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Manual for use in Montana high school yearbook production

Edward B. McCurdy

The University of Montana

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A MANUAL FOR USE IN
MONTANA HIGH SCHOOL YEARBOOK PRODUCTION

by

EDWARD B. MCCURDY
B. A. Montana State University, 1951

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
1953

Approved by:

[Signature]
Chairman, Board of Examiners

[Signature]
Dean, Graduate School

Aug 17, 1953
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E. B. McCurdy
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CHAPTER I

INTRODUCTION

School annuals have become so commonplace in modern education that such publications are now a major activity in most high schools. To publish a pictorial yearbook that will stimulate interest, give publicity, and create pride in school life should be the aim of every faculty adviser. Yearbook sponsors have developed many practices to prevent problems that are likely to arise, and to solve existing ones. The desire to help solve specific problems in yearbook production, prompted this study.

Statement of the problem. The purposes of this paper were: (1) to determine the extent to which yearbook activities are best integrated with school subjects, (2) to discover the major problems, (3) to determine the aims of schools for producing yearbooks, (4) to secure from yearbook judges their opinions as to what constitutes good editing, (5) to discover different procedures used, (6) to determine the responsibilities of the adviser and various staff members, (7) to discover the most suitable equipment for school use, and (8) to serve as a guide for better yearbook production.

Limitations of the study. The study was confined to
the high school level. Questionnaires were sent to high
schools in Montana in order to acquire as complete a picture
of their yearbook program as possible. Ratings on definite
books were secured from the National School Yearbook Associa-
tion of Houston, Texas, as well as from the School of
Journalism, Montana State University, Missoula, Montana. The
survey made by the University of Wyoming's journalism depart-
ment, and the National Scholastic Press Association's guide-
book were valuable aids in compiling this material.

**Yearbook defined.** Yearbook is a term used synony-
mously with "school annual". It is the school publication
that preserves the history of the school both in pictures
and in type. The National Encyclopedia defines yearbooks
in this manner:

Yearbooks are reports published regularly at
the end of each year, summarizing world events,
or giving in compact alphabetical form all avail-
able data for the year on some particular branch
of human activity.\(^1\)

School yearbooks do not summarize world events, nor
do they follow a compact alphabetical form, but they are
annual reports to the public published regularly at the end
of each school year. There can be no more important "human
activity" than that of boys and girls in the American
schools of today.

Importance of the problem. That a curriculum must be wide enough to include the needs of all the students has been maintained; many also believe that these needs can be met by extending the curriculum to include a definite place for yearbook production. Working on a yearbook staff should be considered valuable in a curriculum which attempts to give students a chance for self-expression, vocational guidance, and character training, since it stimulates community interest and pride in the school.

The Montana Interscholastic Editorial Association's Conventions held annually at the Montana State University, located at Missoula, Montana, have given valuable help to faculty advisers and staff members. Professional magazines, such as Photolith and The Scholastic Editor, give timely and worthwhile advice. Ratings by National Critical Services are enlightening, and the contributions made by yearbook publishers, in the way of instruction books, serve as guides to better yearbooks.

Still many yearbook staffs are confused, and there is a lack of progress and improvement from year to year. For this reason, a study of the procedures used in high school yearbook production seems both fitting and timely. Fitting, because of the need for an understanding of yearbook problems; timely, because of the popular demand for better yearbooks.

The findings of this study could possibly be of value
in curriculum revision in Montana's schools.
CHAPTER II

HISTORICAL BACKGROUND OF YEARBOOKS

In order to better understand yearbooks, a review of their history seemed necessary in order to find out how they began, to trace their stages of development, and to understand the evolving philosophies.

How yearbooks were started. Regarding the early history of yearbooks, Medlin makes the following comment:

In the beginning seniors exchanged pictures. Some pasted them into albums together with newspaper clippings to serve as a reminder of school days. Some such procedure still obtains in many small schools.

Eventually printed yearbooks came into being. In the late 1880's, the use of halftones was developed and the more progressive schools adopted this new method of photo reproduction into their publications.¹

Yearbooks have improved tremendously since 1880, but there was no immediate change to the present streamlined book. The class history book of two generations ago is now a comprehensive and artistic publication. No longer will a student body be satisfied with a "hodge-podge" yearbook. Neither will the students be satisfied with a book containing little else than senior memories.

The most marked improvement in yearbooks has come

about through better photography. Pictures with sparkle give life to the book, and are invaluable to the production of a satisfactory annual. Other improvements listed by the S. D. Warren Company are as follows:

Yearbook creation has been tremendously influenced by the marked artistic and mechanical progress that has been made in the graphic arts of printing, photography, photo-engraving, design and illustration--aided and abetted by better paper, better craftsmanship, and radically improved printing processes.²

Today electronic brains are used with the world's latest, and finest lithographic cameras to insure split-second, precision results, and the very utmost in reproduction quality and detail.

Changing philosophies. With the introduction of the offset method of reproduction, many books regressed because of using many pictures on a page. Pages were jammed with pictures because there was no additional cost and copy was neglected. Many overplayed the theme and permitted it to dominate the annual. Many failed to recognize the main functions of the book, which are: (1) "to print pictures of all students, and (2) to tell of their accomplishments and activities."³ Today, the theme is in harmony with the community and the school, and is usually displayed only on the cover, end-sheets, and division pages.

³Medlin, op. cit., p. 11.
Early books stressed school heroes, athletics, and the extra curricular program. They failed to contain anything about classroom activities or community life. When one thumbs through better books, one finds now that the school-at-work has been given more space.

With the coming of "canned" division pages and "art-craft layouts", many editors took the easy route and used them. This resulted in their books being like all the others. This lack of originality caused the book to lose its warmth and personality.

Probably the greatest strides have been made in advertising. Early interpretations were that ads in school annuals were mere donations and they were usually obtained through pressure. Most "ad" salesmen forgot to stress the publicity value of advertising in the school annual. Modern "ad getters" go forth with a portfolio containing needed information, samples of layouts, and a planned sales talk as to why the public needs yearbook advertising.

Literary matter, such as prophecies, wills, and class histories were common in old yearbooks. Most schools have now eliminated them from their modern productions along with baby pictures and caricatures. Many variations in practices are found, but in general annuals are improving. This progress with high standards established, should insure better yearbooks.
CHAPTER III

ORGANIZATION OF THE STAFF AND ITS FUNCTIONS

General administration. To be appointed on a yearbook staff is a challenge. The student body expect its yearbook to be a success editorially and financially. If these attributes are to be met, good planning and organization are necessary. This careful planning will provide every assurance that copy deadlines can be met, and that the yearbook will be paid for with no financial burden left for others to assume.

Production of a yearbook is divided into two separate projects; namely, the editing of the book, and the raising of funds. Both must operate harmoniously throughout the production period. This plan has untold value educationally as the staff is being introduced into the publishing business as well as good business methods. Members are getting vocational training as salesmen, photographers, artists, bookkeepers, and typists. They are learning to meet the public, to assume responsibility, and to work as a unit.

Many books are beautiful in appearance, but are a failure because sufficient funds to pay the bills were not collected. To overcome this pitfall, the business manager should approve all orders before they are placed by the editorial department. The business manager must know what funds
are on hand and what anticipated amounts he can expect from advertising, subscriptions, and other special devices for raising money.

The sponsor. The success or the failure of a yearbook is not the problem of the staff members alone, as the adviser must guide them in all that they do. The head of the school must cooperate with them and be sympathetic to their problems. The superintendent must see that they have a room assigned to them and that they have a competent adviser who is interested in the success of school publications.

Many yearbook sponsors are not properly trained for this momentous task. Those with journalism or art training usually do well with the editing of the book. Those with commercial training do well in advising the business management staff. Conscientious advisers are always anxious to attend editorial conventions and summer courses dealing with yearbook production.

Duties of the yearbook adviser are: to properly coordinate the work, to place responsibility on the staff, to censor all material going into the annual, to build staff morale, and to see that a capable editor and business manager are selected. If the staff functions satisfactorily, the sponsor can limit himself to giving advice. If he supervises too closely, the staff loses initiative.

"To do a good job will probably require more time,
preparation, and study than any two courses he will have to
teach,"¹ states Medlin in regard to the duties connected with
advising an annual staff. The problems are numerous and var-
ied, so extensive training and experience are great assets.
A background that includes finance, photography, journalism,
art, and a general knowledge of the graphic arts industry is
ideal for an annual adviser. If his training is limited, he
can always get information from state and national press as-
sociations as well as from books and other publications.

Many sponsors are chosen by club members or a faculty
committee. This method could result in selecting an adviser
who is not qualified for the work. If a teacher is employed
with the previous knowledge that he is to sponsor the year-
book, better results commonly will be obtained. Albert Mock
has the answer for competent yearbook sponsors as well as
other activity directors. He states that:

There is a demand for activity directors who
hold a certificate based upon specialized train-
ing for their work. Such professional leadership
may soon be available for administrators who desire
to use it. In the meantime any administrator who
keeps constantly in mind the educational purposes
of an activity program will not go far astray.²

¹Calvin J. Medlin, School Yearbook Editing and Manage-
ment, (The Kansas State College Press, Manhattan, Kansas,

²Albert Mock, A Manual of Extracurricular Activities,
(Indianapolis, Indiana: Published by the author, 1950), p. 20.
yearbook production today lies in the fact that most administrators consider it as an extra-curricular activity. More modern schools now give the yearbook a definite spot in the regular program. The yearbook should play an important part in assisting the school curriculum in the realization of its educational objectives. Yearbooks are justified only when they are accepted as something of value that can supplement the rest of the curricular program.

Opinionated remarks listed on questionnaires would indicate that regular classes should be established for yearbook production and journalism credit be given on an equitable basis with other laboratory subjects. Credit should be based upon the amount of advertising sold, copy produced, and layouts completed.

Yearbook activities still demand a great deal more time than the mere one hour a day class. The activity operates more efficiently as a club composed of members who are permitted membership in only one other activity. Members must maintain a "C" average, and are accepted on the basis of a written application and on personal merit. (See Appendix 1E, page 129.) The organization functions according to a constitution drawn up by its members. (See Appendix 1B, page 117.) If this constitution is well planned, the activities of the club will operate smoothly. Variations of the general plan will depend upon the number of students available and needed for the yearbook production. A basic staff setup
is illustrated on the following page.

The editor. A new editor should be obtained by the promotion of the assistant editor to that position of greater responsibility—editor-in-chief. An experienced editor is thus secured to guide the staff and continuity of effort is assured. The editor must carefully select his associates which will give him the assurance that they will work together for a common purpose. He has to have a faithful group of willing students who understand the value of teamwork, so that assignments can be completed on schedule.

To be selected as the editor of the most important of school publications is an honor, but the duties and responsibilities are great. The editor is the production manager and must be unbiased in his selection of what is to be included in the yearbook. He selects and supervises his assistants, helps in preparing a workable budget, plans the book, maintains the editorial policy, and makes certain that pictures and copy which are to tell the year's story are collected. He must work with the adviser in letting contracts to the publisher and photographer, and plan a production schedule that will guarantee delivery on time. If one of his assistants fails to produce satisfactorily, the editor must have someone in mind to replace him.

He should exercise care in accepting pictures that are adequate. He should accept copy that has been carefully and compactly written, that contains complete facts, correct
CHART I

SUGGESTED ORGANIZATION OF YEARBOOK STAFF

Head of school

Sponsor

Editor

Business Manager

Assistant

Art Ed.

Photography Ed.

Assistant

Staff

Artists

Assistant

Advertising

Circulation

Salesmen

Salesmen
statistics, and that is written in an interesting manner. He must see that "sloppy copy" is not turned in, as this suggests haste and will probably result in many errors. He must at all times keep in mind that his first duty is to his readers and put into the yearbook what they will want to remember about that year.

Upon the editor's shoulders rests a heavy burden. He is responsible for covering all phases of the year's work with equitable coverage of all departments, and for making certain that the book is not overweighted with extra-curricular activities and athletics. He must organize his staff so that all sources are covered. A good editor has the ability to foresee possible new developments. He should thoroughly understand all prices, conditions, and provisions set forth in contracts.

The editor is an administrator and executive working closely with the adviser in organizing the staff, and checking contracts and assignments. He sets deadlines, coordinates the work of the staff divisions, generally initiates theme ideas, and stimulates staff enthusiasm.

The publication of a school annual is a highly specialized division of the graphic arts industry. The editor is responsible for scheduling, copy handling, layouts, artwork, photography, proofreading, and the selection of paper, cover, and binding. If he is capable, a good leader, popular with the student body, and willing to devote as much time to
the work as is needed, he will succeed.

The business manager. The business manager is responsible for all business and financial arrangements. He sees that the money is available for spending and that it is handled wisely. His duty is to work closely with the adviser and the editor in setting up a budget and then demanding that the staff be held to it. (See Appendix 2G, page 132.) His job is as important as that of the editor, although he seldom gets his due credit for the production of a good yearbook.

His duties also include the selection and supervision of his assistants, conducting the book selling campaign, supervising the bookkeeping, seeing that advertising is being sold, planning other sources of raising revenue, and determining the total cost of the book depending upon the specifications. This will require records of all estimates, income, and expenditures. (See Appendix 1G, page 131.)

Financing a yearbook is not difficult if the manager will determine the money needed and then work out a definite and systematic plan for obtaining it, and then keep the expenditures within the planned budget. If income producing ideas are not working, the business manager should advise the editor to make changes and curtailments of his previous planning. If necessary costs are kept within the normal income from subscriptions and advertising, there will be
little danger of overspending the budget. Then special features such as color photography and commercial art work can be planned as the book progresses. This can be controlled by the revenue from the extra devices used for raising additional funds.

A good business manager has a standardized system of purchasing, paying, and collecting. He keeps a duplicate copy of all contracts, forms, and correspondence. He makes his advertising contracts and subscription forms as simple and clear as possible. He demands that all collections be turned in to him immediately, and then deposits the money in the school activity fund to the credit of the yearbook club. His further duties are to receipt all collections, get receipts for all money deposited in the activity fund, and make all payments by student activity check with the consent of the adviser.

To be a success, the business manager should have a good personality, be prompt, accurate, and trustworthy. He should have a good head for figures and be ever alert for suitable publicity. He should have served as an assistant the previous year.

After the editing of the book has been completed, the business manager still has work to do. He must make plans for distributing the books when they arrive. Good managers always file a profit and loss statement with the school authorities and see that there is a reserve on hand to start
the next year's production. Another task that he must do is
to make a final balance sheet in order to determine if over-
spending was done. His findings will be valuable for the
incoming staff. The adviser need not hesitate in selecting
a business manager who is willing to learn, and who is eager
to try new tasks.

Advertising editor. This editor sells space to home-
town merchants, and out-of-town concerns who do business with
the school and local patrons. He plans a sales campaign,
trains his salesmen in the best selling methods, and is
responsible for an important source of revenue for the book.

An advertising manager should be friendly, aggressive,
tactful, pleasant, and willing to work hard. He should be
artistic, as he must help plan the display ads for the book.
He is responsible for the final advertising copy printed and
the placing of the ads on page layouts. He should have been
an assistant on the staff the previous year.

Art editor. The art editor is responsible to the
editor for all pictorial matter in the book and for planning
the layouts. He takes general charge of the visualization
of the book, and must work closely with the editor in co-
ordinating the theme, cover design, end sheets, division
pages, pictures, and copy. He is the make-up editor who
sees that stories and pictures are put where they belong,
and he must supervise all student art and make arrangement
for professional art when needed. To do this he must understand the basic principles of art; balance, proportion, emphasis, and weight.

The art editor should be a member of the art class and serve one year or more as an assistant previous to taking over full responsibility. He should be capable in both criticism and execution, and have considerable talent in design. He should receive his staff appointment through successful art competition with other applicants.

**Assistants.** "A new staff is secured mainly by promoting members of the old staff to positions of greater responsibility,"\(^3\) states Albert Mock. Thus the assistant editor becomes the editor, and the assistant business manager becomes the business manager. Other positions are filled likewise. This plan provides experienced members for the staff. These assistants are directly responsible to their superiors for all assignments given them. By working closely with the principal members of the organization, the assistants will learn from experience to avoid practices that were unsuccessful.

A good method for securing assistants is that of having the sponsor meet with the sophomore class in the spring to encourage them to become candidates for positions on the yearbook staff. After informing them of the duties

\(^3\)Ibid., p. 95.
of the various offices, he should present them with application forms and allow them to make first, second, and third choices of positions that they prefer. From these applicants, the most promising will be selected to serve during their junior year.

The selection of assistants to the editor, business manager, art editor, and advertising editor is absolutely necessary. This is a guarantee that the year's experience will not be wasted, since regular staff members are usually seniors.

Additional staff members. In practice the number of staff members ranges from five to well over one hundred, depending on the size of the production. Most schools will have a literary editor who is responsible for all copy. This editor should be a girl who possesses tact and a pleasing personality. The staff should have a photography editor who usually is a member of the photography club. His responsibility is that of taking all informal groups, and generally all sport and social activity pictures. He takes pictures as directed by the editor or art editor.

Most yearbook staffs also have a sports editor. This editor should be a boy who will cover informal sport activities as well as the more formal ones. There should be department editors responsible for the production of each section of the book. Each editor in turn may have associates,
assistants, typists, salesmen, or any addition to the standard organization that will insure having his part of the work done effectively and on time.
CHAPTER IV

SETTING UP THE WORKSHOP

Basic needs. As stated previously, a room should be set aside exclusively for the yearbook's production. It should contain good-sized tables for those working on layouts, and well lighted space for the artists. Desks should be provided for the editor and the business manager. Book cases are necessary for shelving of books and publications. Files are needed for systematic arrangement of loose reference materials. Sufficient typewriters should be supplied to insure adequate facilities for turning out copy. The average staff would require four to six typewriters. Drawer space should be provided for small items such as rulers, soft lead pencils for marking pictures, paper cutter, rubber cement, T-squares, paint brushes, and India ink. A mimeoscope is useful in copying prepared layouts.

Card files should be prepared on all teachers and students in the school, giving the correct spelling of names and other pertinent information which will appear in the yearbook. A copy of the school calendar should be posted to insure full picture coverage.

A well equipped dark room is essential in the production of an annual. This speeds up the processing of pictures.
and provides a more economical outlay. The dark room should contain enlarger, film tanks, electric dryer, trays, chemicals, and a wide assortment of photographic paper.

Probably the most important item needed is a camera with multiple lens openings synchronized with flash equipment. An excellent camera for this type of work is the "45" Crown Graphic, manufactured by the Graflex Company, Rochester, New York. The camera should be fitted with a "Graphex" syncro-shutter and an "Optar" one hundred thirty-five millimeter lens. This is a semi-wide angle lens as cameras usually come equipped with one hundred twenty-seven millimeter lenses. The Crown Graphic has a top shutter speed of a four hundredth of a second and is fully synchronized for all flash equipment. As accessories, the camera should be equipped with a "Graflite" flash, film pack, four cut film holders, tripod, and gadget bag. This will cost approximately $315. Other items of use are: a wide variety of filters, light meter, and extension flash. An electronic flash unit is advisable if a large number of inside pictures are necessary.

Dupont film number 428 high speed pan, in cut film, is recommended for use. Most authorities agree that film, chemicals, and paper should all be manufactured by the same company; however Eastman chemicals and paper work well with Dupont film.

The purchase of a "Graflarger", which is a cold-light
grid attachment for converting the camera to use as an enlarger is desirable; also the Kodak Reference Handbook, Eastman Kodak Company, Rochester, New York, contains valuable information for the amateur and professional photographer.

Research materials. These are reference materials which furnish new ideas and serve as a guide for correct form. A library, picture files, a morgue, and an art file would be included.

The library should contain a large and complete dictionary, a secretaries' handbook, an authoritative grammar textbook, exchange copies of yearbooks, books on annual editing and management, a monthly magazine dealing with current trends in yearbook production, and a file of back numbers of the school's own yearbook. A cumulative scrapbook should be kept containing well-written stories on sports, features, and other phases of yearbook editing.

Picture files should be large as they store pictures for immediate use, and those of past years that have already been published. Many pictures can be used again by cropping out areas not needed. Pictures should be filed carefully, so that the emulsion will not become cracked. Negatives should be filed each in a separate envelope to insure good care and prevent scratching and collection of dust spots. A systematic arrangement can be established so that pictures and negatives can be found quickly.

The morgue consists of information on sports, students,
teachers, and yearbook activities which has been used previously, but may be found useful in the future.

The art file holds collections of assorted pictures from magazines, old books, and other sources, which serves as a reference library for the artists. When this file becomes unwieldy, duplications must be discarded.

Small staffs commonly have one folder for each member, containing all the materials listed above, that they will use for their part of the editing. This is a practical procedure for any staff as it provides easy access to materials, and simplifies the work of the editor in checking on available information.
CHAPTER V

HOW TO FINANCE THE YEARBOOK

In financing a yearbook, the editor must know the amount of money available and its source. In planning a tentative budget, the editor should make use of the previous year's final balance sheet to determine preliminary estimates to be budgeted for various items.

Every school, regardless of size, should publish a yearbook, since there is an annual to fit even the smallest budget. When the students realize what can be done for their yearbook if they have the money, they will become more interested in raising funds. Results of previous editions give indications of what revenue can be expected from subscriptions and advertising. Experienced sponsors and business managers can offer valuable assistance in budgeting, and in the raising of money. Major expenses usually consist of publishing the book, photography, and office supplies. Another important budgeted item is the cash reserve.

The sale of books usually supplies one-half or more of the needed income. Advertising, collections from clubs for space used in the yearbook, sale of pictures, and other minor sources make up the balance necessary on the credit side of the ledger.

Yearbooks are financed in many schools through the
regular school budget. Some staffs receive an amount, set by precedent, from the school budget and must secure the balance themselves. Some staffs must provide all the money used for the yearbook, and this is in keeping with the idea that good publications are self-financed. To secure sufficient funds is one of the problems facing most yearbook staffs. A new idea is explained by S. D. Warren Company as follows:

Some of the larger universities have organized a "business corporation" that includes, among its other responsibilities, the financial direction of the annual yearbook. This plan has the obvious value of continuity of effort. The progress made each year is carried forward in planning the next year's book, and the commercial requirements of the work are directed in much the same way that a well organized magazine or book publishing company would direct them.¹

Circulation. If the business manager sponsors a movement to have the yearbook subscription incorporated into the student activity fee, it will provide for a wider distribution throughout the student body and result in a lower unit cost. Still many schools must sell their yearbooks individually and this requires a vigorous and well-planned campaign. This drive should be started in mid-October while school spirit is high and some of the money that the students have earned the previous summer is still in their pockets. Posters to publicize the drive, talks in student meetings, and

well-prepared sales-talks will sell the yearbook if a fair price is charged. After the yearbook's reputation has been established, the book will sell itself. A good procedure is to permit the student council to assist in establishing the price of the book. Cheap productions usually sell for a dollar and one-half while the better books sell for about four dollars. The creation of a competitive spirit between classes and salesmen is a sure method of increasing sales. A deposit of at least fifty per cent of the total cost should be collected with each subscription to insure disposal of the annuals. If payment is made in full, a slightly reduced price can be offered as an incentive.

Salesmen should thoroughly understand their yearbook's selling points, that is, its attractive cover, outstanding end sheets, clear pictures, and complete school coverage. They should stress the senior section to seniors, sport section to athletes, and let the underclassmen know that it is a book for the entire school. Successful subscription sales are usually the result of selecting popular members from each class to aid in the selling. Albert Mock comments as follows in regard to subscriptions as a source of income for yearbook revenue:

Subscriptions are an important item in financing most school publications. Some of the rural consolidated schools have greatly increased the circulation of the school annual by making it representative of all of the elementary grades as well as of the high school. Such a policy makes it possible for a child to see a picture of his classmates and his teachers for
the entire number of years that he remained in school. It does not require much effort on the part of those taking subscriptions to convince the parents that they should have a copy for each child in school.\(^2\)

Advertising. The advertising section of an annual is an important part of the yearbook as this is the second largest source of income. Three types of advertising that are appropriate for use in yearbooks are page sponsors, booster lists, and pictorial display advertisements. Pictures of the firms advertising, together with their advertisement, creates reader interest, especially if students are included in the pictures. This is a modern variation of the older display advertising style. In page sponsoring, an advertiser may put a credit line on any page in the book and this is a satisfactory style as the advertiser may select the sport or activity that he wishes to sponsor. In these sections the advertisements are read many times; whereas the advertisements in the advertising section in the back of the book often goes unnoticed. Booster lists are names of firms or patrons who are supporting the school annual through service rendered or by financial assistance. Many professional people are willing to support the yearbook on this basis.

The type of advertising used will depend upon conditions and customs prevalent in any community. Advertising

should be sold on a basis of what it will do for the advertiser, and must not be regarded as a donation. Rates will vary depending upon the size of the community, the number of books sold, and the price charged by other schools soliciting advertising in the same area. Display advertising usually ranges from thirty to eighty dollars per page while the page sponsors range from five to fifteen dollars per credit line. Firms should not be solicited which sell products not suited to students or their publications.

The campaign is under the leadership of the business manager, assisted by the advertising manager who organizes the salesmen. They meet and discuss all phases of the work, the proper courteous and positive approach, proper dress, and a thorough understanding of what they are to do. Definite assignments should be given to each salesman so duplications in calls will not occur. Yearbook advertising should be sold in September because at this time of year business is good. Salesmen must point out that yearbook advertising is a selected circulation reaching many more in each home than the purchaser of the yearbook.

Each time an advertisement is sold the name of the firm, address, type of advertising, size of advertisement, cost, amount of money collected, and special wording should be recorded on a prepared advertising agreement. (See Appendix 10, page 123.) This agreement should be made in duplicate with one copy remaining with the advertiser. The
salesman's copy and money collected should be turned over to the business manager. Salesmen should receipt all money received and request that payment be made by check to the annual club. The salesman should have a prepared layout to show the prospective advertiser how his advertisement will appear.

Advertising should be sold, not solicited. Salesmen must stress the long term value of advertising in school yearbooks as compared to advertising by radio or daily newspapers, pointing out how inexpensive yearbook advertising is when considered on the basis of per copy of book that will be in circulation. S. D. Warren Company explains it this way:

First of all, every yearbook has a perpetuity of exposure beyond almost every other medium an advertiser can use. An advertisement in a newspaper lasts a day; in a magazine like the Saturday Evening Post, it may last a week; and on the radio, it may end when the program signs off. Even in a reference book, such as a club roster or a purchasing guide, a year is all that can be expected.3

After the advertising campaign has been completed, the staff must continue to give service to the firms advertising in the book. Lists should be posted on school bulletin boards, and in the school paper, with encouragement to the public to patronize those who advertised in the school yearbook. All firms must receive a cut of their advertisements

as they appeared in the book, and a courtesy letter should be sent to each at the conclusion of the school year. Records of successful selling methods should be kept as a guide to the next year's staff.

Walter Wilcox, Department of Journalism, University of Wyoming, made a comparative study of the costs of Wyoming High School Yearbooks. The figures were taken from questionnaires returned from forty-seven high school advisers which was sixty-four per cent of the state's total. In the findings, six schools had no advertising, and the balance of the schools received twenty-five to one hundred per cent of their revenue from advertising. The survey indicates that smaller schools depend more upon advertising than the larger schools.4

Methods of financing yearbooks other than subscriptions and advertising. Many books are partially financed by assessing each class or club a definite amount per page, if they have means of raising money, with a common price range from five to twenty dollars per page. This keeps organizations from attempting to monopolize too much space in the book. Many staffs charge clubs for all group pictures used. Some do not charge for group pictures, but charge for portraits in the class section of the annual.

Many yearbook organizations take orders in dozen lots for individual pictures. They also act as agents for class rings, sweaters, and announcements as most companies will give them ten per cent for making the orders, receiving the merchandise, and collecting for it. Most publishing companies give discounts for fall delivery on yearbooks, and pay interest on money paid early in the year before actual publishing starts.

Other sources of income are, (1) magazine sales, (2) Christmas cards, (3) dances, (4) rummage sales, and (5) plays. These are a few of the ideas that are possible if this type of fund raising must be used. The kind of community that the student body represents should determine the methods used to raise money for the yearbook production.

The University of Wyoming survey shows that Wyoming schools used many methods to finance their yearbooks, namely: (1) novelty sales, (2) dances, (3) basketball tournaments, (4) carnivals, (5) dues, (6) senior play, (7) charges to clubs, (8) concessions, (9) amateur hours, and (10) sale of pictures.5

CHAPTER VI

PLANNING THE YEARBOOK

The size and proportions of the yearbook should be controlled by several factors, namely; amount of money available, number of staff members, amount of time allotted for working on it, and type of school it is to serve. A good plan is to start small and expand when conditions warrant expansion. Since the yearbook is the quality publication of the school, it must be more carefully done than the school paper and other school publications. The yearbook must have unity throughout and must not become a group of unrelated sections.

Name. The name must be appropriate to the school, the community, and the yearbook. The original name should be kept throughout the lifetime of the annual. If the name is easy to pronounce, looks well in type, and is original, it will have the earmarks of a suitable title. One based upon tradition will be as fitting in the years to come as it is today.

Coverage. The coverage of yearbooks is similar regardless of the size of the book or the quality of the publication; as it is in the number of pages in the sections
that books differ. The yearbook must inform and educate its readers by supplying official school information. Stimulating school loyalty and reflecting credit to the school by reporting and interpreting the various phases of education should be its purpose. The yearbook must show the school at work in the classroom, in the halls, in the lunchroom, and on the grounds, and be a well-rounded record of the year showing the serious and lighter aspects of school life. The complete story must be told to its readers chiefly in pictures, but with enough copy to tell the general story illustrated on the page. The yearbook must not contain baby pictures, caricatures, pages of jokes, miscellaneous snapshots, or wills and prophesies, because these are too costly for their worth and are an indication to the public that the school is wasteful both in time and money. These can be replaced by pictures portraying the activities and accomplishments of the various school organizations.

Theme. To give unity to the annual, one idea is woven cleverly throughout its entirety. This is designated as the theme and expresses the point of view for the school year. This gives the book continuity and atmosphere. The theme should be simple and easily recognized, and be portrayed on the cover, end sheets, opening section, and division pages, but it should not be permitted to dominate the book nor should it be artificial. Consistency of type faces used,
size of type, and related art illustrations strengthen the theme.

Themes may be general, specific, abstract, gay, or serious. They may be based upon the school, its traditions, student life, anniversaries, outstanding successes, or honor the one for whom the school was named. The theme can be built around the community; its history or location, or it may be determined by the state's industry, name, location, or tradition. Patriotic themes or those concerned with music, nature, science, or any number of general ideas are common. Authorities consider it permissible to use a theme that has been used previously in some other section of the United States, but not permissible to copy ideas for development. Themes must contribute to the function of the yearbook or they are not worth the cost and effort. Here is what S. D. Warren Company has to say about themes:

There has been an increasing tendency in much yearbook editorial planning to establish a basic theme to which the entire book more or less conforms. The nature of such a theme may vary greatly. It may be the so-called "Idea Theme" or an art theme, copy theme or layout theme.

Sometimes the theme is well defined. Announced early in the book, the various sections or divisions that follow have a direct relationship to the theme in both copy and visualization. For example, a recent issue of the West Point Howitzer was built around the basic theme of the oft-quoted Cadet Prayer. The entire prayer was beautifully presented in the forepart of the book. Then appropriate quotations from that prayer were used to introduce the various sections of the book.

Frequently, however, a theme is used that is not so readily apparent to the reader although it provides a basic pattern to which the editorial
planning can adhere. You can find many examples of how themes are being used and developed by simply looking over any representative group of yearbooks.

One school put out an interesting book based on a personalized typical student character named "Tillie" who reappeared in all of the school activities. A genuinely clever and original theme unquestionably is a great aid in "keynoting" a book. If it can be pertinent to the school, so much the better. It usually takes time and effort to develop such themes, but when a good one is found the effort is well rewarded.

Art work. Art work should be supplementary to the major content of the yearbook, but must not be a series of unrelated decorations. Sketches are useful in the opening section, on division pages, and they help to brighten the duller class sections by the use of cartoons that complement the pictures. Art work must definitely contribute to the theme and fit the space to be designed without dominating other content of the page. If the use of art work causes overcrowding, it should be eliminated as the white area adds to the appearance of the page. Any book can be ruined by poorly executed sketches and amateurish drawings. If the budget permits professional art work, it can be used in lieu of student art. Sharp drawings employing bold solid lines and area are ideal for reproduction. The use of black India ink on a glazed ink paper produces the best results.

The art editor has other duties in addition to supervising sketching as he must assist the editor in layouts and the selection of color. Yearbook artists who refer to national magazines for ideas on page and advertising layouts are benefiting from the best art in America.

**Color in the yearbook.** To classify and describe the possible uses of color in yearbooks would be an endless task. The Taylor Publishing Company of Dallas, Texas publishes several pamphlets on its use and here is a condensed report from their material:  

Color is used to improve the artistic and general appearance of yearbooks and to emphasize certain pages, such as the introductory section; but a basic color scheme should be used throughout the book. If the use of color necessitates the curtailment of pages and the general quality of the book, color should be eliminated. Color suggests certain moods, but should not be used to fill awkward holes in the layout; neither should it dominate.

The use of black and one additional color, or any color instead of black, is relatively inexpensive by the offset method of reproduction. The use of Duotone, which is two halftones of the same photograph, printed in any color in addition to black, produces a striking effect. Because of the necessity of making two plates, and the additional

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2*Color in College and High School Yearbooks*, (Taylor Publishing Company, Dallas, Texas), Brochure.
time required for printing, the cost is increased. The use of the four color process is not advisable because of the increased cost of making the four color process plates plus the printing. The use of the same color for different pages usually costs less than when using different colors. The use of color in an eight page section costs about half as much as if the eight pages were scattered throughout the book.

Before any decision is made on the use of color, yearbook staffs should send to their publisher their page layouts, pictures, copy, and art work, together with the number and exact pages where color will be used. They should also notify the publisher as to the type of binding that they have specified and the medium or method desired. Then definite price quotations can be made by the publisher.

Photography. The success of any annual depends upon the quality of its pictures. Pictures should have intermediate tones rather than a sharp contrast such as exists between black and white. Not all good pictures will reproduce successfully and this one fact is the chief cause of misunderstanding between schools and publishing companies. There is a great difference between the photographic process and the reproductive process by the offset method. These differences are well explained by the S. D. Warren Company as stated below:

A photographic print is created by the action
of light on chemically sensitized surfaces. The reproduction of such a print in great quantities—by the lithographic, gravure, or letterpress process—is achieved by screening the original image into a great number of tiny dots, covering the dots with ink, and pressing the ink on paper. The translation of the original tones into screened tones alters their values.

Pure white highlights in the photographic copy acquire a pattern of tiny dots in the screened reproduction, and suffer a loss of whiteness as a result. True solid blacks in photographic copy are broken up by the screen pattern in the reproductive plate, and suffer a loss of density as a result. Dark middle-tones, which are soft and smooth in photographic copy lose a measure of smoothness when broken up by the screen in a plate.

Thus the effect of the difference between the photographic and reproductive processes evidences itself principally in black tones, dark middle-tones, and highlights; and so the volume and distribution of these three tones in a picture are the factors that determine its value as a reproductive copy.

In planning the pictures for the yearbook, the student photographer must understand the use of lights, exposure, and filters as in this way proper tone values can be obtained. Proper lighting, when taking the picture, will give contrasting highlights and shadows. Sparkle in pictures can be obtained by taking pictures when the light is right. S. D. Warren Company explains sparkle in this way:

A picture sparkles when the volume of white and black is dispersed to provide tiny highlights and shadows in great numbers. Thus, sparkle is not the result of contrast alone, but of the distribution of contrasting tones.

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4 Ibid., p. 17.
In planning the pages for a yearbook, variety is necessary. Some pictures must sparkle to achieve results while others must be calm and restful; still others must be in soft pleasing tones. Pictures taken outdoors should be made in mid-morning or mid-afternoon as this will give highlights and artistic shadows. Interesting detail that can't be seen in pictures taken when the sun is directly overhead, and sparkle that is important in many outdoor pictures will be achieved.

Pictures submitted to the publishers must be originals and the actual size for use. Photographers can make enlargements and reductions from the original negative without loss of quality. A glossy print is the best for reproduction, but matte finish paper may be used. Stippled, rough, or textured finish paper does not reproduce satisfactorily.

Good pictures show that thought has been given to the background which should be a medium grey. Tones in the picture should range from black to white, and the pictures must be sharp and clear. The student photographer must select scenes, poses, and expressions which will best tell the school year's story. Pleasing pictures do not come easily and they will not be obtained unless previous planning has gone into them. Action and arrangement, as well as the proper technique are necessary for satisfactory pictures.

Pictures should have a center of interest, but this
does not necessarily mean that it should be dead center. A suitable rule to follow for locating the center of interest is to divide the picture into thirds, vertically and horizontally. In taking large groups, a high camera angle is best as this will give a clear view of the faces and minimize the bodies of the subjects. Groups should contain less than fifteen, and six is preferred. When the group picture is printed, three-eighths of an inch is as small as any head size should be.

Miller and Brummitt, in *This Is Photography*, describe composition as follows:

Avoid halving of your picture, either vertically or horizontally. A picture that "splits in the middle" tends to lack strength and interest. So keep horizon lines above or below the "equator" of your picture area.

Try to keep your major interest out of the dead center of your picture. It's a static spot. If there's action indicated, let it lead into the picture, not out of it.

Avoid confusing backgrounds. Many an informal portrait has been marred by a background which, for no good reason, demands the lion's share of interest. Unsightly buildings, the monotonous siding of a house, a background tree or post which appears to sprout from a person's head or shoulders; these are things to watch and avoid. The sky is about the finest of all backgrounds, because it is unobtrusive and infinitively varied, and because it usually forces you to use a fairly low camera angle, an angle that gives your subjects a psychological advantage, thereby giving you a better picture.

Allow more space for your subjects to look and move into than out of. Think of the side of your print as a wall. People usually prefer to stand with their backs to a wall.5

All pictures should be proofed before printing as this will give the photographer an idea of how to "crop" the picture when enlarging it. Thus cropping makes it possible to enlarge a group picture to emphasize the area of interest. Cropping can have disastrous results, especially if anything is eliminated that would make the picture more interesting or that would be a vital part of it. If space won't permit the feet, crop the picture above the dress hemline. Cropping pictures at points where the body bends is poor technique. Evenness of over-all tone in all pictures placed on a single page is necessary. If both dark and light pictures are placed on the same page, sharpness of both will be lost, as an average will be taken by the publisher's reproduction camera.

Many varieties of pictures can be taken by the photography editor with success. Portraits, division pages, and other key pictures should be done by a commercial photographer who is a member of the National Association of School Photographers.

Amateurs should review the essential skills for pleasing pictures, namely, (1) sharp focusing, (2) correct exposure, (3) proper shutter speed to "stop" action, (4) use of filters to render the sky darker and pick up cloud formations, (5) lighting, (6) subject matter, (7) action, (8) posing of subject, (9) selection of an interesting setting, (10) perspective, (11) camera control, and (12) selection of
Some uniformity should be attained in the manner of dress in individual pictures, and all head sizes should be the same in composite panels and page series. Backgrounds should have the same uniform tone and never be mottled. Darker clothes provide a better contrast with the background. All portraits should be full face views and not glamour poses.

There should be some uniformity in dress in group pictures because an assortment will never look good. Compactness in arrangement of the group will produce larger faces in the picture by permitting the photographer to take the picture at closer range. If the group to be taken is placed eight or ten feet from a building or wall, the shadows cast will be less conspicuous. Mottled lighting produces weird effects while direct lighting will cause squinting.

Informal pictures that show action or pretended action are better than formal line-ups. Pretended action gives life and interest to a picture. If a formal picture must be taken, the best arrangement places the tallest people in the center. When a student cameraman is sent out on an assignment, someone from the staff should accompany him to help pose the subjects. The group should focus its attention on one spot, but not on the camera. The photographer should get as close to the subject as possible before taking the picture. Pictures that will show the reader what people are...
actually doing will contribute much to the success of the annual.

Pictures should be handled with care and stored so that the emulsion will not become cracked. The back of pictures should never be written on with a hard lead pencil as this will also ruin the emulsion, so a very soft lead pencil is advisable for marking photographs. Negatives should be stored in separate envelopes and filed for future use.

Prints should be of tones of blue-black as off-colors produce muddy reproductions, and those submitted should be large enough for publisher cropping. Contact prints should not be used and when enlarging a print, uninteresting backgrounds and foregrounds should be eliminated. To enlarge a poor negative successfully is almost impossible, yet it can be reduced satisfactorily.

There can be more than one way for girls to prepare for portraits, but the following suggestions may be helpful: (1) wear hair in soft, flattering style that is becoming, (2) pick a most becoming off-the-throat neckline dress, (3) wear only one or two appropriate pieces of jewelry, (4) use a medium or light shade of lipstick, following the natural outline of lips, (5) use a make-up foundation that is slightly oily as this will give interesting highlights on the face, (6) use mascara to make lashes seem longer and heavier, (7) brush eyebrows into a smooth line, (8) manicure hands well if they are to show, (9) be sure that the dress
collar is straight and that clothes and hair are smooth. (See Appendixes 3C, page 125 and IF, page 130.)

**Copy, captions, headlines, and identifications.** Many yearbook failures are due to the ineffective use of copy. All pictures, unless division pages or mob scenes, should be supplemented with identifications, captions, or copy which is used to further a better understanding of the story that the picture is trying to tell. Copy should tell the complete story, interpret the picture, be told in the third person, and report facts. Comments should be in the past tense and be free from "corny" and "trite" expressions. The choice of simple words is important. The use of weak adjectives such as, good and big, should be shunned, superlatives should be used with caution, and adjectives should be supplemented with action-packed verbs.

Paragraphs should be short and clear and be introduced with a sentence that carries the most important idea to be expressed. The first paragraph of any article should tell who, what, where, when, how, and why; and start with the most important factor in the story. All following paragraphs should contain the details. Opinionated remarks, and meaningless and suggestive expressions detract from copy. Credit should be given the source from which the facts were obtained. Readers are interested in correct names, in the whole story, and in the highlights of every school affair.
that takes place.

Copy writers must have creative ability, be critical of their own work, and remain unprejudiced in their reporting.

**Captions.** Captions explain the story that the picture tells. They should be brief, informative, unbiased, and be carefully placed relative to the picture which they supplement. A cut-line caption takes up little more space than a label caption and gives a more detailed explanation making the cut-line caption more desirable.

**Headlines.** Headlines must be meaningful to all readers and should contain nouns and action verbs, either expressed or implied. Headlines should not be mere labels, but should tell the true story. A few suggestions for writing headlines are, namely: verbs or prepositional phrases must not be split, but should appear on the same line; "a", "an", and "the" should be omitted from all headlines, and a word should appear only once in the same heading.

**Identifications.** Identifications must contain full names if space permits; otherwise the initial of the first name and the full last name should be given. The use of nicknames is in poor taste and should not appear in identifications. All people in pictures should be identified with the exception of mass grouping where this would be impossible.
Typography. Layouts should have balance, harmony, and contrast. This necessitates a continuity of the type faces which are to be used in the layout. All type should run horizontally and be legible rather than ornate. Lydian Cursive is an artistic type face suitable for headings, should be used in thirty-six point type, and is hand-set. Copy should be about ten or twelve point, machine-set type. Memphis caps and lower case is a popular face. Captions should be in bold face and in the same style as copy, and eight to ten point is a good size. Identifications should be in light face, the same style as copy, and in six to eight point type. There should be two to four points of leading between lines. If the area to be filled is thirty picas in length, two columns must be used rather than one. The page that follows illustrates different styles and sizes of both hand-set and machine-set type faces. This page was reproduced with the permission of the Newsfoto Publishing Company of San Angelo, Texas and represents page thirteen of Your Yearbook.
HAND SET TYPE FACES

This type consists of a single basic unit with equipment

MACHINE SET TYPE FACES

This type consists of a single basic unit with equipment
Contents. The contents of the yearbook must follow a basic pattern for permanent quality. This is a question of form and not of design. If the contents follow the traditional form, a variety of introductory pages will preface the book and be followed by sections on administration, seniors, undergraduates, athletics, activities, school life, autographs, and advertisements. The traditional form is well established and is accepted as suitable make-up having the advantage of making it possible to quickly classify and place all materials in the proper section. The planning of the dummy and keeping within the budget are facilitated by using the traditional arrangement.

If the format is to follow the narrative arrangement, more originality is possible as the book tells the story of the day-by-day happenings of a school year. There is no set system as its arrangement may be chronological or seasonal, with no divisions necessary, but class sections are usually together. This "so-called" arrangement presents organization and financial problems.

For the purpose of discussion of the various sections, this paper will follow the traditional arrangement. The introductory pages usually include the following: title page, dedication, foreword, table of contents, and exterior views of the buildings, and may contain other pages such as a theme page, sub-title page, or copyright page. The purpose
is to introduce the book to the reader and point up the theme idea, and should contain outstanding photography and be impressive.

**Introductory section.** The title page should be one of the first pages of the book, should use pleasing and appropriate illustrative material, and carry the theme idea without being crowded or cluttered. This page should give the name of the yearbook, school, city, state, year, and volume number, and is an absolute must in every book.

The table of contents page should illustrate the theme artistically and list the major divisions of the book and the page numbers of each. This would probably be the last page in the introductory section. Books with less than sixty pages usually do not contain a table of contents page.

The school yearbook is usually dedicated to an individual or group because of noteworthy characteristics. The dedication page usually contains suitable photographs and an appropriate message to the honored.

The foreword is a preface to the book stating the aim or purpose for its production and often extends gratitude to those contributing to its success. This page usually carries illustrative material relative to the theme.

The theme page is illustrated with a photograph or artist's sketch depicting the central idea that the book will follow. The statement of the theme and pertinent facts and information about it will be found on this page.
The view section ordinarily is a double page spread of exterior shots of the school buildings and grounds and should be impressive and interesting. They should create dramatic appeal and be large in size, and are essential since they provide a suitable setting for the story of the year.

The administrative section. This section should be dignified, but not dull, and should contain portraits of the faculty with names and college degrees. Some schools include subjects taught and activities sponsored by members of the faculty. In this section may be found messages from the administrative officers, including the board of education. Pictures of departmental activities should be given space since they portray teachers and students working in harmony. This section often includes the janitors, school nurse, and office help.

Class sections. Class sections are usually introduced with the senior section. Each section in turn is introduced with a page dealing with class officers and sponsor, or a photo-montage, which is a composite of class activities. The next pages are panels of senior portraits. These should exhibit uniformity in head sizes, and front views are preferred. These formal portraits are most important to the individual student. If they are done by the same photographer, they will have likeness of background and facial tones. The traditional copy that accompanies the
picture includes the name of the student and the organizations with which he was affiliated. Systematic arrangement is important.

The section on underclassmen follows a similar pattern, but head sizes are somewhat smaller, with pictures being merely identified. A small cartoon placed at the outer edge of each double spread adds interest. To relieve monotony, each section should have a different design of layout.

**School life.** The sections dealing with athletics, activities, and school life require action or dramatized pictures. They are more interesting than portraits. These sections probably will contain more copy than any of the others. Names of sponsors and officers, and other important details of accomplishments are necessary in the copy to give full appreciation to an excellent photograph of any club. There should be a basic coverage of all organizations and their day-by-day activities. Sports should not be overstressed at the expense of other sections, and records of achievement should speak for themselves.

**Autographs.** The autograph section gives students an opportunity to get acquainted and promotes sociability. This personalized section is one of the most cherished in the book. Many publishing companies that offer summer and fall delivery now have an individual loose leaf section which they send out in the spring of the year. Autographs
can be secured and bound into the book at the time of publication.

Advertisements. Advertising is any form of announcement that will aid in the sale of commodities. Advertising is the show window through which interested buyers might view the stock in trade. Yearbook advertising is done through booster lists, sponsored pages, display advertising, and pictorial advertising. In pictorial advertising, students' photographs appear in the advertisement picture. The type of goods or services handled by the advertiser will determine what students should appear in the picture. Students examine, model, and use the goods of the merchant while the picture is being taken. The names of the students and advertiser are written into a suitable caption to accompany the picture. This is the preferred type of advertising as it has more reader interest, but is sold at a higher rate than any of the other types because of the cost of the photographer. The smallest space that should be used for pictorial advertising is the one-sixth page advertisement. The top position on the right hand page is considered the preferred position and should be given to a different merchant each year. Competitive firms should not be placed on facing pages.

Other sections. Many books carry snapshot sections to portray student life. These are not the small indistinct snapshots of individuals, but are good-sized action pictures
showing events and personalities. Snaps should be used in a rectangular shape, cropped to eliminate undesirable features, and must be informal, clear, sharp, and of even tone. They must all be identified with a cut-line caption or suitable copy, and none smaller than two and one-half by four inches should be used.

The feature section is the highlight of the more expensive books. This section usually carries bleed pages, that is, full page glamour poses. The pictures must be attractive and interesting and tell their own story as little explanatory copy is used.

**Division pages.** Division pages form the nucleus around which most yearbooks are woven. They set the stage for the following sections, help carry out the theme of the book, and give the book character and individuality. They are extremely important and should reflect the highest quality of art work or photography. They are commonly bleed pages. Many schools use "canned" division pages produced by yearbook companies. This is a cheap way to acquire them, but originality is lost. The California Art and Engraving Company produces division pages for schools which need this service.\(^6\) They assure their purchasers that no other school in their area will be permitted to buy the same set. These

\(^6\)Division Pages, (The California Art and Engraving Company, Berkeley, California, 1947), Brochure.
sectional title pages contribute much to the originality of the yearbook. They can be formal, decorative, or humorous, but regardless of the choice, they divide the book logically and emphasize the theme.

End sheets. Printed end sheets should be in harmony with the cover and of a color which harmonizes with the cover and the second color used in printing the opening pages. They serve a dual purpose as they strengthen the binding and add decorative value. They should accent the theme.

Dummy. An outline or miniature dummy showing the number of pages anticipated for each section of the yearbook should be completed before making page-layouts in the dummy. This will be controlled by the budget. A rough layout should then be planned indicating the general arrangement and approximate size of photographs, art work, headings, and copy. The thoroughly planned dummy serves as a guide for the preparation of all material going into the yearbook. This gives the main divisions and the order of their appearance. Layouts should be planned in units of two facing pages for proper balance, and on forms that are identical in size to the finished book. This serves as a blue-print for the editors.

Layouts. Planning the laying-out of each page of the yearbook, necessitates keeping in mind the overall continuity of the book when finished. There should be a continuity
of theme and design, but harmony and balance should not be-
come monotonous. Contrast is necessary to increase interest
and give dramatic value to special sections.

The cover and pages should be designed to follow the
rectangular form. The structural motion of all design must
be from left to right and from the top to the bottom of the
page, and facing pages should be so designed that they appear
to belong together. Informal balance is less monotonous and
tends to permit more variations than formal balance; however,
type faces and size used for different purposes must be con-
sistent. The page pattern must be properly balanced in re-
gard to pictorial area, type-set copy, and white space as
white space used correctly, adds emphasis to the page and
provides orderliness. Backgrounds should be unobtrusive and
should be of contrasting color to photographs and copy. No
layout should call attention to itself; neither should bor-
ders be used as a decoration. Where several small pictures
are used on a page, they should be grouped together to form
one or two picture areas, and the type-set copy should be
grouped to form a balancing area.

Pictures cut into unusual shapes, and pictures with
over-tilting are poor design. Bleed pages, tilted pictures,
art sketches, page brighteners, and color should be used in
moderation, but limited use of them does give contrast to
the pages. Modern design should be avoided as it soon be-
comes outmoded and pages should not be over-weighted with
picture area or type-set copy. There should be no awkward area of white space or weak corners; neither should a page be divided into equal parts between picture and copy. Major emphasis should be placed on photographs, as headings and copy are secondary in importance, and captions and identifications should be less conspicuous than copy.

A complete plan of every page should be made during the time that the staff is waiting for the first photographs to arrive. If copy is planned, there will be no necessity for change in type size, as the copy will fit the space allotted to it. Well designed books may follow either the formal or informal style, but staffs using informal balance must not disregard rules governing good layout. S. D. Warren Company stresses formal design as follows:

As its name implies, a Formal styled book is more apt to be in keeping with the traditions established by former editions, as well as the traditions of the school or college it represents. Without any straining at false dignity or "stiffness", a dignified result is almost automatically assured. It is apt to be the kind of book that will receive family, alumni, and faculty approval.

Another factor in the Formal design of a yearbook is that it practically assures an equivalent attention for all members of the graduating class. This is in contrast to the Informal style, where the students who make good "candid copy" may be featured somewhat disproportionately to their classmates.

An impressive result always can be obtained with a good Formal design without calling in expensive or professional art work or photography. It facilitates the work of the art director and photograph editor. And it invariably provides enough space for as little or as much reading material as the editorial staff is prepared to write.
Just because it is a Formal style by no means makes it restrictive or inflexible. If the staff has one or more unusually gifted writers, their work may well show up to better advantage if they are permitted to write to a Formal layout. There is always a subtle charm to a well designed book that invites re-reading. It has an obvious sincerity—the beauty of obvious restraint—that builds for universal appreciation. It may not "wow" them but neither is it apt to invite irate criticisms or insinuations of ulterior motives. Its preparation can proceed along an orderly and well directed course and there is much less likelihood of editorial jams or mix-ups as press days arrive and delivery day draws near.

It permits true craftsmanship in its finest sense. Good paper, good engraving, good typography and good printing and binding are instantly evident in the book of Formal design. It can bespeak a sense of quality without necessitating any unusual expenditures to do so.7

The following pages illustrate good and bad features of layout design and copy. They are reproduced from Charlo High School Annuals, and are printed on kodabromide A-3. The pictures are reproduced through the courtesy of the Catlin Studio of Missoula, Montana, and Bill McCurdy of Charlo, Montana.

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Examples 1 and 2 show a close balance between action and action. Examples 1 and 3 show comparative head size of subject and understatements.

Example 4 illustrates the necessity of having a photograph taken by an expert photographer. Example 5 portrays a proportionate relationship of figures on the page of the article and underlines...
Example 1 illustrates how community activities may be incorporated into the school yearbook. The use of vertical title is poor editing.

Example 2 lacks unity and is not considered good editing.

Example 3 portrays F.F.I. activities and copy that explains the pictures.

Example 4 illustrates treatment for a sport page with pre-acted action of the film.
Examples 1, 3, and 4 are excellent examples of introductory pages. Example 1 is a portion of the view section of these pages and have outstanding photography and little copy to accompany the picture.

Example 5 is an illustration of a division page for sports. These pages portray the use of overburning, that is, superimposing copy over the picture. These pages are also examples of filled pages. There is commonly a different charge for the overburn, but not for the filled page.
Examples 1 and 2 illustrate departmental activities. This is also an excellent example of formal design between facsimile. Individual in such scenes are not usually identified.

Example 3 shows appropriate picture and copy for the text. Tilting of the picture has no purpose other... for artistic effect; tilting 1 at too great an angle.

Examples 4 illustrates treatment for a faculty photo with uniformity of many small pictures.
Example 1 illustrates appropriate copy for a title page, but mottled backgrounds should be avoided.

Example 2 is a sample of an introductory page for the senior section.

Example 3 shows good picture coverage of the school lunch program, but the page appears naked because of the lack of copy.

Example 4 illustrates an administration page with suitable coverage.
Example 1 represents the snap section. Snapshots that show events and personalities are acceptable. They should be of good size, clear, sharp, and of even tone. This page shows poor editing as all snapshots are not identified with cut-line captions.

Example 1 illustrates your treatment for an F.I. page.

Example 2 fills the need for a historical tie-up with the school and the community.

Example 3 illustrates over-squaring and is not good practice.
Examples 1, 2, and 3 are samples of the feature section. They illustrate good photography and appropriate copy. Example 4 is an introductory page showing a portion of the view section. Pictures of the buildings and grounds are essential since they provide a suitable setting for the story of the year.

These pages must have pictures that are impressive, interesting, and that create drama's appeal.
Examples 1 and 2 show good picture coverage, but illustrate weak titles. A record of activities should have the giver as well as picture identifications.

Example 3 is a sample of an unplanned picture, while Ex. 4 is a planned picture. Both were taken with a "45" Speed Graphic. Example 4 was achieved by first uncovering the scene by daylight and then having the camera on the tripod, the film negative was then exposed briefly by the flashlights at night.
Examples 1, 4, and 7 are samples of social pictures.

Example 3 illustrates a contact sport.

Example 5 shows a formal lineup with a team arrangement.

Example 6 illustrates a dramatic picture.

Example 7 is the traditional picture for a team championship. Several of these are available.

All of these pictures are copies of the original at 94% of the size taken with a single Neg. 400 rep.-exposure.
Paper. Quality paper invites reading. The best grade of coated paper that money can buy should be used as softer papers are harder to print. White paper with a bluish cast gives flattering results and ivory tinted paper achieves a fine effect and produces pages with an interesting appearance. Paper used in yearbooks printed by letterpress must be different from those printed by offset. Softer papers are handled better by lithographers.

To switch back and forth from different textured papers in a yearbook is inadvisable. The best enameled papers are recommended for color, for pages carrying black and white photography and copy, and for large glamour pictures. Some of the leading papers are Litho-chrome Enamel, offered by the Taylor Publishing Company; Champion Satin Proof Enamel, The Champion Paper and Fibre Company; and Warren's Offset Enamel, S. D. Warren Company. The following pages are samples of paper for both letterpress and offset printing. They were furnished through the compliments of the S. D. Warren Company, Boston, Massachusetts.
This is a sample of paper used for letterpress printing in school yearbooks and is classified as Lustro Gloss, white, and is an 80 pound paper. Lustro Gloss is in the greatest demand of all of Warren paper, is their top quality, and is glossy coated.
This is a sample of Warren's second grade paper used for letterpress printing and is known as Cumberland Gloss, white, and is an 80 pound paper. Cumberland Gloss is used extensively for yearbook work.
This dull coated, Cumberland Dull, is not a big seller for school yearbooks because it requires more careful handling, but it makes a beautiful book. Cumberland Dull is classified as white, is an 80 pound paper, and is used for letterpress printing.
The better class of offset yearbooks are produced on this type of enameled paper. Proficient lithographers are now able to print this quality of paper successfully and thus deliver a book that is close to the appearance of a letterpress book on coated paper. This is a sample of Warren's best Offset Enamel, white, and is 80 pound paper. This quality of paper is used when sharper detail or greater brilliancy of color is desired.
This is a sample of Silkote Offset, Saxony-Finish, and is 70 pound paper. Silkote Offset is used by lithographers where schools do not specify that coated paper be used.
Silkote Offset, white, 80 pound, and Wove-Finish paper is also furnished by the Warren Company for books that do not call for a coated paper. This paper successfully reproduces fine halftones.
This is Offset Enamel, Saxony-Finish, 80 pound paper, and is used where books do not demand the best.
Covers. The history of the school's activities deserves to be preserved in an attractive and lasting manner. The cover of the yearbook should be in keeping with the quality of its contents. Selecting a cover is not a simple matter as the cover must keep a good appearance for years, and create the kind of first impression that will command respect for the yearbook and for the school it represents. The cover must establish a yearbook's identity and build prestige for the school.

Certain specifications are necessary before work on a cover can begin. The following facts should be determined; name of book, the trim size of the pages, number of pages in the book, color, year, and number of covers necessary. From the standpoint of design for yearbook covers, there is virtually no limit, as patterns can be modern or traditional. They can be deeply embossed or smooth, or a combination of these and colors can shout or whisper. Choosing a design consistent with the nature of the publication is important. The most popular material for book covers, since it is the most durable, is pyroxylin coated fabric. The fabric can be finished in a variety of leather grains, cloth surfaces, and novelty finishes, and can be embossed and sprayed with colors, also stamped, and printed. Pyroxylin fabric is impervious to atmosphere conditions of all kinds, resistant to abrasion, and high in textile strength. For many years
it has stood first in the field of bookbinding as a material for quality covers. There are many varieties of cloth used in bookbinding which are treated with starch or clear pyroxylin. Decorative possibilities are somewhat limited, since cloth cannot be embossed and sprayed, but only printed and stamped. Colors are in the cloth in the form of dye, and not in the coating, and are thus subdued.

Covers may be stiff-backed like an encyclopedia, flexible like a billfold, or padded like a leather chair. Padding a cover gives it a deluxe effect, still it is durable because of the stiff backing. Many schools cannot afford an embossed cover, but they can afford an original design of their own creation reproduced by the silk screen method. Cheaper covers are always available to fit any budget.8

Binding. The success of a yearbook depends upon many commercial processes as well as editing, and one of these is binding. Binding the pages together and fastening them into the book can be accomplished in various ways. Where pages are printed a sheet at a time, they are commonly stacked into a pile and either side-stapled or stitched with thread from front to back. This type of binding will not allow the book to lie flat when opened, but it has the advantage of being the most durable of all books, when sewed. If the book

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8Quality by Smithcraft, (The S. K. Smith Company, Chicago, N.D.), Brochure.
contains sixty-four pages or less, the book is opened flat and metal-stitched at the center fold. This is known as saddle stitching. This type is satisfactory, but is limited by the size of the book. Some books are sewed into signatures, that is, groups of eight to sixteen pages, and then these sections are fastened together to form a book. This type of binding can be used with any size book. All pages will lie flat when the book is opened giving a neat appearance. This is commonly known as Smythe sewing. The backbone is then rounded and the endsheets and back are reinforced with cloth and glued into the boards of the cover. Many cheaper types of binding are available.

Reproducing the yearbook. Modern yearbooks are reproduced by the letterpress or the offset method. If the layout is simple and lacking in art, letterpress is commonly used where the number of books ordered is sufficient to warrant the extra expense of separate photo engravings for all illustrations. Printer's type is used throughout. The offset method is more economical where the layouts are complicated and a variety of art work and photographs is used. Offset permits the use of printer's type, typewriter, or hand lettering. Offset printing is the most popular method of yearbook reproduction used today, because it is more economical, and is of a quality comparable to the letterpress method; however poor lithography shows up more readily than poor
letterpress work. Lithography which produces only black and white tones should be avoided. The offset method usually limits all contracts to one company and simplifies the scheduling of work. The offset procedure is clearly explained by the Newsfoto Publishing Company.

At this point, the photographs and art work are separated from the text copy, each of them traveling a different route. Photos and art work go to the reproduction camera, which makes line and half-tone negatives of the proper sizes to fit the layouts. The written copy goes to the type-setting machine (Intertype or Linotype) which sets all text copy and captions. (In the case of linotype books, the text and caption matter goes to the IBM electric line-justifying type-setter.)

Proofs of printers type are pulled in galleys and the galleys are proof-read for typographical errors. When errors have been corrected, final reproduction proofs are pulled on glossy paper and the proofs are exposed before the process camera to make line negatives of all type matter.

When all negatives of type and photographs have been completed, they are sorted and returned to the dummy envelopes in which they belong. Then they go to the stripping department, where type and photo negatives are placed in their proper places on pages. The dummy on the face of the envelope, as prepared by the yearbook staff, is the stripping department's guide to make-up. This is the reason why the dummy must be accurate when submitted to the publisher.

Negatives are stripped on masking paper in units of four or eight pages, depending upon the size of the press on which the book is to be printed.

With make-up complete, the four- or eight-page layouts are placed over light-sensitive Van Dyke paper and exposed under arc lamps to produce page proofs of each page in the book. These proofs are submitted to the school for approval before the book is printed. The staff should check for possible typographical errors which were overlooked in galley proofs, for the proper identification of all photographs and to determine whether the page layouts were followed accurately. At the same time, if the staff finds certain pictures in the book are not suitable for reproduction, this is the time to substitute better prints.
When corrected or approved proofs are returned to Newsfoto, with corrections indicated in the page margins where they will not be overlooked, corrections are made and the layouts are ready to go to the plate-making department.

At this stage, the negatives are placed in direct contact with a zinc plate which previously has been coated with a light-sensitive emulsion (similar to the emulsion on an ordinary piece of film) and exposed in a vacuum frame to the intense light of a pair of arc lamps. When this plate has been exposed and developed chemically, it is ready for the press.

The thin, pliable zinc plate is wrapped securely around the plate cylinder of the press and two sets of rollers come in contact with it—one carrying ink, which is attracted chemically to the areas on the plate which carry photos and type, the other set of rollers carrying a solution of water and acid to repel ink from areas on the plate represented by white space in the page layouts.

The press plate transfers the image of the pages to a rubber blanket which is in direct contact with the plate cylinder. This rubber blanket in turn, transfers the image to the sheet of book paper, which is fed into the press between the blanket cylinder and an impression cylinder.

The process is repeated to print the opposite side of the sheet after the ink has been permitted to dry on the side of the sheet printed first.

With printing complete, the sheets are taken to a mechanical folding machine, where sheets are folded into 6-page or 16-page sections. Finally, the sections are gathered in their proper sequence and the completed book fillers are ready to go to the book-bindery, where fillers are sewed together, the books rounded and backed and cased into covers. Shipment to the customer is direct from the bindery.  

Copy and proof reading. The first copy reader is usually the page editor. The editor-in-chief and sponsor in turn proof read copy before it is sent to the publisher. They attempt to eliminate unnecessary errors by checking  

for details, and must determine if the copy is in good
taste, is free from libel, contains correct facts, and fol-
lows correct form. They must check for accuracy in punctu-
ation and grammar, capitalization, abbreviations, and
spelling, with emphasis on proper names. Copy should be
written in an interesting manner.

Galley-proofs are commonly unavailable from publishers
who do offset printing, but they can be secured from publish-
ers doing letterpress printing. The page that follows
illustrates standard proof reading symbols used when return-
ing corrected copy to the publisher. This page was repro-
duced with the permission of the S. D. Warren Company, Bos-
ton, Massachusetts, and represents page forty-four from
better Yearbooks Through better Planning.
Proof Readers' Marks

1. *Dele* Dele, or Delete; take out, or expunge.
2. Turn a reversed letter.
3. A space, or more space, between words, letters, or lines.
4. Less space, or no space, between words or letters.
5. Carry a word farther to the left or to the right.
6. Indent.
7. Elevate a letter, word, or character that is sunk below the proper level.
8. Sink or depress a letter, word, or character raised above the proper level.
9. Shows that a portion of a paragraph projects laterally beyond the rest.
10. Directs attention to a quadrat or space which improperly appears.
11. Directs attention to a broken or imperfect type.
12. Bring a word or words to the beginning of a line.
13. Straighten (a crooked line or lines).
14. Print as a diphthong, ligature, or single character, thus, or.
15. Make a new paragraph.
16. Put in Italic; also, change according to the mark in the margin, as from Italic to Roman, or from Roman to Italic.
17. Put in small capitals.
19. Restores or retain words which have been crossed out.

The other marks are self-explanatory; but the following abbreviations, used in correcting proofsheets, require explanation:

*wf.* Wrong font used when a character is of a wrong size or style.
*tr.* Transpose.
*l.c.* Lower case; that is, put in small, or common letters, a word or letter that has been printed in capitals or small capitals.
*s. caps, or sm. c.* Put in small capitals.
? Query; is this right?
*omitted.* Words are omitted, or are wanting, see copy.

Note: Use only these marks in correcting proof. They are standard and will intelligently convey to your printer the change or correction that you wish him to make.
Scheduling. In planning a yearbook, definite time-tables must be made to insure its delivery on a certain date. These include copy deadlines, endsheets, cover, down payment, and photography schedules for all books, whether they are reproduced by offset or letterpress. Letterpress also requires schedules for engravings, printing, and any other phase let out on contract.

This requires a detailed production schedule and a checking-off procedure on progress charts regarding completion of copy, preparation of pictures for editing, and finishing of pages. This progress chart is a schedule working towards completing a certain number of pages to meet a deadline when a specified number of pages must be delivered to the publisher. Usually one-third of the pages are delivered at one time and deadline dates are determined by the delivery date of the finished book. Photography and copy must be scheduled far enough in advance to guarantee the editing of the pages on time. Endsheets, cover design, and the first down payments are usually scheduled for delivery by December first.

Delivery in the spring is traditional, but summer and fall deliveries have many advantages. These include a financial saving of from five to ten per cent, and a full year's coverage of events. Spring delivered yearbooks usually require a final deadline of approximately March first, and
ordinarily contain a supplement to cover spring activities. Summer and fall delivered books commonly employ the use of a loose-leaf autograph section that has been sent out previously and is bound in the book at the time of publishing.

Regardless of the printing method used, an early start is necessary to insure careful work. This requires that contracts be placed with all companies concerned as soon as a new book is planned, preferably in the spring for the ensuing year. This requires a detailed plan of construction as to the duties assigned and work completed each month.

Methods of instruction. A simplified Morrison plan is applicable to the practical arts type of subject matter such as yearbook work. This includes exploration, assimilation, organization, and recitation. The material is divided into units and again into elements. This plan is especially helpful in introducing yearbook procedures to a new staff.

The Dalton plan of instruction is individual in character and a modification of this plan is conducive to yearbook production. The classroom is a laboratory with the sponsor in charge. A contract is used for assignments of copy and layouts to be completed by a specified time. Other contracts are used to assign quota for sale of advertising. The students accept in advance a job which must be concluded by a specified time. The actual amount of time required for each contract depends entirely upon the student's individual
ability. Educational measurements enter into the plan by making use of test results kept on file by the guidance counselor when the yearbook staff is selected.

These plans are criticized as being curriculum centered, overemphasizing rugged individualism, and lacking in social co-operation. Learning is individual inasmuch as students learn from their own activity, but learning is facilitated by the presence and help of other students. The combining of contract results brings about teamwork, and necessitates tact, courtesy, and other responses for success.¹⁰ (See Appendix 2C, page 124, for sample contracts.)

CHAPTER VII

THE MONTANA HIGH SCHOOL YEARBOOK SURVEY

Questionnaires were sent to 130 schools. Ninety schools, or approximately seventy per cent, responded. Of the ninety returns, eighty-seven showed that they were producing yearbooks, and two were doing so for the first time in their school's history. Three schools reported that they did not produce a yearbook.

This is only a partial picture as all of the schools did not send returns. Those reporting that they did not publish a yearbook stated that they limited their school publications to school papers or literary magazines. Several schools indicated that their problems and procedures were so different from those listed in the questionnaire, that the answering of the questionnaire at this time was impossible.

Major problems. Probably the most completely answered section of the questionnaire was the unit on "problems". Practically all problems can be solved by reorganization and greater efficiency. Because of the presence of these problems, inference should not be made that the issuance of a school yearbook is not worthwhile. Problems are self-explanatory so no detailed account of them need be given. The chart that follows lists them according to the frequency mentioned.
TABLE I
MAJOR PROBLEMS IN MONTANA YEARBOOK PRODUCTION

<table>
<thead>
<tr>
<th>Existing Problems</th>
<th>Tabulated Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising sufficient money</td>
<td>37</td>
</tr>
<tr>
<td>Adviser has too many other activities</td>
<td>33</td>
</tr>
<tr>
<td>Work has to be done outside of school time</td>
<td>27</td>
</tr>
<tr>
<td>Meeting copy deadlines</td>
<td>27</td>
</tr>
<tr>
<td>Getting pictures from photographer on time</td>
<td>23</td>
</tr>
<tr>
<td>Selection of theme</td>
<td>17</td>
</tr>
<tr>
<td>Selection of staff</td>
<td>11</td>
</tr>
<tr>
<td>Limited circulation</td>
<td>11</td>
</tr>
<tr>
<td>Difficulty in making layouts</td>
<td>11</td>
</tr>
<tr>
<td>Lack sufficient equipment</td>
<td>8</td>
</tr>
<tr>
<td>Writing copy</td>
<td>7</td>
</tr>
<tr>
<td>Lack of co-operation from faculty</td>
<td>5</td>
</tr>
<tr>
<td>Getting fair deadline dates</td>
<td>1</td>
</tr>
</tbody>
</table>
Aims. Reasons for producing yearbooks should be both functional and purposeful. Those published because of custom or produced to gain prestige, lose some of their educational value for the student. However, if worthwhile aims are kept constantly before the students during production, more satisfactory attainments will be the reward.

Replies to the section of the questionnaire dealing with aims for producing yearbooks, indicate that purposes vary throughout the state. The following table is a compilation showing how the various schools placed the aims in order of importance.

**TABLE II**

**SUITABLE AIMS FOR PRODUCING YEARBOOKS IN MONTANA AS LISTED BY HIGH SCHOOL YEARBOOK SPONSORS**

<table>
<thead>
<tr>
<th>Aims</th>
<th>Order of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect life of the school</td>
<td>I 40 II 15 III 8 IV 9 V 3 VI 2</td>
</tr>
<tr>
<td>Create pride in the school</td>
<td>I 16 II 26 III 17 IV 10 V 4 VI 1</td>
</tr>
<tr>
<td>Teach responsibility</td>
<td>I 12 II 15 III 15 IV 13 V 15 VI 1</td>
</tr>
<tr>
<td>School publicity</td>
<td>I 7 II 12 III 15 IV 21 V 9 VI 6</td>
</tr>
<tr>
<td>Stimulate community interest</td>
<td>I 0 II 6 III 17 IV 19 V 19 VI 6</td>
</tr>
<tr>
<td>Vocational guidance</td>
<td>I 0 II 3 III 3 IV 5 V 9 VI 41</td>
</tr>
<tr>
<td>Expression and recognition</td>
<td>I 7</td>
</tr>
<tr>
<td>Good memory book</td>
<td>I 5</td>
</tr>
<tr>
<td>Christian Social -Living</td>
<td>I 1</td>
</tr>
</tbody>
</table>
Integration. There is a definite correlation between producing a school yearbook and other subjects in the curriculum. Integrations cited by advisers answering the questionnaires, and their comments are as follows:

TABLE III
YEARSBOOK INTEGRATION WITH HIGH SCHOOL CURRICULUM IN MONTANA SCHOOLS

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of cases</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>68</td>
<td>No matter how much school news is carried home verbally, it never tells all that the school yearbook reveals to the parents. Students develop a liking for journalism after working on a school yearbook.</td>
</tr>
<tr>
<td>Typing</td>
<td>64</td>
<td>Students get practice in what they have learned in commercial courses. Typing is essential in putting out a yearbook.</td>
</tr>
<tr>
<td>English</td>
<td>62</td>
<td>Sentence structure is improved. Vocabularies are increased. Copy provides training in writing.</td>
</tr>
<tr>
<td>Art</td>
<td>52</td>
<td>Students make cartoons and designs that are used as regular parts of the annual.</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>26</td>
<td>Keeping the records for the staff brings both subjects together.</td>
</tr>
<tr>
<td>Spelling</td>
<td>25</td>
<td>Accuracy is stressed. There is a constant need of a dictionary. A very practical use of spelling is demonstrated.</td>
</tr>
<tr>
<td>Social Living</td>
<td>23</td>
<td>Here is a chance to meet life situations.</td>
</tr>
<tr>
<td>Clubs</td>
<td>20</td>
<td>Accurate reports are received from members who participate in the club periods.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>Accuracy in reporting scores and computing totals is a regular job of staff members.</td>
</tr>
<tr>
<td>No Integration</td>
<td>2</td>
<td>The yearbook is a self-contained project in itself.</td>
</tr>
</tbody>
</table>
Procedures followed. The balance of this survey will be discussed by reproducing the questionnaire that was used, and then listing the compiled returns in the space that was provided for the individual answers.

TABLE IV

ANALYSIS OF QUESTIONNAIRES AND PRACTICES USED IN PRODUCING A YEARBOOK IN MONTANA

I- General Information

1- Name of school (see Appendix 2A, page 111)

2- School address (see Appendix 2A, page 111)

3- Yearbook adviser (see Appendix 1A, page 109)

4- Name of yearbook (see Appendix 1A, page 109)

5- High school enrollment (range = 25-1500) (mode = 100)

6- Does the adviser receive additional pay for supervising the production of the yearbook? yes no
   How much? range = $50-$250

7- Is class credit given to annual staff members? How is it determined? by work accomplished yes no

8- Do students have school time allotted for work on the annual? How many hours per week? (0-5) yes no

9- Do you train Juniors as assistants on your staff? yes no

10- Do you organize your staff in the spring? yes no

11- Do you plan your book in the spring? yes no

12- Do you give yearbook awards? yes no

13- Do you give scholarships to the POW WOW? yes no
14- Is your staff represented at the M.I.E.A. Conventions? yes no 36 48

15- Which type of delivery do you prefer, spring, fall, or summer? 6 60 20

16- Do you make written contracts with your commercial photographers . . . . . . . . . . yes no 11 71

17- Are students charged "sitting fees" for their individual pictures appearing in the class section of the book? . . . . . . . . . . . . . . . yes no 30 49

18- Do organizations pay for group pictures appearing in the yearbook? . . . . . . . . . . . . . . . . . yes no 23 66

19- Do organizations pay for pages used in the annual? How much per page? range = $2.00 - $20.00 yes no 12 66

20- Does the schoolboard contribute to the financing of the student yearbook? How much? (any deficit) yes no 12 73

21- How many pages were in this year's book, excluding advertising and autograph pages? (23-186) (60-100 = mode)


23- Is it printed by letterpress, offset, or mimeographed? 30 52 3

24- What grades does your yearbook cover? 1 through 12-30 7 through 12-4 9 through 12-46 10 through 12-4

25- How is your editor selected? Adviser, popularity vote, publications committee, seniors, previous year's staff. 37 26 2 11 8

26- Who selects the balance of the staff? Editor, seniors,
27- How many are on the staff? (5 - 20 = range)

28- Approximately how many complimentary copies of your yearbook do you hand out each year? (10-30 = range)

29- To what account is surplus annual money credited? General fund, annual fund, senior class.

30- Which of the following aims best fits your program? Kindly rate them in the order of importance.

Create pride in the school (see Table II, page 89)
Stimulate community interest
School publicity
Vocational guidance
Teach responsibility
Reflect the life of the school
Other________________________________________

31- Which of these is your major problem?

Selection of staff (see Table I, page 88)
Meeting copy deadlines
Raising sufficient money
Limited circulation
Adviser has too many other activities
Lack of co-operation between faculty and annual staff
Difficulty in making layouts and dummy
Selection of a theme
Getting pictures from commercial photographers on time
Writing copy
Lack sufficient equipment
Work has to be done outside of school time
Other________________________________________

32- Yearbook activities integrate best with which of the following subjects and activities? (check all that are applicable)

Journalism  English  (see Table III, page 90)
Bookkeeping  Art
Spelling  Social Living
Clubs  Mathematics
Typing  Others_____________________________________

II- Subscriptions

1- Is there an activity fee in your school that includes the payment of the annual?  . . . . . .   yes no
2- What is the approximate percentage of the students that subscribe? (45 - 100) (85 % = mode)

3 - What do you charge for the annual? ($1.50 - $4.00)
Annuals averaging around 60 to 100 pages sold for $3.00.

4- Do you accept installment payments for subscriptions? If yes, what per cent? mode = 50

III - Advertising

1- Do you sell advertising space in your book? yes no

2- What kinds of advertising does your book contain?
display, pictorial, booster lists, page sponsors,

3- When you sell advertising space, do you collect in full at the time you sell the advertising? yes no

4- Have your advertising rates been increased in the past three years? yes no

5- What do you charge for display advertising?

6- If you use "page sponsors", what do you charge per page? ($5 - $20 = range)

7- Does your annual accept ads for beer, cigarettes, taverns, or none of these? yes no

8- When you approach an advertiser, do you have suggested copy and layout ready for him? yes no

IV- Specific

1- Have you had success with a particular way of raising funds? Explain. (see Chapter V, page 32)

2- List expenses incurred that you did not anticipate. (see comments, page 95)
Comments. Many interesting comments were listed under each category. Some comments were vitriolic on certain items, but this type of comment was decidedly in the minority. A few typical observations and comments have been picked at random on the following questions.

Question 15: Which type of delivery do you prefer, spring, summer, or fall?

1- "Students are available for editing in the spring."
2- "Fall deliveries are inconvenient."
3- "Fall deliveries make it possible to have full coverage of spring activities."
4- "Spring deliveries make it easier to sell annuals."
5- "Spring delivery of annuals make a good climax to the school year."
6- "We like spring delivery because the students want the other students to write all over them."
7- "Fall delivery gives us deadlines that do not rush production."
8- "If we don't have spring delivery, I have to deliver the annuals to the customers myself."
9- "Spring delivery lets you start fresh each school year."
10- "Spring delivery permits autographs before graduation."
Question 25: How is your editor selected?

"I am quite particular as to who becomes editor, business manager, and other important jobs. I frequently refuse to approve a person who has too much to do if I feel that he will not be able to carry out his yearbook assignment."

IV- Specific, Question 1: Have you had success with a particular way of raising funds? Explain.

1- "We've included the grade school pictures and activities in our annual and it has increased our sales."

2- "This year we are selling brands for $1.50."

3- "Contests between classes in annual sales to students proved effective; also choosing an annual queen created interest."

4- "We've had fun with our annual sales assembly. In fact it's the best work that the staff does."

5- "I make an accurate budget in September. I have had long experience so that I know just what I want done and most important, when."

Getting pictures from commercial photographers on time, was listed as number five in major problems. This is an interesting fact when viewed through comments made. Fifty per cent of the schools that reported, listed poor photography, poor delivery, or costs beyond expectations, as their biggest source of trouble.
CHAPTER VIII

ADVISORY SERVICES

Montana Interscholastic Editorial Association. This organization was founded prior to 1919 by the School of Journalism, Montana State University. The purpose of the organization is to help Montana High Schools to produce better yearbooks and school newspapers. There is no other organization like it in Montana. A monthly paper, The Editor, is published to give criticisms of school publications, and suggestions for their improvement. Timely news of forthcoming meetings to be held at the School of Journalism is also published in The Editor. (See Appendix 4A, page 114, for address data in regard to advisory services.)

The activities of the M.I.E.A. are the one week POW WOW held each summer for staff members; the Interscholastic Week held in May or June; and the M.I.E.A. Convention which is usually held in October. In addition, regional meetings are conducted whenever they are feasible.

Journalism scholarships are given to deserving prospective students, and a critical service is offered for both high school yearbooks and newspapers. Score sheets are sent out telling what is creditable; also suggestions are given for improvement. Silver keys are given each year to the most deserving student in each high school having membership in
the M.I.E.A. Revolving cups and smaller trophies are awarded for the best stories submitted. Such an organization as the M.I.E.A. can contribute much to the success of all high school publications.

National Scholastic Press Association. This organization was founded in 1921 at Madison, Wisconsin under the name of the Central Interscholastic Press Association. Headquarters were moved to the University of Minnesota in 1926 and the name was changed to the National Scholastic Press Association in 1928. The association benefits high schools only as the Associated Collegiate Press was formed for college members. The purpose of this association is to federate high school publications.

The Scholastic Editor, a national magazine which discusses problems and procedures of editing and management, is made available for the improvement of school publications; also scorebooks, guidebooks, and manuals may be purchased for a nominal fee. A critical analysis of school newspapers, magazines, and yearbooks is also offered by the National Scholastic Press Association. A loan service of outstanding student publications is available to schools desiring to inspect them. Conventions are held and short courses in student journalism are conducted in December of each year.

Schools desiring further information should address: Fred L. Kildow, director, National Scholastic Press Associa-
tion, University of Minnesota, Minneapolis 14, Minnesota.

**National School Yearbook Association.** This is a service organization for school people, organized for the purpose of aiding staff members and sponsors of high school and college yearbooks. The critical service is for annuals produced by any method, but especially for offset books. The judges inspect each book page-by-page, and make ample marginal comments about good and bad features.

**Photolith,** a national magazine for yearbook staffs, started publication in 1950, and is published monthly with the exception of June, July, and August by the National School Yearbook Association. The magazine is concerned entirely with yearbook editing and management. For further details contact National School Yearbook Association, 3219 Ozark Street, Houston, Texas.

**The Columbia Scholastic Press Association.** The Columbia Press was organized in 1924 at Columbia University and offers services similar to the National Scholastic Press Association. The headquarters are at Columbia University, 202 Fayerweather Hall, New York City, New York.
CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this paper is to discuss procedures and problems involved in publishing a school yearbook. This paper is a manual for use by advisers, editors, and members of yearbook staffs.

High school yearbooks are commonplace in modern education, and are annual reports to the public. Since their meager beginning, they have developed into publications of quality and detail. Staff members must be selected with care, and to assure continuity of effort, junior assistants should be trained. Yearbook staffs should be supplied with proper equipment, if they are to achieve proper results.

Every school, regardless of size, should publish a yearbook, since there is an annual to fit every budget. Staffs should depend principally upon subscriptions and advertising to finance their publication.

Coverage of yearbooks is similar regardless of the size of the school it represents. Good photography, with enough copy to explain the pictures, should be the dominating principle, while art work, theme, and color should be used in moderation. Informal balance has been found to be less monotonous than formal balance. Pictorial advertising and
offset printing are rapidly replacing older methods. Spring delivery is traditional, but has many disadvantages. A modified Dalton Plan, using the contract method of instruction, is preferred.

Most staffs find that financing the yearbook, getting pictures from commercial photographers on schedule, and procuring suitable pictures at a fair price, constitute their biggest problems. Most of these problems can be overcome by reorganization and greater efficiency. The aims for producing yearbooks vary, but creating pride in the school, and portraying student activity predominate. Any worthwhile aim kept constantly before the staff will assure more satisfactory results. That there is a definite integration between producing a school yearbook and other subjects in the curriculum is agreed upon by those schools replying to the questionnaires. Procedures followed vary in schools of equal size and vary greatly between schools of unequal size. Organizations that offer advisory services can contribute much to the success of school publications.

Conclusions. Yearbook publication is an expensive project. Does the finished product justify this expenditure of time and money? Advisers contend that the educational values to the staff, and the increasing worth of the book as the years go by, do justify the time and money put into the annual. Yearbooks enable students to record their accomplishments, and the public to recognize what the school
is doing.

If the yearbook is to continue as the quality publication of the school, reorganization of the staff and more efficient methods will be required; also a complete coverage of the significant in school life.

Yearbook production, as a curriculum subject, is yet in a formative stage. That this work has not been systematized, is acknowledged by varied replies on the questionnaires. Yet, indications point to a realization of the value of school yearbooks in the curriculum. Judging from the results of the survey, school annual production does offer integration with curriculum subjects in countless ways. Since such is the case, yearbooks will continue to be an integral part of the curriculum, and will attain increasing importance and recognition.

**Recommendations.** This investigation could be used as a guide for further study, as very little has been done in the field of yearbook editing and management. On the basis of data obtained, the following recommendations are offered:

1- Annual advisers and staffs should re-evaluate yearbook programs and place a new emphasis on worthwhile aims.

2- Yearbooks should eliminate all material that could be carried elsewhere in other school publications.

3- Sponsors should be hired, not appointed, to supervise the yearbook staff. This will insure filling the
position with a qualified adviser. If a school annual must be produced outside of school hours, the adviser should receive from $100 to $500 additional pay per year depending upon the size of the production.

4- Certification standards for yearbook advisers should be established by the state department based upon specialized training.

5- Staff members should be selected on the basis of merit and fitness for the tasks that they are to perform.

6- Superintendents should see that annual staffs are supplied with the necessary equipment needed for editing and management.

7- Although good publications are self-sustained, school boards should budget an amount, set by custom, that the yearbook staff may use in order that the publication may not regress from the established standards.

8- Business managers should sponsor a movement to have the yearbook subscription incorporated into the student activity fee, and thus approach a one hundred per cent coverage of the student body.

9- Annual staffs should establish a class as a subdivision of their yearbook program to train their salesmen.

10- Staffs should avoid any method of raising money for financing the yearbook that is not directly connected with the school, or which has little or no educational value.

11- Yearbook layout should follow along similar lines
that *Time Magazine* observes. Staffs and advisers should see their production as others will obviously see it and compare it to good editing.

12- Care in the selection of publisher and commercial photographer is important as the best of ideas are of little value if poor photography and poor reproduction are permitted.

13- Covers should be in keeping with the contents that they are to enclose, since there is little object in spending hundreds of dollars on a cover that binds inferior pages.

14- All schools should make a place in the curriculum for the school annual with credit given to the staff members. This credit should be based upon work accomplished by the individuals.

15- Yearbooks should be planned and staffs organized in the spring for the ensuing year.

16- Yearbook staffs that find it difficult to finance their annual, when reproduced by the letterpress method, should switch to offset printing as it is more economical.

17- Advertising managers should examine their advertising rates because some staffs are charging less for the advertising than the cost of its reproduction. A good formula to follow is to charge three times the total costs for reproduction.

18- Better photographic service could be made available if yearbook advisers would exchange information regarding commercial photographers.
19- All staffs should subscribe to Photolith and The Scholastic Editor and keep abreast of the modern trends of yearbook editing.

20- Yearbook staffs should make use of state and national advisory services.

21- Since yearbook editing and management has no supervision from the State Department of Education at this time, it would seem that this phase of education is being neglected and it should be included so that standardized methods and procedures could be followed.

22- Superintendents should provide opportunities for students to work on the yearbook if they so elect.

23- Yearbook advisers should investigate the claim made by commercial photographers that publishing companies are putting undue pressure upon them by forcing them to meet deadline dates far ahead of any schedule that the publishing company must fulfill.

24- Classtime for annual production should be established as follows: two classes per week should be devoted to the history and development of yearbook procedures, two and one-half classes per week should be spent in actual work on the annual, and one-half class period should be utilized in criticism and discussion of what has been accomplished.

25- If administrators and the general public were better acquainted with the chosen objectives of the yearbook staff, better public relations would exist.


APPENDIXES
## Directory of Yearbook Advisers

**Montana High Schools**

**1952-1953**

<table>
<thead>
<tr>
<th>Name</th>
<th>Yearbook</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walston, Roine</td>
<td>Husky</td>
<td>Absarokee</td>
</tr>
<tr>
<td>Furlong, Noel D.</td>
<td>Beacon Flashes</td>
<td>Albertton</td>
</tr>
<tr>
<td>Campbell, H. B.</td>
<td>Big Stack</td>
<td>Anaconda</td>
</tr>
<tr>
<td>Sister M. Peter Damain, G.P.</td>
<td>Rockalite</td>
<td>Anaconda</td>
</tr>
<tr>
<td>Lakarich, A. L.</td>
<td>The Warrior</td>
<td>Arlee</td>
</tr>
<tr>
<td>De Brum, Lester</td>
<td>Wapita</td>
<td>Augusta</td>
</tr>
<tr>
<td>Heftie, L. W.</td>
<td>Spartan</td>
<td>Baker</td>
</tr>
<tr>
<td>Rae, R. &amp; Skinner, D.</td>
<td>The Bat</td>
<td>Belfry</td>
</tr>
<tr>
<td>Lane, Harrison</td>
<td>The &quot;53 er&quot;</td>
<td>Belgrade</td>
</tr>
<tr>
<td>Moore, Dorothy</td>
<td>The Husky Herald</td>
<td>Belt</td>
</tr>
<tr>
<td>Brock, R. D.</td>
<td>Le Lac</td>
<td>Bigfork</td>
</tr>
<tr>
<td>Shuyler, Doris</td>
<td>The Pioneer</td>
<td>Big Sandy</td>
</tr>
<tr>
<td>Conwell, Gertrude</td>
<td>The Timberline</td>
<td>Big Timber</td>
</tr>
<tr>
<td>Harsch, Henry</td>
<td>Kyote</td>
<td>Billings</td>
</tr>
<tr>
<td>Mitchell, Ruby</td>
<td>The Scout</td>
<td>Bridger</td>
</tr>
<tr>
<td>McFerrin, Howard H.</td>
<td>&quot;Ketochi&quot;</td>
<td>Cascade</td>
</tr>
<tr>
<td>McCurdy, E. B.</td>
<td>The Charlo Viking</td>
<td>Charlo</td>
</tr>
<tr>
<td>Childs, Kathleen</td>
<td>The Coyote</td>
<td>Chester</td>
</tr>
<tr>
<td>Bowen, Floyd</td>
<td>Chinook Breeze</td>
<td>Circle</td>
</tr>
<tr>
<td>Terhaar, Jerome</td>
<td>Wildcat</td>
<td>Colstrip</td>
</tr>
<tr>
<td>Dewitt, Lloyd L.</td>
<td>Coal Dust</td>
<td>Conrad</td>
</tr>
<tr>
<td>Hanson, Cliff</td>
<td>Whoop Up Trail</td>
<td>Culbertson</td>
</tr>
<tr>
<td>Sheldon, Walter M.</td>
<td>The Cowboy</td>
<td>Custer</td>
</tr>
<tr>
<td>Welsh, Donald H.</td>
<td>The Cougar</td>
<td>Cut Bank</td>
</tr>
<tr>
<td>Haburchak, N. T.</td>
<td>The Wolf</td>
<td>Darby</td>
</tr>
<tr>
<td>Flightner, J. K.</td>
<td>&quot;El Capitan&quot;</td>
<td>Dentonian</td>
</tr>
<tr>
<td>Slavsky, Clifford</td>
<td>Powell</td>
<td>Deer Lodge</td>
</tr>
<tr>
<td>Kemmesat, LeRoy P.</td>
<td>The Beaver</td>
<td>Dillon</td>
</tr>
<tr>
<td>Patterson, Edward</td>
<td>Memories</td>
<td>Dixon</td>
</tr>
<tr>
<td>Curtis, Homer L.</td>
<td>Coyote</td>
<td>Dodson</td>
</tr>
<tr>
<td>Lodge, B.W. &amp; Black, W.B.</td>
<td>&quot;Drommonda&quot;</td>
<td>Drummond</td>
</tr>
<tr>
<td>Wilson, Reva</td>
<td>Mustang</td>
<td>Ennis</td>
</tr>
<tr>
<td>Maitin, Joseph</td>
<td>The Eagle</td>
<td>Fairfield</td>
</tr>
<tr>
<td>Stayton, R. L.</td>
<td>Coyote</td>
<td>Florence Carlton</td>
</tr>
<tr>
<td>Wright, E.K. &amp; Hoyt, Richard Falcon</td>
<td>Forsyth Dogie</td>
<td>Forsyth</td>
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<tr>
<td>Gundlach, Louis W.</td>
<td>Pioneer</td>
<td>Fort Benton</td>
</tr>
<tr>
<td>Johnstone, Bill</td>
<td>The Falcon</td>
<td>Fromberg</td>
</tr>
<tr>
<td>Duff, Ross I.</td>
<td>The Wapiti</td>
<td>Gardiner</td>
</tr>
<tr>
<td>Brown, Doris</td>
<td>Safari</td>
<td>Geraldine</td>
</tr>
<tr>
<td>Grissom, Adaline</td>
<td>The Scotty</td>
<td>Glasgow</td>
</tr>
<tr>
<td>Wirtzberger, Marlys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Yearbook</td>
<td>City</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Farnum, Jo, Miss</td>
<td>Dawsonian</td>
<td>Glendive</td>
</tr>
<tr>
<td>Phelan, Clara M.</td>
<td>The Roundup</td>
<td>Great Falls</td>
</tr>
<tr>
<td>Sister Mary Helen</td>
<td>The Chimes</td>
<td>Great Falls</td>
</tr>
<tr>
<td>Van Hour, Marion</td>
<td>The Yearling</td>
<td>Hamilton</td>
</tr>
<tr>
<td>Riebeth, C.R. &amp; Score, Dean</td>
<td>The Big Horn</td>
<td>Hardin</td>
</tr>
<tr>
<td>Jones, Ross M.</td>
<td>The Engineer</td>
<td>Harlowton</td>
</tr>
<tr>
<td>Sister M. Giswaldo</td>
<td>The White Shield</td>
<td>Hays</td>
</tr>
<tr>
<td>Kirkpatrick, Fay</td>
<td>Vigilante</td>
<td>Helena</td>
</tr>
<tr>
<td>Sister M. Francis</td>
<td>The Pine Log</td>
<td>Helena</td>
</tr>
<tr>
<td>Warner, Chris F.</td>
<td>Savage</td>
<td>Hot Springs</td>
</tr>
<tr>
<td>Hopper, Stewart</td>
<td>Remuda</td>
<td>Jordan</td>
</tr>
<tr>
<td>Kamerzell, Helen</td>
<td>&quot;Laurels&quot;</td>
<td>Laurel</td>
</tr>
<tr>
<td>Day. A. L.</td>
<td>Golden Eagle</td>
<td>Lewistown</td>
</tr>
<tr>
<td>Gillespie, O. L.</td>
<td>Tamarack</td>
<td>Libby</td>
</tr>
<tr>
<td>Hendrickson, A. D.</td>
<td>Tiger</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Van Vliet, William</td>
<td>The Messenger</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Andreasen, Irving</td>
<td>Honker</td>
<td>Medicine Lake</td>
</tr>
<tr>
<td>Wehr, Olive &amp; Hoffman, Irene</td>
<td>Branding Iron</td>
<td>Miles City</td>
</tr>
<tr>
<td>Bartholomew, C. B.</td>
<td>The Bitter Root</td>
<td>Missoula</td>
</tr>
<tr>
<td>Sister Lawrence of Jesus</td>
<td>The Pine Cone</td>
<td>Missoula</td>
</tr>
<tr>
<td>Tetlie, Harold M.</td>
<td>The Viking</td>
<td>Opheim</td>
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<tr>
<td>Erickson, Christine</td>
<td>The Granotonian</td>
<td>Philipsburg</td>
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<tr>
<td>Hearst, Mildred</td>
<td>Llano</td>
<td>Plains</td>
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<tr>
<td>Myers, Leo</td>
<td>Treasure Chest</td>
<td>Plentywood</td>
</tr>
<tr>
<td>Swank, Eunice, Miss</td>
<td>Smoke Signals</td>
<td>Poplar</td>
</tr>
<tr>
<td>Evans, William R.</td>
<td>(not decided)</td>
<td>Red Lodge</td>
</tr>
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<td>Stauffer, Harold M.</td>
<td>&quot;The Brier&quot;</td>
<td>Rosebud</td>
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<td>Agte, Milton Harold</td>
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<td>McFarlane, Dale</td>
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<td>Tong, Laurita R.</td>
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<td>Randall, R. R.</td>
<td>The Coyote</td>
<td>Shelby</td>
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<tr>
<td>Ramer, Lois, Mrs.</td>
<td>&quot;Trailblazer&quot;</td>
<td>Sheridan</td>
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<td>Page, Ethel M.</td>
<td>Stagecoach</td>
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<td>Nelson, Clayton</td>
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<td>Zupan, William L.</td>
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<td>Bugli, Gloria</td>
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<td>Leonard, Lewis Y.</td>
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<td>Malmborg, L. E.</td>
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<td>Siegle, Harold</td>
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<td>Tidyman, J. A., Mrs.</td>
<td>The Pirate</td>
<td>Victor</td>
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<td>Bennets, Bonnie</td>
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<td>Hoose, Mary M., Miss</td>
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<td>Wibaux</td>
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<td>Smith, Warren J.</td>
<td>Qua Quie</td>
<td>St. Ignatius</td>
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## APPENDIX - 2A

**SCHOOLS RESPONDING TO QUESTIONNAIRES**

<table>
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<tr>
<th>Name</th>
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### SCHOOLS RESPONDING TO QUESTIONNAIRES (continued)

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</tr>
<tr>
<td>Wolf Point High School</td>
<td>Wolf Point, Montana</td>
</tr>
</tbody>
</table>
COPY OF LETTER SENT WITH QUESTIONNAIRES

Sponsor of the school yearbook;

With a view to wise guidance of students in yearbook production, I am endeavoring to determine procedures used in this activity in various schools in Montana. Several schools have been recommended to me as worthy of study. As one of these, I am writing you with the hope that you will be able to find time to answer the enclosed questionnaire.

I am sending this out with the idea of gathering information to help our next year's staff. I also wish permission to use some of the information in writing a professional paper.

I will be glad to send you a copy of the compiled results of this survey if you care to give me the requested information in regard to your school yearbook.

Sincerely yours,

E. B. McCurdy
TEXTBOOKS

Editing the Yearbook, written and published by the Benson Printing Company, Nashville, Tennessee. 1951 revised edition, $5.00.

Practical Yearbook Procedure, written by Benjamin W. Allnutt, and published by H. C. Roebuck and Company, Baltimore, Maryland. 1951 edition, $7.50


This Is Photography, written by Thomas H. Miller, and Wyatt Brummitt, and published by the Garden City Publishing Co., New York. 1945 edition, $2.00, on sale at Kodak Dealers.

Eighth Production Yearbook, produced by Graphic Arts Industries and published annually by Colton Press, 468 Fourth Ave., New York, $15.00.


MAGAZINES

Photolith, published monthly with the exception of June, July, and August by The National School Yearbook Association, 3219 Ozark St., Houston, Texas, $3.00 a year.

The Scholastic Editor, published monthly nine times during the year by the National Scholastic Press Association, 18 Journalism Building, University of Minnesota, Minneapolis 14, Minnesota, $3.00.

The Editor, published monthly by the M.I.E.A., School of Journalism, Montana State University, Missoula, Montana. Subscription is free to members. This paper is not published during the summer months.
The following may be purchased from the N.S.P.A. at 50 cents per single copy.

N.S.P.A. Newspaper Scorebook.
A.C.P. Newspaper Scorebook.
A.C.P. Newspaper Manual.
A Manual and Scorebook for Editors and Staffs of Student Magazines.
A Manual of Types.
Primer of Yearbook Layout.

The following may be purchased from the N.S.P.A. for $1.25 per single copy.

Yearbook Guidebook.

*Yearbook Management*, National School Yearbook Association, 50 cents.

The following are free materials. Order from publisher.


*Quality by Smithcraft*, The S.K. Smith Co., 2857 N. Western Ave., Chicago, Ill.


*What Does Your Yearbook Cost?* Produced by Walter Wilcox, Department of Journalism, University of Wyoming, Laramie, Wyo., 1952.


Color in College and High School Yearbooks, Taylor Publishing Co., Post Office Box 597, Dallas, Texas. 1952.

Your Yearbook, Newsfoto Publishing Company, San Angelo, Texas.
Preamble. We, the members of the Charlo Viking Club, in order to create pride in our school, stimulate community interest, and give our school publicity, do hereby establish this constitution.

ARTICLE I

Name. The name of this organization shall be The Charlo Viking Club.

ARTICLE II

Purposes. The purposes of this club shall be: (1) to publish a pictorial yearbook that shall meet the desires of our school and community, (2) to train underclassmen so that they will be prepared to produce better yearbooks, and (3) to record the events of the school year.

BY-LAWS

ARTICLE I

Order of business. The order of business shall be: (1) meeting called to order by the president, (2) roll call, (3) minutes read and approved, (4) treasurer's report, (5) communications read, (6) committee reports, (7) unfinished business, (8) new business, and (9) adjournment.

ARTICLE II

Membership. Any member of the senior class is invited to become a member of the club and such other underclassmen as may be selected by the editorial and publication
committees. All members to remain in good standing must pay
dues, maintain a "C" average, and be accepted on the basis
of a written application and personal merit.

ARTICLE III

SECTION I

There shall be a publications committee composed of
the superintendent of the school, the adviser of the Charlo
Viking Club, the adviser of the Skyline Club, and the spon­
sor of the sophomore class.

SECTION II

There shall be an editorial committee composed of the
adviser, assistant editor, the editor, business manager, ad­
vertising editor, and the art editor.

SECTION III

The assistant editor shall be selected by the publi­
cations committee from the sophomore class. He shall serve
as editor during his senior year and as assistant during his
junior year.

SECTION IV

The editorial committee shall select assistants from
the sophomore class to serve during their junior year. The
assistants shall replace the regular staff members during
their senior year. Assistants selected shall be as follows:
(1) business manager, (2) art editor, (3) advertising editor,
and, (4) others that the editorial committee may consider
necessary.
SECTION V

There shall be a membership committee composed of the editor and the adviser. Their duty shall be to select the balance of the staff and club members.

SECTION VI

The Charlo Viking Staff shall consist of an editor, assistant editor, business manager, assistant business manager, advertising editor, assistant advertising editor, art editor, assistant art editor, sport editor, literary editor, activity editor, administration editor, school life editor, associate activity editor, editor of the album sections, and such other editors, associates, typists, and salesmen as are needed. These shall be added at the discretion of the editor and with the consent of the adviser.

SECTION VII

The editor is automatically president of this club, the assistant editor shall be vice-president, and the business manager shall be the secretary-treasurer.

SECTION VIII

The student council shall approve the list of activities to be accredited to the senior for publication in the yearbook.

SECTION IX

The price to be charged for the yearbook shall be determined by the student council, but may be vetoed by the yearbook adviser.
SECTION X
The yearbook publisher and commercial photographer shall be selected by a majority vote of the entire club. Written contracts must be made with both the publisher and photographer.

SECTION XI
A quorum shall consist of not less than sixty percent of the membership.

SECTION XII
The adviser shall have no vote, but shall have veto power on all decisions.

SECTION XIII
The president shall have a vote upon all decisions.

SECTION XIV
The president shall call meetings, when necessary, with the approval of the adviser, and the consent of the superintendent of the school.

SECTION XV
All funds shall be deposited in the Charlo Activity Fund, be properly receipted, and credited to the Charlo Viking Club.

SECTION XVI
All payments shall be made by check, signed by the superintendent and the Viking Club business manager. Balances shall be checked by the business manager whenever deposits or withdrawals are made.
SECTION XVII
Any staff member may be recalled. Any dropped member shall be replaced by the method listed in this constitution for that position, and from the same class.

SECTION XVIII
Members shall all pay a membership fee which shall be determined by the editorial committee.

SECTION XIX
Some Viking symbol or design must appear on the cover of the yearbook each year.

SECTION XX
The title of the annual must be The Charlo Viking.

SECTION XXI
There shall be a scholarship fund of thirty dollars set aside each year for the purpose of partially defraying the expenses of The Charlo Viking editor while in attendance at the POW WOW. The alternate shall be the art editor.

SECTION XXII
All students working on the annual will receive journalism credit for satisfactory work done. This will be based upon the amount of advertising sold, copy produced, layouts completed, or pictures submitted.

SECTION XXIII
The editor of The Charlo Viking can not hold the office as president or secretary of any school organization. Neither may he be editor of any other school publication.
SECTION XXIV

This constitution and by-laws must be approved by not less than two-thirds of the members of the club. Approval must also be made by the student council, yearbook adviser, and the superintendent of the school.

SECTION XXV

The above by-laws, and, or, constitution may be amended whenever two-thirds of the members deem it necessary, and with the approval of the adviser, the student council, and the school superintendent.

APPROVED BY

President of the club

Yearbook adviser

President of the student council

Superintendent of the school

Date
YEARBOOK ADVERTISING AGREEMENT WITH THE CHARLO VIKING CLUB

Date___________________________________________

Firm____________________________________________

Address_________________________________________

Display Ad, - Cash___________ Billed______________

Wording desired, __________________________________

______________________________

Cuts, ________________________________

Pictures, ________________________________

Page sponsoring, - Cash, ___________ Billed, __________

Slogan desired, __________________________________

______________________________

Booster, - Cash, _________________ Billed, ____________

Rates

Sponsoring full page . . $10.00

Full page display ad . . $30.00

1/2 page display ad . . $16.00

1/4 page display ad . . $9.00

1/8 page display ad . . $5.00

I hereby agree to purchase advertising space, as listed above, and further agree to pay _______ for this service.

By ____________________________________________

Representative of the firm

We hereby agree to submit correct copy.

By ____________________________________________

Yearbook representative
CONTRACTS TO BE USED WITH THE "DALTON PLAN" OF INSTRUCTION

Editor of the Charlo Viking;

I realize that it is my duty as a member of the Viking Club to co-operate in every way possible to make the 1952-1953 yearbook a success. Therefore I assume full responsibility for the editing of the following pages:_______

I further agree that they shall be completed satisfactorily by_______________________________.

Signed______________________________

Business Manager of the Charlo Viking;

Inasmuch as the Viking Club has set an advertising quota of $800.00, I accept my individual quota of $100.00. I promise to use salesmanship methods as outlined by the advertising editor, make only the calls that are assigned to me, and endeavor to surpass my quota.

Signed______________________________

Circulation Manager;

My signature below indicates that I am aware of the fact that I shall forfeit all rights to my deposit on my yearbook subscription if I do not pay the balance within 60 days after the finished books arrive. If my book must be mailed to me, I will furnish the address and pay the postage.

Signed______________________________

Editor of the Charlo Viking;

As representative of the Charlo______________________, I hereby contract the use of_______ pages in the 1953 yearbook and agree to pay $5.00 per page above the cost of the pictures. I also agree to pay the cost of all pictures my organization uses.

President of the organization

Sponsor of the organization
APPENDIX - 3C

AGREEMENT BETWEEN THE CHARLO VIKING CLUB AND PHOTOGRAPHER

THIS AGREEMENT, Made and entered in this _____ day of ___________, A.D. __________, between the ______________ party of the first part and the _______________________, party of the second part.

WITNESSETH, That the said ____________________, who hold a legal Montana Photographer's License hereby agrees for the consideration hereinafter stated, to furnish the party of the second part photography work to wit:

Senior portraits (3x5) mounted @__________ a dozen. One mounted portrait (8x10) free with each order of two dozen mounted.
Billfold portraits @__________ per dozen.
Tinting of portraits @__________ each.
Two glossy prints of each senior furnished free of charge for use in the annual, where one dozen or more mounted portraits are purchased by said senior. _______ seals are to be given free with each mounted portrait.
Group pictures taken, and enlarged or reduced to specifications not to exceed (8x11) inches. One glossy print is to be furnished at _______. Additional prints are to be supplied in (5x7) @__________ each.
One glass framed composite of the seniors is to be given to the school free of charge.
Underclassmen portraits are to be taken and supplied at _______ per dozen for wallet size. If a dozen are purchased, a free glossy print will be furnished for use in the annual free of charge. If a student does not purchase wallets in dozen lots, the party of the second part agrees to pay _______ for each annual print. Seniors will be given six poses and underclassmen three. Senior pictures will all be retouched.

IT IS AGREED AND IS A PART OF THIS CONTRACT, That the delivery of pictures will not be later than the following dates:
One week after they are taken, proofs will be submitted. Senior yearbook pictures, delivered three weeks after proofs have been returned.
Mounted Senior pictures, delivered within forty-five days after proofs are returned, as well as wallet portraits. Group pictures are to be returned fourteen days after they have been taken.
Underclassmen wallets and annual prints are to be delivered thirty days after proofs are returned.
Senior pictures are to be taken at the _______________________, on ______________________.
Proofs will be delivered _______________________.
Proofs will be returned _______________________.
Yearbook prints will be delivered _______________________.
Mounted Senior pictures will be delivered _______________________.
Senior wallets will be delivered _______________________.
Group pictures will be taken at the Charlo School ______
______________, proofs submitted ____________, proofs returned ____________, and pictures delivered _______________________.
Underclassmen pictures will be taken at the Charlo School
______________, proofs submitted, _____________
______________, proofs returned ____________, and pictures delivered _______________________.

IT IS FURTHER AGREED THAT, When any delivery date is
not met, the party of the first part automatically forfeits
one per cent per day of the portion of the contract due on
that date.

IT IS AGREED AND IS A PART OF THIS CONTRACT, That when
the party of the second part does not return proofs by date
specified, the delivery date of that part of the contract
will be automatically extended to the period of time equal
to the time that was lost due to default by the party of the
second part.

IT IS MUTUALLY UNDERSTOOD AND AGREED, That the party
of the first part shall give to the party of the second part
10 per cent of the gross sales of all billfold orders and
groups sold by the Charlo Photography Editor.

IT IS FURTHER AGREED, That upon delivery of any por-
tion of this contract, that the party of the second part
shall make payment to the party of the first part within
seven days by Charlo Student Activity Check.

THE PARTY OF THE SECOND PART reserves the right to re-
turn to the party of the first part pictures which will not re-
produce successfully in the annual, and the party of the first
part agrees to furnish a suitable print at no additional cost.

THE PARTY OF THE FIRST PART shall not be liable for un-
avoidable delays which may be caused by strikes, fires, govern-
ment restrictions, or other causes beyond the control of the
party of the first part, and such delays shall not be a breach
of contract.

IN WITNESS WHEREOF, the said parties hereunto set
their hands at the date hereinbefore mentioned.

Commercial Photographer

Yearbook Sponsor
COPY OF LETTER SENT TO ADVERTISERS AT CLOSE OF SCHOOL YEAR

Dear Sir,

We wish to express our appreciation for the ad which you placed in this year's annual. Your friendship is a thing that we value highly—in fact it's just about the most important thing that we stand to gain in serving your business by handling a portion of your advertising.

We sincerely hope then, that your advertisement in our 1953 yearbook will meet with your approval and that you will be permitting us to handle an ad for you in our 1954 annual.

When you place an ad in our annual, it receives a much larger circulation than you probably expected. It appears not only in the Charlo community, but also in various business houses in cities all over the state. It has been placed in a large number of schools and army camps. It will be taken to Germany this year by our foreign exchange student, Herbert Merz.

Your ad, put in any yearbook is something that will be thought of as an advertisement which will gain more business for you. You are seen as a business man who is willing to help today's youth preserve the memories of the school year. The youth of today will be your patrons of tomorrow.

The Charlo Annual Staff is looking forward to calling upon you again next fall.

Sincerely yours,

Allan Olsen, Editor
Ronan, Montana
May 19, 1953

Mr. Allan Olsen, Editor
The Charlo Viking
Charlo, Montana

Dear Allan:

I want to thank you for your nice letter of May 14 expressing your appreciation for our ad in your school annual. We were only too glad to make this small contribution to assist you in purchasing your 1953 yearbook.

We will be happy to purchase additional space in your 1954 yearbook when you are ready for that. While Charlo is a separate school from the one here at Ronan, you are still in the territory which our bank serves and we feel we are a part of your community, the same as your community is a part of our territory.

We have made many contributions to other yearbooks and various other community projects in the past, but it is seldom that we receive a letter such as yours in appreciation of our support, and we wish to thank you for this courtesy.

Again thanking you, and wishing you every success, we are

Yours very truly,

H. E. Olsson
President of the Ronan State Bank
APPENDIX - IE

APPLICATION FORM

I wish to apply for the position of ______________ on the Charlo Viking Staff. My second choice is __________ ______________. My third choice is ______________.

My high school grade average is a _____, and I have no failing nine weeks grades. In joining this club, I agree to obey the by-laws and constitution, and will work not less than sixty hours.

I have taken the following subjects: Journalism, Art, Typing, Bookkeeping.

I have held the following offices:

Other special qualifications not covered above are:

I will gladly submit to any competitive examination.

Sincerely yours,

Applicant’s signature

Positions for seniors only
Activity Editor
Sports Editor
Administration Editor
School Life Editor
Editor of album sections

Juniors only
Assistant Editor
Assistant Business Manager
Assistant Art Editor
Assistant Advertising Editor

Juniors or Seniors
Literary Editor
Associate Activity Editor
APPENDIX - 1F

PHOTO IDENTIFICATION FORM

The Charlo Viking (1953)

(Attach picture here with rubber cement)

Kindly type or print

Back row, L. to R.: ________________________________

______________________________________________

______________________________________________

Middle row: ______________________________________

______________________________________________

______________________________________________

Bottom row: ______________________________________

______________________________________________

Officers: ________________________________

______________________________________________

Not pictured: ____________________________________
### APPENDIX - IG

**SAMPLE OF DOUBLE-ENTRY BOOKKEEPING**

**ACCOUNT**  
Charlo Viking Club (1953-1954)

<table>
<thead>
<tr>
<th>Date</th>
<th>Voucher No.</th>
<th>Item</th>
<th>Received</th>
<th>Paid</th>
<th>Bal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/1</td>
<td>Transfer</td>
<td>Balance brought forward</td>
<td></td>
<td></td>
<td>$368.14</td>
</tr>
<tr>
<td>12/3</td>
<td>227</td>
<td>Subscriptions</td>
<td>$4.50</td>
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<td>372.64</td>
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<td>12/3</td>
<td>Transfer</td>
<td>Telephone call</td>
<td>$0.61</td>
<td></td>
<td>372.03</td>
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<tr>
<td>12/4</td>
<td>231</td>
<td>Grade Pictures</td>
<td>77.40</td>
<td></td>
<td>449.43</td>
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<tr>
<td>12/4</td>
<td>Transfer</td>
<td>Filing Cabinet</td>
<td>18.00</td>
<td></td>
<td>431.43</td>
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<tr>
<td>12/5</td>
<td>234</td>
<td>Subscriptions</td>
<td>2.90</td>
<td></td>
<td>434.33</td>
</tr>
<tr>
<td>12/5</td>
<td>238</td>
<td>Grade Pictures</td>
<td>47.45</td>
<td></td>
<td>481.78</td>
</tr>
<tr>
<td>12/5</td>
<td>239</td>
<td>Sweater Deposits</td>
<td>69.50</td>
<td></td>
<td>551.28</td>
</tr>
<tr>
<td>12/5</td>
<td>1498</td>
<td>Montana Sport Shop</td>
<td>65.50</td>
<td></td>
<td>485.78</td>
</tr>
<tr>
<td>12/5</td>
<td>1499</td>
<td>Photography Supplies</td>
<td>3.40</td>
<td></td>
<td>482.38</td>
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<tr>
<td>12/8</td>
<td>242</td>
<td>Grade Pictures</td>
<td>26.10</td>
<td></td>
<td>508.48</td>
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<tr>
<td>12/9</td>
<td>244</td>
<td>Subscriptions</td>
<td>1.50</td>
<td></td>
<td>509.98</td>
</tr>
<tr>
<td>12/10</td>
<td>247</td>
<td>Grade Pictures</td>
<td>9.20</td>
<td></td>
<td>519.18</td>
</tr>
<tr>
<td>12/12</td>
<td>254</td>
<td>Grade Pictures</td>
<td>11.15</td>
<td></td>
<td>530.33</td>
</tr>
<tr>
<td>12/15</td>
<td>260</td>
<td>Subscriptions</td>
<td>4.50</td>
<td></td>
<td>534.83</td>
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<tr>
<td>12/18</td>
<td>271</td>
<td>Advertising</td>
<td>10.00</td>
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<td>544.83</td>
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<tr>
<td>12/18</td>
<td>272</td>
<td>Senior Pictures</td>
<td>37.50</td>
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<td>582.33</td>
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<tr>
<td>12/18</td>
<td>273</td>
<td>Subscriptions</td>
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<td></td>
<td>586.83</td>
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<tr>
<td>12/18</td>
<td>274</td>
<td>Grade Pictures</td>
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<td>603.73</td>
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<tr>
<td>12/19</td>
<td>1520</td>
<td>Taylor Pub. Co.</td>
<td>500.00</td>
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<tr>
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<td>288</td>
<td>Advertising</td>
<td>116.00</td>
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<td>219.73</td>
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<tr>
<td>12/21</td>
<td>1529</td>
<td>Catlin Studio</td>
<td>108.20</td>
<td></td>
<td>111.53</td>
</tr>
</tbody>
</table>
APPENDIX - 2G

A SIMPLE BUDGET FORM FOR A SMALL PRODUCTION

ANTICIPATED EXPENSES

Printing (Based upon contract prices and estimated specifications) ................................................... $1,200
Photography (Based on dummy, contract prices, and necessary extras) ............................................. 200
Postage and express (Based upon last year's production which was similar in size; and similar yearbook activities) .............................................. 85
Scholarship (Set by precedent) .................................................................................................................. 30
Capital Outlay (File) .................................................................................................................................. 20
Office supplies, telephone calls, and incidentals .................................................................................... 100
Total anticipated expenses ..................................................................................................................... $1,635

ANTICIPATED INCOME

Sale of books (125 at $3.00, same as last year) ........................................................................... $375
Advertising (Same as last year) ............................................................................................................... 950
Sale of pages to classes and clubs (Set by tradition) ........................................................................... 200
Clubs charged for pictures (Set by custom) .......................................................................................... 50
Profit (Club acts as collecting agent for school orders on sweaters, rings, announcements, and pictures) ......................................................... 100
Incidentals (Same as last year) ............................................................................................................... 135
Total anticipated income ....................................................................................................................... $1,810

Reserve (Should be about 10 per cent of income) .............................................................................. $181
### ITEMS OF INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture sales</td>
<td>$516.00</td>
</tr>
<tr>
<td>Sweater sales</td>
<td>238.20</td>
</tr>
<tr>
<td>Announcement sales</td>
<td>176.70</td>
</tr>
<tr>
<td>Junior class ring sales</td>
<td>344.70</td>
</tr>
<tr>
<td>Advertising sold</td>
<td>972.50</td>
</tr>
<tr>
<td>Subscriptions (125 at $3.00)</td>
<td>375.00</td>
</tr>
<tr>
<td>Page transfers from clubs</td>
<td>185.00</td>
</tr>
<tr>
<td>Picture transfers from clubs</td>
<td>48.00</td>
</tr>
<tr>
<td>Refund from publisher</td>
<td>80.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,936.10</strong></td>
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### ITEMS OF EXPENSE

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Stiff-backed cover</td>
<td>$111.60</td>
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<tr>
<td>Padding cover</td>
<td>25.00</td>
</tr>
<tr>
<td>Silk screen design</td>
<td>20.00</td>
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<tr>
<td>Colored end sheets</td>
<td>20.00</td>
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<tr>
<td>Pages (109 at $8.35)</td>
<td>910.15</td>
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<tr>
<td>Semi-vertical titles (4 at $1.00)</td>
<td>4.00</td>
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<tr>
<td>Lithochrome enamel paper at 14¢</td>
<td>14.00</td>
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<tr>
<td>Overburn pages (15 at $1.60)</td>
<td>24.00</td>
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<tr>
<td>Professional art work</td>
<td>25.00</td>
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<tr>
<td>Color photography (8 Duotone pages at $89.00)</td>
<td>89.00</td>
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<tr>
<td>Autograph (Section of 8 pages)</td>
<td>Free</td>
</tr>
<tr>
<td>Supplies</td>
<td>18.00</td>
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</table>
ITEMS OF EXPENSE (continued)

<table>
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<th>Amount</th>
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<tr>
<td>Additional copies (60 at $1.75)</td>
<td>$105.00</td>
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<td>Total</td>
<td>$1,365.75</td>
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<tr>
<td>Less 10 per cent for fall delivery</td>
<td>136.57</td>
</tr>
<tr>
<td>Total publishing expenses</td>
<td>$1,229.18</td>
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ADDITIONAL EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>M.I.E.A. dues and convention expenses</td>
<td>$16.00</td>
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<tr>
<td>Advertising expenses</td>
<td>34.50</td>
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<tr>
<td>Postage and express</td>
<td>85.00</td>
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<tr>
<td>Printing</td>
<td>8.29</td>
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<tr>
<td>Awards</td>
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<tr>
<td>Publications</td>
<td>12.50</td>
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<tr>
<td>Capital outlay (File)</td>
<td>18.00</td>
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<tr>
<td>Office supplies</td>
<td>16.65</td>
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<tr>
<td>Telephone calls</td>
<td>4.50</td>
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<td>Pictures</td>
<td>480.50</td>
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<tr>
<td>Sweaters</td>
<td>226.10</td>
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<tr>
<td>Announcements</td>
<td>159.04</td>
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<tr>
<td>Junior class rings</td>
<td>310.23</td>
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<td>62.20</td>
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<td>Advertising in school paper</td>
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<td>Total operating expenses</td>
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<td>Total publishing expenses</td>
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<tr>
<td>Total expenses</td>
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<td>Profit</td>
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