Junior reporter; a pupil-teacher manual for junior high school journalism

Georges Leroux

The University of Montana
THE JUNIOR REPORTER

A Pupil-Teacher Manual for

Junior High School

Journalism

by

Georges LeRoux

B.A. Montana State University, 1935

Presented in partial fulfillment of the requirements for

the degree of Master of Arts.

Montana State University

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Approved:

[Signature]

W.R. Ames

Chairman of Board
of Examiners.

[Signature]

W. G. Bateman

Chairman of Committee
on Graduate Study
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FORWARD

The writer wishes to express his thanks to those who have cooperated with him in this study. To the many boys and girls, some known and some unknown to him, who edited the splendid school newspapers investigated herein, he extends his thanks, respects and best wishes for success. He is indebted for assistance to W. R. Ames, Ph. D., his graduate work advisor, and R. L. Housman, Ph. D., his professor in undergraduate days.

This work would not have been possible without the encouragement of Lois Troumbley, Principal of the Junior High School, Great Falls, Montana, and the help of the entire faculty in that school. The writer is also indebted to the authors and scholars who have unknowingly contributed to this work.

Throughout his graduate work the author received material and spiritual assistance from his wife. It was she who inspired him to do this work and helped in the organization of the manuscript.
The Junior Reporter

INTRODUCTION

The Reason for this Work

The Junior Reporter, a manual for pupils and guide for teachers of Journalism in junior high school, constitutes the main part of this work. It was conceived when a teacher was assigned to the task of starting a school paper in the Junior High School of Great Falls, Montana, and found himself lost as to how to begin and what method to follow. The "why" of junior high school journalism also crept into this teacher's mind in some of his more dubious moments.

The first steps were, naturally enough, a search through the school and public libraries for reading material on the subject, and long talks with supervisors and principals. The former yielded little; and the latter indicated that they knew what they wanted by way of results, but had little to offer by way of procedure. They felt confident, however, that the activity was educationally sound.

Among the reasons stressed by these local educators were:

1. Journalism in junior high school should,
   1. provide further for the recognition of individual differences, especially among superior students in English;
   2. give these children something extra in the way of character training, training in leadership, responsibility and vocational exploration.
   3. improve the entire school's learning situation and socializing opportunities;

1. Worded after Leonard V. Koos, The Junior High School (Boston, 1927)
4. continue and improve the pupil, school and community relationships. 2

It would seem that any teacher who has had a little training in journalism or some experience in that work, would not find it an exceptionally difficult task to edit a four page paper and organize a newspaper club consisting of junior high school children. But the difficulty will be readily realized if one considers two facts. The first has to do with the schooling level and achievements in English of junior high school pupils. The second fact is that most of the journalistic training available for teachers is on college and high school level. Both of these points and their implications are discussed here.

Seventh grade pupils are familiar with the names of some parts of speech, but the completion of that phase of grammar work takes up most of the seventh school year. Eighth grade pupils, well versed on the parts of speech, know nothing about verb conjugations, have not mastered the three cases, and have yet to be introduced to complex grammatical constructions. By the end of the eighth year, they have finished the grammar book, but it takes the ninth year to organize all this material into practical, usable form. 3 It is not until the end

2. Koos, op. cit.

3. Course of Study for Junior High Schools of Montana, State Department of Public Instruction (Helena, Mont., 1934)
of that year, that composition work, suitable for limited comparison with journalistic standards, can be found.

With such material, youngsters, raw and unfinished, how can one edit a school paper? If journalistic principles and techniques are disregarded too much, the paper will be dull, meaningless, untimely and justifiable only in the activity it provides for the children who take part in it. This is too expensive for most of our public schools, and will not satisfy objectives II and III given on page one. These objectives must be considered, since they are part of the assignment given to the teacher mentioned here.

On the other hand, if one tries to follow journalistic principles, failure is imminent because the two primary requisites of journalism, accuracy and speed, are beyond the reach of junior high school pupils.

How can a school paper be timely, brimming with interesting, fresh, crisp news, if the reporters have to labor over their stories, searching the dictionary for spelling, and grammar books for correct English?

The Problem

All that has been written so far is an explanation of one teacher's mental reaction to a new problem. It narrowed itself to a simple problem statement: How may journalism be taught in junior high school, and how may a small newspaper be produced?

The answer suggested itself as a sort of compromise between senior high school journalism and the kind of journalism that junior high school children are capable of understanding. It is a method carefully developed around an outline which was worked out after the above conglomeration of thoughts were finally cleared.
Building the Outline

The usual procedure in developing a new course of study or a new method of teaching is (1) to read widely on the subject to secure statistics, authoritative facts, and (2) to incorporate the results of valid experiments into the finished product. This is usually followed by one's own testing; the study is then organized and presented.

In working out this method, the first step had to be omitted. The intention to do it was there, but the reading material was not. The textbooks, studies and experiments found in varying quantities in other school subjects are non existing in the case of junior high school journalism. Even in the field of high school journalism a scarcity of material was noticed. At any rate, too little authoritative material was found to justify building a course around it.

It was in trying to define junior high school journalism that the lack of reference material was first noticed. Junior high school papers and magazines are mentioned in a few books dealing with school clubs, or student publications. It is usually listed as an extra-curricular activity in works on curriculum building, but neither defined nor described except as it applies to the senior high schools.

In a number of books, it was discovered that authors do not choose to differentiate between the senior and junior high school. Granted these are now considered as "secondary schools", there is a difference in the purposes, the aims and the functions of the two institutions. That difference has already been suggested as it applies to achievement in English.

Being unable to begin in the orthodox manner, research took the form of a scrutiny of some of the existent junior high schools. To help in this study the following outline was first developed.

A. Is there such a thing as junior high school journalism?
   1. Discover the extent of the activity by establishing an exchange with other schools
   2. Correspond with scholastic press associations.

B. Where may one find out about junior high school journalism?
   1. Look to the school papers themselves.
   2. Study the references that are available.

C. What are these other schools doing about the activity?
   1. Study the various school papers.
   2. Compare them with what is being done in senior high school journalism.
      a. Determine how much of the the senior high school work is practiced by junior high schools, and what phases are apparently not practical.

D. Are the means employed in schools where junior high school journalism exists, justifiable in terms of the general aims of junior high schools, as set up in this problem?
   a. Accept the objectives outlined on page one.
   b. Accept the objectives of high school journalism wherever they coincide with the aims, objectives and functions of the junior high school.

E. How shall the findings be evaluated in order to incorporate them into a practical course or method.

The best method to decide the extent of junior high school journalism is to count the number of schools that publish newspapers. This task was too large for the purpose. But, it was felt that letters mailed at random would serve the situation. One letter was mailed to some city in each of the forty-eight states. The cities were selected by the journalism students who observed neither rules nor guidance in making their choice.

Thirty-five letters were received in reply, indicating an even larger number of junior high school newspapers because a number of cities boast more than one junior high school, each with a school paper.
An exchange of 29 papers was finally established. Since then, five schools have sent papers to Great Falls seeking a place on the exchange list, and five Montana junior high schools were also added to the list.

In view of the haphazard method used in selecting the cities to which the soliciting letters were sent, the returns justify the conclusion that junior high school journalism is a reality, and that even if it is not given its share of attention and space in educational literature, it is nevertheless practiced and has a vast following.

In addition the following figures were obtained from the National Scholastic Press Association.

<table>
<thead>
<tr>
<th>Number of junior high school publications enrolled with the National Scholastic Press Association</th>
<th>1930</th>
</tr>
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<tbody>
<tr>
<td>Newspapers</td>
<td>44</td>
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<tr>
<td>Yearbooks</td>
<td>10</td>
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<td>Magazines</td>
<td>12</td>
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</table>

<table>
<thead>
<tr>
<th>Newspapers</th>
<th>1937-1938</th>
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<tbody>
<tr>
<td>Mimeographed</td>
<td>17</td>
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<tr>
<td>Printed</td>
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<th>Magazines</th>
<th>1937-1938</th>
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<tbody>
<tr>
<td>Mimeographed</td>
<td>4</td>
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<tr>
<td>Printed</td>
<td>16</td>
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<td>20</td>
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</table>

5. The postage stamp budget did not permit permanent correspondence with all the schools, but all replies were acknowledged.

6. See page for a complete list of the exchange.
The exchange of papers thus established and the figures from the association answer in part the first three points in the outline. Junior high school journalism exists and junior high school publications seem to be increasing in number.

The next point in the outline calls for a study of the educational objectives and aims of junior high school journalism. A few of these have already been discussed, and the limited literature on this subject yielded what was considered a sufficiently authoritative and valid source. This is the report by the National Council of Teachers of English. It recommends the writing of news stories for grades seven to twelve in the study and practice of written English.

Like the others, this work does not make any distinctions between junior and senior high schools; perhaps it does not need to because it is presented in the form of a flexible pattern curriculum about which one may build any number of units in English. The techniques and objectives for writing news stories are quoted in their entirety as presented by the commission's report because they were closely followed in developing a major part of the "Junior Reporter".

"Techniques Desirable in Writing News Stories: A Summary.

Social Techniques:

1. To record only the important or significant events or facts, so that the reader's interest remains alert and does not become lost in trivial details.

2. To obtain exact and accurate information and record it objectively.

7. These figures report only papers that are paid members of the Association.

3. To avoid exaggeration and over-statement.

4. To describe the personalities involved in the story where appropriate and where such description will add to the reader's interest.

5. To condense at the beginning of the story all essential information regarding time, place, and situation.

6. To choose a leading or significant fact or idea and build the story about it.

7. To make a clearly developed, original outline.

8. To develop this outline, expanding it by illustrations, comparison, and example and by concrete detail, and ending when the point is made.

"Language Techniques:"

1. To paragraph in correspondence with the topics.

2. To employ occasionally, for conciseness, smoothness, economy, and variety, the following structural devices:
   a. Adjective prepositional phrases
   b. Relative pronouns in the oblique cases
   c. Infinitive as modifiers
   d. Gerunds
   e. Subject clauses
   f. Participial phrases in place of adjective or adverbial clauses
   g. Subordinate clauses for subordinate ideas
   h. Parallel form for parallel ideas
   i. Compound sentences without conjunctions

3. To employ occasionally, for conciseness and effectiveness, the following devices:
   a. Specific nouns
   b. Appositive
   c. A variety of connecting words
   d. Active verbs for vigor and passive verbs to minimize the agent
   e. The perfect tense to indicate past time
   f. Subjunctive verbs to mark supposition of hope
   g. Clear transitional sentences

4. The use modifiers near the word they modify.

5. To punctuate and paragraph conversation correctly.

6. To use italics or quotation marks to indicate the titles of books, plays or musical compositions.
News Stories

1. Social objectives: To write an interesting anecdote or incident for an interested group or for the school paper.

2. To write an announcement for the school paper or for the bulletin board.

3. To write an account of a sport event or other school function for the newspaper.

4. To write a news item including a report of interview.

5. To write for the school paper an account of an assembly, a lecture, a play, or a concert.

6. To write a feature article for the school paper.

Justifying the Means

Point D in the outline is also concerned with the means employed by school papers or newspaper clubs to meet the aims, objectives, and functions of journalism. The report of the Commission, in giving techniques for the writing of news stories furnished the basis for teaching English, via journalism. But, many other ideals, previously mentioned, had yet to be satisfied, for example, training in leadership, developing responsibility, vocational exploration, the school's relationship with the home, and the socialization of the whole school.9

The content of the papers received in the exchange was analyzed and lists were made of the non-English activities. This included such activities as writing headlines, conduct of gossip columns, art, advertising, type and many others. The list was then checked against the journalistic activities given in McKown's School Clubs.10 McKown's book was selected because it treats journalism as a school activity of equal adaptability in junior and senior high schools.

9. See pages 1 and 2.
MoKno's list and the way it was checked is shown in the following pages. The results guided the writing of the non-English parts of The Junior Reporter. Checking was done with the assistance of one junior high school English teacher and of the sponsor of the senior high school newspaper. Throughout this checking the decision that this was to be a non-professional and non-vocational activity was kept in mind. It was also decided that the details of publishing the printed paper in a junior high school was the teacher's work and responsibility.
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<tr>
<td>The history of the newspaper and the magazine</td>
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<td>Developing material for the school publications</td>
<td>X X</td>
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<td>X</td>
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<tr>
<td>Types of publications, school and commercial: purposes, material, and organization</td>
<td>X</td>
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<tr>
<td>Criticizing publications of various types, especially school publications</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Making a definite study of the newspaper under such heads as:</td>
<td>X X</td>
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<td>X</td>
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<td>What constitutes news?</td>
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<td>Sources of news, regular and special beats and assignments</td>
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<td>Qualifications of the news gatherer</td>
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<td>Gathering the news and making notes for writing it</td>
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<td>Writing the news: lead, body choice of words, sentence structure, paragraphs</td>
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<td>Newspaper style and its characteristics</td>
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<td>News vs opinion in the paper</td>
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<td>The style book and its uses, punctuation, abbreviation, etc.</td>
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<td>X</td>
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<td>Preparation of copy</td>
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<td>X</td>
<td>X</td>
<td>X X</td>
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<td>Classification of news material</td>
<td>X</td>
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<tr>
<td>Types of news stories: regular athletic, social, personal</td>
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<td>Feature of human interest stories and correspondence</td>
<td>X</td>
<td>XX</td>
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<tr>
<td>Editorials: types, purposes, and illustrations</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Proper use of the exchange department of the paper</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Interviews and methods of interviewing</td>
<td>X</td>
<td></td>
<td>X X</td>
<td></td>
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</tbody>
</table>
Editorials: types, boosting
senzorizing, arguing, comment-
ing, explaining
Reviews of books, plays, motion
pictures, lectures
Newspaper filler: bits of informa-
tion, jokes, etc.
Humor: jokes, cartoons, comic
strips, parodies, poems, and
stories
Fiction in journalism
Illustrations: purpose and types,
cartoons and drawings of various
kinds, pictures, photographs,
graphs
Advertisements: value, purpose,
selling space, writing the
advertisement, placement and
organization of advertising pages
Make-up of newspaper: organization,
cars, dimensions, size of pages,
number of pages, columning, and
balancing
Headlines: purpose and values,
types, material of, structure,
rules for writing
Preparation of the dummy
Laws of copyright
Promoting and handling the cir-
culation of the newspaper
Rules governing mailing the
magazine or newspaper
Financing the newspaper or
magazine through subscriptions,
advertisements, etc.
Distributing the newspaper or
magazine
Budgeting the publication:
business forms, blanks, and
records
Study of typesetting: type,
composing, operations, and
limitations
Proof reading and copy reading
and marks used
Methods of printing, folding,
stapling, wrapping, mailing
The terms used in newspaper
work: copy, stick, em, heading,
deck or bank, masthead, ears,
linotype, hand-set, form, mat,
case, galley proof, electrotype,
scoop, flag, box
<table>
<thead>
<tr>
<th>Activity</th>
<th>X</th>
<th>X</th>
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<tr>
<td>Holding news-writing and similar contests</td>
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<tr>
<td>A discussion of the winners of such contests as those promoted by the Nation School Press Association or the Columbia School Press Association</td>
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<tr>
<td>A study of foreign newspapers and periodicals</td>
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<td>Issuance of a small newspaper or magazine</td>
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<tr>
<td>Issuance of a &quot;blackboard&quot; or &quot;bulletin board&quot; newspaper or publication</td>
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<td>News photography and engraving methods and processes</td>
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<tr>
<td>Great journalists: Greeley, Ochs, Pulitzer, Carleton, William Allen White, Philip Gibbs</td>
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<tr>
<td>Visits to local newspaper or magazine offices</td>
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<tr>
<td>Study of high school press associations and their work</td>
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<tr>
<td>Keeping a scrapbook of newspaper materials and methods</td>
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<tr>
<td>Vocations in journalism as reporter, printer, linotype, cartoonist, advertising manager, circulation manager, editor, editorial, feature, and fiction writer</td>
<td></td>
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<tr>
<td>Preparation for a journalistic career: university courses and other opportunities</td>
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</tbody>
</table>
The Outline is Worked Out

How to incorporate the details, suggestions and facts discovered and gathered during the development of the outline into a "course of study" with ample subject matter and activities, was the most difficult problem. It involved the task of trying out the outline, developed in details, with a group of eighth grade pupils organized in a class of journalism. This was done for one semester. Notes were taken and revisions made as this group progressed.

The first revisions were used during the second semester with the same class and also with a class in journalism composed of seventh grade pupils. Changes and notations were again made, and it is this second revision which is presented here, beginning with Part One.

A Word to the Teacher

When the principal of a junior high school asked the representatives of a large book company for material on journalism, the latter was surprised and could not refrain from the remark, "Journalism! In Junior High School?"

His surprise and remark were certainly justified. Professional journalism, per se, has no place in the intermediate grades, still less in the elementary grades and there is room for argument as to its place in the senior high school curriculum.

On the other hand, in this day of the "activity school", of clubs and intra-curricular activities, journalism, or the newspaper club, can be readily accepted as one of the projects best suited to the modern school. There is need, therefore, of less talk about activities and more material on their proper conduct.
This work is not a course for professional preparation. The term journalism is rarely used in the pages that follow, and whenever possible the term English has been substituted.

The Junior Reporter, through use, has proven practical for the conduct of a class in English composition and grammar, meeting from two to five times a week during the school year. The activities at the end of each chapter, in Part One, give elasticity to the course.

Part Two is the "style sheet" for student and teacher. Whether class or club it is designed to be a source of information for problem solving in school newspaper production.

Part Three is especially for the teacher who is sponsor of a school paper. It may be used as a source of lecture and exercise material. It is essentially a guide for the teacher's personal use.

The Newspaper Club

Part Three, How To Organize A Journalism Club, is based on the experience of the Junior High School in Great Falls. A work of explanation concerning the school paper club's organization in that school is necessary so that adjustment can be made to conform with others' needs.

The Journalism Club was composed of 20 last-year students. At mid-year, 20 seventh grade pupils were organized into another class. These 40 children were recommended by their respective English teachers as "good students". Each group met twice a week. A monthly four page (8x11) paper was published eight times during the year at a cost of about $60. Only composition was paid for out of the school's petty-cash fund because the paper and printing was furnished by the students' print shop of the high school. In some cities labor conditions may not
allow such an arrangement. In such a case, the cost of a similar paper may reach approximately $20 an issue.

Nine hundred copies were printed for each issue, about 100 more than the enrollment of the school. Advertising was not solicited, but a few advertisements were voluntarily obtained by members of the club.

Summary and Conclusions

This work was conceived when a teacher in his dilemma felt that what was one teacher's problem might well be another's problem as well, and that this study might be a welcomed solution.

The lack of authoritative collateral reading in the field of journalism was alarming when this work was started and resulted in the building of an exchange of school papers which, in turn, furnished the source of much information.

The English or language parts of this activity were developed around a suggestion found in a report of the National Council of Teachers of English, while the non-English sections were developed from a comparison of what senior high school journalism does and what junior high school children are able to do and understand.

The entire course was outlined. This outline was used to conduct three different journalism classes. Revisions were made and the project written.

If this introduction seems brief and incomplete in its description of the approach to the problem it is because The Junior Reporter is its own outline completely developed. To give the outline and show all the notations and changes that were made would be a repetition of the pages that follow.
It will also be remembered that the problem was to set up a course of study for a class in junior high school journalism to satisfy the dictates of school officials. The research herewith might not have been attempted at all by some. It was done in this case because it was felt that the project deserved a solid foundation.

Finally, this introduction describes the way the method was used in Great Falls, Montana. This description is given to permit the adaptation of the following chapters to any junior high school that may find this work helpful.
PART ONE

The Newspaper—
A Short Course in Journalism
Chapter I

A 24 HOUR LIFE

Did you ever see your father sit down at the breakfast table with the morning newspaper propped up against the cream pitcher? Does he read the paper? Why, sometimes he becomes so engrossed by the story he is reading that he calls out to Mother:

"Where's the cream? You forgot to put it on the table this morning!"

Then he goes on gulping his toast and coffee, but always reading, reading. Just follow his eyes, look at his face. If he is the true, good American citizen you know he is, he seems to be taking in the printed words with the speed of an ant eater's tongue.

When evening comes and your Dad is home after a day's work, what does he do? Have you ever caught him lounging in his favorite chair reading the newspaper? Usually it is the same paper he was reading so intently at the breakfast table. Indeed, it must be interesting.

Mother reads it.

During the late afternoon, when mother has finally finished her work, just before you come home from school asking for dinner, she too reads the morning newspaper. Perhaps she looks at it earlier in the day while she is making up her shopping list. In the afternoon she reads the society column and the local news. She will clip a new recipe now and then or glance at the amusement page. She reads the front page,
too, for mothers are good citizens, interested in the political affairs of our country.

All the children read it.

grade of paper used in the production of a newspaper is rather soiled and crumpled when your turn comes to read the "funnies".

It had a busy day.

When night comes, the poor morning paper is all limp and fagged out and in the waste basket ready to be thrown away. Or, if you live in the country, your newspaper may render one more service to the family—it will be used to start the fire in the kitchen range.

What fickle things, these humans! But, you must not feel sorry for the paper. It has served its purpose. It must die and make way for the following morning's new, fresh edition, which will be full of crisp, last minute stories and funnies.

What is a newspaper?

It is difficult to define anything that has as many uses as a newspaper. Can you imagine anything that can be used for acquiring information, that can also be used to start the fire, entertain the baby, make a pad for the front room rug and even make papier machee for attractive puppets' heads?

Can you tell what something is before you can tell what it does? A reaper is a machine that cuts grain. Could you tell that, if you had never seen one in action or had never been told? Suppose you saw a new machine, full of wheels and gadgets. Could you tell what it is until you saw it run and saw what it did?

All that is very complicated. And that's the way with the
definition of a newspaper. Let's not try to define it until we have learned all about it.

Activities for Chapter I

1. Hand to your teacher your own definition of a newspaper. Think carefully and write carefully. Ask your teacher to put your paper away. Now, forget all about it. Later, toward the end of the year, you will be asked to write another definition. By then, you will be able to do so with the knowledge and accuracy of a specialist. You will compare the two.

2. Tell of the different uses you have seen or experienced for newspapers. Refer to page 21 where a few suggestions are given you. Think of the uses of other objects about the home.

3. Interview your father or some acquaintance, preferably a business man. Write an essay on how the daily newspaper is on service to that man's business.
Chapter II

THE CONTENTS OF A NEWSPAPER

Who reads it?

If you live in a big city, you have noticed men and women going about the business of living—some with lunch buckets, some with briefcases, some with shopping bags. Apparently some of these people are teachers, bankers, lawyers, doctors, housewives. Regardless of their occupations, you have seen them reading the newspaper. You read how the whole family enjoys the morning paper, now you recall how it is read by men and women in all walks of life.

The newspaper isn't like the magazines which are usually written with a definite appeal to a limited class of people. Good Housekeeping is for your mother, Hunting and Fishing is for your father, Boy's Life is for boys, but everybody reads the newspaper. Therefore, it must be written for everybody, including yourself.

What tremendous knowledge and ability must be in the possession of the newspaper reporters. What wide range of interest must be covered by the contents of a newspaper.

News.

The newspaper contains news. News tells about the outstanding events of the day, as they happened in your home town, in your state,

11. The word news is always used in the singular. You say the news is interesting, not news are interesting.
in your country and all over the world.

Editorials.

If you have a newspaper near by as you read this, you will notice that page two contains reading material which is entirely different from the stories on the other pages. These are editorials. They comment on and interpret the events that are given in the rest of the paper.

Illustrations.

Of greatest interest to you are the pictures that are included in the content of a newspaper. These illustrate the events in the news, and in many newspapers you will see hand drawn cartoons explaining the topics covered by the editorials.

Feature articles.

Sometimes, especially in the Sunday paper, you will find articles that are not telling about events. They are not news. Neither do they give an opinion on any of the news. They provide entertainment and amusement and information on such topics as home building, gardens, health, motion pictures, and many others.

Funnies.

Funnies are no longer all in fun. There are still a few very humorous ones, but any are serious and educational, like Believe it or Not, Dicken's Tale of Two Cities, and The History of the Crusades.

Advertisements.

Want ads and large display ads make up more than half of your newspaper. We shall study them later.

12. Display ads are the big ones, the ones that take up from half an inch to a whole page, as is sometimes the case. They have a border around them. Want ads are always together toward the back of the paper. They are also called classified advertisements.
We shall study many of the contents of newspapers as you will need to know about them for your own school newspaper. Let us see briefly where these things come from.

The Source of News

News comes from many sources. Reporters, like scouts in the days of Indian Wars, go out to look for events and report their findings to the editor. Some news comes from other cities, where it was gathered by other reporters and mailed to your paper. It comes by mail if not very important, but most news comes by telegraph or telephone or radio.

There are organizations whose business it is to gather news, not for the purpose of publishing the stories in their own newspaper, but to sell to other newspapers. The best known organization of this kind is the Associated Press. You can always recognize a story written by reporters of the Associated Press by the sign AP that appears at the beginning. Another such organization is the United Press, known by the letters, U. P. The reporters working for these organizations are not all Americans as the services of these firms are also used by foreign countries.

Feature articles usually come from another type of organization called syndicates. Cartoons, comic strips, stories about home building plans, serial stories, pictures, and other entertaining material is bought by your local newspaper from these syndicates. A well known syndicate is the King Feature Syndicate. Look for its name.

There are other organizations whose business it is to advertise the products made by large manufacturers. These advertising agencies, as they are called, buy space from your local newspaper in order to carry
out the advertising campaign they want. Your local merchants, of course, buy advertising space directly from the local paper. Want ads are just small amounts of space bought for a few cents a line by people, like yourself who "want" something—a job, a new radio, or a customer for a used car.

These three, the advertising agencies, the local merchants, and the want ad buyers are the source of the advertising carried by newspapers all over the country.

13. Think of the word space as meaning just what it says. A blank newspaper page is just a lot of white space. Business men buy that white space. They pay for it according to how many inches they buy. It is like buying a city lot and building a house on it.

14. The word ad, or ads if more than one, is the short form for advertisement.
Activities for Chapter II.

1. Start a scrapbook of newspaper clippings. Make a section containing as many different news stories coming from the various news gathering organizations as you can find. Look for the $\text{AP}$ sign, the U. P., the International News Service and others. In another section of your scrapbook, you may start a collection of "special" to your local paper.

2. Collect pictures from various syndicates. Watch for those marked "Keystone", "Acme News", "Underwood and Underwood".

3. Clip and collect some syndicated features like Walter Lippman's column, and the ones by Roger Babson, Dorothy Dix, etc.

4. Ask your local newspaper for the name of the syndicate that furnishes such cartoons as The Gumps, Buck Rogers, Little Orphan Annie.

5. If there is a large manufacturing concern in your city, watch for its advertisement in the papers of distant cities. For example, if you live in Detroit are ads for Ford cars found in San Francisco papers?

6. If you are interested in advertising, study Chapter VIII. Now, consider the following idea: Why not start an Advertising Club in conjunction with the school paper. All advertisements will be designed, written, and made-up by this club. They will then be given to the business manager of the paper. You will need artists, writers, and salesman for your club.

   **You may charge a small commission** fee. The success of this Commission is the money a salesman gets for selling something. The more he sells, the more money he earns.
group will depend on the type of live wire members you have.

7. Try to find the services of the following organizations: McNaught, United Features, World Wide News, W. N. U., McClures, Newspaper Enterprise Association.
Chapter III

THE STORY TAKES A TRIP

You have walked by your newspaper building many times. Have you wondered what goes on inside? If the big presses are located on the ground floor, or in the basement, have you ever peeked in? Have you seen the rolls of paper when they are delivered in huge trucks? Did you ever rollerskate or stamp your feet on the iron trap door that is part of the sidewalk in front of the newspaper building? There is a freight elevator under that door, where tons of paper go down. The next time that paper comes on the street it is covered with newspaper stories.

How does it happen? In this chapter you will see how an event becomes a printed, readable news story. You should get many practical ideas for your school newspaper. You will also become a more broad-minded person because, having acquired this knowledge, you will see why and how mistakes happen in newspapers, and you will not be so critical in the future. On the contrary, you will realize that you are getting a big nickel’s worth when you buy a paper.

Let us study the organization of a newspaper in a typical American city of about 50,000 inhabitants.

The Newspaper owner.

Perhaps you know the owner of the paper in your city. Perhaps you know some of the reporters or printers or editors who work there. Some of your classmates are in all probability, delivery boys or sell on the street corners.
The owner of our local paper is very likely the editor. His official title is therefore, managing editor and publisher. The word publisher signifies his ownership. As managing editor, you can assume that he does editorial work and runs other departments also.

The managing editor of a paper is the Big Boss in charge. Under his care are the editorial department, business department, circulation department, the composing room and the press room. If the paper is a very large one, there may be other departments, such as supplies, job printing, and the office force.

Each department has its own boss. We shall study the duties and qualifications of these men later. When you start picking boys and girls for positions on the staff of your school paper, you will have to know the responsibilities that go with each.

There is one phase of newspaper work we can straighten up right now. It is the editorials. Strange as it may seem, the editorials are not always written by the editor. In fact, he may have nothing to do with them. His job is to edit the news stories, or in other words, correct them.

16. Circulation—The circulation of a newspaper is the number of newspapers sold.

17. Composing room—department where type is handled. It is set there and the paper is put together. Your compositions are in pen and ink, the printer's composition is in type letters.

18. Job printing includes the small orders that newspapers obtain for posters, hand bills, calling cards. If you buy Christmas cards and want your name printed on them, it will be done by a small "job press" and called a "job printing".
Editorials are written by editorial writers, or by the owner of the paper. Even if the owner does not write his own editorials, he has control over them. Why? Because he owns the paper. Because the editorials are important, as they tell the reader how and what the newspaper thinks about important questions of the day. Remember? We said editorials were comments and interpretations of the day's news.

You may want to know why the owner of a newspaper should want to tell his readers what he thinks, or how they should think. Just remember that your newspaper is an influential element in your community. It has a lot of power, and the good, honest, responsible newspaper owner is a business man who wants to render a service to his readers by helping them understand some of the news that they read in his paper.

The owner of a newspaper can therefore say anything he wants to in his editorials, because it is his paper—and this is a free country. He can write what he wants in his own paper as long as it is decent and within the law. This is called freedom of the press.

This fact, that a newspaper is a private business, just as private and personal as the electric light company or streetcar company that serve your city, is one that you must realize. It is because newspaper men are a high type of citizens, that newspapers do not use their power and influence to unfair ends.

How the newspaper makes money.

How does a newspaper make money? It is dependent upon its advertising, not upon the subscriptions. But the number of subscribers it has determines how much advertising the paper will be able to sell. If you had an electric train to sell, or some home-made candy, would you

19. The people who pay for a newspaper to have it delivered to their homes are subscribers. Their subscription is their right to have the paper delivered each day to their door.
advertise in a newspaper that has a circulation of 100 people or one that has a circulation of 1,000? Now, of course, the paper with more circulation will charge more for its advertising space.

Copy

Copy is the name given to newspaper stories when they are just words written on a typewriter. We shall follow a piece of copy in its journey through a newspaper office.

Let us imagine a fire breaks out in the building next to the school house. Naturally somebody is going to call the fire department. Newspapers keep on friendly terms with fire stations and police stations, with everybody, in fact, because they want to learn happenings quickly. About the time the fire engines arrive at the fire next door, the newspaper reporter will be there too.

Before long he will start looking for a telephone. In this case he will probably come right into the school house and ask to use the phone in the office. Let's listen to him.

"Hello! Chief? Say, this fire looks pretty good. Shall I stay on the job? O.K. Here's what I have so far--The fire is at 541 East Main, right next to the Junior High School. The children have been sent home. Police are having trouble keeping the streets clear. There are more fire trucks coming out now. I can hear them. I talked to the Chief. He thinks the fire started in the basement. He's checking up on that and said he'd let me know. One fireman was cut by flying glass. That's all for now. Call you later."
If the fire is a big one, the reporter will stay on the job. He will call up the paper once in a while and somebody at the office will write the story. The paper may go to press before the fire is out. If not, the reporter will return and write the story himself.

His copy will then go to the editor who will decide what size headline to put on it, and he will also decide its place in the newspaper according to its news value, which we shall study in the next chapter.

Next, the copy will go to the copy reader who is known by newspaper men as the Watch Dog of the newspaper. This man will write the headline and will read the story carefully to correct mistakes in English, spelling and look out for errors of fact.

From the copy reader's desk, a copy boy will take the story to the composition room, where the typewritten story is set to type. A machine, complicated in mechanism and very costly, one of the greatest inventions of all times, is used for that purpose. It is the linotype. 20

The linotype operator puts the type on a metal tray called galley. This galley, with the story, now in type, is taken to a machine where a proof is taken. A proof is really the first print of the story. It is usually a long narrow piece of paper and more than one story may appear on it. This proof is read by the proof reader and if the linotype operator made any mistakes, he is told to correct them.

The make-up editor is the next person who handles the story. He places it in its final place in the newspaper page according to the directions he receives from the editor. He is really an artist, because he must make the whole newspaper as attractive as possible.

20. The linotype was invented by Ottmar Mergenthaler, a German American of Baltimore in 1865.
The make-up editor's job is made difficult because he has only a limited amount of space to use. You must remember what we said about advertisements. They take up much of the newspaper, and the space they occupy can not be used for news.

The fire story we studied will therefore find itself placed along side many other stories, all surrounded by a metal frame and locked up tight. The table on which this work is done is called the stone because its surface is smooth and hard. The newspaper page, all in type and locked up, is called the form.

This form is what will actually be printed. You might say, it will be transferred to paper. Your school paper is printed that way. However, big daily city newspapers have still one more process to undergo. The type on the form must be transferred to cylinders, which fit the high speed modern presses.

This last process can best be explained by a real printer. Your teacher will undoubtedly be able to take you to visit a newspaper where you can see how it is done.

That is the journey of the story written by the reporter who comes into the school house. Five minutes after the press begins turning, the circulation manager starts getting the newsboys and mail trucks on their way. If the fire story we followed happened at three o'clock in the afternoon, you can read about it one hour later, sometimes less.
Activities for Chapter III.

1. Look up and read all you can find about Freedom of the Press.

2. Look up in the Declaration of Independence what ever is said about Freedom of Speech. Does it apply to freedom of writing?

3. What does your history teacher say about Freedom of the Press? Be sure to bring this important topic before your class.

4. Compare Freedom of the Press in the United States with the press in other countries. Compare first, with other Democracies like France and England. Second, with Germany and Italy, who have Dictators. Your history teacher will again be the best person to ask.

5. Decide on a definite editorial policy for your school paper. Consider these points: Should you print editorials that knock education, Should you print editorials that offer new ideas not existing in your school? Should you take the lead in your editorials in offering a solution to certain problems of school management when those problems are already under consideration?

6. Collect examples of a newspaper story in its various stages of life as it goes through the newspaper office. Ask your printer for an old typewritten story with all the copy reader's corrections on it. Ask for one or two lines of type from the linotype machine.
Ask for an old cut. Ask for a matrix. Ask for a mat. Perhaps your local paper will have a discarded form and the furniture that goes with it. Single letters of type are expensive. You might ask for one, but do not insist if refused. You can collect proofs of your own school paper. Make a list of the things you might collect.

21. A cut is the metal and wooden block from which pictures are printed.

22. Matrix and mats are to be seen to be best understood. Ask the printer.

23. See Note 22.

24. Furniture is the name given to little strips of wood that fill the space between the type and metal frame in the form.
Chapter IV.

NEWS

We have already talked about news. We saw from what sources your newspaper gets its news. But, since it is really the most important part of the newspaper, so far as the reader is concerned, it will pay us to learn more about it.

News will be history.

News is the story of the events of the day. If you add the events of today to those of yesterday and to those of the day before and so on, back for a long time, what do you have? Of what subject in school does the story of past events remind you? History, of course. History is the story of man. News is the story of man also. History is the record of man over a long period of time, while news records the story of man for one day.

With the millions of people living in the world, it is impossible for newspapers and history books to record the story of each one of us every day. Only a few of the many daily events can be printed. How are we to determine which of these millions of events are to be included in the newspaper?

The question is not so difficult to answer if you remember that the newspaper is a privately owned organization, and that the owner wants to do one thing. He wants his paper read by as many people as possible. To do this, he must make his paper interesting and must make it render a service that people want. When you want a doctor, you want a doctor. When you want a lawyer, you want a lawyer and nothing else. These people earn
a living by selling the service you want, when you want it. The newspaper does the same. What does the reader want? That is what the newspaper tries to give.

What do you Want in the way of News?

We will not go back over the whole content of a newspaper. Let us pay attention to news only.

Interest-
The news you want to read must be interesting, first of all. News is interesting because it has one of the following:

Timeliness—It tells about what just happened. Therefore, it is brand new. As new as a new suit or a new hat.

Nearness—It is close to you. The nearer to you, the more interested you are.

Prominence—It tells about people you are already interested in. Or happenings in which you have interest.

Result—It tells about events that may affect you directly, such as a new law for school attendance, or a new teacher, or a new set of books.

Reader’s Interest.

Newspapers have studied the question of interest carefully. In addition to the four general headings listed above, editors believe you are interested in things that happen according to the following order:

1. Personal appeal
2. Sympathy
3. Unusualness
4. Progress
5. Conflict
6. Suspense
7. Age
8. Animals

Personal appeal is anything that means something to you. That, of course, is hard to satisfy, as you are the only person who knows what you really like.

Sympathy makes you "feel". Maybe it makes you glad, sad, angry, or sorry.

Unusualness is everything that is different from what you know, do, or think. It may even be unexpected.

Progress tells about something new that may mean something in your life. It may affect you directly, such as a new swimming pool or a new bridge across the river. Progress and Results stories are closely related.

Conflict is the fight of men against nature. It may be a race against time, catching a big fish, or a fist fight. Sporting news are conflict stories.

Suspense keeps you guessing—-and you are curious.

Age is important. The older the people, the more interesting—the younger, the more interesting.

You know about animals so we will not say anything about them now.

Accuracy.

There is one more fact that we haven't mentioned. You may not consider it important when you first read it, but you will when you stop and think about it. To the newspaperman it is the most important thing
of all. It is ACCURACY. What does your father want most in a newspaper story? Suppose he is reading about a political event. Does he want accuracy? Yes, indeed, he wants to know that what he is reading is the truth. Accuracy is the real service that American newspapers try to render.

News value in school.

Since you are probably a member of the Journalism Club of your school, let us start thinking about the school paper. There is no use wasting your time learning all the details of a regular newspaper when there is important business at hand. Because if you are a reporter on your school paper, it means you, too, have readers. You have an audience just like an actor who is about to appear on the stage. People are waiting for him. Your school mates are waiting for you to give them a school paper. They know what they want and they'll tell you about it if they don't get it. Let us find out how to apply what we learned about regular newspapers to school news.

Do you think the list under "reader's interest" on pages 38 and 39 applies to school news? You will find it does, provided you adapt it to boys and girls of your age.

Names.

Names are the most important news you can put into your school newspaper. Names of students, names of teachers, names of all kinds.

Names make good stories because you are certain that at least one person will read your story--the person who owns the name. And you are fairly sure that this person has some friends. They, too, will read the story. Why? Because they are interested in people they know.

Make up your mind right now that you will keep a sharp lookout for
chances to write stories about what your fellow classmates are doing and that you will put their names in the paper.

Of course you cannot go about printing lists of names just for the fun of it. But you can connect the names with some of the other interesting things that go on about the school.

For example, let us look for "sympathy" stories, and use names in them. Are you doubtful? Well, maybe you ought to be. The only funny feeling you get in school is when the teacher sends a note home to your parents, or when the principal calls you to the office, and maybe we had better not write about that!

You can mention briefly how you feel toward a fellow student who is out of school because of illness. But since most "sympathy" stories have to do with death, loss of property, disasters, and other unpleasant things, it has no place in the school paper.

Try unusualness. There are so many unusual happenings about the school that you cannot tell where to begin.

Here is a list of stories taken from junior high school papers using "unusualness" to build up interest and win readers:

Two Elections Held to Choose Class President
Youngest Student Graduates from Junior High.
Was 12 on Last Day of School
New English Teacher Born in France
Lived there During World War
Jack Graybill Visits Insane Asylum During Vacation
Social Sciences Soar to See States from Stratosphere
Lamborne's Collegians to Swing it Here.
Progress Stories.

There are many "progress" stories to be obtained in a junior high school, since progressing is what you are doing in school. When a new set of books, a new globe or map of the world is bought for the school, there is a story for you. Here is an example of a typical progress story:

Seventh year social science classes are enjoying the fine new globe and planetarium that were added to the school equipment this year.

Conflict.

The struggle of man against the strength of Mother Nature is not always pleasant news. Wars, fights, robberies and other crimes are conflicts, and newspapers make interesting stories of them. Floods and earthquakes and fires are also in that classification. Boys and girls do not want that type of story in their newspaper.

Luckily, however, there is a type of "conflict" story that does belong to school papers. Contests between boys and girls in school marks, spelling bees and games that require skill or physical endurance are sure to interest your readers.

A list of possible conflict stories for your school paper follows:

Group 8 Wins
Name Contest

Luke Wright First
in Arithmetic Test

Junior Hi Loses
to Bison Freshman

Kammerlor Again
Coaches Football

Nine 100% for
Spelling Demons

Falling Tree Crashes
Against Bicycle Racks
Suspense—

"Suspense" offers a grand opportunity to make the school paper in demand. Suspense should appear in a majority of your news stories. Of course you must not lie, but you have as much right as anyone to make a guess. When something has started but is not yet finished you can write a story about it and keep the reader guessing as to what the final outcome will be.

An excellent opportunity lies in stories that tell about coming school plays. In one issue you can tell that there is going to be a play. In the next issue you can announce the name of the play and the members of the cast. Finally, the third issue can give all the remaining details.

Note the suspense in the following stories as the first two lead to the climax in the third.

Clues Found to the Fall Program.

Our constant snooping has led us to a definite clue in regard to the Fall program; and by the way, you Freshies may have a surprise in store for you! The boys' glee club is going to give an operetta at the Fall program which is entitled "Freshies". "Lady Francis" is the name of the operetta that the girls are going to give. We surely wish the Fall program would soon come to be a known fact, instead of keeping us guessing so much. No doubt, tryouts for parts in the program will be held soon, and we hope to give you more information in our next issue.

The Whittier Greenleaf, November 19, 1937.
More Revealed of School Program

Well, more of the secret is out! The date for the school program is January 14. It seems the girls' glee club is all aflutter during tryouts for the leads of "Lady Francis", and useful but bewildered Bridget O'Harrigan.

The boys' glee is in much anxiety as to who will get parts as officers of the Wanta-pie fraternity. Edward McManara has thus far been proven the Paderewski of the fraternity. His renown as a pianist is world wide.

The Whittier Greenleaf, December 3, 1937.

Present School Program Tonight

Tonight will be a night of nights at Whittier. For weeks students in the girls' glee club have been working overtime, harmonizing to the tilt of Mrs. White's "stick", practicing facial expressions and poses before their mirrors at home and cultivating modulation for "Lady Frances".

The "Freshies" will have to go easy. John Eberhart claims he's using up all his mother's darn-cotton. Edgar Barratt is wearing out his fingernails shining shoes and Roger McNeill has stuck his finger with a needle so many times that he claims it is all calloused.

Another grand high light of the evening will be a style show entitled "The Clothes of Other Days" to be presented by Mrs. Shike's drama class. You'll be amused, delighted, and edified at this exhibition. All roads lead to the Whittier auditorium tonight!

The Whittier Greenleaf, January 14, 1938.
You will find it worth while to keep your eyes on age for possible stories. But, be careful! Do not be too eager to tell the age of your teachers - not if you want to stay in good with them!

If a very young pupil enters your school, tell about him.

Age of objects about the school will make fine stories. How old are the trophies in the trophy case? How old are some of the books in the library? How new are some of them? Look at the list for ideas:

Age of buildings.
Age of pupils.
Age of articles in the lost and found department.
The oldest painting.
The oldest graduate of the school still living.
The oldest club in school.

Animals.

Animals have no place in school. But animals have a big place in the hearts of every boy and girl. And here is a secret which was discovered through observation.

Animal stories are neglected at the present time by school papers who disregard their news value. There are almost as many possible stories about animal pets as there are children in your school. Here is a chance for your paper to be a leader in a new type of story. If your paper is entered in one of the contests conducted by a school press association, be sure to have stories about animals. They will help you win recognition.

Here is a story about a dog.

Julius Painton has a dog. Julius also has a paper route. He peddles after school from 20th street to 35th, between Central and
Second Avenue North. Julius' dog is called Sammy and if credit was given where credit is due it would be right to say that Sammy does the peddling.

Sammy is trained to take papers in his teeth and deliver them on front porches. He works all the time except when it is raining. According to Julius, Sammy does many tricks and they expect to join a circus together.

Sammy is a Boston Bull. He accompanies Julius to school every morning and meets him at the paper office in the afternoon. Julius says he will be glad to tell others how to treat and train a dog if they ask him.

There are many more types of stories you can find for your school paper. Consider the interest in the following list:

This story features numbers—

Enrollment of the Junior High School increased this year. At the close of school last June there were 817 students, while October, 1937 showed 828. This year the seventh graders have outnumbered the eighth graders by six.

Here is the headline of another—

315 Books Checked
Out by Librarian.

Meeting reports make good stories for school papers if they are well written—

Marge Landsrud
Council Officer

At the First meeting of the Council conducted since the election of new officers, the election for secretary was held. Those nominated were Marjorie Landsrud and Geraldine Greenberg. Marjorie was elected by the Council.

There are two main problems to be settled at this time. First is bicycles; second, the traffic squad. New officers were chosen for the maintenance in the building. Students are also being selected for lunch duty.

A new set up for traffic in the neck on the first floor has been made. Instead of crossing over by Mr. Walker's room Room 10, passing pupils will wait until they reach the middle of the neck.
School activities, if limited to a small group are still interesting to the majority. Such is the case in stories of your school clubs and home rooms.

Students in Room 28 have been discussing courtesy and everyday good manners for personal appearance, good manners at home, school, in public; for conversation, and correspondence.

A group program took place Tuesday, November 9. Those participating were Harley Kick and Barbara Storr who gave talks. Bonnie Sheild gave a poem, while Dorothy Stuart tap danced.

Group 27 had a get acquainted hour in which each member of the group introduced some other member.

There is keen competition between groups who come to Miss Boyers for spelling for the championship. So far Group 21 holds the best record with 26 perfect scores out of 30.
Activities for Chapter IV

1. Classify the news stories you are collecting according to the list given on page 38 and 39.

2. Write the very best news story you can. Analyze it by asking the following questions:
   a. Is it accurate?
   b. Can I prove my statements?
   c. Is it new? How many already know about it?
   d. How is it interesting? Check with the list on page 38,
   e. How many will it interest. The boys? The girls? Both?

3. Discover by careful study the news value and interest of real newspaper stories. Mark them with a soft lead pencil--1, for personal appeal; 2, for sympathy; 3, for unusualness. Continue according to the list on page 38. Do any of the stories combine two or more of these values?

4. Clip and collect stories that you think will become a part of the History of the United States in future history books.

5. Bring newspapers as a topic for discussion before your social science class. Do you think the author of the book you are using in history used old newspapers to write his book?

6. Do stories with the greatest news value receive the biggest head lines?

7. Which of the following stories has the greatest news value? Why?
NEW SCHOOL YEAR'S FIRST

OPEN HOUSE HELD TONIGHT

Teachers at their Desks
to Receive Parents. Plan
Called Very Successful

Another school year has started and an Open
House will be held tonight at the Junior High School. The purpose
of having this Open House is for the parents of students of the
Junior High to get acquainted with the teachers. It is also for
them to find out from the teachers what their children are doing in
school.

Miss Ladner, principal, has been much pleased
with the Open Houses of the past years. They have all been success-
ful and she hopes that this one may be even more so.

Prograsm Handles

In Speech Classes

Programs this year will be worked through the
speech classes. Different groups will take charge under the dire-
tection of Miss Johnson who is particularly anxious to work with boys
and girls who have never taken part in any program before.

"We are planning to give at least one program
each week. They will be musical, forms of talks and debates," she
said.

Parts are now being cast for plays to be used for
special days as Easter and Memorial Day. Miss Johnson withheld infor-
mation concerning the casting already done.
9. Apply what you have learned about news to the pictures you are collecting.

10. Suggest the idea of "news value" and "interest" to the camera club in your school. Could the members of that organization benefit from your study? Could they learn something which would help them take pictures everyone will enjoy seeing?

11. Watch the value of your stories. Send those that you believe will appeal to adults of your town to the local newspaper.

12. What type of reader will be interested in the stories you have selected for the suggestion made above?

13. How often do you find the "time" element appears in news stories?
Chapter V

Can You Write It?

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

-Rudyard Kipling

When you go to the store to buy something, how do you ask for it? You do not have any trouble thinking of the words you want to use. You do not "beat around the bush"!

Newspaper stories are written just the way you talk when you want to say something important. That is the way all compositions should be written. Say what you have to say and get it over with.

The difference between newspaper stories and magazine stories is that magazine writers may gradually work up to the climax of their story, while newspaper reporters begin with the most important facts.


It is easy to remember the five W's of journalism. They will guide you in all your compositions. They will be your friends as they were the friends of Rudyard Kipling.

25. The climax of a story is the highest point in that story. It may be the most important part. If you say, "John went to school. He wrote an essay. He handed it in. He won first place. He won a prize"—the winning of the prize is the climax.

26. Rudyard Kipling was born in 1865 and died in 1936. He was an English poet and writer. You will like his stories about India. He wrote his best stories about animals.
Let us imagine we are writing a story about a coming school program and we have the following notes:

Christmas play, "Christmas Hill" by Mary Johnson and Music by Gladys Leach. Third act in orphanage. Also first act. Characters are not all picked and Miss E. Salle, director. Third act on Christmas Hill. Mr. Cover working on set. Chorus and orchestra will take part. For Christmas program also Friday night for parents. Miss Salle said: "The play not only brings out the Christmas spirit but also stresses world friendship and peace. Two of the most effective parts of the play are a ballet by Stargleam and her reflection and a dance in which the different countries take part."

What a jumbled mess of notes from which to write a story! Yet, you will find yourself forced to take notes just like those.

The Lead.

The first paragraph of a newspaper story is called the lead. The word lead of course means to go first and it also carries the idea of leadership, of being all knowing and self supporting.

If the lead is all of these things it must contain all the important facts of the story. The five W's must be in the lead of every news story.

Do you think you can pick out the five W's from the notes given above?

To do that can be to organize the material. Organization is one of the most important steps in writing. It is important in writing letters, stories and compositions. It is important for the sake of accuracy, speed, clearness, and interest.

Who?

The "who" in the notes seem to be Miss Salle, Mr. Cover and Miss Road.

What?

The "what" are Christmas Hill, Casting for parts, and Christmas play.

When?

"When" is described as Friday, Christmas program.
Where?

In the Junior High School Auditorium is "where".

Why?

The play is for Christmas; it is for the Christmas Spirit and for the sake of World friendship and peace.

Now which of these is the most important and also interesting enough to be put first in our story?

Co you see in the notes, where it says, "Characters are not all picked"? That should give you an idea because there is a chance to use suspense as the leading news interest. In other words the "What" seems to be the most important point in the notes you have.

Let us try it!

Casting is still going on (what) for "Christmas Hill", a three act musical play (why) which will be presented before the Holidays with a special performance for parents Friday 23 (when) at the Junior High School auditorium (where). Miss Martha Salle is in charge of the production (who).

The "who" was placed last because it is not very important. It only gives the source of your information.

This same story may be written in a number of ways. You may find that under different conditions the "what" is more important. The lead can be written as follows,

"Christmas Hill," a three act musical play will be presented at a special performance for parents Friday 23 at the Junior High School auditorium. Students of the school will see it during another performance. Not all the characters are chosen according to Miss Martha Salle who is directing the play. The program is an annual affair at the Junior High School.
Two types of leads.

Both leads given above belong to a type called summarizing lead, which means telling everything in the shortest manner possible. There is another kind of lead used by newspapers. It is called the informal lead. This type chooses only one interesting bit of fact to arouse the interest of the reader.

The summarizing lead is the easiest to write. It is best for important stories. The informal lead is best for feature stories.

Things to know about leads.

The lead of your stories should not be over burdened. In your effort to put in all the important facts, do not make it too long. The lead should be the shortest paragraph in the whole story. It should be made up of short, simple sentences.

Liveliness—The lead should be alive. Think of saying what you have to say in different and clever ways.

Completeness—While the five W's should appear in the lead, do not be so strict as to spoil a story by inserting the "why" or the "who" if not important. Many leads are ruined just that way. However, completeness is necessary to give your reader a feeling of satisfaction. Do not leave your story "hanging" up in the air.

The, A, An.—There is a rule in many newspaper offices forbidding the use of the words the, a and an at the beginning of a story. One reason is that it is so easy to start with one of these words that every story in the newspaper will begin that way. Another reason is that since the lead should contain the most important fact first, you must find words with more meaning than the words the, a, and an. They have no meaning at all. They are called articles, a sort of adjective.
The words that, to, whether, etc. If the most important fact in your story has to do with a decision or opinion of some person, the words that, to or whether will help you make a good beginning.

Example: That prospects for a winning football team this fall are bright was the opinion given by Coach J. T. Morgan in a talk before the student body last Friday.

The word if- The word if may be used for leads where you want to state the condition of a situation. It is a good word to use at the beginning of humorous feature stories.

Example: If John had not forgotten his home work, and if he had arrived at school on time, and if he had not said "Hisself" for "Himself" he would not have stepped on the tail of a stray cat during the ninth period in the office.

Because and in- Because he did this, or in order that are used too often. Use because and in when the reason for the event you are telling about is the most important part of the story.

Infinitive phrase 27 - Junior high school pupils should be acquainted with grammar well enough to know about infinite phrases.

They are one of the best and most useful ways to begin a story.

They give an opportunity to place a verb, which is the action word, in a prominent place.

Example: To go to a city school was the aim of Mike Donnelly who entered Junior High this week from Florence. He has attended a one room school for the past seven years.

27. An infinitive phrase is a form of the verb that is introduced by to. As: to go, to run, to walk. When used that way to is called the sign of the infinitive. An infinitive phrase may be used as a noun: "To write well is the goal of every reporter." To write is the subject of the verb is.
Words ending in "ing"—Words ending in *ing*, especially verb forms called participles, are dangerous to use. They are dangerous because they often lead you away from the idea you want to express. The words being, going, doing, are especially hard to use at the beginning of a sentence. In the following example note how far the subject and verb are from the beginning of the story. It is a very bad lead.

Catching the 10-yard pass from his team mate, John Mallard, who stood on his own one-foot line, and dodging through the whole Freshman team for a touchdown in the first minute of a game played Friday at the High School Field, Junior High's star quarterback, Stuart Cliko, won the game for his team.

Put the subject first—The best way to start is the logical way. Put the subject first because it is doing the action. Place the verb next to it because it is the action. Let this be your general rule for all composition work. Use the other suggestions given here to vary your stories and give style to your school paper.

Informal Leads.

In addition to the beginnings discussed in the preceding paragraphs there are others which may be used for informal leads. These will not be outlined here as they are too numerous. Informal leads are used either for feature stories, or to announce an event of tremendous importance.

Suppose your principal has been at the head of your school for 20 years, and suppose that he wants to leave after all that time, what lead could be better than a one line statement of that fact?

Example: Mr. Smith is leaving.
After 20 years of continuous service to the Townsend school district, Mr. Smith has resigned his position for the superintendency in Milwaukee.

Another informal lead which served the purpose much better than the more common type appeared to announce a contest:
Attention: The Journalism Club is sponsoring a contest to find a new name for this paper. The reason is that the name Junior Hi-Lights has been found to be quite a common name.

Sometimes a verse can be used to start a story. A quotation may sometimes be used. If you can think of some original and clever way to start your stories use it. Do not be afraid if your lead does not obey all the rules of journalism. Good English should be your first worry. The interest of your readers should be your second problem.

Did the verse at the beginning of this chapter win your interest?

Who are You?

News stories never use the words I or we, or you except in quotations. Reporters are not allowed to say I, in speaking of themselves. They are not allowed to address the readers as you. The reasons for this are not very important as far as school papers are concerned, but for your own good in learning to write well, practice using the third person, especially the neuter form it.

Example—
Do not say, "We hope the play will be good."
Better say, "It is hoped the play will be good."

Do not say, "From now on you must pass quietly."
Better say, "From now on pupils must pass quietly."

The Body of the Story

The lead of a story is not the whole story. Your readers may want more details. They will want more details if you make your lead interesting.

In the story about the Christmas play on pages 52 and 53 we started out by saying, "Casting is still going on...etc." Now, don't you think
that many of the boys and girls in school will be interested by that fact. They may want to take part in the play. They will want to know what the play is about and how they can get a part.

Each paragraph of your story must furnish new details, always giving the most important first.

The second paragraph of the Christmas play story might be as follows:

The leading parts in the play are taken by Jack Bell and Naomie Herron but tryouts are still being held in Room 101 for members of the ballet. Miss Salle is interviewing pupils during the activity period from one to two o'clock.

The third paragraph,

"The play not only brings out the Christmas Spirit but stresses world friendship and peace. Two of the most effective parts are a dance by Stargleam and her reflections, and a dance in which the different countries take part," said Miss Salle.

Remaining information is not so important. If you continue to add more to the story you must remember that your editor may want to cut parts of it out. Perhaps there will not be room for all you write and the make-up editor may want to cut out the last paragraph.

Read the completed story as it is given below and see if you can take the seventh paragraph out, then the sixth and so on without destroying the value of the story.

Casting is still going on for "Christmas Hill", a three act musical play which will be presented before the Holidays with a special performance for parents Friday 23 at the Junior High School Auditorium. Miss Martha Salle is in charge of the production.

The leading parts in the play are taken by Jack Bell and Naomie Herron but tryouts are still being held in Room 101 for members of the ballet. Miss Salle is interviewing pupils during the activity period from one to two o'clock.

"The play not only brings out the Christmas Spirit but stresses world friendship and peace. Two of the most effective parts are a dance by Stargleam and her reflections and a dance in which the different countries take part," said Miss Salle.
Miss Jane Spaulding and her sewing class are in charge of IV costume while Don Gomer and Mr. Ole Larson and a group of boys are helping with the construction of the elaborate stage.

The school chorus and orchestra will also take part in V the program. They will play and sing before the play and between acts.

Children of the Junior High will not be admitted at the VI special Friday performance as they will see it during school hours during the regular weekly assembly period.

Ushers and ticket takers will be the same as those who VII assisted with the Thanksgiving program.

Conclusions—Review the following rules for writing news stories:

1. The news story has three parts. The headline, the lead and the body.

2. The lead contains the bare facts stated in order of their importance and answer the questions: Who? What? When? Where? and Why?

3. The lead may be a summarizing lead or an informal lead. Informal leads are for feature stories or special events.

4. The body of the story gives details of the event. Each paragraph succeeds the other in order of importance.

5. All parts of speech and all grammatical construction may be used to vary the beginning of stories. But meaningless words like the, a, and an are discouraged.

6. Test your story by cutting paragraphs beginning at the end and working up.

7. Use short sentences and short paragraphs.

8. Organize your notes before you start writing to produce clearness, accuracy, speed and interest.

9. Do not editorialize in a news story. That means do not give your opinion by using I, or we, or you.

10. Try to have an odd number of paragraphs in all stories. One, three, five paragraph stories look better on a printed page than those with two or four paragraphs.
Activities for Chapter V

1. Check the five W's in the news stories you are collecting. List the answers to the W's in columns as follows:

```
| Who | What | When | Where | Why |
```

2. Try cutting the last paragraph from news stories from the daily paper. Do they still make complete stories even when only the lead is left?

3. Begin a collection of one paragraph stories. Do they include the five W's?

4. Collect stories from newspapers that publish both a morning and an afternoon edition. (Minneapolis Tribune is one). Can you find long stories in the morning paper that are shortened for the evening edition? How often does the same lead appear?

5. What part of speech is most often used as the first word in the lead of your local paper?

6. Compare the lead of news stories on page one of your local paper to those on the sport page.

7. To help you write good stories post reminders about the room. On posters about 18 inches long, print in large letters some helpful slogans like: ACCURACY, or FIVE W's, or REMEMBER YOU ARE WRITING ENGLISH, or THE, A, AN, ARE NOT GOOD! Can you think of others?

8. Write a story. Experiment by starting it with,

1. a noun without the, a or an,
2. with a prepositional phrase,
3. with an infinitive phrase,
4. with a participle (-ing),
5. with a causal clause (because),
6. with that or when.

9. Practice putting variety in your stories by using dialogue and straight quotation. Dialogue is when one person says something and another answers. Quotation is quoting the actual words of a person. In either case it is necessary to use quotation marks.

Which do you think is most effective for newspaper work?

10. Ask the teacher to allow two or three students to create an event. Watch it closely and write about it. For example, a boy may stand at the window, while another comes from behind and pretends to hit him with a ruler. One boy falls, the other runs. What happens next?

After you and your classmates have written your stories, compare them. How accurate were you? Do all the stories agree?

11. Organize your collection of clippings under such headings as: speeches, police, interviews, conferences, meetings, accidents, social, sports, business, children, animals. You can use this as a file when you want to look up different leads and styles.

12. Make a collection of informal leads.

13. Run through a newspaper to mark out all the unnecessary words. Learn to go over your stories and cut them down by crossing out extra prepositions, extra conjunctions, extra adverbs and extra adjectives. How often do you find the adverbs very and much in a newspaper story?
News Arithmetic

1 ordinary boy + 1 ordinary school day = 0
1 ordinary boy + 1 extraordinary adventure = NEWS
1 ordinary teacher + 1 ordinary assignment = 0
1 ordinary teacher + 1 extraordinary assignment = NEWS
1 teacher + 30 pupils = 0
1 pupil + 30 teachers = NEWS
1 pupil + 1 teacher + 1 spitball = NEWS
1 teacher giving test + 30 pupils taking test = 0
1 teacher taking test + 1 pupil giving test = NEWS
1 cooking class + 30 girls in cooking class = 0
1 cooking class + 1 boy in cooking class = NEWS

Adapted by special permission from George C. Bastian's 
Editing the Day's News.
Building a news story is very much like building a house.

After the plans for a house are made and the foundation is laid out, the framework goes up. The roof goes on next and it is not until the house is almost finished that the outside trimmings are put on. And, yet, as far as appearance is concerned, it is the roof and the outside trimmings that make the house attractive to look at and make it a truly livable home.

The notes from which you write stories and other English compositions are the plans and the foundation on which you build your newspaper stories or other written work.

The lead is the framework.

The framework is, of course, the most important part in the actual construction of a house because it is around this that the house is built. It is like the lead of a story. The lead with its five W's is the guide you follow when you write; and it is the guide for the reader who is trying to decide whether or not he wants to read more of it.

The headlines of the newspaper story are like the roof and the bright paint and all the other trimmings. They go on last.

The headlines have a great deal to do with the interest one gets in a story.

The headlines have another purpose. If you are busy, too busy
to read much of your newspaper, the headlines must be complete enough to give the whole story in four or five words. A headline is the story in a nutshell.

The word headline means just what it says, "head".

We might compare the newspaper story to the human body as well as to the building of a house.

Our body has a head—that's our headline. We also have a neck that connects the head to our body—that's the lead, and the lead leads to the rest of the body.

<table>
<thead>
<tr>
<th>Head</th>
<th>Neck</th>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLF DRAW'S FIRST BLOOD IN AIN'T WAR</td>
<td>Tom Lee bit his tongue today after saying &quot;ain't&quot; in grammar class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Rolf told Tom repeatedly not to say ain't in spite of the fact that it is in the dictionary. Tom didn't understand and argued the point until all at once he stopped talking.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The class laughed as Tom sat down and raised his handkerchief to his mouth. Mr. Rolf perceived something was wrong and asked him to leave the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When Tom returned, with a stained handkerchief he said, &quot;The ain'ts got me&quot;.</td>
<td></td>
</tr>
</tbody>
</table>

Why Headlines are Written Last

Headlines are never written for a news story until the story is completely finished. A story is not finished just because it is written. In a newspaper office a story is not finished until it has
been read and corrected. The grammar, the punctuation and the spelling are carefully checked before the story is ready to receive the headline.

If you follow this idea you will have better luck with all your written work in school. Do not call any of your work done until you have checked it and revised it.

While it is well to have a title in mind for your compositions, you will probably be able to improve that title if you think about it again after the composition is finished.

The copyreaders—

The copyreaders are the men in a newspaper office who correct the mistakes made by reporters. They also write the headlines.

While the copyreaders' job is not as romantic, as interesting and as lively as the job of the reporters who go out in the streets to gather news, they are the most able workers in any newspaper. They hold an important position and earn more money than many of the reporters.

Most copyreaders are experienced newspaper men. They have been reporters and were promoted because they understand the importance of accuracy.

Walking reference books—

Copyreaders are walking reference books. They do not know everything. What they know is more important than knowing everything. They know where to find the information they need. They know how to use the dictionary and the encyclopedia, and these books are their friends.

After working for years at a copyreader's table, they learn many facts and of course they do not have to go to a reference book for
everything.

Just think of it! Can you imagine a man who knows the first and middle name of every important person in the United States, who can spell the most difficult words correctly, who can recognize a mistake in addresses of people he does not even know, who can call persons by their right titles, who knows the difference between "His Majesty" and "His Highness", who knows the location of all cities and villages in the world, who knows all the dates in history?

And, imagine a man who can watch all these details and at the same time correct grammatical errors, spelling, punctuation and write headlines?

No wonder the copyreaders are called the Watch Dogs of the Newspaper! The policemen of the News!

Now, of course, they may not know every little fact as we said here. But, they do know one fact you may well learn. They know when they do not know, and they look it up.

Work of the copyreader.

The work of the copyreader is called editing the news. To help you understand his work, here is a list of his duties;

1. To correct grammar and spelling.
2. To rewrite sentences and paragraphs that are not clear.
3. To follow the style set by his newspaper.

How to Correct A Story.

Copy readers have certain signs and symbols they use in correcting stories.

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28. Newspaper English is not different from any other English. It for the sake of good reading and good looks rules for their own use.
Headlines

After the copy reader has corrected and rewritten the story to his satisfaction, he writes the headline. He knows what size headline to use because the editor marked the kind wanted when he read the story. (See page 33.)

The copy reader has a style of headlines which he follows. This style sheet, or schedule, tells the copy reader:

1. How many lines to write.
2. How many letters will go into each line.

This is necessary because the width of a newspaper column is fixed and cannot be stretched or bulged out. The type cannot be squeezed or expanded at will because it is made of metal.

Only a limited number of letters will fit into a given space.

How to count headlines—

Not all the letters are the same size. The letters M and W take more space. They are fat letters. I and the number 1 count for one half a space. All other letters are regular and count for one space. Punctuation marks are also thin spaces and count one half.

Example:

MISS WAYNE WINS
$\frac{1}{2} 1 1 1 \frac{1}{2} l 1 1 1 \frac{1}{2} l 1$ equals $15\frac{1}{2}$ spaces

1ST PLACE HONOR
$\frac{1}{2} l 1 1 1 1 1 1 1 1 1 1 1$ equals $14\frac{1}{2}$ spaces

How to Write Heads—

Writing headlines will provide you and your school paper staff with more pleasure than any other journalistic activity.

Headlines can be of many different sizes and shapes. They can
Study this story and the way it was corrected:

Social science classes in room 307 have just completed a unit of work called as the Airman Sees Our United States.

An imaginary trip by airplane was taken from Boston to New Orleans. Stops were made at important cities and places of interest. At each stop reports were shown and pictures were shown. Some of the pupils have been to the cities on which they reported and were able to give information first hand.

These classes, guided by Mrs. Johns, are planning to take an "auto" trip across the country following the Lincoln highway from New Orleans to San Francisco. This trip will be in their imagination only.
be large and bold, or very small and light.

They may be shaped like this:

No. I  


Or like this:

No. II  


Or like this:

No. III  


The smaller headlines under the main ones, called decks or blanks, may be shaped like these:

1.  

2.  

Many combinations may be made. For example, you may combine the main headline No. I with the secondary deck No. 1, like this:

or with  

No. 2 like this:
You may add lines, subtract lines, shorten some and even surround the whole head with a border, called a box:

Example:

Four Boys Win in Park Skating Race

A good headline must be well balanced. This means that one line must not be crowded while another is left with too few words.

A good headline is the lead of the story in brief form. It should contain as many of the five W's as possible.

Let us, for practice, go back to the story on page 58. The five W's in order of importance were What, Why, When, Where, and Who. Can you crowd these in a headline if you are allowed three lines of 13 to 15 spaces each?

Parts Open for

Christmas Play

Says Miss Salle

Space is very precious in headlines. It cannot be wasted. The best way to save it is by using short meaningful words.

By using short words, more can be said in less space.

By using strong powerful words, that are loaded with meaning, more interest can be obtained.

For these reasons, two rules should be observed as much as possible:

1. Use verbs in the active voice, in preference to the passive voice. The passive voice always requires a "helping verb" which takes up space and weakens the meaning.
Example:

Active voice—Large presses print our daily papers. (35 letters)

Passive voice—Our daily papers are printed by large presses.

(54 letters)

Active voice—(Note the logical order of the action as it goes from the subject that does the acting to the direct object that receives it.)

The reporter crashed through the door.

Passive voice—The door was crashed through by the reporter.

(See how awkward this is?)

2. Another rule concerning verbs deals with the usage of tenses. The rule is simple: Use simple tenses in preference to compound or perfect tenses.

The simple tenses require only one word, except the future which needs two. Perfect tenses require a helping verb.

Examples:

Simple present—This paper scooped the story.

Present perfect—This paper has scooped the story.

Simple past—The newsboy folded the papers.

Past perfect—The newsboys had folded the papers.

There are many rules used in newspaper offices that need not apply to school papers. Furthermore, newspapers do not all agree. Each makes its own rules, and you may make your own.

Try to decide what should be done about the following problems:

1. Should words be split like this:

   90 Yard Running Play Wins
2. Should infinitives be used in headlines? Like this:

   To go to School  
   is Sick Boy's Wish

3. Should the same word be repeated, like this:

   Traffic Problems are very  
   Serious says Traffic Officer

4. Should numbers be spelled out or written?

   10 Nominated for School Election  
   Ten Nominated for School Election

5. Should abbreviations be used?

   New School Site  
   is near Third Ave.

6. Should two or more sentences appear in one headline, like this:

   Gold Waves Strike.  
   All Schools Closed.

Summary of Headline Writing.

Headlines tell the story briefly. They are written to interest people and to save their time. Well written headlines add to the general appearance of the newspaper.

The parts of a headline are called decks or banks. The first part is always larger and in bold letters. The smaller decks are printed in smaller type and the letters, being smaller, appear less black.

Letters and spaces in headlines must be counted to fit the news column regardless of the style used.

Good headlines contain one verb form and only one. It is best not to start with a verb and the verb should be in the active voice.

The simple present and simple future tenses are preferred to the others.
Headlines should never contain the meaningless articles: the, a, an.

They should match the story in style. If the story is funny, the headline should be equally funny. If the story is relating serious information, the headline should accurately state the facts.
Activities for Chapter VI.

1. Study the headlines of various newspapers. Compare them from the standpoint of appearance and news value.

2. Discuss with the class the No. III headline shown on page 69. Does it provide for more or for less white space to appear on the newspaper page. Should there be much or little white space on a newspaper page?

3. Add the best headlines you can find to your notebook of clippings.

4. Print a number of cards, about 12 inches long, with words of two to four syllables. Ask the teacher to hold the cards up, one at a time, for about one second each. Can you tell how many letters there are in each word at a glance without actually counting on your fingers?

5. Cut the headlines from news stories. Paste the clippings on sheets of paper and exchange papers with your classmate. He will write a headline for your story and you will write one for his. Exchange again and compare with the original.

6. Look on page 87 and 88 for activities that can be applied to this chapter.
Chapter VII

OTHER THINGS BESIDES NEWS

It has taken us a long time to learn about news. What of the other types of articles that appear in newspapers? If your school paper is going to be complete in all respects and interesting to everyone who reads it, we must learn about editorials, feature stories, reviews and other articles.

Editorials

When you are writing a news event, you are probably "itching" to write a comment of your own - but, you are not allowed to do it. Not in a news story.

The editorial page is the place for comments. Editorials give opinions regarding the events in the news stories.

Editorials are difficult to write and the best writers should be appointed editorial writers.

Editorials should explain - interpret - persuade and advise.

A good editorial has two parts. One part is the first paragraph in which the writer announces the facts concerned with the topic.

Example:

There are 480 bicycles in school and 50 per cent of the children who own them must travel to the other side of the Black Eagle Park to reach home. This means that approximately 240 bicycles and riders must choose between going through the park on the sidewalk and going around on
on the road.

The second part of an editorial is where you may state your opinion of the facts mentioned. In the first part of the example we gave the facts about bicycles. In the second part we may tell what ought to be done about them.

Example:

Bicycles are machines, and in our city that means bicycles are made to go on the road with the automobiles. On the other hand, sidewalks are made for people who walk.

PART TWO, During the lunch hour there are as many pedestrians coming towards school as there are children going away from school, or 240 bicycles and 240 pedestrians all in one block.

What are we going to do about it? Either the pedestrians can walk on the road, the whole lot can be allowed to bump, or each can use its own path.

What will it be? This writer and the editorial staff of your school paper say, "We'll ride on the street, because we are good citizens."

Editorial topics must be timely first of all. They must tell about what students are interested in at the present time. During Christmas Holidays, your editorials may be about Christmas seals, or Junior Red Cross Sunshine boxes or how to spend the Holidays in a profitable manner. For Easter, you can write about the coming of spring, spring fever, the need for concentration on school studies, and other timely topics. Just before school is out, you may write about vacations, farewells to the graduating class, and the need for education in life.

While it is all right to have special editorial writers in your school paper staff, it will pay you to be liberal in looking for and accepting compositions from other students. Your English
teachers may be asked to look for good themes that can be used as editorials.

Another good idea is to ask every member of the paper staff to write at least one editorial each month.

**Feature Stories**

"Monday after school, Jackie and Joe were skating. Jackie's mother wanted him to go to his Aunt Mary's for her. Jackie asked Joe to go with him. On their way, Jackie started to cross in the middle of the block. Joe said he was going to the corner to cross. He also took his skates off to cross the street.

Coming back, the same thing happened. This time Jackie was not so lucky. He did not see the approaching auto and was struck. He was taken to the hospital where he spent the rest of the school term and most of his vacation."

*From The Wilsonian.*

The story you have just read is a news story. It tells about an event, and yet, can you find certain facts about that story that do not make it a news story? What is the difference between that story and others?

This story is called a feature story, because it tells news in such a way that it also teaches a lesson. It is not an editorial because it does not tell what you think about it, and it is not a news story because it does not limit itself to the mere facts.

It is hard to distinguish between a news story and a feature story at times.

Feature stories are dressed up news stories. They may be old news, or funny news, or sad news. They are always out of the ordinary and interesting news. They are never the most important stories in the paper, but they are the most readable.
To write a news story, you were told to tell the most important thing first. To write a feature story, you must tell the most interesting thing first. This means you must think about "Human Interest" or what appeals to your fellow students.

Compare the two stories given here. Which is a feature story?

Milk and chocolate are running neck and neck for popularity this semester. Far behind in the race is our old stand-by, orange juice. Each morning finds two cases of milk and one of orange juice delivered to the Junior High School.

With such a thriving business, Miss Williams, head of the cafeteria, finds it necessary to have several helpers to take care of the noon sales.

The helpers are Norley Hoover, Gloria Minda, and Kate Dallman.

Forth—two boys and seventy-six girls and nine teachers make use of the cafeteria each school day.

The following story is another example of a good feature story. It has news value, but it plays up the interesting feature first.

Students Can Enjoy Fine Library Books

Did you know there are 3,076 books on the shelves of our school library? Of this number, there are thirty reference books, seven sets of general encyclopedias, and a set of Grove's Dictionary of Music and Musicians. There is also a fine Latin dictionary for the puzzled Latin scholars.
In addition to the books, twenty-two current magazines are received each month. These include: "The American Girl", "The Readers' Digest", "Boy's Life", "Popular Science", and many others for study and pleasure.

From The Bugle

Reviews.

Book reviews are book reports. They should play a prominent part in every school paper. Junior high school pupils are still forming the worthwhile habit of reading books. Members of the journalism class have already formed that habit, but many other students are still learning. The school paper should take the lead in helping those pupils select books carefully.

Daily newspapers do not always give favorable reports on books. A review may say something good or something bad about a book. In school, however, it is best to review only the good books. And, since books in your school library have been carefully selected by your teachers, it is not likely that you find bad books or poorly written books there.

"Book of Living Reptiles"

"Book of Living Reptiles"—by Ditmarx is an instructive and beautiful book. Remarkable colored charts and colored maps on which are located various snakes, crocodiles, lizards, turtles, and tortoises from various parts of the world accompanied by descriptive text, will be found in this book.

Miscellaneous Material

Other interesting material that you can look for and consider for your school paper and crossword puzzles. These may cost too much to be printed, but they can be mimeographed on separate sheets and inserted between the pages of your paper.
Poe:as written by students in reading or grammar class should also be included. Do not print many of these, however, as only a limited number of students are interested in reading them.

Humor columns and gossip columns may also be used. Do not have many jokes. Good jokes are rare. In addition, you must not forget that the purpose of the school paper is to furnish information about the school and promote interest in school and in education. If your paper is full of jokes it will create a bad impression of your school.

Gossip columns should be handled with great care. Your teacher knows what is proper and what is in bad taste. Trust the opinion of your sponsor.

Look over these suggestions. Can any of them be used in your paper?

A Calendar of Events
A Faculty Corner
A Year ago Column
Questions and Answers
A Society Column
An Exchange Column
Activities for Chapter VII

1. Read editorials in newspapers. Criticize them and score them as follows:
   1. For whom written— for all or for a few?
   2. Do they state a fact in the first paragraph?
   3. Do they make a definite point?
   4. Do they present a sound argument?
   5. Are they convincing?
   6. Could they be shorter?

2. Rewrite editorials you find in other school papers.

3. Consider the following list for possible editorial topics for your school paper:
   - Be Boosters
   - "Letting George Do It" School Property
   - Budget your Time Keep Off the Grass!
   - "My Country 'tis of Thee" Safety and Bicycles
   - Outdoor Life Helping New-Comers
   - Art and You Your Study Habits
   - Mother's Day Our School Clubs
   - Tardiness High School Next!

4. Make a "question" from one of the above topics. In the hall or on the school grounds, ask the question to the first five boys or girls you meet. Write an editorial based on the answers you obtain.
Next to writing headlines, making up your school paper will give you the greatest pleasure.

Make-up means putting the newspaper together. Placing the stories, the pictures and the ads in their respective places is make-up work.

The make-up of page one is the most interesting because it is there that the important stories are placed. Newspapers have different styles of make-up and one can often be recognized at a distance even when the name cannot be read.

There are two kinds of make-up. The balanced make-up and the circus make-up.

The balanced make-up is serious, easy to look at and attractive from an artistic viewpoint. The circus make-up on the other hand, is more alive because the lack of balance makes it less monotonous and it attracts attention because it is different.

We shall not study the make-up of large newspapers because they have so many more columns than your school newspaper that we can not compare the two. You might look at a circus make-up or unbalanced make-up like The Denver Post and compare it to one that is balanced. A balanced make-up usually makes a design. The headlines and the
pictures make a design in the form of a large H, or a cross or a T. The circus make-up makes no design.

There are a few newspaper rules that will help you make-up your school newspaper.

1. The column on the right hand side of the page is considered the best place for important stories.

2. The first column, the one on the left, is considered second best and the story of next importance will be found there.

3. The other columns on the front page are of about equal importance. The last page of the paper, the back page is almost as valuable as the front page. Do you ever look at the back page first?

4. On the inside, it is generally considered that the odd numbered pages are better than the even numbered pages. Page three, and five are better places for popular stories than pages two, four and six, etc. That is why editorials and columns are found on page two. In other words the best pages are saved for news.

5. In placing headlines you should never have those of the same size and style of type next to each other. If you do this, the heads seem to run together and can not be read.

6. A generous amount of white space should be left, here and there, throughout the pages of your newspaper to make it more attractive and more easily read.

7. Stories in columns should be separated by dashes or cut off rules. Dashes are short lines about one inch long used to separate stories as they appear one beneath the other in a newspaper column. Cutoff rules are lines running all the way across the column. They
mean that the story is continued from the column to the left.

Examples:

Hi-Lights Thank
First Advertiser

The Junior Hi-Lights is very grateful for a bit of advertisement, the first this year from Billy Reid of Group 25. The ordinary advertising rate for one inch is 45 cents but due to the fact he is the first customer, the staff is giving him a generous discount. The size of the add is one by one column.

DASH----

Wiener Roast Held

A wiener roast was recently held in a vacant lot by Richard Coodeau, Dale Stocker, Bernice Packer, Clarence Anderson, Vern Rogers, and Dale Delling.

A fire engine came up the street and the children put the fire out as quickly as they could. Doris ran home and did not come back even after the fire engine had gone on its way. She was left out of the wiener roast. Dale who was her official escort did not mind.

Social studies in room 309 had a change this year. Last year Miss Volk had all 8th graders including her home room, but this year she has both 7th and 8th.

She decided she will read to her classes on Mondays and have formal meeting of the groups on Tuesdays.

8. When a story is not completed on one page, directions must be given to help the reader find the rest of it. Such directions usually read, "Continued on page 3", or "Continued page 3, column 2".

Tricks of make-up-

By learning how to use type and especially by learning the many different kinds of type there are, you can do much to make your newspaper page attractive. For example you can use headlines written in capital and small letters, like this:

Band Gets New Uniforms
In another column you can have a headline written in italic letters, like this one:

To vary the headlines and improve the page you can use boxed heads. This is good to use at the top of a page between two other headlines:

Parents Visit School Clubs

Once in a while you may ask your printer to indent a story. Indent means to leave an extra white margin on each side of the story. This makes it stand out and gives an appearance of neatness.

A good idea is to have your local newspaper take pictures of the class officers and council members of the school. After the newspaper has used the pictures, you can borrow them and print them.

If you want to have your own pictures made and printed in the paper you will have to inquire about costs. You will find it is quite expensive.

Advertising

The ads in your school paper will help to make it attractive if you learn to handle them correctly. The border around them should be attractive, and the type used in them should be pleasant.

The ads are always placed in the newspaper before the rest of it is made up. There are three methods used in advertising make-up. In each case the larger ads are placed at the bottom. The first two designs shown here are widely used.
There is only one rule to remember in placing the ads in your newspaper page. Be fair to the advertiser. He wants his ad read by as many people as possible. Place his ad next to some copy if possible. You can not do it if you pile the advertisements one on top of the other as shown below:

Art

Art can be brought into the school newspaper in many ways. Permanent drawings may be placed at the top of some of the columns. These drawings can be used over and over giving an artistic touch to your paper at low cost.

Pictures and cartoons may also be drawn on paper and traced for reproduction by the mimeograph process. These may then be inserted
inside the pages of the paper. A number of junior high schools are inserting cross-word puzzles into the pages of their paper just like that.

Wood and linoleum blocks are life savers for junior high school papers. Art classes will be glad for the opportunity to contribute to the school paper. When you ask them to make a wood block for you be sure to tell them how wide it has to be. The block has to be nailed onto a piece of wood so that the whole wood cut will be exactly as high as the type.
Activities for Chapter VIII

1. Make a front page dummy sheet of three columns. A dummy sheet is a piece of paper of the same size as your newspaper page. It is ruled off just like your newspaper. Cut up a number of newspapers. Cut stories, pictures and advertisements and be sure some are more than one column in width. Now paste the stories, pictures and ads on the dummy sheet.

2. Do the same with a four and a five column dummy sheet.

3. Do the same with inside pages. Practice with stories that must be continued or "jumped" on another page.

4. Practice writing jump heads for exercise 3.

5. Cut a number of short one paragraph stories. Cut the headlines off. Trade stories with your classmates. Write headlines for the story you get from your neighbor while he writes one for your story. Exchange back again and compare the headlines to the original ones as they appeared in the newspaper.

6. Try the same thing using all the headlines given on page.

7. Practice writing headlines using the subject first and the verb next to it.

8. Become acquainted with a synonym book. A good one is Roget's Thesaurus; another is Allen's Synonyms and Antonyms.

9. Play a game thinking of synonyms. For example: Draw a baseball diamond on the black board. Ask your opponent to express the word "pretty" in as many ways as he can. If he says "beautiful" give him one base. If he says, "beautiful and handsome", give him two bases. If he gives, "beautiful, hand-
some, good looking and beauteous" you can give him a home run. If he can not give any or gives the wrong one it is an "out", and of course, after three outs it is your turn to go to "bat". If there are any arguments let the dictionary be the umpire.

10. Study the front page make-up of different newspapers.
Decide whether they are balanced or unbalanced? Study the kind of circulation the various papers have. Do the balanced papers go directly to the homes of people or are they sold on the streets?
Chapter IX

THE REPORTER

Did you know that journalists are very intelligent people? A few years ago, the government of the United States gave tests to study the intelligence of people and it was discovered that journalists were well up toward the top of the list.

Now, of course, getting a job as a newspaper reporter will not make you smart, but if you are successful as a reporter, it means you are using a high degree of intelligence. It does not mean that intelligent people make good journalists, either. It simply means that to be a good newspaperman, you must use your head to its fullest capacity.

The good newspaper reporter has certain characteristics, and these characteristics apply to all members of your school paper staff. A good newspaperman or woman is:

1. Accurate
2. Speedy
3. Dependable and trustworthy
4. Polite
5. Fair

A good newspaperman or woman has:

1. Perseverance
2. Self confidence
3. Poise
4. Good taste
5. A good education
6. Many interests in affairs of life
7. A good disposition
8. A "nose for news"
9. Tact
10. Tolerance

Junior high school boys and girls do not possess all of these characteristics and qualities, because some have to be acquired.

Accuracy and Speed

Accuracy and speed are traits that you can develop for yourself. Your will-power is the only friend you have in this matter. If you want to be accurate and speedy, you can. If you are too lazy to look for words in the dictionary—it's up to you! But, if you want to become accurate and speedy, membership in the school journalism club will help you by giving the necessary practice.

Notice that the list of characteristics is given in two groups. In group one are traits that you can possess of your own accord. You can be accurate and speedy if you want to.

Dependability

You can also be dependable and trustworthy, or you can be a sneak and a thief. That's up to you also. You know what people think of sneaks and thieves and what they do to them.

A person who is not dependable may not be a criminal in the eyes of the law, but such a person is a criminal to himself, because he will not be able to find and keep a good job. He will
wander from place to place very much like a man without a country. It's up to you, but your teachers, your parents, your pals will help you if you want them to!

**Politeness**

You have been taught to be polite since you were a baby. Try not to think of politeness as something to use only when you want a favor done for you. Do not be impolite to people who are inferior to you or who will not serve your purpose. Politeness is essential to succeed in any kind of work. You can learn to be polite—but that is up to you too!

**Fairness**

Fairness in the sense meant here, carries the idea of good sportsmanship. Much fairness can be learned and developed. You can do a great deal about your own fairness, but much depends on the treatment you receive from others. If others are not fair to you, fairness on your part must take a different aspect, one that is called tolerance.

Tolerance is listed under the second heading because it is one of the characteristics you have to learn. Tolerance may be learned through education only. Go to school to learn all the facts about life, about people, about things, because to know is to understand—to understand is to be tolerant.

Tolerance is not the only journalistic characteristic that comes from a good education. Self confidence, tact, good taste, poise, interest in many activities are all direct results of education, especially of the contacts you make with teachers and classmates.
The good reporter is the one who is at ease, stands straight, talks intelligently. That is poise. He is full of confidence because he knows his business. He knows what he is saying and how to say it.

He is clever in judging people. He knows when to start talking, when to stop, what to ask and when to ask it. That is tact.

The good reporter should wear his clothes well; he should keep them clean; he should pick good looking neckties and keep his shoes shined. When he talks, he should not use slang and he does not offend people with awkward remarks. He goes to good picture shows, reads good books, has the right kind of friends. He has good taste.

The reporter has to be interested in many different activities of life. He will write a story about a boxing match today, a church sermon tomorrow and perhaps a love story the next day.

All these attributes, when put together and mixed, make up the personality of a good reporter. People who know him simply say, "He has a good disposition." Study yourself carefully. Do not worry if you are weak in spots, because education will help you correct your weaknesses, if you stick to it. That's perseverance.

The only characteristic we have not discussed is "nose for news". Information will often lead to more information. In other words, "nose for news" is not a funny kind of nose at all. It is just a very educated nose that recognizes the difference between important and unimportant facts, serious and silly people and events, the right and the wrong, the good and the bad. Do you have a "nose for news"?
Can it be developed? Does it have anything in common with "common sense"?

Journalism

Journalism means, if you consult the dictionary, "the business or profession of publishing, editing, or writing for journals or newspapers". If you look up journals, you will find that they are diaries, magazines, periodicals—almost everything that is written.

Journalism is a very large field. The training you get as a member of a journalism club or class may lead you into many interesting opportunities.

Advertising, radio, and merchandising are a few of many fields open to journalists. Journalism is not a crowded profession when you think of it in a broad-minded sort of way.

Activities for Chapter IX.

1. Make a list and collect printed materials other than newspapers and magazines. Are they the work of journalists?
2. Study the subjects included in college courses for journalists.
3. How many famous authors can you name who have been journalists?
4. On the first page of your journalism notebook, write the characteristics of a good journalist. Look at them often.
5. Read and report on the life of some prominent journalist.
   (See Bibliography)
6. Read and report on the history of some newspaper.
   (See Bibliography)
7. Make a dictionary study of the characteristics listed on pages 89 and 90.
PART TWO—

Editing the School Paper
Chapter X

GET THAT STORY!

There is no use talking about a school paper until you have something to put in it. Of course, you must make plans, but you know how it is—the hardest part is to get started. And plans will be easier to make if you can try them out on something. Let's start right in! Let's get some stories!

If this is your first issue of the new school year, here is a list of possible stories:

New teachers
New books in library
The Principal's message
Changes in classes
The new seventh graders
New eighth graders from out of town
New clubs
Old clubs in action again
Vacation stories
Open house
Editorial about school spirit
Football
Outline of programs for Fall
Coming parties
School council elections
Enrollment figures
Traffic squad and police regulations
What the home rooms are planning
School exhibits during the summer fairs
Orchestra and chorus
Junior Red Cross
Fire drills

Interviews.

The first story suggested is about new teachers. Suppose there is only one new teacher in the school this year. Her name is Miss Lucy E. Smith and she is teaching English. That much you know. By asking a few questions, your club sponsor will tell you she is taking the place
of Mr. M. C. Galkin who is now principal of the new Central school.

To get the rest of the story there is only one thing you can do. You must interview the new teacher.

In this story you must find out all you can that is unknown about the new teacher. She may be busy when you approach her so you will go with the intention of asking for a definite appointment. This is important. Always try to make an appointment, and then keep it.

Like all good scouts, the good reporter goes to make his appointment hoping that the person to be seen will not be busy. "Be prepared!"

Perhaps the new teacher will talk right away. Take a card and pencil along.

The next thing to do is to hide the card and pencil. You won't use them until the conversation with the new teacher has well started. Why? After some experience, you will discover that there are four types of people. Those who talk and know what they say, those who won't talk, those who depend upon your questions because they don't know any news, and those who take the interview away from you and ask you questions.

Those who won't talk are often afraid of reporters, unjustly, of course. If you take paper and pencil and hold them in plain sight, they become aware that what they say will appear in print and become frightened. It is best not to take a chance.

Luck is with you. The new teacher will see you right away. You might as well tell her we are from the school paper and in the same breath extend an official welcome to the school from the paper.

Say to her:

"I hope you like our school." She will answer, "Oh, yes, I do! I have already made many good friends and I think the pupils are splendid
Of course, you expected her to say that. It isn't news, but she did say it, and it will be safe to print. Now you might say, "Do you like it better than in your old place?"

Her answer will not make much difference because you cannot print her answer out of respect and courtesy for the school of another city. But the next logical question is:

"Where did you come from?"

Now you can take out the paper and pencil. Jot down the place she names and check it for spelling.

The next questions suggest themselves. "What did she teach there? Where did she go to college?"

It isn't until you have won her confidence, that you can ask a few personal question about her hobbies, home town, birth place, and her travels. If a man, be sure to ask if he is married and if he has any children.

It's easy after you are started—easy up to the point where your personality is wearing off.

When to stop.

When the person to whom you are talking, moves forward to the edge of his or her chair, or stands up— you stop asking questions. Make up your mind to go. Wish the teacher good luck, say you will come back again, and go.

Go! Yours is a business affair, and the teacher has work to do. There is no use creeping up to the door, first on one foot, then on the other. No need to play with the doorknob. No need to play with
your hat, as you'll only drop it. You will make a better impression if you go in a business-like way.

Dash to the club room and write the story.

The Story

Here are the notes you took about Miss Smith.

Smith L. E.

English and Histroy in Kent, Washington

4 years ther, first job

Wash. State college, A. B. degree 1950

Likes Great Falls because near mountains and she likes climbing. Dramatics in college. Will have dramatics here.

Can you write the story from these notes? You can if you do not wait too long.

The story is about Miss Smith. It must be all right to start with her name. As a rule, it is best not to repeat teachers' names in the lead of the school paper story. But, since Miss Smith is a stranger to the pupils and has a direct "personal interest" with all of them, it is perfectly all right to start with her name.

The "who" will come first:

Who? Miss Lucy E. Smith, for four years a teacher in
Where? Kent, Washington, joined the Junior High School
What? faculty this fall, to replace Mr. M. C. Galkin, who
When? was appointed principal of the new Central School.
Why? She will teach English and sponsor a dramatic club.
More what Miss Smith is especially pleased with her post here because Great Falls is near the mountains and
mountain climbing is her favorite sport.

"I like Great Falls very much. I have already made many good friends and I think the pupils are splendid boys and girls," she said.

The interview story is one of the easiest to write because the facts are all given to you by somebody else. All you have to do is think of news value and write it.

Let's try another story. This time you will have to use your head.

Suppose that this morning during the home room period, your teacher said there were too many pupils who live within four blocks of the school riding on bicycles. It was suggested that these children might just as well walk thus lessening traffic dangers. Being a wide awake reporter, you immediately saw the chance for a story.

Too many bicycles? All right, let's find out about that. How many are there in the school? Where are we going to find that?

First, check with the office. Ask how many bicycles there are. If the office cannot tell you, ask how many bicycle racks there are on the school grounds.

With these facts jotted on a piece of paper you can go out to view the scene of your story.

You can tell at a glance if the racks are full. You can see if there are more bicycles than racks.

If the office didn’t tell you the number of bicycles and doesn’t know the number of racks, don’t start counting them. Not yet, anyway. Enlist the help of one of your fellow reporters and go from room to
room, with the permission of your teacher, and get an accurate count of bicycle owners who ride to school.

Here are the facts from which you must write the story: 100 racks, 145 bikes.

That does not look very promising for a reporter who wants to help fill his school paper with news!

Features

But, there is a way. Newspaper people look for possible "feature angles" in addition to news. A feature is a news story with a little sugar coating. Some reporters explain it as a story with a little "twist" to make it longer, pleasant, and more interesting. The following story was printed in a school paper by an eighth grade girl who discovered a feature angle for the facts given above. She measured a bicycle and called up the City Engineer's office to ask the length of city blocks.

"If all the bicycles belonging to students of the Junior High school were placed end to end, they would reach from the school to the Post Office, which is 12 blocks from school, or a distance of one mile.

Traveling at the rate of 10 miles an hour, in single file, the 100 bikes in school can hold up traffic for 6 minutes at any intersection.

An enterprising reporter for the Junior High Lights figured these things out for no greater reason than to assist those who are interested in solving the bicycle traffic problem of the Junior High School.

A check-up revealed that at least 35 of the 100 bicycle riders now bringing their wheels to school live within walking distance and could walk if they wanted to."

Feature stories play a prominent part in school papers. Many of your stories should develop along lines as the one described above. They also give an opportunity for you to develop your literary ability. The
journalism field as you have learned in a previous chapter includes writing for magazines. This means that you can get experience in writing fiction stories, poems, and essays, as well as news.

It's copy now!

Your stories are now "copy". Write them as well as you can in ink and leave room at the top of your paper for a headline. Your copy will have to be typewritten before it is sent to the printer.

Place your name at the upper right hand corner. At the left write a short work which will be the name of the story. For example, the story about Miss Smith can be called "Smith", the one about bicycles can be called "Bikes".

These names will help you when you make-up the paper.

Number your pages if there are more than one. Write "more" at the bottom of any page that is not the end of a story. At the end of the last page, draw a short line or make the mark "#" or "30".

Now your copy is ready for the copyreader and headline writer.
Chapter XI

THE DUMMY

When you placed your story in the basket, you probably noticed that there were a lot of other stories in there already. While you were busy getting your stories on Miss Smith and the one on "Bikes", your fellow reporters were busy too. As soon as the teacher has enough stories and has approved of them, they may be sent to the printer. It will be a day or two before he can send the proofs back to you.

While you are waiting why not complete the plans for the coming issue of the newspaper?

You can help your sponsor, who so far is the only one who has a general knowledge of the stories available, in planning the make-up of the issue. In the future you can elect one of your own club members to be make-up editor and he can do the work.

The Dummy

A sheet of paper, of the same size as the newspaper, is ruled off into columns. If your paper is to have three columns divide it into three. A good size for a beginning paper is 101/2 X 83/4 inches with three columns about two and one quarter inches each.

Draw a line about one and one half inches from the top of the paper and run it all the way across the page.

In the space above that line will appear the name of your paper.

Draw another line one quarter inch from the first line and parallel to it. In this space you will write your date line, the volume number
and the issue number. The volume number will be one during the whole first year of publication. Next year it will be Volume Two. The issue number will be No. 1 for the first issue; No. 2 for the second issue, and so on until the end of the year.

The sheet of paper ruled off and marked with volume and issue numbers and the name of the paper in its place will be your dummy sheet for the front page of the paper.

You can make dummy sheets for pages two, three and four. Rule these pages off in three columns and draw a line across the page about three quarters inch from the top. The margins on each side of the pages should be about one half inch, while the margin at the bottom of the pages should be about three quarters of an inch.

An inventory of copy

By estimating about 35 to 40 words to the inch you can figure how many inches of type the printer will send you. If the story about Miss Smith has 90 words how much space will it take? About three inches counting a headline. How many inches will the "Bike" story take up? About four inches with headline.

Suppose you have the following amounts of copy available for your first issue.

<table>
<thead>
<tr>
<th>Tentative page</th>
<th>I News Stories</th>
<th>Length in inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Miss Smith</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Bikes</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Books</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>Elections</td>
<td>7 1/2</td>
</tr>
<tr>
<td>1</td>
<td>Football</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>Enrollment</td>
<td>1 1/2</td>
</tr>
<tr>
<td>1</td>
<td>Programs</td>
<td>3 1/2</td>
</tr>
<tr>
<td>1</td>
<td>Council</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Open house</td>
<td>4 1/2</td>
</tr>
<tr>
<td>1</td>
<td>Traffic</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Class news</td>
<td>7 stories ranging from one to four inches</td>
</tr>
</tbody>
</table>
II Editorial Page

2 Editorial 7
2 Book reviews 5½
3 Club news 16
2 Gossip column 8
2 Masthead I 3

III Miscellaneous

4 Advertisements 2 ads 1½ inch each

<table>
<thead>
<tr>
<th>Total for page 1</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for page 2</td>
<td>27½</td>
</tr>
<tr>
<td>Total for page 3</td>
<td>20 (about)</td>
</tr>
<tr>
<td>Total for page 4</td>
<td>11</td>
</tr>
</tbody>
</table>

How will this come out? If there are three columns each eight inches long on page 1 it will come out just right. The column on the other pages are a little longer. They should be almost nine inches each. Therefore, there will be one half inch too much for page 2; but, pages 3 and 4 are both short of copy. That means, "Go to work and get more news!"
Chapter XII

What's in a Name?

Perhaps the name of your school paper is a small matter to you. But, if you want your school paper to be noticed and read with interest, you should select its name with care.

Names are often selected too rapidly, because they sound "cute" or clever, or because some other paper has that name.

Both are poor reasons. There can be no great pleasure in copying the name of another paper, and clever sounding names soon lose their effectiveness. The name of a Junior high school paper should have a definite meaning and purpose. It may be based on one or more of the following:

1. Education
2. Information
3. Locality
4. Boys and girls, 12 to 15 years old.
5. Grades 7, 8, and 9.

Education

If the name is going to be representative of a school, it must not suggest anything opposed to education. It does not have to be educational, but it must not be against education. Do not choose a name such as "Hooey" or "School Scandals".
Information.

Newspapers are often named to suggest the giving of information. Words like herald, tribune, chronicle, journal, all mean: to give information. Such names as the following are appropriate: Junior Herald, Junior Hi-Chronicle, The Bugle, Lake Junior Views.

Boys and girls 7, 8, and 9th grades.

The name must not be old or serious. It should be the name of a publication edited for and by boys and girls in the 7, 8, and 9th grades. For that reason, the names Tribune, Journal, Globe, really belong to daily newspapers because these words have meanings much too "large" for a school paper.

Can you think of names that sound "young" and smaller in scope?

The danger in picking "young" sounding names is that they often are not dignified. For instance, names such Junior Hi-Life have a double meaning that might be misunderstood. The Junior Hi-Gossip does not create a satisfactory impression. The Rumors, The Tattler, and The Monitor are a little better.

Locality.

An original name for your paper may be found by thinking of your surroundings. Your school paper should be representative of your school and of your community. Why not give it a representative name. Many school papers are so named. For example:

Inawa is the name of a high school paper in Montana. It means Bison. It is representative of the west and of Indians and their wild life.
Pony Express is a young sounding name. The "Pony" gives the impression of small size while "Express" implies carrying news. This is a good name if you live where pony express riders passed in frontier days.

The Wilsonian is the name of a school paper in Indianapolis. Wilson is the name of the school. The name Wilsonian is, therefore, appropriate.

More About Mores is the name of the paper of the Mores school in Denver. It has a logical reason for its name.

A name representing your school or city, giving the idea that it carries information, and not too old in "sound" or meaning, should be an ideal name. The name should be fairly short. In most instances, ten to fourteen letters is about right, and twenty letters should be the maximum.
Chapter XIII

WELL--MAKE UP YOUR MIND!

The Style Sheet

You will find mistakes in the paper when it comes out in print; mistakes that slipped by you, the copyreaders, and even the teacher! It is too late to correct them. Some mistakes will almost always sneak around the "watch dogs" and get in the paper. But, that is no excuse for being negligent.

The most common errors in school papers are grammatical mistakes and spelling.

Some mistakes are not mistakes at all. Sometimes the person who reads a newspaper thinks he sees an error because the writer makes him feel uncertain by writing the same information in two different ways.

For example, if you write, "George Anderson belongs to Group B and was out of school during February although last year he had a perfect attendance record from Sept. to June. Last year, George was a member of group four.*

Notice that the word group is capitalized in one place but not in the other; the month of February is spelled out while the month of September is abbreviated; and the figure 2 appears in one place while four is written out.

Which is right? Which is wrong? All of them are right. They
are right by themselves, but the reader will wonder about it, and it will make him nervous. He will feel like saying, "Why don't you make up your mind, one way or the other?"

You can make up your mind by starting a style sheet and adding to it as new problems arise.

A style sheet is a list of formulas or rules for you to follow in order to make the paper uniform.

Study the following style sheet. Can you adopt any of the items?

GENERAL INSTRUCTIONS

To all reporters:

Write in ink, on ink paper. Write plainly.

Put your name at upper right hand corner of each page.

Write in paragraphs.

Leave large margins on each side of your stories, plenty of space between lines, and leave enough room at the top to write a headline.

Indicate the end of your story by a mark: # or 30

Write more if the story is not complete on one page. Number the pages.

Put your stories in the basket marked "copy".

Everybody:

Be accurate

Capitalization

Capitalize:

All proper nouns, months, days of the week, but not the seasons.

Examples: John Jones, February, Monday, summer.
Principal words in titles of plays, books and in headlines.

Examples: "The Three Musketeers", "A Tale of Two Cities."

Titles of officials, their ranks or occupations when they come before the name.

Examples: President George Washington.

Names of companies, churches, schools, clubs, but not the word that tells the kind of organization when it comes at the end.

Example: Great Falls high school. University of Minnesota.

Geographical names if they precede proper nouns.

Examples: Missouri river, Lake Superior.

God, pronouns referring to Him and names of religions.

Examples: Christ, First Presbyterian church.

Teachers' college degrees.

Examples: B.A.; Ph.D.; M.A.

Holidays, but not the word day.

Examples: Fourth of July, Memorial day.

Names of races, and nationalities.

Examples: French, Negro

Do not capitalize:

Points of the compass.

Examples: north, east, unless you mean a geographical section like "the South of the United States."

Names of school subjects except languages.

Examples: He studies history, French and arithmetic.

Always capitalize:

The President of the United States and America
Punctuation

Follow the regular punctuation rules given in your grammar book.

1. with commas, and semi-colons:

Names followed by some identifications.

Examples: Jack Smith, president; Catherine Olson, vice president. Great Falls, Montana; Tuscon, Arizona; Oakland, California.

In general, do not use semi-colons. Use periods.

2. with commas:

The introduction of short quotations.

Example: He said, "Give me Liberty."

To indicate the commission of a verb.

Example: He was editor and she, reporter.

3. with colons:

To introduce a series of words.

Example: The scores were: 8, 3, and 9.

In expressing the time of day.

Example: The paper comes out at 3:15.

Figures

Use figures for:

Numbers over ten.

Example: He is eight years old, and she is 12.

Dimensions, prices, dates, scores, per cents.

Examples: It is 3 degrees below zero.

For sums of money

Do not start sentences and paragraphs with figures.

Quotation Marks
Use quotation marks:

Around slang expressions.
Examples: The election sent over with a "bang".

Names of books, plays, songs, readings, etc.
Examples: She read to us from "The Bible".

At the beginning of each quoted paragraph and at the end of the last one.

Parentheses

Do not use parentheses. If the material is not important, leave it out.

Italics

Italics may be used as substitutes for quotation marks in titles.
Do not overuse them. To indicate to the printer that you want italics, underline the word or letter.

Don'ts

Do not use:

nd, th, d, st, with a date.
Examples: This is September 14.

A comma between a name and Jr. or Sr.
Example: John Jones Sr.

Abbreviations for proper names, titles, Christmas, per cent, cents.
Chapter XIV

Gossip....!

Gossip column, good and bad, are the most popular items in any school paper. Therefore, good or bad makes a great deal of difference.

If you are a conscientious editor and member of the Journalism Club, you do not want your paper to be the cause of trouble. And trouble it is, when angry parents call up your principal because some false scandal appeared in your paper.

Sometimes things are printed that do not sound bad to you. Only your sponsor's experience can foresee the effect of the things printed.

A Junior high school boy left home one day. For three days his father and mother tried to locate him. They broadcast on the radio, the newspapers wrote stories and printed his picture. Finally, from 300 miles away, the boy called up. He said he just went away and now wanted to come back. He missed two days of school and when he returned he was a "hero" in the eyes of many boys and girls who think they, too, would like to go away from home.

The school paper refrained from mentioning the boy's name the rest of that year. The gossip column missed a good chance to make smart remarks, but it was a good thing it did. The boy's parents, after talking to him, forgave him and the whole affair was forgotten. The boy was not made a hero because of something which was not at all heroic. The school paper helped the boy by helping his parents and teachers. It used good judgment by not gossiping.
Gossip columns should not link teachers with items that do not become a teacher. There are no rules to follow. You do not need rules if you use common sense and listen to the advice of your sponsor.

Remember the purpose of your school paper—to serve your school. Do not suggest in any of your columns that home work is a nuisance, that teachers are crabby, that school is a waste of time.
Chapter IV

The Printer's Devil and His Boss

In olden days the boy who learned the printing trade by serving as apprentice to a printer, was called the "printer's devil".

He did everything around the shop. Mopped the floors, cleaned the presses, picked up the type, and learned to put it back in the case.

Little by little, he learned to set type by hand to run the press. Eventually, he became a printer.

Benjamin Franklin started that way. But, now-a-days, boys can go to school to learn the printing trade and printer's devils are no more.

If your school paper is printed in the shop of your local daily newspaper, there are many men engaged to print it and you do not know just who the printer is. The publisher or manager is the man you will talk to and do business with.

If the paper is printed in a small shop, you will probably find that the owner is also the man who sets the type and runs the press.

He is a skilled workman. He knows the printing business better than you do and he will appreciate your common sense if you trust his judgment.

However, a successful printer is a man who knows how to follow directions. He will try to do the things you tell him to do.

If you write a headline that is too long, you cannot expect that printer to rewrite it for you. If your dummy make-up is not accurate, do not expect him to shorten stories for you. He will help you, but he will not do your work for you.
Where to have your paper printed

Money is always a problem. Even if your school paper has ample funds, you will want to get the most for your money.

I

The most economical way is to print it in your senior high school shop, or your own school shop.

1. By the mimeograph process
2. By the regular printing process

II

The next method is to have the type set by a printer and have the type delivered to the school where the paper can be put together and printed. You can figure the cost of setting type as follows:

1. Count the number of lines in one column of your paper.
2. Multiply this by the number of picas (or ems) in one line.
3. Multiply this by the number of columns you have in the paper.
4. Divide by 1000.
5. Multiply this by 75 cents.

Example—For a 4 page paper with 12 columns each, 15 picas wide, and 9 inches long, the total cost of the paper will be:

60 lines
15 picas in each line
900 picas
12 columns in 4 pages
10,800 picas - 1000 = 10.8

10.8 * 75 cents = $85.02

The cost of setting type may not always be 75 cents for each 1000 ems. It may be a little less in some parts of the United States.

This method of printing in a school shop from type set by a commercial printer may not be practical in some communities. Your
teacher is the only person who can inquire about this, as he or she knows about labor and union conditions. However, even in "labor" towns, the printers' unions are generous in their cooperation with educational projects.

III

More expensive, but more satisfactory, is to have the whole project done by a printer, either your local newspaper shop or a smaller "job" printer.

This method will cost about $25 for 4 pages, 8 by 11 inches with 3 columns.
Chapter XVI

YOUR EDITORIAL STAFF

After the first issue of the paper is out, you should begin helping the sponsor a little more. The best way is to organize the club or journalism class like a newspaper staff, giving certain members definite duties to perform.

The staffs of school newspapers are often copied after those of real newspapers. Working under the teacher, who is the managing editor, you can have a news editor. Under the news editor you may have a feature editor, a make-up editor, a sports editor, an exchange editor and a staff of copy readers. You should also have an editorial board and a business manager who will work under the supervision of the sponsor.

The copy readers should be changed often while the other staff members may hold their respective positions for one semester.
The editorial board may be composed of the teacher, the editor and two or three other pupils. The duties of this group will consist of selecting editorial topics and choosing the best editorials handed in.

Everybody in the entire journalism staff should be required to write at least one editorial each month.

The business manager has charge of the money affairs. This important member of the staff does not have to be a journalist. You may find a boy or girl in the school who is good at arithmetic and who is a good salesman.

The business manager's duties are:

1. To sell advertisements or handle the sale of advertisements.
2. To turn the advertising copy desired by business men over to the sponsor of the school paper.
3. To tell the make-up editor how many inches of copy or space he has sold.
4. To collect subscriptions from the students, and handle the campaign to sell subscriptions.
5. To take the bills from the printer and other sources to the school principal's office so that they can be paid.
6. Keep accurate books showing the expenses and the earnings of the paper.

7. Make out bills and collect from advertisers after the advertisements have appeared.

8. Direct the circulation and distribution of the paper when it comes out.

The business manager should be carefully chosen. He must be honest, ambitious and he should have a good business head and be able to win the friendship of business men of your town. Do you know such a boy or girl?

The Make-up Editor

The make-up editor is another who does not have to be a journalist as far as writing ability is concerned. A boy or girl who is artistically inclined, quick with the hands as well as with his or her head and one with plenty of imagination and ideas will be an asset to your staff.

The Editor

All the other members of the editorial staff must be writers as their work will consist of writing or guiding those who do the writing.

How are you going to pick your staff? There are a number of ways. The various editors may be appointed by the teacher, or you may select them. An election will be more democratic and give you an active part in the management of the paper. However always trust the judgement of your sponsor in selecting editors who are responsible and capable.

You should trust the teacher because she knows that boys and girls who are popular may not be qualified. It is a fact to remember in electing people to any office. They must be able as well as popular.

The editor of the school paper will need the following qualifications:

1. It must be a pupils who has ideas for news.

2. One who can make assignments and will be obeyed.

3. One who will keep a calendar of events.
4. It must be a student who is good in English and who understands the value of news, understands "interest" and the importance of accuracy.

5. The editor has to decide the headline for each story and indicate it by number so that copyreaders can write it.

6. The editor must be one who is well liked in order to keep every member of the staff busy at all time.

7. The editor must be willing to consult the teacher for ideas and advice.

8. The editor must be one who will represent the school paper before the pupils at assemblies and other occasions.

9. The editor will have to draw up tentative dummy sheets for each issue to help the make-up editor.

10. One who is willing and can be the boss to direct the work of other editors.

**Feature Editor**

Sometimes, in large newspaper offices there is a person who does not seem to appear or act like the other members of the staff. Often this person is a woman and often this person is a poet, a musician or an artist. Of course this person is not different from anyone else. It is just imagination and fiction writers who give this person a funny look. Actually it is the work he or she does that is different.

The pupil on your staff who collects poems, compositions and reviews from students outside of the regular paper staff is the feature editor. This boy or girl contacts students and teachers searching for feature material like drawings, cross word puzzles, rhymes, poems, essays, compositions, mystery stories and other suitable material.

Can you find such a person in your school? That pupil should be one who likes to read, who knows something about literature, and one who can write well as he or she may occasionally write his or her own stories.
The Sport Editor

The sport editor should not limit his activities to athletics. A boy is perhaps better qualified for this position if he realizes that health education is part of his job. The school nurse as well as the gym teacher should be his regular assignments. Other reporters may turn in stories to him and he will select the ones he wants.

Remember this about editors--they are specialists, they know a little more about certain phases of school life than the other members of the staff, and in addition, they are leaders.
PART THREE

How to Organize a Newspaper Club –

A Teacher-Pupil Manual
Chapter XVII

Teacher Takes Charge

The first Meeting of the Newspaper Club.

Introduction by the teacher.

The primary objective of the club is to publish the school paper. It is not to make reporters and editors of the members of the club, although you may think of it as one of a series of studies of vocations for yourselves.

Members of this group are already good grammar students or are willing to work hard to improve their use of the English language.

Experience in this club will help you in many practical activities of life:

1. Writing experiences-
   a. Writing experiences will be valuable in business and social correspondence.
   b. Better results may be expected in senior high school, where a large amount of theme and composition work is required.

2. Oral experiences-
   a. Interviews will help develop a number of desirable traits,
      (1) the ability to talk with and to people.

30. This is taken from the author’s revised plan book from which he "lectured" to his class of seventh grade pupils.
(2) the ability to say important things in the briefest possible time.

(3) the ability to ask questions instead of answering them as is so often the case in other school activities.

(4) the culture of a pleasant speaking voice.

3. Personality development
   a. Members of the club who become editors will gain valuable experience in managing people. Their executive ability will be tested and they will be given instruction along that line.

   b. All members of the club will develop more confidence in themselves and in their abilities. They will have to talk with people whom they like and people whom they dislike. Necessity will force them to be emotionally well balanced. They will have to appear friendly towards everyone at all times.

4. Development of Citizenship
   a. Work on the school paper will contribute to better citizenship because it is impossible to turn out a paper if there is a lack of cooperation among the members of the staff. A school paper must be a unit piece of work. It cannot be a patch quilt. The headline style must be uniform, the type must be uniform, the style of writing must be uniform, and the editorials must not clash with each other. This club will help members fulfill one of life's most important rules, "Getting along with people".

   b. Like all other clubs in school this organization is based on democratic principles. Staff members will be elected from
a list of qualified people. That is the way leadership is acquired in a Democracy. Democracy is the American way of doing things.

"Time will not be wasted. This club will learn by doing. The school newspaper will be issued in four weeks from Friday. Here are the plans!"

Give out mimeographed dummy sheet or demonstrate on the blackboard the tentative outline for the first issue.

Make assignments of stories for the first issue. (See Chapter X for suggestions.)

The Second Meeting of the Club

Teacher gives out prepared style sheet and headline schedule which have been mimeographed. Explanation of the sheet takes some time and ample opportunity for questions is given.

Use remaining club period for writing heads on stories already turned in.

(See style sheet beginning page 108 and headline writing page 63).

The Third Meeting of the Club

Begin club period with a check up on assignments. Make extra assignments for ideas that may have been offered since the first meeting.

Announce the point contest which has been planned as follows:

"A prize of... will be awarded to the pupils winning the largest number of points in journalism club work. Points will be given for the

31. From the author's revised plan book. This contest was not used as it did not agree with the policy of the school. It is given because children showed interest in it when first suggested.
following achievements for each issue:

- Best news story, not assigned: 10 points
- Best feature story, not assigned: 15 points
- Best news story from regular assignment: 5 points
- Best feature story from regular assignment: 5 points

The above stories do not have to appear in print.

- Best acceptable idea to improve the paper: 20 points
- Best editorial printed: 10 points
- Best column printed: 5 points
- Best headline printed: 10 points
- Second best headline printed: 5 points

Another prize consisting of .... will be given at the end of the semester to the pupil having the largest score when the following points are added to those awarded in the per issue contest.

- Member showing greatest interest and doing best work for the general welfare of club: 20 points
- Best "nose for news": 15 points
- Best advertising salesman: 5 points

To this will be added one point per inch of printed copy written by each member.

DEMERITS against members who fail to keep an appointment: 15 points

DEMERITS against members who fail to get an assignment, unexcused: 20 points

Explanation:

The points in the above contest are based on the value of the assignments. They may vary according to the teacher or conditions in
various schools. In this case advertising is not stressed, but accepted when volunteered. If advertising is necessary to the support of the paper, more points may be given.

Such a point contest may not be desirable where the club does not represent voluntary membership. In the school where the club is an elective or an extra curricular activity and whose membership consists of the better pupils, reward for competition seems a justifiable policy to follow.

Fourth Meeting of the Club

Stress the fact that time is getting short. Set a deadline. Explain the term deadline.

Read some of the best stories and editorials handed in so far. Ask the group to select the best and to determine their values. If material is plentiful ask the group to decide which to use for the first issue.

The Fifth Meeting of the Club

Assume that the paper will make its appearance during the next meeting of the club.

Write headlines for all stories available.

Check on stories that are not in.

Explain what has happened or what is happening to the stories that are sent to the printer. (See Chapter III).

Explain the time that is needed for composition work and printing.

Organize the club for the distribution of the paper at the next meeting.

Appoint a temporary circulation manager to count papers, and to obtain a list of subscribers in each room in the school.
Ask the club to discuss during what time of the day the paper should be distributed in order to assure—first, that it will be read leisurely by the students; second, that it will not cause any disturbance in the regular school routine; third, that pupils will take the paper home for parents to read.

Assign pupils to study the reaction of readers to the first issue. Ask them to report in one week.

The Sixth Meeting

The first issue is out. Fold papers, count them, and send them out.

If there is time when the members return, announce the election of the staff for the next meeting.

Give members an outline of the qualifications for each office and an outline of the organization to be used. (See Chapter XVI for ideas).

The Seventh Meeting

Criticize the paper.

"Let's see our mistakes in print!"

Listen to reports of the committee assigned to watch the reaction of the student body.

Elect the staff.

The Eighth Meeting

(A special staff meeting was held preceding this meeting).

Announce to the group that it is now on its own, that the publishing of the paper will be in the hands of the newly elected editorial staff and the reporters, and that every other meeting will be devoted to the study of writing. A mimeographed outline of this study is given out.
Turn the meeting over to the new editor who will make assignments for the next issue.

The Ninth Meeting

Now that the members of the group are in the swing of things and can be made to believe that they are running the paper, the advisor may begin a systematic study of newspaper production always stressing (1) English—composition, interviews; (2) Manners—personal appearance, speech; (3) Citizenship; and (4) Correlation with other school subjects and activities.

The Tenth Meeting

This will be the first meeting taken over by the editorial staff. Activities are suggested in the next chapter.
Chapter XVIII

THE CLUB PRESIDENT TAKES CHARGE

This chapter is especially for you, Mr. President or Editor, as the case may be. You may be a girl too, and that is just as well because girls made good newspaper workers. Teacher will want to read this also, and we cannot stop her. But, it will not do her any good, because the ideas given here are suggestions for you to think about and give to the class.

Ideas come from ideas. All you have to do is to think clearly, with a definite objective in mind.

As members of the Journalism class or club, you have the job of making the other members interested and active, helping them engage in worthwhile educational work. Members have the duty of publishing the school paper for the other boys and girls in school, but, it is all right for them to think of themselves once in a while.

When the paper is out and you have time to relax from your reporting duties, isn't it a good idea to engage in activities that will help you be more efficient when time is not so plentiful?

Exchange

One of the first acts of your editor should be to appoint an exchange editor. This editor can make a list of schools from all over the United States and its possessions, where your paper can be sent accompanied by letters asking for an exchange of papers.

Each member of the class may be assigned the writing of one letter. Even if a school to which you write does not have a paper, the letter
You obtain in reply will be interesting.

If you prefer sending letters to schools that have school papers you can get a list from the Scholastic Press Association, University of Minnesota, or from your own state scholastic press association if there is one.

Here is a partial list of Junior High schools that have school papers. Many, perhaps all of them will be glad to exchange with you—

Junior High School, Great Falls, Montana
Junior High School, Billings, Montana
Junior High School, Helena, Montana
Junior High School, Shelby, Montana
Junior High School, Baton Rouge, Louisiana
Whittier Junior High School, Lincoln, Nebraska
School No. 41, Sefton and Bayonne Avenues, Baltimore, Maryland
School No. 42, Barrington Road and Garrison, Baltimore, Maryland
School No. 55A, 56th and Poole streets, Baltimore, Maryland

Junior High School, Lewistown, Montana
Lake Junior High School, Denver, Colorado
West Side Junior High School, Little Rock, Arkansas
The Wilson School, Indianapolis, Indiana
Eoke Smith Junior High School, Atlanta, Georgia
Washington Junior High School, Duluth, Minnesota
Junior High School, Quincy, Illinois
Junior High School, Gary, Indiana

Junior High School, Santa Barbara, California
Mores Junior High School, Denver, Colorado

The job of the exchange editor will be to collect the papers and file them. They must be kept in a place where all members of the class can see them, but, the exchange editor will be expected to report on the things that other schools are doing.

Sometimes a story from another school paper can be printed in your paper. When you do this, the name of the paper from which the story is taken must appear at the end. This is called a "credit line." Look for examples on page......
The Morgue

The morgue is where dead persons are kept for identification. But in a newspaper office the morgue is the room where clippings of stories and pictures are filed away.

A member of the Journalism Club should be appointed "Keeper of the Morgue". The whole class can help clip stories from your own paper and from outside papers. The "Keeper of the Morgue", who can be called librarian, will obtain a box or a drawer in which the clippings can be kept, neatly arranged in alphabetical order. Any member of the class should be allowed to refer to the files for material. The librarian may also learn to keep a card file with information concerning the teachers and prominent students of the school.

If the librarian is a ninth or eighth grade pupil, there should be an assistant librarian who is in the seventh grade so that there will always be someone who knows what is in the morgue.

A Type Case

Printing is an interesting hobby. Many men find it a great pleasure to have a small printing press at home where they can print books of poems and stories written by themselves or their friends.

Small home-size printing presses are expensive. When you are working for yourself you may be able to afford one. But, there is no use thinking about a printing press until you have learned how to set type.

A good project for the boys of the Journalism Club is the planning and making of a type case. A type case is the drawer in which the printer keeps his alphabet. Each letter has its place and the printer knows where each letter of the alphabet is in the case. He can pick
up type rapidly and accurately.

A practice type case for the use of your club can be made of cardboard. The divisions can also be of cardboard strips held in place with glue and tape.

A better type case can be made of wood in the manual training shop. The advantage of cardboard is that it is cheaper, and everyone in the club can have one. The boys can make two each, one for themselves and one for the girls.

The case should be inches high and inches wide. The compartments for the letters are not all the same size. There are more e's in the English language than any other letter, therefore, the space for e's must be larger than the others. Divisions must also be made for capital letters, spaces, punctuation marks, numbers and other pieces of metal necessary in setting type.

A few letters may be obtained from your printer. For practice you can write the letters of the alphabet on pieces of paper. Pieces of wood, cut exactly the same height as type can also be made and used for practice.

When the printer sets type he places it in a holder called stick. Sticks can also be made of wood or strong cardboard. The method of holding the stick and of setting type can be explained to you by a printer or by your teacher. In one school, a boy from the senior high school came to the junior high school and showed the pupils there how to set type. Ask your teacher to make arrangements for you.

School Assembly

After talking to your teacher, you may decide to ask the Journalism club to put on a play before the entire student body of the school.
This play should have something to do with newspaper work.

The best way to handle this suggestion is to appoint a committee of five members to discuss plans. They may decide to write the play themselves or use one already written. Perhaps the committee will decide that a program with music, recitations, talks will be better.

The Journalism Club in one school showed exactly how the school paper was edited. The play showed the editor giving out assignments and the reporters and copy readers hard at work. During the action of the play a messenger boy came on the stage to tell the editor that the main story was all wrong and that all the facts had to be changed.

This happened three times, until the staff appeared ready to quit. Finally the play ended when the members of the Journalism Club who were not in the play, walked in and handed out a real printed issue of the paper.

This sort of program is especially effective if presented at the close of the school year.

Radio

A radio program on the stage is another idea your committee might want to consider. Real news of events of the school may be given in place of a printed issue of the paper. You can have an announcer for "Club News", one for sports, another for book reviews and a "gossip columnist" to close the program.

Word Study

Newspaper men, printers, columnist and other writers have a language of their own. That is, you would think they have if you hear them talk to each other. This talk is called the jargon of printing, and this jargon is made up of terms like the ones listed

134.
A good dictionary or a High School book on Journalism will tell you what these words mean. Why not have the club spend its free moments studying the jargon of printing?

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Dummy</td>
<td>Mat</td>
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<tr>
<td>Ear</td>
<td>Morgue</td>
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<tr>
<td>Em</td>
<td>Overline</td>
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<td>End Mark</td>
<td>Pica</td>
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<td>Exchanges</td>
<td>Pi Line</td>
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<td>Extra</td>
<td>Point</td>
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<td>Feature</td>
<td>Proof</td>
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<tr>
<td>Feature Story</td>
<td>Proofreader</td>
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<tr>
<td>Filler</td>
<td>Release</td>
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<td>Font</td>
<td>Rewrite</td>
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<tr>
<td>Form</td>
<td>Rewrite Man</td>
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<tr>
<td>Future Book</td>
<td>Rule</td>
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<td>Galley</td>
<td>Run</td>
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<tr>
<td>Galley Proof</td>
<td>Scoop</td>
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<tr>
<td>Guide Line</td>
<td>Set</td>
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<tr>
<td>Hanging Indention</td>
<td>Slug</td>
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<tr>
<td>Head</td>
<td>Stick</td>
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<tr>
<td>Headline</td>
<td>Stickful</td>
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<tr>
<td>Insert</td>
<td>Story</td>
</tr>
<tr>
<td>Jump</td>
<td>Streamer Head</td>
</tr>
<tr>
<td>Jump Head</td>
<td>Upper Case</td>
</tr>
<tr>
<td>Lay-out</td>
<td>Thirty or 30</td>
</tr>
<tr>
<td>Lead</td>
<td>U. P.</td>
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</tbody>
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Collections

The ideas outlined here will give you something to think about. And, if they do not, you can suggest ideas that are more common - such as a trip to your local newspaper building, or talks by journalists, and writers who live in your city.

A very old idea is that of making a collection. Making a collection of printing and newspaper material is an activity that you and your club can carry on during the whole school year. By the end of the year you should have a collection consisting of slugs, mats, cuts, copy, type, clipings, stick, furniture, proofs, leads, matrix, rules, and dashes.
Add these words to your list if you do not know what they are.

You can also make a collection of errors that appear in newspapers. Some are very humorous.

Miscellaneous

The editor of the school paper should appoint someone to keep the bulletin board in the editorial room alive with new material. Assignments for coming issues will be posted there and members of the club must take the responsibility upon themselves to look at it as often as possible.

The editor should encourage reading by setting the example. He should give book reports and watch for samples of good writing to bring to the class.

Later during the year, as the paper improves in quality, it can be sent to a scholastic press association for criticism, or even entered in a contest. The club may wish to subscribe to the Scholastic Editor, a magazine for high school papers.

Conclusion-

You can keep busy if you will. If you do you will regret the end of school but not for long. In your newspaper club work you will have learned to join heartily in the activities of life. Play hard and work hard. Do everything as well as you can with the intention of doing it even better the next time.
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General bibliography of the materials used in writing this work, and an annotated list of references for teachers and readable books in journalism for junior high school pupils.
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Mott, Frank Luther, *Headlining America*. Boston, 1927.


Peterson, S. M. "Journalism Course in an Elementary School" in *Education Method*, 16:327. April 1937.


Bibliography for Pupils


  Recommended in high school and readable by seventh and eighth grade pupils.

  Gives the principal dates, personages and events in the development of typographical art from earliest time.

  Worthwhile fiction for junior high school students.

Hoover, Donald D., *Copy*, New York, 1931.
  Advice for student reporters especially in eighth and ninth grades.

  Reliable manual for the production of a school paper.

  Useful and interesting for boys and girls. It has pages on Franklin, Greeley, Pulitzer, Scripps and Stanley.

  Good reading for grades six and seven. Has a few chapters about newspapers.

Biographies of Journalists and Newspapers


Franklin, Benjamin, *Poor Richard's Almanac and Other Papers*.


Suggested References for Teachers.


Concrete examples to point out the many things that work against attractiveness and legibility of any printed material.


Recommended for its completeness in editing the news. Used as basic text in many Schools of Journalism.


A textbook for school newspaper production with graded assignments in editing copy, writing headlines, proof reading, and make up. Not for Junior high schools but adaptable by the teacher.


A manual for teacher and pupils alike.


A drill book and review in the essentials of writing and speaking.


One of the best style books, covering everything from punctuation to hints on letter writing.


Better for high school pupils. Good material for teacher enrichment.


Excellent and complete reference book for teachers. Good chapter on type setting and type care.

Correct English usage with chapters on journalism. May be found useful with ninth graders.


An excellent beginners course in journalism. It is a high school text which will be helpful for the sponsor of any school paper.


Advanced book of journalistic style for teachers.


Offers guidance in opportunities in the profession of journalism for both men and women.