3
 days of the week, abbreviate in dateline, but spell out in body of story.
 D. D., doctor of divinity. 4
 Dem., Democrat. 1
 dept., department. 1
 dist.-atty., district-attorney. 1
 DNB (D. N. B.), German news agency. 2
 do., ditto, the same. 3
 doz., dozen. 1
 Dr. doctor. 4
 E., east. Spell out except when used in combination with other letters, as, NE (N. E.) 72d street.
 ed., editor. 1
 E. L., Epworth league. 1
 emcee (Emcee), slang for master of ceremonies. 1
 EST (E. S. T.), Eastern standard time. 3

KEY. ABBREVIATION USES

1. Always spell out
2. Always abbreviate
3. May spell out or abbreviate
4. Abbreviate when used with name; spell out when used apart from a name.
5. Generally abbreviate

etc., et cetera; and so forth; and other things. 5
 F (F.), fahrenheit. 3
 Fr., French; France. 1
 Ft., fort. 1
 ft., foot. 1
 gents., gentlemen. 1
 Geo., George. 1
 geog., geography. 1
 GHQ (G. H. Q.), general headquarters. 3
 GOP (G. O. P.), Republican party. 2
 Gov., governor. 1
 hist., history. 1
 HRH (H. R. H.), his (her) royal highness. Rarely used in American newspapers. Say, Edward, duke of Windsor, governor of Bahama islands.
 i. e., id est, that is. 3
 INS (I. N. S.), International News service. 3
 IOU (I. O. U.), I owe you; an acknowledgment for value received. 2
 JC (J. C.), jaycee (Jay-see), junior college. All are used.
 JHS (J. H. S.), junior high school. 1
 Jno., John. 1
 Jr., junior. Spell out when high school or college class is meant; abbreviate when added to

a name to indicate the younger of two persons with the same name. Examples: John Doe Jr. (John Doe, the younger); John Doe, junior (member of the junior class).

£, pounds sterling. 3
 lb., pound, pounds. 1 except in tabulations.
 l c (L. C.; l. c.) lower case letters. 3

LDS (L. D. S.), Latter Day Saints church. 3

Lieut., lieutenant. 1
 Lit., literature. 1

LLD (LL. D.), doctor of laws. 4

M., mister, monsieur. 4
 M. A., master of arts. 4

Maj., major. 1
 MC (M. C.), master of ceremonies; member of congress. 1

M. D., doctor of medicine. 4

Mlle., mademoiselle. 2
 Mme., madame. 2

Mmes., mesdames, plural of Mrs. 1

Mons., M., monsieur. 4
 Monsig. (Mgr.), monsignor, ecclesiastical title. 1

months of the year; abbreviate in dateline, except March, May, June, and July. Spell out all names of months in body of story.

Most Rev.. Most Reverend. 2

Mr., mister. 2
 Mrs., mistress (miss). 2

MS., manuscript. 3
 MSS., plural of MS. 3

Mt. mount. 5
 NE (N. E.), northeast. 3

NEA (N. E. A.), National Editorial association; National Education association.

tion. 3

No., number. 2 (when used with a number, as No. 6.

NYA (N. Y. A.), National Youth administration. 3

OBS (O. B. S.), Ordinis Sancti Benedicti, Order of St. Benedict. 2

oz., ounce, ounces. 1 (except in tabulations)

PA (P. A.), public address system. 1

Ph. D., doctor of philosophy. 4

P. M. (p. m.), post meridian; afternoon. 2

P. M., postmaster. 1

P. O., postoffice. 1

points of compass, spell out in body of story; may abbreviate in address. Examples: He pointed south; John Doe, 167 NE Lincoln avenue

Pres., president. 1

Prin., principal. 1

Prof., professor. 1

pro tem, pro tempore, for the time. 3

PST (P. S. T.), Pacific standard time. 3

PWA (P. W. A.), Public Works administration. 3

qt., quart, 1 (except in tabulations)

RAF (R. A. F.), Royal Air force. 3

Rep. representative; Republican. 1

Rev., Reverend. 2

Serg., sergeant. 1

Serg-Maj.; sergeant-major. 1

soc. sci., social science. 1

Span., Spanish. 1

sq. ft., square foot, square feet. 1

KEY, ABBREVIATION USES

1. Always spell out
2. Always abbreviate
3. May spell out or abbreviate
4. Abbreviate when used with name; spell out when used apart from a name
5. Generally abbreviate

SS, steamship. 3

states of the union, abbreviate when name of state has more than five letters. Rule has some exceptions; following are not generally abbreviated: Iowa, Idaho, Maine, Ohio, Utah.

Supt., superintendent. 1

TVA (T. V. A.), Tennessee Valley authority. 3

UP (U. P.), United Press.

U. P., Union Pacific railway. 1

USMA (U. S. M. A.), United States Military academy. 1

USN (U. S. N.), United States navy. 1

USSR (U. S. S. R.), Union of Soviet Socialist republics. 3

viz., videlicet. It is easy to see; namely. 3

VFW (V. F. W.), Veterans of Foreign wars. 3

Vol., volume. Abbreviate in nameplate dateline; spell out otherwise as, Vol. 5, No. 1 (in nameplate dateline); a 24-volume reference set.

WCTU (W. C. T. U.), Women's Christian Temper-

ance union. 3

WPA (W. P. A.), Works Progress administration. 3

wt., weight. 1

YMCA (Y. M. C. A.), Young Men's Christian association. 3

yr., year. 1

X-mas, Christmas. 1; the abbreviation is banned by many newspapers.

USE CAPITALS FOR

Proper nouns, days of the week, months of the year:

Titles when they precede names: Governor John Bugg; Senator Henry Clay.

Distinguishing parts of names of incorporated bodies, companies, societies, avenues, buildings, streets, colleges, leagues, associations, etc.

Examples: Standard Oil company; Christian Endeavor society; Bubbling Well road; First National bank; Blank high school; Stanford university; Pennsylvania railroad; Red Headed league; N E 23d avenue; Blank Cherry Growers and Cannors association; etc.

Principal parts in names of books, sermons, plays, pictures, etc.: "The Stencil Duplicated Newspaper," "The Angelus," etc.

Distinguishing parts of geographical names:

Red river; Columbia river; Columbia River highway; Goose lake; Pacific ocean; Rocky mountains; Black hills; etc.

Exceptions: When the

CAPITALIZATION RULES ARE GIVEN FOR NAMES

Use Capitals (continued)

distinguishing part is preceded by a common noun, all main words are capitalized:

Gulf of Mexico; Lake of the Woods; Mount St. Helens; Red River of the North; River Rouge.

Distinguishing parts of names of schools:

Harvard university; Park college; Northwestern university; Laurelwood academy; United States Military academy; Gem State institute; Lincoln high school; New York public schools; Washington junior high school; Pomona junior college; Bigville elementary school.

Exceptions: When the distinguishing part is preceded by a common noun, all main words are capitalized:

University of Wisconsin; College of the City of New York; Academy of the Holy Names; Institute of Research; College of Education of the University of California; School of Law; School of Engineering.

Capitalize distinguishing parts of names of churches, religious bodies and names of the deity.

Examples: Baptist church; White temple; Jackson Memorial Methodist church; St. Joseph's Catholic church; Latter Day Saints church; St. Mark's Alter

society.

Exceptions: Church of Christ; Society of Jesus; Temple Beth Israel, etc.

Capitalize distinguishing parts of names of sections of a city; nicknames of states or cities; names of holidays.

Examples: West side; the Buckeye state; the Smoky city; Christmas day; Christmas eve; Thanksgiving day; Memorial day; etc.

Exceptions: Fourth of July; Ash Wednesday; Good Friday; etc.

Capitalize nicknames of athletic teams; names of nationalities and races; names of political parties:

Cincinnati Reds; Fordham Rams; French; Greek; Jew; Japanese; Negro; Malay; Caucasian; Mongolian; Democrat; Republican

Do Not Capitalize:

Seasons of the year: summer, winter, spring, fall.

College classes: freshman, sophomore, junior, senior.

Subjects of the curriculum except those derived from proper nouns:

Latin, French, German, foreign language; history; economics; biology; mathematics, English; philosophy; social science; etc.

Do not capitalize titles when they follow names:

Culbert Olson, governor of California; Vic Meyers, lieutenant-governor of Washington; Earl Riley, mayor of Portland; F. D.

DO NOT CAPITALIZE TITLES AFTER NAMES

Roosevelt, president of the United States; George VI, king of Great Britain; Walter M. Pierce, congressman from Oregon; Cordell Hall, secretary of state; Phillip Murray, president of the congress of industrial organization; Byron Bugg, principal of Bugvill high school; John Abraham, superintendent Bugvill public schools; George Abner, judge of the federal district court; Mary Loo, dean of girls; James Sims, student body president; Mary James, vice-president of Bugvill dramatic club.

Do not capitalize the words, boulevard, avenue, place, etc., when used in addresses:

234 Winston boulevard; 568 Fifth avenue; 10 Jackson place; 367 Washington square.

Do not capitalize points of the compass, except when used in addresses or when abbreviated:

north, east, south, west, southeast, northwest.

293 Tenth avenue North; 1329 N W Sixth street.

Do not capitalize names of buildings, commissions, offices, senate, congress, house of representatives, department, postoffice, city hall; capitol and other city, state and national bodies.

Examples: Hall building; United States postoffice; Oregon state tax commis-

DO NOT CAPITALIZE OFFICES, SENATE, ETC.

sion; Chicago city council; Michigan state capitol; the United States senate; house of representatives; congress; California state insurance commission.

Do not capitalize common religious terms:

gospel, scripture, psalm, epistle, ark, cross, etc.

Usage of Figures and Numbers Described

General rule: Use figures for numbers 10 and higher; use words for numbers nine and smaller.

Examples: Storms Friday damaged two passenger and 14 cargo ships on the great lakes, according to reports from Chicago.

Exceptions to the general rule are many. When beginning a sentence with a number, spell it out; beginning with a number can often be avoided by preceding the number with a word, such as, about, nearly, approximately, almost, exactly, etc.

Examples: Five hundred airplanes were counted in the London area; nearly 6000 men were injured; exactly 501 votes were counted; three days remain until Christmas; four million men compose the army; approximately 1000 planes a month, etc.

Ages of persons are given in figures, generally:

Joseph George, 45, was

promoted to head mechanic; Joseph George Jr., age 2, received treatment; Henry George, 6-month old son of Mr. and Mrs. Joseph George

Use Figures for Sizes

Sizes, dimensions, quantities, time, etc., are given in figures:

Prunes are quoted at 5 cents a pound; the road curves for $5\frac{1}{2}$ miles; the swimming tank is 50 foot 5 inches wide, 120 foot 4 inches long, and 10 foot 6 inches deep; he arrived at 6 A. M. and departed from home at 11:58 P. M.

The following newspaper story illustrates a number of uses, both of figures and spelled-out numbers:

Forty men from draft board No. 5 have been placed in class 1-A, 76 are tentatively 1-A, 21 have been classified for limited service and 11 have been found unfit for military duty, according to A. L. Steele, chief clerk.

No delinquencies were reported among 500 questionnaires sent out. Eight men were already in the army, eight were volunteers, 16 students and two deferred because of their occupations. Thirty-seven due to be examined in June were married but had working wives, 262 were married men with families and 15 single men with dependents.

Five were conscientious objectors. one man had

USE FIGURES FOR PRICES, HOURS OF DAY, ETC.

completed army service, two were aliens, and two were clergymen.

Use Figures for Money Sums

Use figures for sums of money, prices, time in races, degrees of temperature, hours of day, days of month, etc.

Examples: The price is \$155.79 an acre; 15 cents a box; $2\frac{1}{2}$ cents each; 3 cents a yard.

Mile run--John Doe (F), first; Richard Roe (C), second; Henry Morgan (S), third. Time, 4:56.4.

Water boils at 100 degrees centigrade, (212 degrees fahrenheit).

At 12 o'clock noon; 12 o'clock midnight; 2 P. M.; 3:17 A. M.

November 22; May 1; August 11. (Do not say, November 22d; May 1st; August 11th, etc.)

If date is current year, do not state year except in nameplate dateline; say next year; last year; 1939; five years ago, etc.

Per Cent

Per cent is always two words. Do not use period after cent; do not use per cent sign (%).

Examples: Borrowers may pay as little as 1 per cent; the work is 75 per cent complete; the goal is 100 per cent efficiency.

SIMPLIFIED PUNCTUATION USED IN NEWSPAPERS

Do not use a comma before "and" in a series:

Wheat, corn and barley.

Use colon, semicolon and comma in a list of officers:

George Biggs, president; Mary Minhurst, secretary-treasurer.

Use hyphen with compound ordinal numbers: Seventy-first street; the forty-second draft number; the Eighty-second division.

Punctuate contest scores as follows:

California 14, Stanford 21; or, Stanford won from California 21 to 14.

Use hyphen in naming track events and football yard lines:

100-yard dash; 440-yard run; the 45-yard line. He was stopped on the 12-yard line after a run of 40 yards. (Do not abbreviate "yard.")

Use period in abbreviations, Mr., Mrs., Dr., Rev., D. D., Ph. D., A. M., etc.

Omit period from abbreviations, YMCA, NYA, ASCAP, TVA, WPA, AAA, OPA, PWA, CCC, FBI, RAF, etc.

Use apostrophe to indicate possessive case:

Man's inhumanity to man; man's work; St. Patrick's church; a fox's head; two foxes' heads; girls' sports; boys' races.

Do not use apostrophe with pronouns:

His coat; her books; its

leaves; their lessons; our pencils; your lunches.

Use apostrophe in contractions to indicate the omission of a letter or letters:

Don't; can't; they're; there's; (there is, as in there's one in every classroom); it's (it is, as in, it's a pity.)

Quote

Names of books, songs, plays, subjects of lectures, magazine articles, names of pictures, etc.



QUOTE NAMES OF BOOKS BUT NOT NEWSPAPERS

Examples: "Gone With the Wind;" "God Bless America;" "The Last Supper;" "Why Worry?" was the subject of the lecture; did you read "Believe-it-or-Not Ripley" in the New York Times? He calls his statuette "The Last Dime."

Quote nicknames when used before surnames:

James "Buzzio" Buggs.

Quote verbatim quotation of a speaker unless printed in a different size type or in different column width:

Examples: "I don't know just what happened," Wright said from his bed in St. Joseph's hospital.

From this distance the British counter-raids along the Nazi-held "invasion coast" give evidence of expanding British air power.

Do Not Quote

Do not quote names of newspapers or other periodicals: This is a copy of the Bugville Bugle, high school weekly newspaper.

Do not quote names of ships, automobiles, yachts, pots, etc.

Examples: He departed for Tokyo on the Tanyo Maru; drive up Lizzio, the old Model-T; the president boarded the yacht, Potomac, for a cruise down the Potomac river.

1. What purposes are served by a style book?

2. Why is uniformity in English usage in a paper desirable?

3. Why are grammar books and dictionaries insufficient as guides to newspaper style?

4. Examine the style of daily and weekly papers circulating in your vicinity and report examples showing differences among them.

5. Report the style used by a magazine, such as, *Cosmopolitan*, *Lifo*, *American* magazine, *Saturday Evening Post*, *Reader's Digest*, etc.

7. Rewrite the following making it conform to style of your paper or to that suggested in this style book.

london february 25th a p
prime ministor churchil
has informed japans for-
oign minster that there
can be no question of com-
promise or parley in bri-
tains war with the axis a
chooring house of opmmone
was informed tues

this pronouncement was
relayed to parliment by
richard austin butlor, the
permanent undersecty for
foreign affairs as the re-
sult of demands made from
back benchers on both
sides of the house for a

On this page are
problems and questions
for the student, on
Unit XVII.

precise statement of the
recent japanso message to
britain

8. After you have copy-
read the foregoing, com-
pare your result with the
following, as originally
printed:

LONDON, Feb. 25. (AP)--
Primo Ministor Winston
Churchill has informed
Japan's foreign minister
that there can be no ques-
tion of compromise or par-
ley in Britain's war with
the Axis, a cheering house
of commons was informed
Tuesday.

This pronouncement was
relayed to parliament by
Richard Austin Butler, the
permanent under-secretary
for foreign affairs, as
the result of demands from
back-benchers on both
sides of the house for a
"precise" statement of the
recent Japanese special
message to Britain.-- Oro-
gonian

8. Copyread the follow-
ing:

rov black visited mr and
mrs prof green jr at 1843
s w eightysoccond ave-
nue this week we learned
that the rov black' first
name is samuel

9. jas smity junior son

son of mr and mrs dr jones
received his md at yale u
on the 25th.

10. capt clark and lieut
col jacob are on leave
from duty with the army in
europe they are members of
the same regiment we re-
member them as johnny and
willie when they were mem-
bers of the high school fo-
otball team and basketball

11. serj henry hany hin-
son home on the ss presi-
dent grant exhibited a qt
of poisonous liquid gas
which he obtained from a
dud us boys was glad the
shell didnt explode he
said.

12. mr and mrs gov wil-
son will spend xmas holi-
days with their son chas
at chicago whero he is a
jr in the u of chi

13. in winter college
students in northern
states ongage in skiingg
on the sides of mts they
learn to ski jump many ft

14. he is visiting robt
robbins at 1421 sw fourty
sixth place he is a jr and
rob is a soph at jaysee

15. the result of the tr
act and field meet are loo
yd dash wilson (y) 1st
roosevelt (h) second jeff-
erson (ny) 3d time nino
and eight tenths seconds

440 yr run adams (y) 1st
Monroe (h) 2d Madison (h)
3rd. Jackson (p) 4th time

Unit XVIII

Dates and Datelines

NAMEPLATE DATELINE

HERE DESCRIBED

The nameplate dateline of a newspaper is a line of printed matter just below the nameplate. It is separated from the nameplate above and from the rest of the paper below by ruled lines extending the entire width of the paper.

The nameplate dateline contains the name of the city and state in which the paper is published; volume; number; and the date in full, including day of the week, day of the month and the year.

Sometimes it contains other information such as, price of the paper; number of pages; name of edition; office telephone number; and a notice of postoffice entry as second class mail.

Common Type Is Story Dateline

Another type of dateline is the story dateline. It is the one commonly understood when the term "dateline" is mentioned without other designation.

A dateline consists of a group of words placed at the beginning of a story originating outside the city of publication. Stories which have their origin in the publication city carry no datelines.

The dateline gives the place-origin of the story;

the date; and identifies the source of the story by giving the name of a newsgathering agency or by the word "Special" to show that the source is a staff or special correspondent of the newspaper.

The date includes the month and day but not the year; and contrary to practice in the nameplate dateline, the name of the month is abbreviated (except the short names of March, April, May, June, and July).

Dateline Forms Vary

Slight variations in the form of datelines are found in different newspapers.

Although the first part of a dateline is commonly in caps, some papers use caps and l c; some papers, too, omit the period and dash between the date and the source identification.

One of the two following datelines omits the period and dash after the date:

NEW YORK, Jan. 31 (AP)--
John Kimbrough the . . .

TOKYO, Feb. 26.- (AP)--
The newspaper Nichi Nichi

It will be observed that the lead begins immediately following the dateline.

Datelines on stories originating within the state do not include the name of the state except in cases where the place is small and remote from the publication city.

Whether within or out-

side the state, names of well-known places are omitted from datelines.

In the following examples, the name of the state or foreign country is omitted because it is considered well-known to the paper's readers:

LONDON, Feb. 1 (AP)--An unofficial but . . .

ATHENS, Jan. 27 (AP)--
Greek occupation of . .

BERLIN, Feb. 1 (AP)--Authorized sources said . .

MOSCOW, Jan. 27 (UP)--
The military commentator of Red Star, army publica-

In the following examples, the name of the state or foreign countries are given:

COLUMBUS, O., Jan. 14 (AP)--Paul Brown, who was too small with Ohio State university's freshman football team 13 years ago, returned to the campus today

OSSINING, N. Y., April 14 (UP)--Two prisoners who escaped from Sing Sing today

ST PAUL, Minn., April 14.- (UP)- Herb Lango of Chicago today became the first

DATELINE EXAMPLES

HAVE NAMES OF STATES

LOGAN, Utah, Dec. 14
(AP)--Oregon State college
cleaned up its week-end

MacLEOD, Alberta, Feb. 1
(AP)-- A strange air acci

ANKARRA, Turkey, Feb. 1
(AP)--Colonel William J.
Donovan arrived in . . .

In the following exam-
ples, the story originates
in some well-known place
within or near a city:

MADISON SQUARE GARDEN,
New York, Jan. 31. (INS)--
A sluggish, jaded Joe . .

OREGON STATE COLLEGE,
Corvallis, Jan. 31 (Spe-
cial)--The University of

GARFIELD HIGH SCHOOL,
Los Angeles, March 9 (By
Exchange)--Foreign lang-

News Agency Abbreviated

The name of the news-
agency or press associa-
tion in the dateline may
may be spelled out, but
more commonly it is abbre-
viated.

Best known press associ-
ations are, Associated
Press (AP); United Press
(UP); and International
News Service (INS).

Others are, DNB, Gorman
news agency; Reuters, Brit-
ish news service; and oth-
ers.

Correspondents Ready
When Big News Breaks

When the date news origin is identified as "Special" it signifies that the story was not received through a press association but through a special or staff cor-
respondent.

A special correspondent is a person, generally a newspaper man or woman, who sends news reports from his locality whenever anything happens there which may be of interest to the paper's readers. He may be employed by a newspaper or by a press association. He is paid according to the amount of his material ac-
cepted for publication.

Staff Men Cover Field

A staff correspondent is a newspaper man or woman who is employed by a news-
paper, a group of newspa-
pers or by a press associ-
ation. He receives a stat-
ed salary, and may receive
for his use an expense
allowance in addition.

Staff correspondents are
stationed at Washington,
and in all other domestic
and foreign centers where
news events of national or
international significance
is most likely to happen.

They go with armies to
battle; they visit scenes
of disaster; they ride on
the president's yacht,
special train or on the
naval cruiser which car-
ries him on a vacation
voyage. They interview the
world's great personali-
ties in government and in

business.

Correspondents may write
with the objectivity which
is customary in news ac-
counts; or they may em-
ploy analysis and editori-
al interpretation, espec-
ially if they are sta-
tioned in places where in-
terpretative analyses are
desirable in furnishing
backgrounds by which read-
ers may better understand
what is happening.

Correspondents, whether
presenting news or inter-
pretative articles, may be
accorded the by-line priv-
ilege. Thus, they become
known to readers who wel-
come their stories and
learn to rely on the sound-
ness of their judgment.

Various attempts have
been made to organize
press associations for
high school and college
newspapers.

The most successful of
these are: National Schol-
astic Press association;
Columbia Scholastic Press
association; Quill and
Scroll; and National Dupli-
cated Press association.

The NDPA is devoted ex-
clusively to the interests
of duplicated papers, pub-
lishing a monthly bulletin
containing suggestions for
improvement of scholastic
publications. All of them

WRITING OF DATES
COVERED BY RULES

conduct critical services annually, semiannually or both.

The day of the week should be spelled out in the body of the story as well as in the nameplate dateline.

Although the name of the month is abbreviated in the dateline (except short names, March, April, May, June and July), it should be written in full, both in the nameplate dateline and in the body of the story.

The year is printed in the nameplate dateline, but it is not used in the body of the story except in connection with events not in the current year; and even then it may be avoided in many cases by use of such terms as, "last year," "next year," "two years ago," etc.

Best journalistic practice flows from the use of st, th, d, nd and rd in connection with dates.

CORRECT: January 1; February 5; March 10; April 22; May 3; July 4; etc.

INCORRECT: January 1st; February 5th; April 22d.

Always use the name of the month: April 30; not on the 30th.

Dates nearest to the day of publication may be given, simply as, "yesterday" or "tomorrow;" "day before yesterday;" "last Monday;" "Next Tuesday," etc.

STUDENTS MAY TEST THEIR KNOWLEDGE OF UNIT XVIII
BY ANSWERING THE FOLLOWING QUESTIONS AND PROBLEMS

1. What is a newspaper nameplate?
2. What information is provided by the nameplate dateline?
3. In what ways does the date as given in the nameplate dateline differ from that given in the dateline?
4. Itemize the information given in the dateline.
5. What is the practice in datelines in regard to abbreviation of the days of the week?
6. In this same connection, what is the practice in the nameplate dateline?
Dates more than a week away, past or future, should be reported by month and day; or day of the week, month and day.
Examples: He arrived August 11 from Hong Kong, bringing to an end a journey which began two years ago last July.
Assembly will be held tomorrow, at which time a program will be presented that was to have been ready Friday last week.
The next assembly is planned for Thursday, March 6.
INCORRECT: The next assembly will be held on the 6th.
7. What newspaper stories carry datelines?
8. What is another name for a dateline?
9. Give the names and abbreviations of as many news gathering agencies as you can find in a daily paper.
10. Can you find in your daily paper, the name of a news gathering agency which is printed without abbreviation?
11. What is the significance of the word, "Special," found in some datelines?
12. Distinguish between staff correspondent and special correspondent.
13. What type of material is contained in reports by staff correspondents?

MORE QUESTIONS AND PROBLEMS ON UNIT XVIII

14. Name four or more high school and college press associations.

15. What press association is organized especially in the interests of duplicated newspapers?

16. Examine dateline practices in two or more daily papers circulated in your vicinity. Do they differ in the use of caps, punctuation or in any other way? Collect examples to show what you find.

17. Does your daily paper include the name of the state in datelines for stories which originate within the state?

18. What is the practice of your daily paper concerning the use of names of foreign countries in datelines? Illustrate by examples.

19. How should dates be written in the body of a story? Illustrate by examples found in a daily paper. Try to find examples showing use of the year in a date.

20. Is the day of the week abbreviated? Illustrate by examples from daily paper.

21. Is the name of the month abbreviated in the body of the story or in the nameplate dateline? Illustrate by examples from a daily paper.

22. What is the practice of newspapers in your vicinity in the use of st, th, d, etc., in dates? Illustrate by examples.

23. Correct all kinds of errors found in the following:

parma idaho apr 22d 1941 special jas
buggs on the 17th visited at home of mr
and missis engineer chas jiggs junior who
live at columbus boulevard and 24th ave
mister buggs and mister jiggs were class-
mates at boise jayseo in 1931



Unit XIX

Troublesome Words

Certain words and expressions, more than others, appear to cause difficulty for writers. The following list, while not exhaustive, attempts to point out some of the more troublesome offenders.

Addresses

In addresses, do not abbreviate avenue, boulevard, square, place, street, road, etc.

Do not capitalize avenue, boulevard, place, square, street, road, etc.

Spell out numbered streets from one to nine; use figures for 10 and higher numbers.

Omit the word "at" in addresses.

Examples: 24 Seventh avenue; 1493 Dearborn place; 1709 144th street; 10 E 72d street.

Some addresses require special treatment in order to insure accuracy.

Examples: 10 10th street, 12 12th avenue are more clear if written: No. 10 Tenth street; No 12 Twelfth Avenue, etc.

adviser, advisor

Both forms are correct; adviser is preferred.

affect, effect

Affect is a verb, meaning to influence; to seek by natural affinity; to assume the appearance of; to pretend.

Effect may be either a verb or a noun. As a verb it means to accomplish; to fulfill; to produce as a cause, consequence or result. As a noun, effect means result, purpose, realization.

CORRECT: What you say will not affect me.

INCORRECT: What you say will not effect me.

CORRECT: He affects a French accent.

CORRECT: The army effected a crossing of the river.

CORRECT: The effect of the new rule is stimulating.

Age

Use figures, generally, for expression of ages of persons. Exceptions are use of spelled-out words for very small numbers, such as, one or two; and large numbers ending in cyphers such as, sixty, eighty, five hundred, six million, etc.

Use comma before and after an expression of age.

Examples: John Doe, 45, was named boss. Johnny Doe, age 3, accompanied his father. Richard, one-year old son of Mr. and Mrs. John Doe, spent a month with his ninety-year old grandmother. Mary, 6-month old daughter of Mr. and Mrs. C. H. Hunt . .

all ready, already

CORRECT: They were all ready to go.

INCORRECT: They were already to go.

CORRECT: They have already gone.

CORRECT: All ready, let's go.

all right

CORRECT: All right, come ahead.

INCORRECT: They have gone alright.

No correct usage is known for alright; confusion lies in the fact that its counterpart - already - has a correct usage.

alumnus

Alumnus denotes a man graduate of a school or college.

Alumni is the plural of alumnus

Alumna denotes a woman graduate of a school or college.

Alumnae is the plural of alumna.

When both men and women graduates are mentioned together, the masculine plural, alumni, is used.

Examples: John Biggs, sophomore, and William Biggs, alumnus, went skiing together yesterday.

Charles and Mary Biggs, alumni, hunted ontelope.

The Alumni association, of Yale university. (A men's college.)

The alumni association of Stanford university. (A co-educational institution.)

The Alumnae association of Smith college. (A college for women.)

Mary Jones, alumna

Mary Jones and Susan Smith, alumnae

Use of the various forms of alumnus may be avoided by the use of the year of graduation: John Biggs, sophomore and William Biggs '40, went skiing.

Mary Jones '40 and Susan Smith '39.

aluminum, aluminums

In attempted humor, some writers refer to college graduates as aluminums. This word used in this manner has no standing in correct usage.

ampersand (&)

The ampersand, sign for "and" is little used in journalistic writing despite its obvious space-saving qualities. It is used however, in advertisements and in names of business firms in news columns when this sign is a part of the legal name of the company.

CORRECT: He found two snakes and one rat.

INCORRECT: He found 2 snakes & 1 rat.

CORRECT: He collects snakes, lizards, water-dogs, etc.

INCORRECT: He collects snakes, lizards, water-dogs, & etc.

CORRECT: Blako, Moffitt & Towne.

CORRECT: A. B. Dick company.

INCORRECT: A. B. Dick Co.

Alumnus, alumni, alumna, alumnae, are classed among words which commonly are troublesome.

Their correct usage is given here.

CORRECT: Montgomery Ward & Co.

CORRECT: Transcontinental & Western airlines.

CORRECT: Albina Steel and Engine company.

INCORRECT: Standard Oil & Co.

CORRECT: Standard Oil company.

INCORRECT: Red, white &

bunting is used for speaker's stand.

CORRECT: Red, white and blue bunting is used for speaker's stand.

anti, ante

Anti, means against; ante, means before.

CORRECT: The legislature passed anti-gambling laws.

CORRECT: The Anti-liquor league.

CORRECT: He lived in ante-bellum days (that is, before the war.)

CORRECT: A. M. means, antemeridian.

CORRECT: The days before Noah built the ark may be called antediluvian days.

any, any other

CORRECT: This is better than any other pen I have used.

INCORRECT: This is better than any pen.

anybody, anyone

CORRECT: I haven't seen anybody.

CORRECT: I haven't seen anyone.

INCORRECT: I haven't seen any one.

athletics

Athletics is a singular noun in plural form. It requires a singular verb.

CORRECT: Athletics is overemphasized in some schools and universities.

INCORRECT: Athletics are important in modern schools.

INCORRECT: Athletics promote health.

CORRECT: Athletics promotes health.

INCORRECT: Athletics are beneficial.

CORRECT: Athletics is beneficial to me.

bad or badly

Words like feel, look, sound, smell, taste, require an adjective instead of an adverb.

CORRECT: I feel bad with this cold. I feel bad about his misfortune.

CORRECT: The band sounds good this morning.

CORRECT: You look good in that blue and white hat.

CORRECT: Papaya fruit smells bad but tastes good.

being

Being is a participle and should not be used like a verb.

CORRECT: The chief purpose of the meeting is to discuss the subject of service stripes on sweaters.

INCORRECT: The chief purpose of the meeting being a discussion of the subject of service stripes on sweaters.

CORRECT: The chief purpose of the meeting being a discussion of the subject of service stripes on sweaters, the chairman called for expressions of opinion.

college year

With a number to express the year of graduation from college, use an apostrophe, but not a comma, before the number. Care should be taken not to confuse an expression of age with an expression of a college year.

CORRECT: Earl Sams '41, is a pianist.

INCORRECT: Earl Sams, '41, is a pianist.

CORRECT: Earl Sams, 41 is a pianist. (His age is 41 years).

committeeman, committeewoman

Do not use a hyphen.

INCORRECT: Bob Bigger, committeeman from the first district met with the committee-woman from the second district.

Do you feel bad or do you feel badly?

Confidentially, it smells bad (or badly?)

These and other troublesome words and expressions are discussed on this page.

each

Each requires a singular verb.

CORRECT: Each of my brothers receives his turn.

INCORRECT: Each of my brothers receive his turn.

CORRECT: All of my brothers receive their turns.

CORRECT: Each of the mem-

bers of the golf team is an expert.

INCORRECT: Each of the members of the golf team are experts.

except, without

Except and without are prepositions and should not be used like conjunctions.

CORRECT: They will not believe unless they see.

INCORRECT: They will not believe except they see.

CORRECT: I will not go unless you go.

INCORRECT: I will not go without you go.

CORRECT: I will not go without you.

fort

Always spell out.

CORRECT: Washington built Fort Necessity.

INCORRECT: Ho built Ft. Necessity.

CORRECT: Ho built a fort.

forty

If f-o-u-r is four, f-o-u-r-t-y should be forty, but it isn't. Forty is a word which is frequently spelled incorrectly.

CORRECT: Forty men and eight horses.

freshman, freshman

When used as an adjective, the singular, freshman, is the correct term.

CORRECT: We saw the freshman class.

CORRECT: We saw 50 freshmen.

INCORRECT: The team has seven freshman players and eight sophomore members.

Now that little word "its." Is it its or is it it's?

And are you six feet in height? Or is it heighth?

Do I want you to let me alone or leave me be?

This page tells.

height

Height is often incorrectly spelled, heighth.

The person who spells it incorrectly, probably pronounces it incorrectly, too.

The correct

spelling is height; pronounced, hite.

CORRECT: The height of his jump is 5 feet 6 inches.

INCORRECT: Bamboo grows in clumps 30 feet in heighth.

is where, is where

These words are used incorrectly in trying to define a word.

CORRECT: Ductile means capable of being drawn out into fine wire.

INCORRECT: Ductile is where you pull a piece of metal out into small wire.

CORRECT: Stencilizing is the act of preparing a stencil by typing on it with the typewriter ribbon disengaged or by writing on the stencil with a stylus.

INCORRECT: Stencilizing is where you type on a stencil with the ribbon disengaged or write on a stencil with a stylus.

its, it's

Its is a possessive pronoun; it does not require an apostrophe any more than does his or ours.

It's is a contraction of, it is.

CORRECT: Mary had a little lamb, its wool was white as snow. A dog was struck by a car; its leg was broken.

CORRECT: It's a long lane that has no turning. It's a pity he fell.

CORRECT: It's no fault of mine that it broke its wing; but I saved its life.

junior

The word junior is spelled out when it

is used to mean a member of the third year class in high school or college or when it is used with reference to the younger of two similarly named persons without mentioning his name.

It should be abbreviated when used as a part of the name of the younger of two persons having the same name.

CORRECT: John Doe, junior, will remain out of school a term before beginning his senior year. (He is a member of the junior class now.)

CORRECT: The junior member of the firm now is in full charge.

When the abbreviation of junior is used with a name, no comma should be placed between the name and the abbreviation.

CORRECT: John Doe Jr. had as a week-end guest, his father, John Doe Sr.

INCORRECT: John Doe, Jr. had as his week-end guest, his father, John Doe, Sr.

kickoff, - one word

lb. (See pound.)

lineup - one word

leave, let

To leave is to depart; to let is to permit.

CORRECT: Let me alone; don't bother me.

INCORRECT: Leave me be.

CORRECT: He leaves for home today.

INCORRECT: Will you leave me help you?

lie, lay, lain, laid

These must be very, very troublesome words judging by the number of writers who use them incorrectly.

Confusion in the use of some of these verbs arises from the fact that the present tense of LAY has the same form as the past tense of LIE. Observe the conjugation of these two verbs.

Lie (to recline). Principal parts, lie, lay, lain.

Lay (to place). Principal parts. lay, mid
laid, laid.

Conjugation of LIE

Conjugation of LAY

Present

Present

I lie on ground
you lie "
he lies "
we lie "
you lie "
they lie "

I lay book on table
you lay "
he lays "
we lay "
you lay "
they lay "

Past

Past

I lay on ground yes-
you lay " terday
he lay " "
we lay " "
you lay " "
they lay " "

I laid book on desk
you laid " "
he laid " "
we laid " "
you laid " "
they laid " "

CORRECT: He lies on the grass all day.

INCORRECT: He lays on grass all day.

CORRECT: He lay in bed yesterday.

INCORRECT: He laid in bed all day.

CORRECT: Fog lies along the horizon; it
lay there all day yesterday.

CORRECT: He lays a log on the fire; I
laid two logs on it this morning.

CORRECT: The dog lies on the hearth; he
lay there all last night.

CORRECT: He lies down on the rug, then
lays his pipe on the floor.

INCORRECT: Lay down, Shop.

CORRECT: Lie down, Shop.

like, as

Like is a preposition and should not be
used as a conjunction.

CORRECT: It looks as if it may rain.

INCORRECT: It looks like it may rain.

CORRECT: Play that you are a ghost.

INCORRECT: Play like you are a ghost.

CORRECT: As a hen covers her chicks

INCORRECT: Like as a hen covers chicks

CORRECT: He rides like John.

CORRECT: They fight like tigers.

Mid is used
in lower case
connected by
a hyphen to
another word.

CORRECT:

mid-Victorian

INCORRECT:

Mid-Victorian

CORRECT:

mid - Western

INCORRECT

Mid - Western

CORRECT: His basketball team is the
mid-Columbia champion.

might have

CORRECT: I might have gone if I had
asked permission to leave.

INCORRECT: I might of gone.

mount

Mount is correctly spelled out or ab-
breviated.

CORRECT: I saw Mount Hood.

CORRECT: We passed near Mt. Shasta.

CORRECT: Our plane passed over Mount
St. Helens.

INCORRECT: Mt. St. Helens

Mr. and Mrs.

Omit the title "Mr." at the first men-
tion of a man's name in a story; use only
his commonly accepted given name and/or
initials and his surname. In subsequent
references in the same story, use "Mr."
and surname without given name. Some
newspapers use surname only.

CORRECT: J. C. Penney, well-known busi-
ness executive, visited the local store
today. Mr. Penney conferred with the
manager and employees.

INCORRECT: Mr. J. C. Penney visited the
store. Later J. C. conferred, etc.

Doubly troublesome
are the words, lie,
lay, laid and lain.

If you can use
these words correct-
ly, you are a good
writer, at least so
far as understand-
ing grammatical con-
struction is con-
cerned. When in
doubt, check those
conjugations.

When the names of a man and his wife appear together in a news story, the titles of both with the man's name and/or initials are given at first mention.

Subsequently, Mr. and Mrs. with surname is the usage; or, either Mr. and Mrs. may be mentioned separately with title and surname. Examples:

Mr. and Mrs. Joseph Land arrived from Baltimore today. Both Mr. and Mrs. Land are well known here. Mr. Land is the former manager of the Cloverleaf dairy and Mrs. Land was city librarian for many years.

CORRECT: Dr. and Mrs. A. L. Lynch entertained at Monday luncheon, the Rev. and Mrs. G. R. Rice.

Persons well known in the community or who are national or international personages, may be reported with official titles without given name, although the use of the given name is never out of order.

CORRECT: President and Mrs. Roosevelt; Chief Justice and Mrs. Hughes; Secretary and Mrs. Cordell Hull; Principal and Mrs. Broadmore; Premier and Mrs. Churchill.

If both Mr. and Mrs. Abner Gray are doctors of medicine, they may be reported as, Dr. Abner Gray and Dr. Mary Gray; or Drs. Abner and Mary Gray.

Names of several married women may be reported with names preceded by Mesdames.

CORRECT: Mesdames J. H. Congus, C. C. Camp and G. H. Hanes.

Names of women are reported with titles of Miss or Mrs. both at first mention and subsequent references, unless they have other titles in their own right such as, Dr., Rev., Duchess, Princess, etc.

CORRECT: Miss Mary James arrived to take over the duties of city librarian formerly performed by Mrs. Joseph Howard. Both Miss James and Mrs. Howard are trained and experienced librarians.

CORRECT: Professor Julia Jacks declared etc. Professor Jacks said also, etc.

Crown Princess Elizabeth and Princess Mary Rose, daughters of King George VI and Queen Elizabeth visited Queen Mother Mary at Sandringham castle, it was reported from London.

myself

Do not use, myself, for, me.

CORRECT: Leave word with the dean or with me.

INCORRECT: Leave word with the dean or with myself.

none

None means, no one, so it should be used with a singular verb; never with a plural verb.

CORRECT: None was there.

INCORRECT: None were there.

CORRECT: None of the bears is dangerous.

INCORRECT: None of the bears are dangerous.

numbers, plural; see plural of numbers

o'clock

The word, o'clock, means of the clock; the o should be l c unless the word is in all caps.

CORRECT: He arrived at 10 o'clock.

INCORRECT: He arrived at 10 O'clock.

of us, of wo

Never use the nominative case as object of a preposition.

CORRECT: Some of us players want another game.

INCORRECT: Some of wo players want another game.

CORRECT: He made the statement in the presence of Mary, Polly and me.

INCORRECT: He made the statement in the presence of Mary, Polly and I.

CORRECT: It makes no difference to you or me.

CORRECT: One of us will be chosen.

How are titles of women used in newspapers, according to approved practice?

Is the wife of Dr. White, Mrs. Dr. White, or is the wife of the minister, Mrs. Rev. Douglas Brown?

ought not, hadn't ought

The word, ought, has no past tense nor past participles; therefore, "hadn't ought" should be banished from the English language along with "alright," "aint" and some others.

CORRECT: You ought not slide there.

INCORRECT: You hadn't ought to slide there.

CORRECT: I know I ought not drink when I drive a motor car.

INCORRECT: I know I hadn't ought to drink when I drive a motor car.

ought, naught, aught

The word, ought, is sometimes incorrectly used for, naught. Naught means, nothing; aught means, anything.

CORRECT: A million has six naughts.

INCORRECT: A million has six oughts.

CORRECT: I will have naught of your scheme; away with it.

INCORRECT: I will have aught of your scheme; away with it.

CORRECT: Have you soon aught of my papers? No, I have soon naught of them.

per annum

Per annum is Latin, meaning, by the year. Best usage avoids mixing Latin and English in the same expression.

CORRECT: His salary is \$7,500 a year.

INCORRECT: His salary is \$7,500 per year.

CORRECT: His salary is \$7,500 per annum.

CORRECT: His expense allowance is \$3 per diem.

INCORRECT: His allowance is \$3 per day.

INCORRECT: For month; per ounce; per cubic foot; per square mile, etc.

CORRECT: a month; an ounce; a cubic foot; a square mile, etc.

per cent

Although, per cent, is an abbreviation of the Latin, per centum, long usage has

anglicized it so that present usage does not require a period.

CORRECT: He agreed to pay six per cent interest per annum.

INCORRECT: He agreed to pay six per cent. interest per year.

playoff

This word should be used without a hyphen.

CORRECT: The basketball playoff will commence Friday night.

INCORRECT: The basketball play-off will commence Friday night.

plurals of numbers and letters

Here is an unique case in which the apostrophe is used to indicate the plural.

CORRECT: Mind your p's and q's.

CORRECT: He knows his a-b-c's.

CORRECT: What word has four s's and two p's?

CORRECT: Please change this five into five 1's.

CORRECT: Please change this five into five ones.

CORRECT: I received two 3's and four 2's at my window.

CORRECT: they came West in the '40's.

How many oughts in a million?

Have you soon aught of my books?

No, I have soon naught of them.

Those and other trouble makers are found on this page.

possessive case

Many writers find difficulty with the possessive case of some

nouns and pronouns for reasons unknown.

Add apostrophe and s to form the possessive, is the rule; or add the apostrophe only, if the positive already ends in s.

CORRECT: A boy's skates; boys' skates; man's inhumanity; men's coats; a child's toy; children's toys; Burns' poems; ox's yoke; oxen's yokes; foxes' noses; women's vanities; anybody's business; girls' tongues.

The big surprise troublesome word is the abbreviation for pound.

The abbreviation is frequently given as, lbs. This is INCORRECT.

CORRECT: The obligation is ours, not theirs. Turtle's shell is its protection.

CORRECT: Theirs not to make reply.

Theirs not to reason why.

Theirs but to do and die.

INCORRECT: Their's not to make reply.

CORRECT: The tree sheds its leaves.

INCORRECT: The tree sheds it's leaves.

pound, pounds

The abbreviation of pound, pounds, is one of the most interesting in the language. The abbreviation is not of pound, directly, but of libra, the Latin equivalent. The plural of libra is librae.

Therefore, the abbreviation for pounds is the same as that for pound, viz., lb., not lbs.

CORRECT: 1 lb. coffee; 100 lb. sugar; 1,000 lb. flour.

principal, principle

Principal: occupying the first place or rank; chief in character, degree or importance; essential; head of a firm, school or college; a capital sum lent at interest.

Principle: source or origin; element; fundamental truth or doctrine; settled rule of law of action or conduct; reason; foundation of morality or religion; uprightness.

CORRECT: The principle on which my statement is founded is faith in man.

CORRECT: The principal was explaining the principles of student government.

INCORRECT: He is in conference with the principle.

CORRECT: He confers with the principal.

possessive pronouns

No apostrophe is needed to express the possessive case of pronouns.

CORRECT: Her book; his hat; our land; their duties.

pronoun agreement

A pronoun should agree in number with its antecedent; a rule often violated.

CORRECT: If anybody wants a pencil he may raise his hand.

INCORRECT: If anybody wants a pencil they may raise their hand.

CORRECT: Anybody who wants a summer job should file his application at the personnel office.

INCORRECT: Anybody who wants a summer job should file their application at the personnel office.

CORRECT: Everyone is eligible.

CORRECT: All students who want summer jobs may file applications at the office.

provided, providing

Provided means, granted that.

Providing means, furnishing.

CORRECT: I will accept provided I am released from my present position.

INCORRECT: I will accept providing I am released from my present position.

CORRECT: Since I am providing the transportation, I should be invited.

CORRECT: Provided transportation is available, I shall go with you.

school child (two words)

schoolhouse (one word)

schoolman (one word)

schoolmaster (one word)

school teacher (two words)

somebody (one word)

subdistrict (one word)

their, thoro, they're

Their, is a possessive pronoun.

CORRECT: They lost their mittens.

INCORRECT: Their is a picnic their.

CORRECT: There is a picnic over there.

There, points out; or introduces a statement.

CORRECT: He lives over there at the foot of the hill. I'll meet you thoro.

their, there, they're (continued)

They're is a contraction of "they are."

CORRECT: They're landing now.

CORRECT: They're running neck and neck.

CORRECT: They're in the stretch.

INCORRECT: There landing there.

there is, there are, there will be

These words are much overworked by many writers. Better and more direct statements can be made without them.

FAULTY: There were many skaters there.

Better: Many skaters were there.

FAULTY: There will be a meeting called.

BETTER: A meeting will be called.

this kind, these kinds

The plural "these" should not be used for the singular "this."

CORRECT: I never did like this kind of a pencil nor these kinds of pens.

INCORRECT: I like these kind.

to, too, two

To, is a proposition or an infinitive.

Too, is an adverb.

Two, is a number

CORRECT: He too, said he would sing.

INCORRECT: He to, said he would sing.

CORRECT: Two birds sang to me and to you, too.

INCORRECT: He worked to long and to hard for his own good.

CORRECT: He worked too long and too hard for his own good.

CORRECT: You two and Jim too, may go to town to hear two bands and to see them too.

CORRECT: To err is human; to forgive, divine.

CORRECT: A tutor who tooted a flute tried to tutor two tooters to toot. Said the two to the tutor: "Is it better to toot, or to tutor two tooters to toot?"

CORRECT: Two for me; two for you, too.

CORRECT: Deal two to me and two to you.

for you and me;
to you and me, etc.

The correct form is "to you and me." The objective case is required with the proposition.

CORRECT: He went with Harry and me.

INCORRECT: He went with Harry and I.

CORRECT: He gave the picture to Sam, Everett and me.

INCORRECT: He gave the picture to Sam, Everett and I.

INCORRECT: It makes no difference to you or I.

CORRECT: It makes no difference to you or me.

transatlantic

CORRECT: transatlantic or trans-Atlantic; trans-Jordan or Transjordan.

viz., i. e., e. g.

Use colon, semicolon or dash before viz., i. e., or e. g.

CORRECT: Animals possess two brains, viz., cerebrum and cerebellum.

want in

CORRECT: Do you want to come in?

INCORRECT: Do you want in?

week-end (use hyphen)

whether or not

CORRECT: I am undecided whether to go.

INCORRECT: I am undecided whether or not to go.

whose, who's

CORRECT: The student whose book I have is absent. Look who's here; (who is).

yearbook (one word; no hyphen)

Do you overwork the words, "there are," and "there is"?

And do you know your to, two, too?

Discussions of these words appear on this page of trouble makers.

Correct errors:

1. john doe 67 at 9 mar
ket street sold his bus-
iness to mr & mrs dr dakin
of 1732 north o seventy
third aven the transaction
was completed on apr 2nd

2. do you think the
election will have any affect on peoplo
like you and i

3. the advier of the committee women
said the frohemon's class has ready to
help with the project just like you & i
and all the rest of em is.

4. johnny doe jr is visiting john q
doe sen 74 who is ill at saint josophs
hospital at 1539 nw seventh ave

5. jake small, '40, at 246 twenty two
olm blvd said he attended a conferece of
alumnae of princeton u; the alumnae of be
rnard colloge met on the same day at n y

6. the aluminums and the undergradu-
ates felt so bad because the new public
address apparatus did not sound well

7. except you learn them kids good its
no use to sent them to highschool if they
just lay around all day theyll never ad-
vance like you and i did

8. the height of his jump was 6 ft-
4 in thats sounding well to my ears for i
am supporting him 100 percent. too on-
courage him to get out of that freshman
class

9. its a happy man ho's is now that
the mill wheel s has resumed it's turning

10. lay down your pipe and go fetch me
3 lbs of potatoes; oh leave him lay i'll
send john jr.

11. wo clum mt st holons & thon laid

UNIT XIX PROBLEMS

Here are a few
problems and exercis-
es to test the stu-
dent's understanding
of some of these most
troublosome words
and expressions.

in it's shade until mr
& mrs dr somber said wed
better get moving or the
cramps would sure hit some
of wo olimers like it did
a party last summer

12. its nearly eleven
O'Clock and i had ought to
go to the methodist church

13. i have two 2s, four 3s and 4 4s

14. he has 3 oughts in his salary that
is the per year salary i dont mean the
per month pay

15. did those track team's complete
there playoff's i always did like those
kind of sports

16. this one is your's & that one is
their's anyone of them are alright

17. their was 3 freshmons there & 3
juns who went in to see the principle

18. the school master said the teams
of the subdistrict would play there
games whether they're is a referee like
they like or not.

19. if i know my abcs & you know your
3 rs & i know my ps and qs we'll make
a strong competition for the quiz kids

20. i got away from the school house
for the week end providing i can get
onough pictures for the yearbook do you
think thayll all have there pictures for
it's pages

21. Find in a daily paper examples of
the use of junior, both as the name of
the younger of two persons of the same
name and as the name of a school class.

22. Find in a daily paper oxamplos of
the use of the ampersand.

Unit XX

Copyreading and Proofreading

COPY IS EDITED TO DISCOVER ERRORS

Copyreading, otherwise known as editing, consists of a careful examination of copy to detect and correct errors.

Of course, if the reporter has produced perfect copy, the copyreader will have little to do except to prepare headlines, or perhaps boil down or expand copy to make it fit available space.

However, errors do find their way into most copy, even in that of the best writers; hence the need of copyreaders.

Copyreader Looks For Every Kind of Error

The copyreader corrects errors in grammar, sentence structure, spelling and punctuation.

He checks names and initials, knowing perhaps from some unpleasant memory, that H. R. Jones is not H. B. Jones nor H. R. Janes; he knows that Mar-ian Drew may be a different person from Marion Drew; that A. J. Smith is not A. J. Smithe, etc.

He Strives for Accuracy

Since accuracy is of the utmost importance, he copyreads every statement with a critical eye.

Besides correcting technical errors and errors in names and initials, the

Copyreading and proofreading are the topics discussed in Unit XX.

Copyreading is to discover and mark errors made by reporters.

Proofreading has for its purpose, the discovery of errors made by the stencil-ist.

Seldom can errors be eliminated; but they can be reduced by careful editing.

copyreader may improve a weak lead or change the order of paragraphs to bring important details nearer to the beginning of the story.

However, he should try to preserve the spirit of the writer's style; therefore he should rearrange rather than reconstruct whenever possible.

Good copyreading is essential to the orderly production of the paper. Production schedules run more smoothly and incur fewer delays when all errors have been detected and corrected in copy.

Errors which are not discovered until the copy has been typed to column width cause delay; and if they are not discovered until the copy has been stenciled, they cause still more loss of time.

Therefore, the copyreader should take whatever time is necessary to do a careful job of editing copy.

PROOFREADER SEEKS EVERY KIND OF ERROR

Before a stencil goes on the duplicating machine, it should receive the very careful attention of the proofreader.

True, if the copyreader has done his work properly on copy, with a further precautionary check-up on the typed-to-column width copy, the proofreader will have only to look for errors made by the stencil-ist.

Theoretically, the proofreader does his duty when he marks the proof to make it conform to copy.

Proofreader Seeks Errors of All Kinds

Actually however, the proofreader will check any kind of error he may discover - error of fact - as well as typist's errors.

Trivial errors may be ignored by the proofreader, provided they do not bedcloud the meaning.

Proofer May Refer To Original Copy

As he works at his task of reading the completed stencil, the proofreader should have at hand, the typed-to-column copy which was used by the stencil-ist. This is for ready reference in case any question arises, such as omission of a word or a questionable spelling.

STENCIL PROOFREADER USES LIGHTED BOARD

For most satisfactory results, the proofreader should have the use of an illuminated drawing board.

This apparatus clamps a stencil in position over a light, making the typed as well as stylus drawn material easy to read for possible errors.

With the completed stencil clamped into position on the illuminated board, and with the typed-to-column copy nearby, the proofreader picks up a stylus and is ready to work.

Proofreader Marks Errors On Stencil Margins

The proofreader may use the stencil space outside the usable area on which to indicate corrections. The stylus marks he makes are far enough away from the duplicating limits so that they will not show when the stencil is duplicated.

He may use proofreader's signs to indicate errors. He should place those signs exactly opposite the line on the stencil where an error is found so that the correctionist may locate the errors readily.

Most errors are merely typist's errors such as, hitting wrong type-key; using cap for l o or l e for cap; omitting a letter from a word; leaving

out a word; transposing letters in a word; etc. Such errors need only that attention be drawn to them. The proofreader may do this by scratching a short line with a stylus opposite the line of type in which the error occurs.

Errors in left-hand and in right-hand columns are easily indicated this way. For middle column errors, the proofreader may draw two short parallel lines in the margin opposite the line containing the error.

Besides the stencil margin scratches to indicate location of errors, the proofreader may facilitate still more the location of errors by the correctionist by smoothing out the letter or word containing the error, using the blunt end of a stylus for the purpose.

Proofreader May Use Memorandum Pad

Some proofreaders prefer the memorandum pad method of indicating corrections.

Instead of indicating corrections on the margin of a stencil by means of a stylus, the proofreader may indicate them on a pad or sheet of paper. He may localize the error by column and line, using the line numbers printed down the edges of the stencil.

He should clearly identify each memorandum by heading it with the stencil page number and by indicating the location of

MARGIN METHOD COMBINED WITH MEMORANDUM PLAN

each error by naming column and line.

Some proofreaders combine the use of the stencil margin method with the memorandum method, using stencil margin to indicate routine typographical errors and the memorandum to indicate larger corrections which are difficult to indicate on the limited space on the stencil margins.

Proofreader to Label Corrected Stencil

The proofreader should not overlook headlines, captions and any other stylus lettering, for errors may occur there as well as in the typed part.

When a proofreader completes proofing a stencil, he should make that fact known by writing at the top of the stencil backing the word "proofread." (may be abbreviated PR) and by signing his name or initials.

If he has used a memorandum, his labeling should include, "see memo." If the stencil should require no corrections, the proofreader's label should be, "PR-OK." Otherwise the proofed stencil looks just as it did when he began, and the duplicating machine operator will not know that the stencil is ready to be duplicated.

PROOFER TO LABEL WORK FOR THE CORRECTIONIST

Proofreader's Signs Presented

Unless the proofreader is also the correctionist, it can not be impressed on the proofreader too strongly, the need of careful and accurate labeling of his work as he proceeds, in order that the correctionist may proceed with his task without unnecessary delay.

The correctionist, in turn, should properly label his work in order that the duplicating machine operator may know whether he has the "go ahead" signal. His label may be "RFD" (ready for duplicating), accompanied by his name or initials.

Proofreader's Signs Are Listed

The signs listed below may be used both by copyreaders and by proofreaders. Some publications use separate sets of signs for copyreaders and proofreaders, but one set of signs suitable for both is considered sufficient for use on duplicated publications.

This is not a complete list of a proofreader's signs, only those being included which are used in proofreading stencils.

For a complete list, the student should consult text or reference books on journalistic writing.

Signs for use of copyreaders and proofreaders are presented in the following list:

A circle around a spelled-out word indicates that the word is to be abbreviated: Reverend

A circle around an abbreviation signifies that the word is to be spelled out: Lieut.

✓ Insert apostrophe
caps
or Change from l o to
capital letters

caps and l o

Put in caps the initial letters of each important word:

A plan for Modern Living. (The letters crossed through will be changed to caps. The result will be:

A Plan for Modern Living.)

(#) Close up but leave some space

typewriter key
(When directions of this sign are completed, the result will be: typewriter key

Close up by removing all space:

proof reader
(Result: proofreader)

^ Insert comma

/ Insert hyphen

--/ Insert dash

~ Delete

A circle around a spelled-out number signifies, change to figures:

twenty-six

A circle around figures signifies, spell out:

26

l o Change to lower case: Footlighter's Club

¶ Make new paragraph.

No ¶ No paragraph wanted.

Out, see copy

Something has been omitted; check with copy.

○ Insert period

? Insert question mark

Qu Look this up; it may

✓ Insert quotes

:/ Insert colon

;/ Insert semicolon

Increase space

!/ Insert exclamation

tr Transpose order

stot

Let it stand; do not make the correction indicated.

HERE IS SPECIMEN COPY;
CORRECTIONS INDICATED

AND HERE IS THE COPY
WITH CORRECTIONS MADE

9/c/t nobody is infallible, if 0/=
infallible persons could be #
found they would certain-
ly be invaluable for emplo, y
ment as reporters and typ, -1
ists, then no copyreader's 5
or proof reader's would be 5
needed, if a stencillist's s/v
are is as few as 2, 3 por or/a
page, they are excellent he is an
typist, if his mistakes 5
are as much as 10 or more
a/h por page, they should try he
his to improve there accuracy
a/p as typist 5
(#) ^
✓ What a fine thing is

the service of accurate typ, #-1
ist, said (over on) Jones, the Rev. M. /c/y
9/t, The subject of this unit
5/10/4 is, copyreaders and proof, v/c/t -1
v/c/y readers marks v/o
no 9/c/y these marks or signs are u

Nobody is infallible. If infallible persons could be found, they would certainly be invaluable for employment as reporters and typists. Then, no copyreaders or proofreaders would be needed.

If a stencillist's errors are as few as two or three a page, he is an excellent typist. If his errors are as many as 10 or more a page, he should try to improve his accuracy as a typist.

"What a fine thing is the service of accurate typists," said the Rev. Mr. John Jones.

The subject of this unit is, "Copyreader's and Proofreader's Marks." These marks or signs are great time savers and they should be memorized by everyone who has anything to do with the publication of the newspaper.

In actual practice, no copy would be as full of errors as this specimen.

(big) time-savers and they should be memorized by every one who has anything to do with the publication of the newspaper.

PROBLEMS AND QUESTIONS ARE GIVEN
ON COPYREADING AND PROOFREADING

PRACTICE IN PROOFREADING
IS PROVIDED ON THIS PAGE

1. What is another name for editing?
2. Of what does copyreading consist?
3. What does the copyreader have to do with copy which is free from errors?
4. What kinds of errors does the copyreader look for?
5. Why is care in spelling of names highly important?
6. How much rewriting of copy should the copyreader do?
7. Why should errors be detected and corrected in copy rather than in stencil proofreading?
8. Explain the distinction between copyreading and proofreading.
9. Even if the copyreader has done his work well, what errors may the proofreader expect to find?
10. What errors may the proofreader find if a copyreader has been careless?
11. Should a proofreader mark errors of fact not found by the copyreader?
12. Why are errors in grammatical construction or errors of fact more difficult to correct if not discovered until the proofreader finds them?
13. Why does a proofreader need an illuminated drawing board?
14. Explain the stencil margin method of indicating errors when proofreading.
15. Explain the memorandum pad method of indicating errors when proofreading.

16. What means should the proofreader take to indicate to the correctionist that the stencil has been proofread?

17. What means should the correctionist take to let the operator of the duplicating machine know that the stencil is ready to be duplicated?

Use proofreader's marks to indicate errors in the following:

18.
birmingham england march
2d ap lady astor american
borned member of teh hous
of comons apealed sun
for100000womens for munit
ions work

19.
atlanta march 2 ap improv
mont was noted sundy nigh
in the condition of airma
n oddir rickenbacker who
was injured in the crash
of an eastorn air liner
sliepor plain wich seven
persons were killed hors
thurday. cause of the
crash was not determined

Unit XXI

Division of Words

Attention should be given to the proper division of words, even if a wide space must be left in a line. The space can be distributed among all the words in a line so that the extra space will not be as apparent as one may think. Care should be taken however, that long spaces do not occur above or below each other in succeeding lines.

One-syllable Words Cause Trouble

Long, one-syllable words coming near the end of a line are irksome to column width typists, but this fact should not tempt a typist to divide a word anywhere except between syllables. Excessive blank spaces are preferable to improperly divided words.

Particularly irksome are such words as, snatched, school, thought, though, wrought, thwarts, swooned, laughed, masked, slough and others.

Following are examples of words which lack several units of fitting the space and must be carried over, leaving wide spaces between words:

student should consult tax

The word "text" lacks one letter of fitting. The four spaces must be distributed among other words

in the line. This is done as follows:

student should consult

When lines above and below are typed in, the wide spaces are not so obvious:

For a complete list, the student should consult text or reference books.

Here is another:

pay according to the amount

"Amount" could be divided with the syllable "a" on one line, but this is undesirable, so the entire word is carried over:

pay according to the amount of material accepted

Syllables Not Divided

Words or syllables that are spoken in one breath should not be divided.

Words of more than one syllable should be divided only at ends of syllables.

A few general rules governing division into syllables are given here, but the typist should consult a dictionary whenever in doubt about any division.

RULES ARE GIVEN FOR SYLLABLE DIVISION

Words may be divided at vowels: dy-na-mo.

Words may be divided be-

tween double consonants: ham-mer.

This rule has some exceptions. For example, the word "between" used a few lines above, is not divided between consonants; it is divided, be-tween, not, bet-ween.

A one-letter syllable which may be left at the end of a line should be carried over. Likewise, a one-letter syllable at the end of a word, should not be carried over alone; carry over another syllable with it.

Following are some examples of word division: an-go-ra, bar-na-cle, bi-ohlo-ride, ca-sa-son, ca-nine, da-guer-ro-type, er-go, es-stop-pel, guarded, dres-sy, drib-ble.

Care should be taken with words ending with "ed," the final syllable of which should not be carried over unless it is pronounced as a separate syllable.

Following are examples of words ending in "ed" which should not be divided:

smoothed, talked, worked

Following are examples of final "ed" which may be carried over:

boarded, boasted, coasted, crooked, crusted, dusted, hated, kilted, roasted.

DO NOT CARRY OVER
ONE-LETTER SYLLABLE

Here are examples of words having one-letter final syllables; the entire word should be carried over:

ready, busy, Frenchy, frosty

And here are examples of words with one-letter initial syllables which should not be left alone at the end of a line; the entire word should be carried over:

alone, above, omit, odiet

Sometimes when only a hyphen stands in the way of carrying over a syllable, the typist may "squeeze" in the needed hyphen by half-spacing the final portion of the last word in a line.

When the typewriter has no half-spacer, the same result can be obtained by using the back-spacer.

Examples are found in the second paragraph above this one. By back-spacing at the end of the first line of the paragraph, the syllable "hy" is squeezed into the line.

As a result of this one change, the word "squeeze" fits into a line without leaving the wide spaces which are left otherwise. The looks of the paragraph is much improved thereby.

Here is the cited paragraph as the column width typist left it:

Sometimes when only a hyphen stands in the way of carrying over a syllable, the typist may "squeeze" in the needed hyphen by half-spacing the final portion of the last word in a line.

Observe that the word, "hyphen" lacks only a hyphen of fitting a line in two different places: at the ends of the first and the fifth lines of the paragraph.

When the syllable "hy" is included in the first line, the appearance of the entire paragraph is improved. The second "hy" syllable no longer comes at the end of a line and "squeeze" fits into a line without difficulty. This is an example of a small change in word division improving the looks of a whole paragraph.

To make this example more clear, the paragraph is repeated as originally made and then with the one alteration:

Sometimes when only a hyphen stands in the way of carrying over a syllable, the typist may "squeeze" in the needed hyphen by half-spacing the final portion of the last word in a line.

Sometimes when only a hyphen stands in the way of carrying over a syllable, the typist may "squeeze" in the needed hyphen by half-spacing the final portion of the last word in a line.

UNIT XXI QUESTIONS
AND PROBLEMS GIVEN

1. Why is the division of long syllables to avoid wide spaces between words not a desirable practice.

2. Give two rules for the division of words.

3. What should a typist do when space at the end of a line allows only for a one-letter syllable?

4. What care should be taken with words ending with "ed"?

5. Explain the use of the half-spacer or back-spacer in crowding an additional syllable into a line.

6. Why should a final one-letter syllable not be carried over?

7. Check the following for improper division of words:

ROME, March 2 (AP)- A tiny bag of Spanish earth was placed Sunday in the initial casket of Alfonso XII I, former king of Spain, as his coffin was closed in preparation for a funeral service Sunday.

Alfonso's coffin was sealed in the presence of members of his family. A small glass-covered opening was left above the face, through which a thousand or more Spaniards coming for service had a last look.

Unit XXII

Illustrations

Perhaps the greatest single advantage which the duplipub has over the printed paper lies in its greater possibilities in the use of illustrations and other newspaper "art."

Where a printed paper on a limited budget must restrict itself to an occasional zinc etching, or to laboriously-cut linoleum blocks, a duplipub on an even more limited budget may use as many drawings as desired, simply by having a student artist trace them onto stencils.

Native art ability is widespread, and at least one student who can do acceptable work can usually be found even in the smallest school.

These facts, although obvious, are not generally given the recognition they deserve. Duplipub staffs often neglect one of their greatest assets: the ability to use any desired size and number of original drawings.

Student drawings may be used to advantage on any page of a school newspaper. On holidays and special occasions, appropriate sketches will lend interest and timeliness to the front page. Cartoons, either serious or humorous, put life into the editorial page. Column headings and small filler cartoons give contrast on feature and sports pages. The pulling power of advertisements is greatly enhanced by illustrations.

Besides these, portrait sketches of teachers and students, drawings of school happenings, and many other uses for student talent may be found, limited only by the staff's ingenuity and the ability of the artists.

Like any other however, this asset becomes a liability if misused. Carelessly conceived, sloppily drawn illustrations can detract as much from a duplipub's appearance as well-prepared, cleanly cut ones can add.

Given a student artist who can draw reasonably well, the most important thing is to know how to stencilize a drawing correctly. This is not very difficult, but it takes practice and patience.

First,
Stencilization

First, make your original drawing precisely as you intend to have it on the stencil; don't leave anything to be added or changed as you stencilize.

Draw with a soft pencil on white, translucent paper, and make all lines black and heavy so that they will show up plainly through the stencil.

Choice of styli is a matter of preference, but the authors recommend four: three ball-point styli in graduated sizes, and a needle-point stylus.

Place the stencil on the illuminated drawing board with the cardboard backing through the slot provided, out of the way. Clamp the stencil and cushion sheet down. Place the drawing in register under the cushion sheet, between the latter and the plate glass of the drawing board, or the writing plate if one is used.

Trace the drawing carefully and slowly, bearing down with a firm touch. Use the largest ball-point for the longest lines, the other two for shorter lines and backgrounds. The needle-point stylus may be used for cross-hatch shading, but requires a very light, even touch if it is not to tear the stencil.

If desired, the stencil may be unclamped from time to time and pulled loose from the cushion sheet, so that the impression on the latter may be examined. This impression is almost identical with the final duplicated drawing. You can tell from it whether any lines have been omitted, or should be made blacker, or have been drawn out of place, as well as whether the general appearance of the stencilized drawing is satisfactory. The cushion sheet also serves the purpose of

picking up the coating from the stencil, thus making the lines blacker and more even.

While the stencil is lifted up, look through it toward the light. If any coating can be seen remaining in the stenciled lines, go over these lines again until no coating remains.

If screenplate shading is desired when all lines have been stenciled, lift up the stencil and place the screenplate selected underneath, between the stencil and the cushion sheet. It is a good thing to support the plate by means of a T-square with clamp, if one is available. Replace the stencil, clamp it down, and rub firmly over the plate, a small area at a time, with a screen-plating stylus or other blunt-pointed tool. The largest size ball-point stylus may be used if nothing better is to be had; the glass burnisher which comes with correction fluid serves quite well. Be careful to rub with an even pressure over the entire area to be shaded, and to hold the plate firmly in place.

The border, if any, should be neatly drawn with the T-square, with no line projecting beyond the corners, and preferably with the heaviest stylus used in the drawing itself.

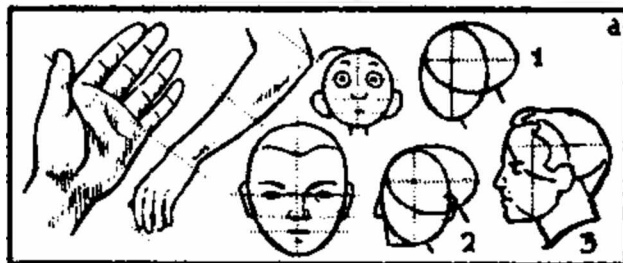
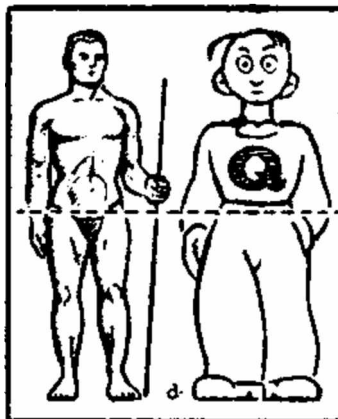
In making the original drawing **Second.** the most important thing to know, **Anatomy** after a subject has been chosen, is anatomy. This is fundamentally simple, but enormously complicated in detail, and only the simplest rules can be given here. While there are many excellent texts on figure drawing and artistic anatomy, the best source of knowledge of this kind, as well as the best possible practice in drawing, is to be found in sketching from life.

The human figure is divided approximately in half at the hips. For cartoon

purposes this halfway mark is usually a little higher because of the exaggerated size of the head.

The arms reach to a point halfway between hip and knee. The knees are halfway along the legs; the elbows approximately halfway along the arms. From the heel of the hand to the tip of the middle finger is a distance about half of that from elbow to wrist; but in cartooning, the size of the hands is usually doubled.

There are three joints in each finger, including the thumb, but in cartooning the last joint of each is generally omitted. The thumb reaches almost to the second joint of the index finger. The other four fingers make up exactly half the length of the hand.

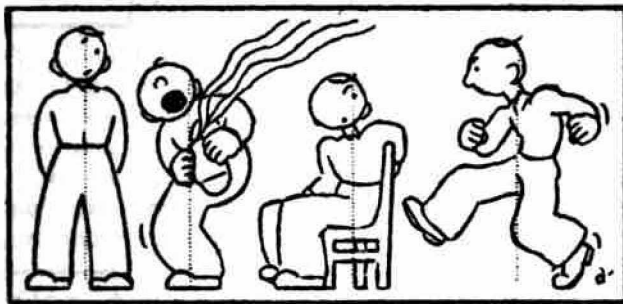


The head is a complex form, but may be simplified for cartoon purposes to an egg-shape. For more natural drawing, the head in profile should be constructed on a basis of two intersecting ovals, the ear being placed at the point where the two meet.

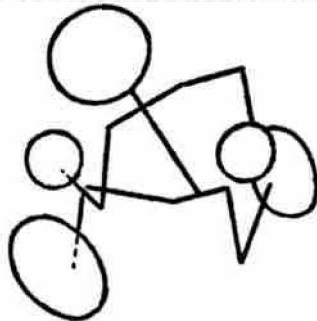
The eyes are approximately halfway from crown to chin; the nose occupies a little less than half the distance from eyes to chin; and the upper lip occupies a little less than half the remaining distance. The ears are considerably closer to the back of the head than to the front. Their tops should be level with the eyebrows, and their bottoms with the bottom of the nose. These relations however, may be

distorted with considerable freedom by the cartoonist.

A vertical line extended from the center of the collarbone of a standing or sitting figure should pass through the point which is supporting the weight of the figure. If two or more points are supporting the weight, the line should pass between them. In a moving figure, the line should pass ahead of the point supporting weight.



The easiest way to make sure of observing all these rules in constructing a human figure is to begin by drawing a framework or skeleton, using ovals for head, hands and feet and straight lines for torso, shoulders, arms, hips and legs.



When the skeleton has been satisfactorily arranged, fill out the figure with more ovals and curved lines.



Finally, add details of clothing, face and hands.



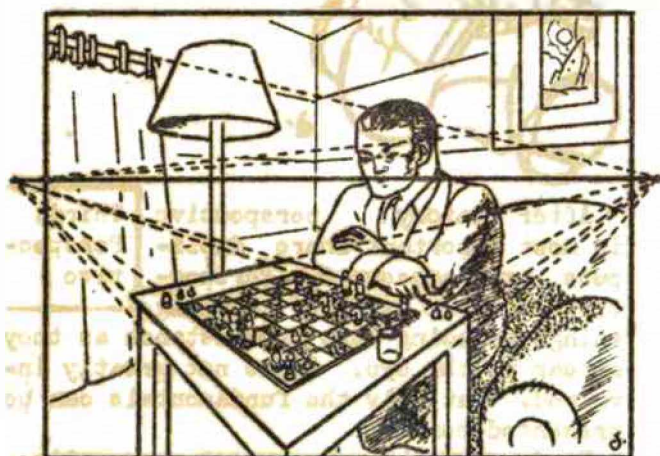
After anatomy, perspective is most important where duplications are concerned. Perspective is the art of drawing things receding into the distance as they appear to the eye. It is not greatly involved, but only the fundamentals can be presented here.

Third,
Perspective

To draw anything in correct perspective, first draw within the outline of the picture a horizontal line, which represents the height of the observer's eyes. This line also represents the horizon in the scene portrayed, whether it is visible in the picture or not. It simply determines whether the picture shall be a worm's-eye view or an eagle's-eye view, or anything in between.

Next place on this line two dots, of a distance from each other relative to the distance from the observer's eye the objects portrayed are to be drawn. Thus, if the objects portrayed are to be at a considerable distance from the observer, the dots should be placed at a correspondingly great distance apart; often some distance outside the borders of the picture. If the objects portrayed are to be close at hand, the dots should be placed correspondingly close together. When the objects are to be represented as having one side directly facing the observer, only one dot is used.

Now, to draw the objects in question, it is necessary only to place them at a suitable distance below or above the horizon line, draw their vertical lines, and connect the latter by means of straight lines extended to the aforementioned dots.



Fourth, Design

After perspective, design is important. Design is less a matter of rules than one of feeling; but a few rules will be found helpful nevertheless.

A drawing should be balanced. That is to say the space inside the borders of a drawing should be filled evenly, with neither glaring blank spaces nor crowded portions. Light and dark areas should be evenly distributed.

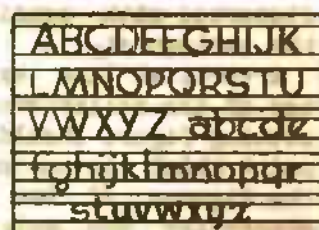
It should have contrast. Large and small areas, light and dark ones, should be set against each other so that the eye will be led from one to the other.

It should have repetition. Where possible, lines should be repeated, with variations throughout, so that the eye will be similarly led from one to the other.

It should have symmetry. Cleanly-drawn curves and angles are much more pleasing to the eye than ragged, uncertain ones. After design, attention should be given to lettering. It is not difficult to make neat, legible captions, balloons and other wording in duplicated drawings;

Fifth, Lettering

all that is necessary is to mark off space for each line on the original with a T-square, and to space the letters with reasonable care.



Choice of a subject is, of course, most important of all; but it is also most nearly a matter of personal preference.

Subject Choice Personal

As a rule, cartoons in a school paper should deal with school affairs, rather than with national or international events. Sports, assemblies, student elections, examinations and other events of importance to students will in most cases provide plenty of subject matter to the wide-awake cartoonist.

Where details are concerned, much must be left to the discretion of the individual cartoonist; but here again certain rules and hints may be found helpful.

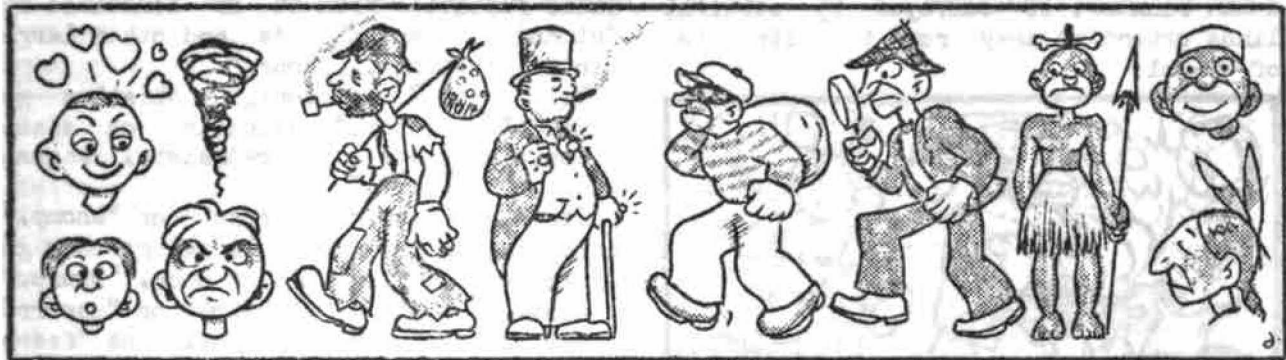
Details Treated

Emotions in cartooning are conveyed by stylized means, which the beginning cartoonist would do well to learn: thus, anger is portrayed by lowered brows and gritted teeth; fear by raised eyebrows, wide-open eyes and mouth; pain by tight-shut eyes and very wide-open mouth; and so on. Concentration is represented by tongue between teeth; hunger, thirst or desire for possession by the dangling, drooling tongue. The protruding tongue is a symbol too universally known to be explained.



Extreme surprise is sometimes represented by crossed eyes. Love, frustration and sometimes other emotions have their own special symbols.

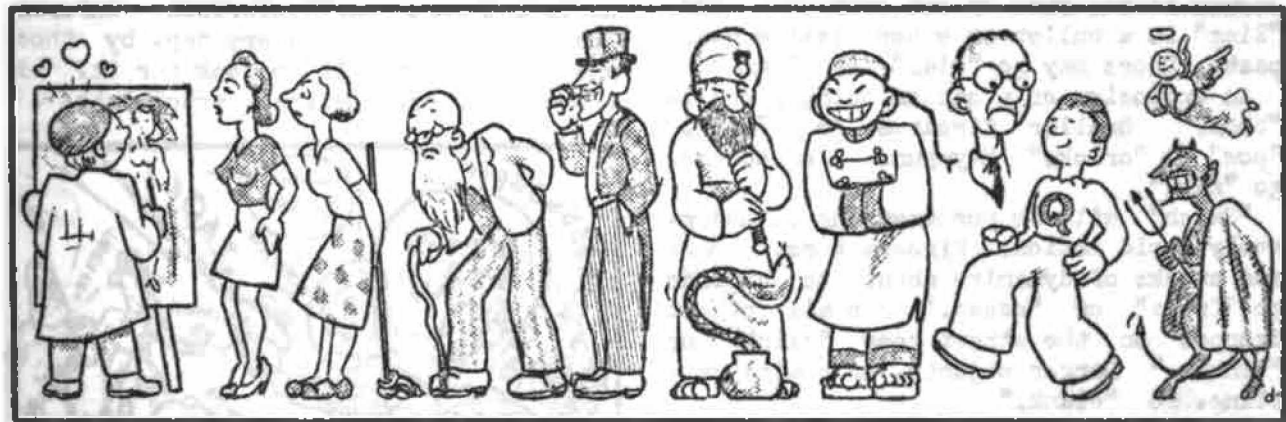
The eyes, with their brows, are by far the most expressive feature for cartoon purposes; and therefore it is a good thing to exaggerate their size considerably.



Race and station in life are also portrayed by stylized means. Tramps are represented as unshaven, with ragged clothes, and generally carrying a bundle on a stick. Millionaires, bank presidents and the like, wear top hats and cutaways, with diamond rings and tie pins.

and mustaches. Burglars wear caps, masks over their eyes, sweaters and carry gunny sacks full of silverware. Detectives wear double-brimmed hats, carry magnifying glasses. Negroes have exaggeratedly large lips. African natives wear grass skirts, bones in their hair, rings in their noses, carry spears. American Indians have hawk noses, wear feathers.

East Indians wear turbans, long robes and beards. Orientals are represented as having slant eyes (although they actually do not); wear pajamas, wide grins and pigtailed. School teachers, accountants and sometimes bank presidents wear horn-rimmed glasses, are skinny and stern.



Artists wear smocks, berets and long hair. Girls are either very pretty or very plain. Old men are bald, have long white beards, walk with a stoop and a cane. Villains and circus ringleaders wear top hats and tails, have long jaws

High school and college students wear wide-bottomed pants and letterman sweaters. Angels have wings, halos and night-shirts. Demons have horns, Van Dykes, long capes, barbed tails and carry pitchforks.

An explosion or a cannon being fired is "boom." Smaller firearms go "bang," "pow" or "crack." Ray-guns, of course, go "zap."

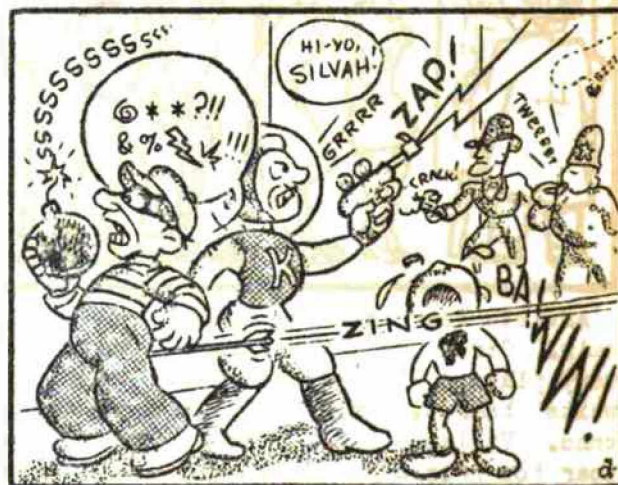
A hiccough is simply "hic." A sneeze is usually "ahh-choo," occasionally "ay-eshoo." A snore is "zzzzz" or "zzzaw," often accompanied by a picture of wood being sawed. A scream is "eeseek." A belch is "burp." The impolite sound known as the raspberry, or Bronx cheer.

Watches and clocks go "tick-tick-tick" or "tick tock." An alarm clock or telephone's going off is depicted by jagged lines radiating from it, or sometimes by "ringing." Grandfather's and other large clocks go "bong ... bong."

Persons eating go "crunch" or "chomp," according to the food. Drinking, they go "gulp" or "gurgle." Eating soup, "slurp."

Cats, of course, go "meow" or "meowrr" under ordinary circumstances, and "fzzt-wow" when angered. Dogs go "bowow," "arf arf" or "grrrr." Babies go "glop," "da da," "baww" or "wahh."

It is the hope of the authors that these suggestions will prove valuable to the aspiring student cartoonist; but more valuable and more particularized information may be obtained every day, by those who take the trouble to look for it, in the work of professional cartoonists.



QUESTIONS AND PROBLEMS ON UNIT XXII

1. Name four kinds of student drawings which may be used to advantage on different pages of a duplipub.

2. You have made an original drawing. Enumerate the steps necessary to stencilize it correctly.

3. What is the purpose of inseting the drawing beneath both stencil and cushion sheet, on the illuminated drawing board?

4. What four elements are fundamentally important in making an original drawing?

5. The human figure is divided approximately in half at the ----.

6. A vertical line extended from the center of the collarbone of a standing or sitting figure should pass through -----.

7. What is perspective?

8. What is meant by "balance" in a drawing?

9. How would you portray anger in a cartoon? Fear? Pain?

10. What facial feature is most expressive for cartoon purposes?

11. Give appropriate sounds for the following: a body striking the floor; a bomb about to explode; a person eating; a sneeze.

12. Draw a house, a chair, or some other simple object in correct perspective.

13. Find in professional cartoons as many words representing sounds, not listed in this unit, as you can.

Unit XXIII

Glossary

ad: advertisement

add: an addition to copy previously written

advance sports story: story written to publicize a coming athletic contest

anatomy: study of the parts and proportions of the body

balance: a principle of page arrangement or advertisement construction in which masses of type, illustrations or white space are placed in approximate equilibrium

balance in illustrations: an element of design which requires that dark areas shall be set against light, and large masses against one another

bank: one line of a headline

box: material set in narrower measure than surrounding text, generally inclosed within a border.

by-line: name of the writer placed between the headline and the story

caps: capital letters

caps and l c: capital letters used for beginning of each important word

cartoon: a stylized drawing to illustrate a joke, or to present an aspect of a political or social problem

chronological order: arranged in order of actual happening

clean copy: copy free from errors; copy which requires little or no editing to prepare it for

publication

contrast: seeking to obtain attention by use of differing elements as large type and small type

copy block: area or mass of copy balanced against other masses of copy or illustrations

copyreader: one who indicates necessary corrections in copy

correctionist: one who corrects errors on stencil

credit-line: line containing name of publication from which reprinted material was taken

cut-off rule: line to separate one story from another in the same column

date line: name of place at which a story originates and the date of the story

deck: headline unit consisting of one or more lines or banks

design: the quality of a drawing, painting or sculpture which makes it pleasing or unpleasing to the eye

dirt: gossip column copy

display advertisement: advertisement which attracts attention by means of contrasting masses of text, illustrations or white space

dope story: story which forecasts coming sports events with opinions on probable outcome

dropline: headline in which each succeeding bank is indented at left

dummy: a plan for a publication indicating what material is to go on each page and the space it is to occupy

editing: reading to discover and mark errors on copy; copyreading

exchanges: papers exchanged with other similar publications

heading: word or expression used as label; title for an editorial or feature story

justify: arrange lines so that they are of equal length; arrange columns so that they are of equal length

label headline: a headline without a verb; a heading

layout: a plan of a page or of an advertisement indicating approximate positions of copy and illustrations

l c: lower case; small letters

load: news story beginning which summarizes the story or stresses an important feature of it

lifted: taken from another publication; proper credit should be given.

lineoleum cut: a kind of engraving made by cutting away with a knife the parts of the lineoleum which are not to print, leaving the desired lines

make-up: arrangement of material on a page

margin flush headline: a headline in which each line begins at the same distance from the left margin

masthead: statement telling where, how often and by whom a paper is published

nameplate: name of a newspaper; the engraving from which the name is printed

nameplate dateline: a line of text under the nameplate which gives place of publication, date, (including month, day and year), volume, number and other information

newspaper art: anything of a pictorial nature used by newspapers, including photographs, line engravings, lineoleum cuts, etc.

objectivity: viewpoint outside of the person; factual without opinion of the writer

perspective: the art of drawing objects receding into the distance as they appear to the eye

photo-engraver: one who makes engravings or cuts from line drawings and photographs

proofreading: final reading for errors; on duplipubs, the proofreading is done on the completed stencil

screen plate: a square plate of plastic or metal with raised dot surface used to shade stenciled drawings

special correspondent: generally, a newspaper man or woman who sends news to a paper and who is paid according to the amount of material accepted for publication

staff correspondent: member of newspaper staff who is sent to cover important events

stencillist: one who prepares a stencil for the duplicating machine by means of a stylus or a typewriter

stencilize: act of preparing a stencil for the duplicating machine

story dateline: see dateline

subjective: arising within the person and therefore consisting of personal opinion; opposite of objective

symmetry: a pleasing quality of line

stylized: reduced to simple conventional form

white space: blank area in advertisement which attracts attention because of contrast with copy block and illustrations

writing plate: a sheet of celluloid or other translucent material, size of the stencil, used to give a smooth surface for stenciling a drawing

zinc etching: an engraving, usually of a line drawing, made by photographic and etching process in which the parts not to print are etched away by acid

Unit XXIV

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