A HANDBOOK OF PRINTING INFORMATION
FOR JOURNALISM TEACHERS

A Thesis
Presented to
the Faculty of the School of Education
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Staley Berryman
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The thesis of Staley Berryman, Contribution of the Graduate School, Indiana State Teachers College, Number 441, under the title A Handbook of Printing Information for Journalism Teachers is hereby approved as counting toward the completion of the Master's degree in the amount of 4 hours' credit.

Committee on thesis:

[Signatures]

Chairman

Representative of English Department:

[Signature]

Date of Acceptance: May 21, 1941
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INTRODUCTION

High-School Journalism has become an important activity in the high schools of the United States because educators have realized the impetus to learning by actual doing. Newswriting is one of the outstanding media for teaching usable English.

To train professional journalists is not the first purpose of the high-school newspaper. A real learning situation is created when a driving, motivating force is created which is not artificial. To create a work situation in which students must use correct English, realize the value of accuracy, brevity, and directness also is conducive to learning.

My having worked with three different journalism teachers and having had personal contact with many others has convinced me that a newspaper of educational value cannot be produced unless there is a whole-hearted co-operation between the journalism and printing departments. A major cause of misunderstanding between the two departments is a lack of knowledge of the other's problems.
In this thesis, I have attempted to give information on pertinent printing topics which are not found in books on journalism.

My search for material having a direct bearing on the topic netted me only a few books. All that I could find could have been carried in one hand. Most of the material in these few books deals with the preparation of manuscript for both newspapers and books and with the topic of proofreading. Good basic printing information which is usable by the school journalism teacher is very difficult to find.

Before this topic, A Handbook of Printing Information for Journalism Teachers, was definitely selected, several journalism teachers were consulted for their opinion of the topic. The enthusiasm and the insistence of the worthwhileness of such a study prompted me to delve further into this study.
I. THE PROBLEM -- STATEMENT AND DEFINITION

Webster describes a handbook as a manual or guidebook. Webster's definition has been kept in mind in the preparation of this manuscript.

To determine the printing topics which should be described in a handbook of printing information for journalism teachers and then to describe each topic.
II. A SURVEY OF PRINTING TOPICS WHICH ARE OF INTEREST TO JOURNALISM TEACHERS

A. Purpose of the Survey

This handbook of printing information has been prepared with the thought in mind that journalism teachers are often in need of brief, concise information on various printing topics which are not found in books on journalism.

B. Method of Procedure in Survey

First. A basic list of printing topics was compiled by the author, this list being based on the author's six years experience as a printing teacher and as the printing adviser of a high-school newspaper.

Second. This basic list of printing topics was submitted to fifteen printing teachers who were active in producing school newspapers for additional printing topics.

Third. To make the study more comprehensive, a revised list of topics was made, including the additional topics suggested by the printing teachers. This revised list was submitted to fifteen journalism teachers for evaluation and for additional topics.
C. Results of Survey

The return of my questionnaire was very gratifying. Seven out of a possible fifteen printing teachers returned their questionnaires and thirteen out of a possible fifteen were received from journalism teachers. The printed questionnaire is the revised list which was sent to journalism teachers for their evaluation and for suggested additional topics. The evaluation is tabulated on this questionnaire. The asterisk numbers on the questionnaire are the tabulations from printing teachers and the numbers are the tabulations from journalism teachers.

The main purpose of the questionnaire was to formulate a more comprehensive list of topics than that compiled by the author and to ascertain the validity of the topics in a basic list.

A very careful study of the tabulations of the questionnaires caused me to believe that all of the topics were of interest to the journalism teachers. Only two items received three "not important" ratings by journalism teachers. A glance at these two items, numbers twenty-four and twenty-eight, causes me to believe that lack of knowledge or sheer indifference prompted the low ratings given these two items. Both items are very important aspects in the cost of a newspaper.
All journalism teachers receiving this questionnaire have had first hand experience with printed school newspapers. Many of these journalism teachers are sponsors of papers that have received the highest national recognition.

My own conclusion that all topics were of importance was strengthened by a notation on the questionnaire of Dr. Harold Spears, co-author of *High School Journalism* (1939): "This seems to me to be a very good list--one that is comprehensive and necessary. I've thought through these items and find that I can't classify them into three groups. The items that are important to one instructor will be less important to another, and vice versa, but there will be no one best list for all. A handbook should be inclusive, so I say include all you have here."
Oscar Whipplesnapper  
Hilltop Gazette  
Pine Junction, Indiana  

Dear Mr. Whipplesnapper:

In partial fulfillment of the requirements for a Masters Degree I have selected for my thesis topic A Handbook of Printing Information for Journalism Instructors.

I propose to select a list of topics (relating to the printing end of publishing a school paper) and give a concise description or discussion of each and also give references for more detailed information.

Would you be kind enough to check the items on the enclosed sheet in the appropriate column?

Any topic, method of procedure, or "trick of the trade" that will make for more harmony between the printing department and the journalism department will be of value. Your adding any of these to my list will be greatly appreciated. Any references other than those listed having information on the topic will be appreciated.

Sincerely yours,

P. S.: As Poor Richard would say: "Do it today and save delay."
<table>
<thead>
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<th>Topic</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
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</thead>
<tbody>
<tr>
<td>1. Cost of equipment necessary for the production of a school paper</td>
<td>*2 7</td>
<td>*4 5</td>
<td>*1 1</td>
</tr>
<tr>
<td>2. Amount and cost of foundry type necessary for the production of a seven column school paper</td>
<td>*1 5</td>
<td>*4 6</td>
<td>*2 1</td>
</tr>
<tr>
<td>3. Foundry type faces suitable for a school paper</td>
<td>*4 7</td>
<td>*3 5</td>
<td></td>
</tr>
<tr>
<td>4. Using layout sheets</td>
<td>*3 9</td>
<td>*2 4</td>
<td></td>
</tr>
<tr>
<td>5. Laying out or designing an ad</td>
<td>*4 9</td>
<td>*3 4</td>
<td></td>
</tr>
<tr>
<td>6. Dummy for printer</td>
<td>*6 10</td>
<td>*1 3</td>
<td></td>
</tr>
<tr>
<td>7. Showing what heads go where on the dummy</td>
<td>*4 8</td>
<td>*3 5</td>
<td>*1 1</td>
</tr>
<tr>
<td>8. Time required for students to make-up a school paper</td>
<td>*3 6</td>
<td>*3 5</td>
<td>*1 1</td>
</tr>
<tr>
<td>9. Common difficulties encountered in making up a school paper</td>
<td>*3 8</td>
<td>*4 4</td>
<td></td>
</tr>
<tr>
<td>10. What kind of borders, column rules, cut off rules, etc., should be used</td>
<td>*3 5</td>
<td>*4 7</td>
<td>1</td>
</tr>
<tr>
<td>11. Justifiable charges by the printer</td>
<td>*3 5</td>
<td>*4 6</td>
<td>2</td>
</tr>
<tr>
<td>12. Justifiable charges by the school print shop</td>
<td>*2 5</td>
<td>*5 5</td>
<td>2</td>
</tr>
<tr>
<td>13. Continuing stories</td>
<td>*1 2</td>
<td>*4 7</td>
<td>*2 2</td>
</tr>
<tr>
<td>14. Page proofs</td>
<td>*3 9</td>
<td>*4 4</td>
<td></td>
</tr>
<tr>
<td>15. Journalism students working in the school print shop</td>
<td>*4 4</td>
<td>*2 6</td>
<td>*1</td>
</tr>
<tr>
<td>16. Printers system of measure</td>
<td>*5 6</td>
<td>*1 7</td>
<td>*1</td>
</tr>
<tr>
<td>17. Different methods of reproducing a school paper</td>
<td>*1 4</td>
<td>*5 7</td>
<td>*1 2</td>
</tr>
<tr>
<td>18. Cost of different methods of reproduction of papers</td>
<td>*1 4</td>
<td>*4 5</td>
<td>*2 2</td>
</tr>
<tr>
<td>19. Items in figuring cost of school paper</td>
<td>*1 8</td>
<td>*6 5</td>
<td></td>
</tr>
<tr>
<td>20. Column widths</td>
<td>*2 5</td>
<td>*5 7</td>
<td></td>
</tr>
<tr>
<td>21. Pleasing sizes for pages for a school paper</td>
<td>*1 6</td>
<td>*6 6</td>
<td>1</td>
</tr>
<tr>
<td>22. Paper for school paper</td>
<td>*2 6</td>
<td>*5 6</td>
<td>1</td>
</tr>
<tr>
<td>23. Appropriate linotype faces</td>
<td>*1 8</td>
<td>*5 3</td>
<td>*1 1</td>
</tr>
<tr>
<td>24. Figuring cost of linotype</td>
<td>*1 4</td>
<td>*5 5</td>
<td>*1 3</td>
</tr>
<tr>
<td>25. Marking linotype corrections</td>
<td>*3 10</td>
<td>*4 1</td>
<td>1</td>
</tr>
<tr>
<td>26. Making linotype easier to read</td>
<td>6</td>
<td>*1 4</td>
<td>*3 5</td>
</tr>
</tbody>
</table>
27. What should be linotyped and what should be hand set ..... 3 3 8 1
28. Justifiable charges by the linotyper besides regular
charge per thousand ems .................................................. 2 4 5 1
29. Copy fitting ................................................................. 3 2 9 1
30. Marking instructions on copy for linotyper .................. 3 10 3 5
31. How to prepare copy for linotyper ............................... 2 11 5 2
32. How to count characters for heads ............................... 4 10 3 1
33. Hand set heads vs. Machine set ................................. 2 4 7 1
34. Common difficulties encountered in hand setting heads .... 4 3 7 1
35. Advantages for the printer in modern heads .................. 1 6 4 1
36. Route of ad copy from copy to the printed page ............. 3 7 4 6
37. Route of heads from copy to the printed page ................ 2 6 5 5
38. Route of story from copy to the printed page .................. 3 7 4 6
39. Preparing pictures for the engraver, cropping, etc. ......... 3 9 3 1
40. Cost of halftones ......................................................... 2 4 7 1
41. Best halftone screen for various grades of paper .......... 5 5 2 8
42. Mounting cuts ............................................................ 2 4 3 2
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44. Cost and source of mats for stereotypes ....................... 1 7 6 1
45. System of holding over "set Ads!" .................................
46. Standing heads ...........................................................
47. Guide for flush left heads ............................................
48. Keeping books ...........................................................
49. An understanding of technical terms ............................
50. Style sheet ..............................................................
51. .................................................................................
52. .................................................................................
53. .................................................................................
54. .................................................................................
55. .................................................................................
56. .................................................................................
57. .................................................................................
58. .................................................................................
59. .................................................................................
60. .................................................................................
References


8. Radder, Norman, Newspaper Make-up.
III. DESCRIPTION OF PERTINENT PRINTING TOPICS


The listing of equipment is a very difficult task unless a few limitations are placed upon the topic. The following list of equipment or items are those found in the Reitz High School Print Shop. The size of the paper has little bearing on the equipment, other than the amount and sizes of foundry type required and this item may vary considerably. The prices of chases will depend on the column width of the publication.

The Reitz High School Paper is made up in our high school print shop by boys in the printing classes and is then sent out to a commercial job shop, where it is printed on a cylinder press. The commercial job shop charges $10.00 per thousand copies for the printing.

The Reitz High School Paper has changed sizes several times in search of a size which could be self-supporting for our size of school. First, it was a four column publication, then five columns, then eight and at the present time is a four page, seven column paper. Our circulation at the present time is 1,200 copies weekly in a school of 1,450 students.

Elrod strip rule is used for column rules, borders, leads and slugs.
<table>
<thead>
<tr>
<th>Number</th>
<th>Item</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Imposing stones</td>
<td>$25.00</td>
<td>50.00</td>
</tr>
<tr>
<td>4</td>
<td>Seven column chases</td>
<td>10.00</td>
<td>40.00</td>
</tr>
<tr>
<td></td>
<td>(Electric welded steel chases)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Proof planers</td>
<td>1.25</td>
<td>2.50</td>
</tr>
<tr>
<td>2</td>
<td>Type planers</td>
<td>.55</td>
<td>1.10</td>
</tr>
<tr>
<td>2</td>
<td>Wood mallets</td>
<td>1.25</td>
<td>2.50</td>
</tr>
<tr>
<td>3</td>
<td>Quoin keys</td>
<td>.65</td>
<td>1.95</td>
</tr>
<tr>
<td>30</td>
<td>Pairs of quoins (doz.)</td>
<td>2.50</td>
<td>6.25</td>
</tr>
<tr>
<td>1</td>
<td>Vandercook No. 1 proof press</td>
<td></td>
<td>140.00</td>
</tr>
<tr>
<td>1</td>
<td>Mitre box (used in sawing block for cuts)</td>
<td></td>
<td>26.00</td>
</tr>
<tr>
<td>1</td>
<td>Portable drill with stand (drilling holes in cuts)</td>
<td></td>
<td>20.00</td>
</tr>
<tr>
<td>1</td>
<td>Hammer</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Type high gauge</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Nail set</td>
<td>.15</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Rouse hand clipper</td>
<td>7.50</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Rouse Mitring machine</td>
<td>36.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>American lead and slug cutter</td>
<td>36.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adjustable sticks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12&quot;</td>
<td>6.80</td>
<td>13.60</td>
</tr>
<tr>
<td>8</td>
<td>12 pica non-adjustable sticks</td>
<td>2.50</td>
<td>19.00</td>
</tr>
<tr>
<td>4</td>
<td>24½ pica non-adjustable sticks</td>
<td>3.50</td>
<td>14.00</td>
</tr>
<tr>
<td>2</td>
<td>Type stands with cases</td>
<td>56.26</td>
<td>112.52</td>
</tr>
<tr>
<td>22</td>
<td>Cases of type</td>
<td></td>
<td>225.58</td>
</tr>
<tr>
<td>1</td>
<td>Quart gasoline container</td>
<td></td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$759.40</strong></td>
</tr>
</tbody>
</table>
2. **Amount and Cost of Foundry Type Necessary for the Production of a Seven Column School Paper.**

Because of the fact that the school paper is only one of the projects in the graphic arts department, it is a bit difficult to differentiate between the type used only by the school paper and that used in the shop. It is desirable to have more sizes of type and an adequate amount of each than to have a large number of different faces. One family complete is much better than a hodge-podge of different type faces.

Bodoni is the basic type family used in the Reitz High School Paper. Chapter IV gives samples of all type faces found in the Reitz High School print shop. The following type faces and sizes are used mainly in the school paper:

<table>
<thead>
<tr>
<th>18 point Romany</th>
<th>2 job fonts</th>
<th>$4.40</th>
<th>$8.80</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 &quot; &quot;</td>
<td>2 &quot; &quot;</td>
<td>4.80</td>
<td>9.60</td>
</tr>
<tr>
<td>36 &quot; &quot;</td>
<td>1 &quot; &quot;</td>
<td>6.90</td>
<td>6.90</td>
</tr>
<tr>
<td>18 point Bodoni</td>
<td>3 &quot; &quot;</td>
<td>4.35</td>
<td>13.05</td>
</tr>
<tr>
<td>24 &quot; &quot;</td>
<td>3 &quot; &quot;</td>
<td>4.65</td>
<td>13.95</td>
</tr>
<tr>
<td>30 &quot; &quot;</td>
<td>2 &quot; &quot;</td>
<td>5.65</td>
<td>11.30</td>
</tr>
<tr>
<td>36 &quot; &quot;</td>
<td>2 &quot; &quot;</td>
<td>6.45</td>
<td>12.90</td>
</tr>
<tr>
<td>14 Bodoni Italic</td>
<td>1 &quot; &quot;</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>18 &quot; &quot;</td>
<td>5 &quot; &quot;</td>
<td>4.35</td>
<td>21.75</td>
</tr>
<tr>
<td>24 &quot; &quot;</td>
<td>3 &quot; &quot;</td>
<td>4.65</td>
<td>13.95</td>
</tr>
<tr>
<td>Font Style</td>
<td>Size</td>
<td>Quantity</td>
<td>Price</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>30 Bodoni Italic</td>
<td>2 job fonts at 5.70</td>
<td>$11.40</td>
<td></td>
</tr>
<tr>
<td>18 Bodoni Bold</td>
<td>2 &quot;      &quot;</td>
<td>4.35</td>
<td>8.70</td>
</tr>
<tr>
<td>24 &quot;      &quot;</td>
<td>3½ &quot;     &quot;</td>
<td>4.65</td>
<td>16.26</td>
</tr>
<tr>
<td>30 &quot;      &quot;</td>
<td>2 &quot;      &quot;</td>
<td>5.65</td>
<td>11.30</td>
</tr>
<tr>
<td>36 &quot;      &quot;</td>
<td>2 &quot;      &quot;</td>
<td>6.55</td>
<td>13.10</td>
</tr>
<tr>
<td>48 &quot;      &quot;</td>
<td>2 &quot;      &quot;</td>
<td>9.65</td>
<td>19.30</td>
</tr>
<tr>
<td>18 Bodoni Bold Italic</td>
<td>2 &quot;      &quot;</td>
<td>4.35</td>
<td>8.70</td>
</tr>
<tr>
<td>24 &quot;      &quot;</td>
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<td>4.65</td>
<td>9.30</td>
</tr>
<tr>
<td>30 &quot;      &quot;</td>
<td>2 &quot;      &quot;</td>
<td>5.65</td>
<td>11.30</td>
</tr>
</tbody>
</table>

**Total**                  |        |         | $225.58 |

The spaces used in spacing between words are ordered separate from type.

Spaces and quads are not included in weight font packages, nor in weight fonts made up from standard job fonts.
3. **Foundry Type Faces Suitable for a School Paper.**

It is assumed that the foundry type is to be used mainly for setting heads and for display lines in advertisements.

The day is definitely past when heads require a tall, thin, black letter. Modern newspapers are rapidly changing to more pleasing type faces for their headlines. What type face to change to is a problem of major importance. In the case of school papers where the heads are usually set by hand, any change in type for heads requires an expenditure of a large sum of money. Therefore, the task of choosing a new type face is a very difficult one.

The first basic requirement of any type to be used for headlines is that it must be legible. Much has been written on this topic with little agreement as to which type face is really the easiest to read.

A type face with letters of extreme width is not very suitable, because the traditional narrow columns of most newspapers make it rather difficult for the head writer to say much in so few words. The old fashioned condensed gothics, while the character count was high, is likewise not suitable because of the difficulty of reading. Therefore, it would seem reasonable to search for a type face that would fall between these two undesirable extremes; that is, the character
count should be comparatively high yet easily read.

The following recommendations on styles of type faces are given by Paterson and Tinker:¹

"Since our studies show that type faces in common use are equally legible, it follows that any modern type face such as Garamond, Antique, Scotch Roman, Bodoni, Old Style, Caslon, and Cheltenham may be used.

Readers prefer a modern type face that appears to border on bold face; hence there is an advantage in employing such a type face as Antique or Cheltenham.

Ultra modern type, such as Kabel Light, does not retard reading speed to any great extent, therefore such type may be freely used in advertising copy and possibly in book and magazine printing as well".

The following type faces are suggested for heads by the author: Bodoni, Cloister, Cheltenham, Stymie, and Bernhard Gothic.

¹D. G. Paterson and M. A. Tinker, How To Make Type Readable. (New York: Harper and Brothers, 1940), pp. 146-47.
4. **Using Layout Sheets.**

A layout sheet is a preliminary plan or arrangement for the printer to follow on a piece of printing.

The following layout sheets should be furnished the printing department:

1. Layout for each individual advertisement.
2. Layout of the page showing where each advertisement is to be placed.
3. Layout showing where each story and each head is to be placed.

**LAYOUT FOR EACH INDIVIDUAL ADVERTISEMENT**

All advertisements should go through an advertising layout department before any work is started on actual making-up. This department may consist of one or more students. Those students having charge of advertising layout or advertising designing, should have a good knowledge of the available type faces and a working knowledge of what is practical with the equipment on hand. The printing instructor should approve all advertising layouts before any composition is started.

Advertisements should be drawn full size and all instructions should be given in the accepted manner. See items number five and thirty.
LAYOUT OF THE PAGE SHOWING WHERE EACH ADVERTISEMENT IS TO BE PLACED

It is necessary for the advertising manager to lay out his advertisements so that the page editor will know how much space is left on the page for stories. The advertising page layout should be delivered to the print shop in order that they may know where to place the advertisements. In the Reitz High School Paper, a four point rule is placed between each advertisement. Allowance must be made for this space. If there are five advertisements in one column, four rules of four points each are used. These four rules require sixteen points of space or approximately one sixteenth of an inch.

LAYOUT SHOWING WHERE EACH STORY AND EACH HEAD IS TO BE PLACED

There are two types of layouts in common use to show where stories are to be placed. One, a miniature page is prepared and space marked for each story, with the name of each story written in the appropriate space. See figure one. Second, and probably the better for schools, a page is drawn full size and proofs of the different stories are pasted on the layout. There also are two common methods of indicating where heads are to be placed. First, writing the head in its correct position and second, pasting a proof of the head on
the layout. In my estimation, the writing of the head on the layout is sufficient.

My reason for preferring a pasted layout, that is one in which proofs of the stories are pasted on the layout, is twofold. If a student printer gets a story mixed up it is easier to refer to the layout for the correct arrangement of the story. A story is more easily and more quickly recognized by a proof than by a name. The second reason, one of equal importance, is that the page editor can very easily see whether the story is too long or too short for the given space.

5. Laying Out or Designing an Advertisement.

To cover this topic adequately would require a book; therefore, only a few highlights will be given.

My experience has caused me to believe that the average student who goes out to sell advertising goes out in search of charity instead of to sell advertising space to merchants. In the first place, the student salesman has no conception of how much copy will fit into an advertisement of a given size. The merchant usually says, "I'll take a one inch advertisement", and then proceeds to write copy for a space five inches long with the expectation that the copy will fit into the given space. When the paper is delivered to him and he sees that only half of his copy is in the advertisement, he is immediately dissatisfied. If the student salesman could appreciate the
Anyone struck with a problem in printing, advertising or sales promotion will find a ready answer at Printing, Advertising and Art Engraving.

The two vertical lines indicate that the copy is to be set in a straight vertical line and indented one em quad.

The circle around items indicates that they are not to be linotyped but are to be hand set.

1 col. 4"—indicates the advertisement is one column wide and four inches deep.

Anyone struck with a problem in printing, advertising or sales promotion will find a ready answer at Keller-Crescent Co.

Printing, Advertising and Art Engraving
available space in a given advertisement, this dissatisfied advertiser would still be a loyal customer.

One of our advertisers who is a merchant of some twenty-five years experience submits weekly copy for a two column, ten inch advertisement. Only a master man could get all of his copy in the twenty inch advertisement, and he would have to set it in six point.

One inch advertisements bearing the age old copy of "Compliments of a Friend" are not accepted in the Reitz High School Paper. We feel that the space in the paper is of value as an advertising medium. Proof of this assumption is found in the fact that our advertising totals around 150 inches each week and only about ten inches are in one inch advertisements.


The pasted-up layout is the printers' blueprint. It shows what goes where, where stories are to be divided to prevent heads from meeting, etc.

It is very inconsiderate for page editors to change their minds about the location of stories after the page layout has been delivered to the print shop. All shifting and experimentation should be performed before the stories are pasted on the layout.
If heads meet on the page, there is evidence that the page editor was not very careful in placing the stories. If a half inch or inch of blank space appears at the end of a story, the page make-up printer understands that the story is to be leaded to fill up the space, unless directions are written on the layout indicating otherwise.

7. **Showing What Heads Go Where on the Layout.**

This topic has been discussed under item four. However, nothing was mentioned about getting heads approved.

The heads for the Reitz High School Paper are written on a printed head slip which bears several items other than the head itself. See Figure thirteen.

The head is set in the shop, a proof is pulled, and any errors are corrected before the proof is submitted to the print shop foreman for his approval. The head is ready to place into the forms after the print shop foreman has approved the proof. Correcting hand set heads after they are in the page is a difficult and time-consuming job. Usually it is necessary to remove heads from the page to make corrections.
This is a very difficult topic to discuss, because there are so many variables. The first big variable is the student printer who makes up the page. The second variable is the material on hand which should go into the page. If the student is working on a page which contains advertisements, and three or four advertisements are not in, he must blank out for these in order that he may make the page lift. Extra time will then be required to take out this spacing material and place the advertisements when they come in.

Let us consider the front page of a seven column paper. Assuming that the stories are all in and the layout is complete, all of the heads have been hand set and have received their final approval, then an advanced printer of average speed can make-up the page and make it lift in about four clock hours, provided he can work for four consecutive hours.

The term lift means the type rules, and linotype cannot be pushed out of the form when the quoins are tightened up and the form is raised from the stone.

There are so many variables that it is impossible to give any set time required for making up the page. Each page also will require a different number of hours.
9. **Common Difficulties Encountered in Making-up a School Paper.**

Each page has more or less its own peculiarities, but the one big job for all pages is to make the page lift perfectly. Each individual piece of type, each linotype slug, and each piece of border must be spaced tightly enough to hold solidly in the form when it is locked up with the quoins. The pages of the Reitz Paper are justified better than the pages of the city paper because they do not have to make their pages lift. If the heads are not correctly justified or spaced out, the spaces will work up in the printing. A cylinder press has a tendency to cause spacing material of all kinds to work up to the printing surface. If a head is not justified correctly, although the spacing material may not print at the beginning of the run, at the end of a thousand run the quads and spaces will print almost as clearly as the type face itself.

**DIFFICULTIES ON PAGE ONE**

In the Reitz High School Paper, we mount our halftones and stereotypes on blocks of wood in the Reitz High print shop. Several years ago the blocks were sent to the woodworking shop for sawing to size. They were sawed either on an electric circle saw or band saw. Selecting either saw was selecting the lesser of two evils. The band saw would
always saw them in a curve instead of a straight line and the circle saw approached the same curved line. I am not blaming all of this error on the machine, because each machine required an operator. To solve this problem, we purchased a mitre box.

Due to the fact the front page has more heads than any other page the job of making all of the heads lift is a major problem. The heads are usually hand set by the sophomore printing students. Each student is able to set from one to five heads in a fifty minute class period. When different students set heads, no two will be justified the same. In the beginning, we used adjustable sticks which allowed for wider variation in the justification of heads. The adjustable knee is always subject to a certain amount of spring. My experience has proved that adjustable sticks are not very satisfactory for setting heads for a newspaper. To overcome this chance of error, we purchased several brass non-adjustable sticks. We selected brass because it will not rust. Only two measures were procured in the non-adjustable sticks, because practically all of our heads are either one or two columns, the widths being twelve and twenty-four and one half pica measure.

Thin spaces are necessary if justification is to be secured. Brass and copper thin spaces are rather expensive and are easily lost. We turned to paper spaces, which serve
very well in securing good justification. We keep three sizes of paper spaces cut to point size, namely; eighteen, twenty-four, and thirty point. These spaces are kept in a large tin can, which makes them easy to pick up. Each size is a different color of 110 pound index. When heads are distributed after the paper has been printed, these paper spaces are not distributed in the case but are discarded.

DIFFICULTIES ON PAGE TWO

Page two in the Reitz High School Paper is the editorial page, as is common practice in school papers.

A linoleum block is used for a cartoon on the Reitz Paper editorial page. If a block is cut clean and the features are recognizable at a glance, they serve admirably as a cheap method for portraying cartoons. The Reitz Paper is very fortunate in having a boy who is a linoleum block artist, with exceptional ability to impart life and facial expression to portraits. In the past years, I have always wondered who is going to be our artist next year, but each year someone always comes along.

We used zinc etchings for cartoons one year, but this proved too expensive. Linoleum blocks have been our successful media for portraying cartoons, and similar drawings. A strip rule border around a linoleum block improves its appearance.
The linoleum block should always be cut deep to prevent any superfluous lines from printing, but should never be cut deep enough to fuzz up the burlap layer next to the block, because this fuzz or burlap will show as little marks on the print.

Great care must be given to the spacing of columns to the correct lengths. If the column is not spaced out enough, the linotype slugs may lift when the page is locked up, but the slugs will slant on the page. If the column is spaced out too long, it will cause the adjoining columns to fall when the page is locked up.

DIFFICULTIES ON PAGES THREE AND FOUR

Pages three and four are similar in the fact that both have advertisements and stories. The stories and heads require the same careful treatment as do page one and two.

The advertisements in high school papers usually are deplorable. The advertisements on pages three and four present peculiar problems. The borders never meet and very little attention is given to the arrangement of the material in the advertisement. When the advertising copy is put through an advertising layout department as suggested in items four and five, the appearance of the contents of the advertisement is improved. The neat appearance of the advertisement is the obligation of the print shop. Borders
should be in keeping with the advertisement and the corners should meet if it is a boxed advertisement.

Thirty-six dollars for a hand mitring machine will pay dividends in the appearance of the advertisements. If a school paper intends to charge for advertising, its publishers should feel obligated to make the advertisements presentable.

Several years ago I tried using linotype border around advertisements. I encountered a great deal of difficulty because the linotype border was not exactly six or twelve points thick. The six point border was the thickness of the rib more than six points. The same was true of the twelve point border. A special mold can be procured for a linotype machine which will cast borders in exact point thickness. If this is not done, linotype borders are not very satisfactory.

My difficulty in using the linotype border on advertisements was that the bottom of a page with advertisements would be considerably wider than the top of the page, sometimes as much as six points on a seven column paper.

Another difficulty with advertisements is making allowance for squeeze when the page is locked up. If not enough space is added between the lines of the advertisement, the top and bottom borders will bow in. A six point border is more satisfactory than a two point border because the extra thickness makes for rigidity in the advertisement. Leads should never be used at the head and foot of an advertisement,
because they invariably get moved over between the corner mitre and cause a gap in the border. A six point slug should be used at the head and foot of each advertisement. This slug should be full length when possible. A safe rule would be a slug or nothing.

There is definite need for some kind of space between advertisements to prevent the borders of each advertisement from running together. After quite a bit of experimentation, the Reitz High School Paper has selected a four point hairline rule. This rule takes up very little space and does not attract attention from the advertisement. More than four points of white space between advertisements is too noticeable.

10. What Kind of Borders, Column Rules, Cut-off Rules, etc., Should be Used.

The country printer who discarded column rules because he could not keep first class rules on hand really had something. He turned to white space instead of battered column rules.

I am not in sympathy with using brass column rules. Recognizing some of their advantages, I also recognize many of their disadvantages: namely, they are easily nicked, but they are too expensive to discard just because they have a nick or two; consequently they are used over and over.

There is much debate over white space taking the place
of the traditional column rules. I certainly would prefer white space to nicked column rules.

We use a six point lead column rule (Number 617-B), which is made on an Elrod strip rule machine. See page thirty. This column rule is seven points thick at the bottom and six points thick at the top. This tends to prevent the column rules from working up during the printing.

The weight of the printing face of the cut-off rules should be in harmony with the heads and body type; that is, a bold type for heads would require a bolder cut-off rule than a light type face. The white space above and below a cut-off rule should receive due consideration.

In streamlining the Reitz High School Paper, we discarded the traditional jim dash in heads. A light face rule (Number 302) is used at the end of each story in lieu of the traditional dash or row of stars.

The schedule of borders for our advertisements is very simple for several reasons. If many different faces are used, it means several borders must be carried on hand. Two or three designs of borders are sufficient for any school paper. There is a definite need for a border for advertisements of various sizes, just as there is for a definite schedule for heads for a paper.
Elrod Strip Rule

Figure 4
11. **Justifiable Charges by the Printer.**

I am assuming that the printer only prints and folds the paper in offering these suggestions.

A definite understanding with the printer in the beginning and before any pages are ever sent to him for printing, will save many a headache.

A definite understanding should be reached with the printer on the following points:

1. **Deadline for the getting the pages to his shop.**
2. **Who is to take care of the transporting the forms to and from the print shop?**
3. **Set price per thousand copies and the price for the following thousands.**
4. **How many cuts are allowed each issue?**
   (It takes time to make ready on cuts.)
5. **What are the additional charges if overtime work is required to deliver the paper on time?**
6. **If the journalism department buys a large supply of paper, will it be possible to keep the paper stored in his shop?**
7. **What degree of workmanship will be expected on the page forms when they go to the printer?**
8. **Will the printer impart a reasonable amount of supervision in caring for work ups, poorly mounted cuts, etc.?**
9. **Will the printer furnish chases for the pages?**
10. **Are all four pages to be delivered at the same time, or are the two inside pages to be delivered first?**
The charges for printing a school paper depend on many different items. The size of the paper is the most important factor. The wages of printers in different localities is also another important item.

In Evansville, one printing house charges $11.00 per thousand papers for printing and folding a seven column, four page paper. This includes pick up and delivery of type forms and the papers. This firm prints all four of the pages at one time.

Another firm in Evansville charges $10.00 per thousand papers which includes the delivery only of the papers and the type forms. This firm prints two pages at a time on a smaller cylinder press.

If it were necessary for a print shop to make up an entire page of a seven column school paper, it would require around two or two and one-half hours. I am assuming, of course, that the linotyping has been taken care of at a linotype shop and has been delivered to the print shop. In Evansville, the charge for a printer's time is between three and five dollars per hour. The charge then for each page would run roughly around eight dollars.
12. Justifiable Charges by the School Print Shop.

The individual school set-up will determine whether or not the school print shop is justified in making a charge for each issue of the paper. If, as in most schools, the journalism department is self-supporting and no allowance is made for replacing and adding to the present equipment, the school print shop might be justified in making a small charge which would take care of depreciation and buying new equipment.

If, on the other hand, the journalism department or school board buys all equipment, I can see no justification for the school print shop's making any kind of a charge.

13. Continuing Stories.

I know of nothing more irksome than having to turn three or four pages to finish reading a story. If a paper is in two or more sections and there is more than one member of the family, the daily paper is usually divided among the members of the family. If a story is in another section, I usually get interested in another story before I get the other section; consequently, I never finish the original story. When I do finish the story, it has lost some of its interest, because of the interval of time between parts.

If journalists would quit padding stories and give only the more important points, continuing stories could be eliminated or greatly reduced.
There is no reason for continuing stories in a school paper unless it is an honor roll in which a large number of students' names requires a number of columns. This type of story might even be divided into two stories and the names of the upper classmen run on the front page and the under classmen on an inside page.


Page proofs are trial printed sheets on which errors are to be marked. There are two kinds of proofs; namely, wet and dry. A thin tissue-like paper is used for pulling proofs. This paper is known as dry proofing paper. It has a shiny side and a dull side. The shiny side is the side to be placed on the type after it has been inked with the brayer.

WET PROOF

First the form is inked, then the paper is moistened with a brush or sponge on the back side and the sheet is laid on the form (shiny side down) and pressure is applied with a proof planer which is hit with a wood or rubber mallet. After the sheet has received pressure over the entire surface, the sheet is peeled off and laid down to dry for a few minutes.

The disadvantage in this method is the wasted time in wetting the sheet and waiting for the proof to dry.
DRY PROOF

In my estimation, the dry proof is the better of the two methods. First, the form is inked with the brayer and a sheet of the dry proofing paper is laid on the form (shiny side down). When the pressure is applied to the sheet, the sheet has a tendency to move around, and the result is a blurred proof which is not readable. If two sheets, instead of one, are laid on the form and a proof is pulled, the top sheet does the moving around, leaving the bottom sheet stationary and resulting in a clear, readable proof.

The sheet of proofing paper should be large enough to afford a generous white margin on which errors may be marked.

Standard proof-reading marks should be used. See item number twenty-five and figure five.

15. Journalism Students Working in the Print Shop.

There are a few gray hairs in my head over this very topic. In past years, I have had considerable experience with journalism students coming into the print shop and assuming the liberty of arranging and also re-arranging the linotype in the pages. Nothing is more disheartening to a student printer than to make-up a page according to the page editors layout, and then come back in the morning to find that the entire page has been remade by the journalism students or
the journalism teacher. Occasionally, it is necessary to remake a page when a story doesn't come in or something unforeseen comes up.

The journalism student's job is finished as far as making up the page is concerned when the pasted layout is delivered to the print shop. If it is necessary to rearrange some of the stories to prevent heads from meeting, his advice may be called for, but his advice should not be forthcoming unless requested.

The advisor's personal approval on all pasted layouts will make for more harmony between the two departments.

If a first-class publication is desired, the fullest cooperation between the two departments is absolutely necessary.


Two systems of measurement are used in the print shop. Paper sizes are always referred to in inches. Type forms, type characters, and all spacing material in a print shop are labeled in size according to the printer's system of measurement.

The mixing of the two systems of measurement is a very common practice in the journalism department and the print shop. For instance, advertising usually is sold by the column inch; yet when the copy for the advertisement is prepared the
pica, or printer's system of measurement comes into use in
designating the width and the size of the type to be used in
the advertisement.

A newspaper size is designated as a six or eight column
paper, this column width being understood to be in picas,
such as twelve or thirteen pica columns, while the length of
the page is designated in inches.

The printer's system of measurement is no mystery, but
is relatively simple and easy to understand.

Practically all newspaper columns are now two inches
wide. This two inches is equal in the printer's system of
measurement to twelve picas for all working purposes.

Two inches equal twelve picas.

Therefore, one inch equals six picas.

This is the essence of the printer's system of
measurement.

For finer measurements, each of these picas is divided
into twelve smaller parts known as points.

One inch equals six picas.

Twelve points equal one pica.

Seventy-two points equal one inch.

Practically all of the printers' measuring is desig-
nated in picas. Points are principally used in designating
type sizes. See Chapter IV for type sizes. See item thirty
for additional information.
17. **Different Methods of Reproducing a School Paper.**

A. The cheapest method of producing a small number of school papers is by the ditto machine.

Copy is prepared on a typewriter and by freehand drawings using a special carbon paper. This carbon copy can receive the same treatment given the traditional carbon. Drawings and illustrations can be drawn directly on the copy sheet with a special ink and more than one color of ink can be used on the copy sheet to enhance its appearance.

This copy sheet is then transferred by direct application onto a gelatin blanket or a tray containing the gelatin. This gelatin, which is contained in a tray or pan, can be made by any student or teacher with very little expense. Machines which work similarly to a mimeograph machine employ a gelatin blanket which can be used over and over. It is possible to produce up to one hundred clear, readable impressions.

B. A very common method of producing a school paper, especially in small schools where a print shop is not available, is by the mimeograph method.

Copy and drawings are typed or drawn on a stencil. This stencil is then placed on a mimeograph machine for the producing of the copies. The cost of the stencils is around fifteen cents each. The only cost then in producing a paper by this process is the price of a stencil for each page plus
the cost of the paper. For each additional color desired on a page, an additional stencil must be used.

By using lettering guides and developing a schedule for heads, the appearance of the paper can be improved.

C. Producing a paper directly from type is a common practice in the larger schools where the facilities of a school printing department are available. Many schools see fit to produce a school paper by this letter press method and employ the services of a commercial printer in making up and printing the pages.

A few schools set the complete paper by hand, where a monthly or semi-monthly publication is issued. Where a paper is issued weekly, the services of a linotypers are usually utilized, the copy is linotyped and the heads either linotyped or hand set. The linotype is then made up into pages and printed directly onto the paper either by a job press or a cylinder press.

I do not believe it is justifiable to set an entire paper by hand. The hand setting of the heads and hand composition in the advertisements, however, is an educationally sound procedure.

D. Offset printing of school publications is a method worthy of consideration.

This is photographic procedure in which the entire copy is photographed and the printing is from one big plate.
If any cue can be taken from Allens statement in his book, 'The Modern Newspaper', the offset process will undoubtedly gain in popularity. "It is significant to me that in a recent poll of our Sunday newspaper, the three sections which rated highest in reader interest as sections were the rotogravure, the magazine, and passing-show section." The rotogravure section speaks for its self. The newspaper of the future will undoubtedly use many more pictures than we are using at the present time. The popularity of picture magazines is evidence of the popularity of the use of pictures to tell the story instead of type.


A. DITTO METHOD

If a machine is used which uses gelatin blankets, the cost of the printing is very low. The gelatin blankets cost about 70 cents each in dozen lots. If a four page paper is printed each week and assuming there are forty issues per school year, the cost of the gelatin blankets for each issue is approximately ten cents. The usable life of these gelatin blankets is about two years with this amount of use.

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Cost of 100 papers, four pages, size 8½ x 11 inches.

Gelatin blankets $ .10
Carbon paper .05
Paper (400 pieces 8½x11) .50
Miscellaneous (ink, etc.) .35

$1.00

Price per copy, 1¢.

B. MIMEOGRAPH METHOD

More than 100 copies can be run on the mimeograph, but only one color can be used with each stencil.

Cost of 100 papers, four pages, size 8½ x 11 inches.

Four stencils $ .60
Paper .50
Miscellaneous .35

$1.45

Price per copy, 1½¢.

C. LETTERPRESS METHOD

Cost of 1,000 copies of the Reitz High School Paper which is a four page, seven column publication with twenty-inch columns.
Any picture appearing in a newspaper which has been printed from a halftone does not require this making of a

D. OFFSET METHOD

<table>
<thead>
<tr>
<th>Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of the plate making and printing</td>
<td>$46.00</td>
</tr>
<tr>
<td>Cost of making halftone prints of all photographs# (allowing six pictures per issue)</td>
<td>6.00</td>
</tr>
<tr>
<td>Cost of strip rule</td>
<td>2.00</td>
</tr>
<tr>
<td>Photographic equipment and supplies</td>
<td>1.00</td>
</tr>
<tr>
<td>Linotyping</td>
<td>16.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1.00</td>
</tr>
<tr>
<td>Cost of paper</td>
<td>4.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$76.50</td>
</tr>
</tbody>
</table>

# Any picture appearing in a newspaper which has been printed from a halftone does not require this making of a

halftone print.

If a typewriter is secured which has an automatic right hand margin justifying device the price of the linotypeing can be eliminated. The price of an eleven-inch roller typewriter is around $150.00.4

I have on my desk a copy of 'Your Vari-typer News' which was printed on an offset press for the 1940 Columbia Scholastic Press Association convention at Columbia University, New York. The publication is a four page, 8½ x 11 paper which has been typed and the price of 1,000 copies was $13.20.

19. **Items in Figuring Cost of School Paper.**

   **A. DITTO METHOD**

   The cost of the ditto carbon paper, ink, and paper constitute the major expenditures for the ditto produced paper.

   **B. MIMEOGRAPH METHOD**

   The cost of the stencils, lettering equipment, ink, and paper make up the expenditure list for this method of reproduction.

---

C. LETTERPRESS METHOD

There are many items which make up the budget for this method of producing a school paper.

1. Cost of getting the paper printed in a commercial shop, assuming that the forms are made up in the school printing department.
2. Cost of linotype.
3. Cost of cuts.
4. Cost of paper.
5. Cost of strip rule for column rules and borders.
6. Cost of photographic equipment and supplies.
7. Allowance for depreciation and additional purchases of foundry type.
8. Allowance for depreciation and purchases of new equipment.

D. OFFSET METHOD

1. Cost of linotyping if the copy is to be prepared by having it linotyped. If typewriter type is to be used, the charge for linotyping can be omitted. If typing is to be used, a special typewriter is usually used which equalizes the space between words.
2. Cost of paper.
3. Cost of strip rule for column rules and borders.
4. Allowances for depreciation and additional purchases of foundry type.
5. Allowance for depreciation and the additional purchases of equipment.
6. Cost of making the plate and printing of the paper.
The advantage of this method of reproduction would be the freedom in using pictures. The picture halftone print itself is pasted on the layout which is to be photographed.

20. **Column Widths.**

When a newspaper gets a very important story, what kind of treatment does it receive in the next edition? First, it receives an upper berth on the page, that is, it is placed at the top of the page. The first paragraph or the entire story is set on two column measure. The first paragraph or the entire article is usually set in a size larger type or at any rate, the first part of the story is leaded.

Analyzing these facts, we can come to but one conclusion and that is the story stands a better chance of being read. Newspaper men, whether they admit it or not, are conscious of the fact that wider columns and a size larger type are easier to read, as is evident in the handling of their editorials.

Allen, in his book 'The Modern Newspaper', says in the discussion of tabloid papers, "If the editor wanted to give pages two and three, usually the main news pages, more prominent treatment than that given his other news pages, he might well consider wider columns and larger body faces for those pages".  

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When a newspaper carries advertising on a page, it is a bit hard to vary the widths of the columns from the standard twelve picas, because all sig cuts and mat service are based on the standard twelve pica column.

Very few publications other than newspapers set reading matter on such short widths.

According to a study made by two psychology professors, the following is suggested, "For eight point type set solid, line widths ranging from thirteen to twenty-five picas are equally legible. When eight point type is leaded two points, the range of equally legible line widths extends from about thirteen picas to thirty-six picas". 6

I believe newspapers in the future will use wider columns than those in common use today.


The odd sizes of papers coming to my desk, through the medium of exchanges have convinced me that very few school papers have given due consideration to selecting the correct size of paper for their publications.

The column width, the number of columns and the column length are important factors in selecting a paper size.

6D. G. Paterson and M. A. Tinker, How To Make Type Readable. (New York: Harper and Brothers, 1940), p. 53.
Standard sizes of paper are also a major factor, because any paper size which is not standard will cost more.

Extra wide or extra narrow margins are not conducive to a pleasing appearance of the paper. Margins should not be less than one-half inch nor more than three-fourths of an inch for a six, seven, and eight column paper. Pages with less than six columns may have slightly smaller margins around the page.

It is difficult to set down definite sizes for page forms because there are so many items that enter into the selection of the size, such as how the paper is to be printed, what kind of paper is to be used, how it is to be folded, etc.

22. **Paper for School Papers.**

If a publication is to be read once and discarded, the quality of the paper can be rather cheap; but if the publication is to be used for a longer period of time, the paper should be of a better quality. Because of the fact that we are accustomed to reading newspapers which are printed on newsprint, I can see no reason for printing school newspapers on any different paper. However, it is wise to print a few papers on book paper for files because of its superior strength and non-fading qualities.

It is impossible to make a hard and fast rule about the quality of paper, because different methods of reproduction
of papers require different kinds of paper.

If a paper is to be printed by letterpress, I would suggest a good grade of newsprint.

23. **Appropriate Linotype Faces.**

See Chapter IV-B for linotype faces offered by one of the leading linotype companies in Evansville, Indiana.

The following linotype and intertype faces, which all bear a resemblance to one another, are very popular for body type in newspapers: Century, Ideal, Regal, and Rex (the foregoing are intertype faces). Century, Excelsior, Ionic No. 5, Opticon, and Textype faces are linotype faces.

24. **Figuring the Cost of Linotype.**

I can not account for the low rating given item number twenty-four. Only four journalism teachers out of twelve rated this item as very important. At the National Scholastic Press Conference in Cleveland, 1940, I discussed this topic in a panel discussion before some three hundred journalism teachers and school paper editors. When we opened the meeting for questions from the floor, many questions were asked by both students and advisors on how to figure the cost of linotyping. I am of the opinion that many journalism advisors pay the linotyping bills with no attempt toward understanding one of their major costs of the paper.
All journalism teachers receiving my questionnaire were in charge of papers which utilize the reproduction media of printing from type.

All linotype straight matter is charged for on the basis

**MEASUREMENTS**
The minimum line measure is 20 ems of the type in which it is set, and measured face measurement. (We measure leads if we set them). Lines set various measures in a job will be measured the full length of the longest line.

**MINIMUM CHARGE**
A minimum charge of 75 cents will be made for any job. Alterations or changes from copy, charged at time rate ($3.00 per hour).

**BUTTED SLUG (Over 30 ems)**
An additional charge of 15 cents per 1,000 ems will be made on all matter over 30 ems in width, required to be set on two or more slugs.

**PRICE AND ONE-HALF**
Counted lines to run around cuts, initial letters, matter with two faces of type on same line, ads, etc. Tabular matter with one justification. (See sample below):

| THIS STYLE | price and one-half | $1.00 |

**DOUBLE PRICE.**
Tabular matter with two or more justifications. (See sample below). Ditto Marks. Small Caps.

| THIS STYLE | double price | $1.00 |

**PRICES FOR STRAIGHT MATTER**
(See exceptions above)

| 6-point | 55c |
| 8-point | 55c |
| 10-point | 60c |
| 12-point | 60c |
| 14-point | Time Charge |
| 18-point | Time Charge |

**MISCELLANEOUS**
Matter containing large proportion of names, figures, technical matter or signs; where large amount of italics or black face is mixed with roman; or matter where ditto marks are use, will be charged at time rate.

Copy must be edited and legible. Poorly prepared copy, written on both sides of sheet, in books or furnished in any form which prevents being readily handled by operator, will be charged at time rate $3.00 per hour.

When returning proof of matter set on two slugs, or tabular matter, for correction, after the metal has been received by you, please return slugs to be corrected, or mark proof where line breaks.

**METAL**
All metal is the property of this firm (unless sold outright) and must be returned to our office. A rental of 1c per pound for each thirty days will be charged on all metal (unless bought outright) not returned within thirty days from the first of each following month in which metal is received.

| THIS STYLE | price and one-half | $1.00 |

At the time rate given in table one for eight point type the cost of this six inch story is penciled.

**Table 1**

| 55c |
| 55c |
| 60c |
| 60c |
| Time Charge |
| Time Charge |

of one thousand ems, an em being the square of the size of type being used.
On the preceding page is a sheet issued by one of the linotype shops in Evansville which gives prices per thousand ems and also reasons for additional charges.

**SAMPLE PROBLEM**

What is the cost of a one column story six inches long which is set in eight point type, the one column being the regular 12 pica column?

\[ \text{Ems per line} = \frac{\text{Width of line in picas} \times \text{points in one pica}}{\text{Size of the type face}} \]

\[ \text{Ems per line} = \frac{12 \times 12}{8} = \frac{144}{8} = 18 \text{ ems} \]

Six inches equals how many lines of type?

\[ \text{No. of lines} = \frac{\text{Length of story in inches} \times \text{Points in one inch}}{\text{Size of the type face}} \]

\[ \text{No. of lines} = \frac{6 \times 72}{8} = \frac{432}{8} = 54 \text{ lines} \]

Ems in story equal number of lines times ems per line.

Ems equals 54 x 18 or 972 ems.

A one column story six inches long contains 972 ems. At the price rate given in table one for eight point type the cost of this six inch story would be

\[ \frac{972 \times \$0.55}{1,000} = \$0.54 \quad \text{Cost of six inch story.} \]
A glance back at the number of eight point lines in a six inch story will indicate that this story has cost one cent per line.

25. **Marking Linotype Corrections.**

The error should be circled and a line should be drawn from this circle out into the margin where the appropriate standard proof mark should be used. See figure five for standard proof marks. See item thirty for more information.

<table>
<thead>
<tr>
<th>Standard Proof Marks</th>
</tr>
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<tr>
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</tbody>
</table>

Figure 5

26. **Making Linotype Easier to Read.**

To accomplish the above, two other items are essential before any changing of type sizes will produce results. First, a high quality of press work and an adequate ink coverage must be maintained.

Modern newspapers have made drastic changes in type
sizes and faces in the past few years with the idea of making the paper easier to read, but they still have a long way to go. Seven and eight point type have replaced the traditional newspaper size of five, five and one-half, and six point. Some of the more progressive newspapers have realized that leading between lines makes for easier reading.

The linotype for the Reitz High School Paper is set in eight point Century on a nine point base which gives one point additional white space between lines.

An experiment in leading eight point type by Paterson and Tinker offers interesting conclusions. In a reading test given to 504 college students, the following results were found. "Small amounts of leading are effective in speeding up the reading process. Furthermore, no definite advantage arises from increased amounts of leading beyond 2 point. It is true that 2 point leading appears to be slightly better than 1 point, but the advantage is only slight, and also somewhat uncertain. From the point of view of printing practice, therefore, speed of reading is definitely increased when 1 or 2 points of leading are inserted in material printed in eight point type with a moderate line width."  

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7D. G. Paterson and M. A. Tinker, How To Make Type Readable. (New York: Harper and Brothers, 1940), pp. 67-68.
27. **What Should be Linotyped and What Should be Hand Set.**

Any advertisement that is to be run over and over for any long period of time should be linotyped for several obvious reasons. It is not practical to tie a lot of foundry type up in advertisements. Any foundry type characters which are used over and over will not print well with other characters in a case when they are distributed.

It is not good practice to let standing foundry type heads run for a full semester.

A lot of life and interest can be added to advertisements with an occasional line of foundry type. Large advertisements are particularly adaptable for interesting make-up.

28. **Justifiable Charges by the Linotyper Besides Regular Charge Per Thousand Ems.**

See Table 1.

29. **Copy Fitting.**

Any system of copy fitting must be simple in order that it may be used. Many of the more complicated systems of copy fitting used by printers, such as character count and square inch methods, are not practical in estimating straight composition. The Reitz High School Paper uses the word count system for straight matter, forty words per column inch.
30. **Marking Instructions On Copy for Linotype.**

**MARKING COLUMN WIDTH AND POINT SIZE OF TYPE**

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<tbody>
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</tbody>
</table>

**Figure 6**

Width and point sizes of type are indicated either by 12 / 8 pt. Century, the 12 being the pica measure and the 8 pt. Century the type face and size. A second method in common use is 12 - 8 pt. Century, the 12 being the measure and the 8 the point size and face.

**NO INDENTION**

[←] Indicates that the paragraph is to be set without an indentation.

**Figure 7**
INDENTION

Indicates the lines are to be indented two eight point em quads on each side.

Figure 8

RUN ROUND

Number of lines required--

12 (points in one pica) x 8 (depth of cut in picas) = 96

The depth of the cut in points is 96

96 points ÷ 8 (size of linotype) = 12 (lines of 8 point type in 96 points)

One line must be allowed for the name below the cut.

Pica measure of the lines--

6 picas (width of cut in picas) + 3⁄8 pica (space between cut and type) equals 6 3⁄8 picas

12 picas (width of column) − 6 3⁄8 picas (width of cut plus allowance for white space) equals 5 1⁄2

The linotype slugs at the side of the cut must be set on 5 1⁄2 pica measure.
31. **How To Prepare Copy for Linotyper.**

1. All copy should be typewritten with double space.

2. Always use full sheets of 8½ x 11 unruled paper. If more than one sheet is used, the sheets should be numbered in the upper right hand corner. Regular rough copy paper, either white or yellow, is preferred.

3. All typewritten material should be copy-read before being sent to the linotyper.

4. Pinning or using paper clips to hold small pieces of paper on a sheet is not advisable.

5. Sheets should not be fastened together with a stapeling machine.

6. Instructions for the linotyper should be placed in the upper left hand corner of the page.
7. 30 or # should be used to indicate the end of a story.

8. The number of words in the story should be indicated at the end of the last page.

9. A two-inch top margin and a one-inch margin on the other three sides should be provided on all copy.

32. **How To Count Characters for Heads.**

The common unit count for heads is as follows:

All lower case letters are one unit with two exceptions. Lower case i, t, and l are one-half and the w and m are one and one-half units.

All caps are counted one and one-half unit except the W and M which are counted as two units.

Space between words is one unit. For samples see Chapter V, Reitz High School Paper heads.

33. **Hand Set Heads vs. Machine Set Heads.**

If expense is not an item of importance and if a machine is available with the desired type faces and sizes, I would certainly have the heads machine set, because type forms are easier to handle with machine set heads. However, if expense is an item of importance and if it is possible to have heads hand set in a school print shop, I certainly would have the heads hand set. If heads are hand set at school, the journalism head-writers can get first-hand
knowledge of the printers' problems in setting heads.

Large sizes of type when set by machine are very expensive.

34. Common Difficulties Encountered in Hand Setting Heads.

The first and foremost problem of the printer in hand setting heads is to get the head writers to write heads with correct count. Printers are often criticized for wide word spacing and for letter spacing which in reality is not the printer's fault but is due to poorly written heads.

Correct justification is one of the major problems when high school printers set heads for a newspaper. This difficulty has been minimized somewhat by having the boys sign the head slip after they have received a written approval from the make-up foreman.

35. Advantages for the Printer in Modern Heads.

Modern, flush left and ragged on the right, heads are much easier for the printer to hand set.

Any line of type that requires centering between two limits requires much more time to set than a flush left head when the remainder of the line can be spaced out. It is important to remember that not all modern heads are easier to set. A few head writers have leaned over backward to
modernize their headlines. When dots, dashes, and intricate spacing are required, the head ceases to be easy to set.

Figure eleven is an example of an effective modern head.


36. Steps in Preparation of Advertising from Copy to the Printed Page.

School papers should employ the same system that is used by large newspapers.

1. Student salesman turns in the advertisement contract with the advertisement copy. See Chapter VII for advertisement contract.

2. Advertising manager or one of his staff should design the advertisement and mark all instructions on the layout for the linotyper and print shop.

3. The advertisement should be made up by the print shop, and all items should be included as specified on the layout.
4. The layout and proof of the advertisement should be submitted to the advertising manager for proof reading.

5. Advertising manager is responsible for reading the proof with the original copy. Errors should also be marked on the galley proof for linotype errors and returned to the linotyper for correction.

6. The printer in charge of advertisements is responsible for getting a final approval on all advertisements.

7. Advertisements should be re-read on page proofs by the advertising manager or one of his staff for any errors that might have been missed.

37. **Route of Heads from Copy to the Printed Page.**

1. Heads are written on a standard head slip, which also bears the head writer's name in addition to other miscellaneous information. See figure twelve for head slip.

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**HEAD SHEET**

<table>
<thead>
<tr>
<th>Page No.</th>
<th>Date</th>
<th>Written by</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>In. of head</th>
<th>Set by</th>
<th>OK'd by</th>
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<tbody>
<tr>
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</tbody>
</table>

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Figure 12
2. The head is hand set and proof is read by the student printer. Then a proof is pulled on the front of the head slip.

3. The print shop make-up editor then places his approval on the head slip before the head is placed in the page.

4. The page editor marks any errors in the heads on the first complete page proof.

5. After all errors marked on the first page proof have been corrected, a second page proof is then submitted for a final approval.

38. Route of Story from Copy to the Printed Page.

1. Stories are handed in to the page editor in the accepted typed form.

2. The page editor marks any errors and portions to be re-written.

3. The page editor then copy reads the copy before it is sent to the linotyper.

4. The page editor then makes the pasted layout from one set of galley proofs.

5. A second set of galley proofs is read for errors, the errors being marked in the margin with the appropriate proof reader marks.

6. This galley proof is then sent back to the linotyper for correcting.

7. The printer submits a page proof after the corrections have been made for a second proof reading.

8. After the first page proof's corrections have been made, a second page proof is submitted to the page editor for a final approval.
39. Preparing Pictures for the Engraver, Cropping, etc.

1. If necessary to roll photographs, roll with film side out. If the film cracks, when unrolled, cracks will then come together.

2. Use glossy positive prints for halftones.

3. Four methods are used in scaling copy:
   a. Use of algebra.
   b. By drawing diagonal.
   c. By slide rule.
   d. By proportion wheel.

4. In marking copy for the engraver, crop marks should be indicated in the margin only. Crop marks are lines indicating the part of the picture desired in the finished halftone.

5. If necessary to mark on face of photos, paste tissue on back edge and fold over front. Use soft pencil and press lightly.

6. Write instructions in margin on front or on piece of paper tipped on back.

7. Do not use paper clip on surface of photos.

8. Select proper screen for halftones--for newsprint, 50 to 85. For M. F. smooth covers, and coarse paper 85 to 100.

9. When several halftones are to be made, consider mounting the pictures on a cardboard and having one large halftone made. The large halftone can then be sawed apart. One large cut can be made cheaper than several individual small ones.

10. The name of the firm should always be written on the back of each print with a soft pencil and light pressure.

11. For school paper cuts, the width in picas is the only measurement necessary.
12. Area of reproduction as compared with original copy.

Figure 13

40. Cost of Halftones.

Zinc halftones cost much less than copper and are adequate for school paper needs.

A considerable savings can be obtained by anticipating needs for halftones in advance and having several cuts made at one time. The prints should be mounted on a clean sheet of white cardboard with approximately one-fourth inch white space between prints.
41. **Best Halftone Screen for Various Grades of Paper.**

An 85 line screen works very satisfactorily on a good grade of newsprint.

A 100 or 110 line screen may be used on M. F. Book paper.

42. **Mounting Cuts.**

The job of mounting cuts requires quite a degree of skill. Until a cut has broken loose from its base and slid around over a form in a cylinder press, it is impossible to appreciate the importance of careful mounting. When a cut is to be mounted on a wood base, the cut should be beveled on two sides to prevent the nail heads from showing. It is important that this bevel should not be too thin. Four nails are usually sufficient to hold the average one-column cut. Six nails are usually used in two-column cuts.

It is very important that the wood block base is of absolute even thickness and square on all four sides. Ply wood makes an excellent base for mounting cuts.

**Mounting Stereotypes**

Plate stereotypes are commonly cast eleven points thick. Three-fourths inch ply wood with two or three pieces of 110 pound index are usually sufficient to make the stereotype type high. A type high gauge is a necessity in building
up the block to type high.

MOUNTING HALFTONES

Mounting stereotypes presents more problems than mounting halftones. Stereotypes are not usually cast type high, therefore, must be mounted on wood blocks to make them type high. The wood block necessary for the mounting of a stereotype is not the same thickness as those for halftones. New halftones are usually mounted on wood blocks when received from the engraver. By saving the blocks from old halftones, an ample supply of wood blocks for halftones is usually secured.

43. Storing Cuts.

My observation of different school paper morgues reminds me of a small town printer. He claimed a non-distribution shop. All hand set jobs were dumped into a barrel after being printed. When asked how he found letters when setting a job he craftily replied, "The pleasure of dumping the jobs in the barrel overshadows the dreary task of searching for various type characters".

A well kept morgue is an asset to any newspaper. An alphabetical file of all stored cuts should be accessible and when any cut is desired, it should be available with the least expenditure of time and effort.
It is very important that all cuts should be thoroughly cleaned before being stored.

44. **Cost and Source of Mats for Stereotypes.**

Newspapers are probably the best source of mats and stereotypes.

Mat service for schools is offered by the Student Publication Service, Highland Park, Illinois. However, school paper judging associations frown on the use of any kind of professional mat service.

Newspapers are usually glad to co-operate by lending mats free of charge and charging only for the stereotypes.

45. **System of Holding Over "Set Advertisements".**

One issue of the paper is marked for dead advertisements by the advertising manager on the same day the paper is distributed. When the forms are torn down, the dead advertisements are also thrown away. The advertisements are then arranged according to an advertising layout sheet, which is furnished by the advertising manager. Any advertisements left over after all specified advertisements have been placed in the page are stored until a future issue.
46. **Standing Heads.**

See item twenty-seven.

47. **Guide for Flush Left Heads.**

See item thirty-five.

48. **Keeping Books.**

Any good bookkeeping system that is simple and workable should meet the needs of the average journalism teacher. It is often possible to have the co-operation of a bookkeeping class in keeping books. The main objective is to stay in the black and out of the red.

49. **An Understanding of Technical Terms.**

See Index for specific terms.

50. **General Style Rules of the Reitz High School Paper.**

These rules are the basis for the style used by The Reitz High School Paper. When in doubt, prepare copy according to these general rules, but follow the specific rule where one is given.

1. Be a stickler for style, but disregard style in a particular instance which makes it obviously awkward or untrue.
2. Follow the downstyle in capitalization, capitalizing only proper nouns, proper adjectives and the distinguishing common nouns in names and titles.

3. Use long punctuation and outside quotation marks.

4. Spell all words according to the first usage in Webster's unabridged dictionary. Short spelling is specifically forbidden.

5. Do not abbreviate without good reason.

6. Within the limitations of proper spelling, hyphenate or use as one word.

7. Write out all numbers under 10; use figures for 10 and over.

8. Use time before place.

ABBREVIATION

1. Abbreviate only when there is a real reason for it, such as saving a great deal of space.

2. Always use periods after abbreviations.

3. Do not abbreviate the common noun in a title or name, but abbreviate the word "incorporated:" Southern Indiana Gas and Electric company, Inc.: First Street.

4. Do not abbreviate months of the year, except in date lines; then abbreviate only months with more than five letters.

5. Do not abbreviate Christian names.

6. Do not abbreviate the name of a state when used by itself. When used with a city, abbreviate it always, but do not use the name of a state with a city if the name of the state can be assumed. Write it: Asheville, N. C., is the name of the city.

7. Abbreviate all titles when they precede the full name, except President to mean the head of a nation.
8. When titles are used with the last name only, always spell them out (except Mr., Mrs., M., Mme. and Mlle.)

9. Abbreviate per centum by using per cent without a period.

10. When abbreviating such words as telephone, use the apostrophe 'phone, not phone.

CAPITALIZATION

1. Terms of time:
   a. Capitalize months, days of the week, holidays and festivals, historical periods and M. (meridian time)
   b. Do not capitalize centuries, seasons, zodiac names, a.m., p.m., and c.s.t. (central standard time)

2. Terms of place:
   a. Capitalize names of planets, hemispheres, continents, nations, states, counties, towns, cities, subdivisions, neighborhoods, streets, buildings, bridges, tunnels, caves, bodies of water, geographical divisions of land and parks.
   b. Do not capitalize such common nouns as court house, city hall, market place, and school building.
   c. Capitalize geographical points, lines and circles, the West and other exclusive terms, but do not capitalize when used in any but the strictest sense.
   d. Do not capitalize the directions, the winds, or 33° longitude.

3. Organizations:
   a. Capitalize in full, Senate, House of Representatives, Supreme Court and White House,
when referring to the federal bodies, and these Reitz High School organizations: National Honor Society, Student Council and Girls' Cabinet.

b. Do not capitalize any part of the above names when used to mean any other organization.

c. For all other organizations, capitalize the distinguishing common nouns: Southern Indiana Gas and Electric company, the Bank of England, First National bank, Republican party.

d. Do not capitalize common nouns when they designate a type of organization rather than a specific organization, or when they designate a specific organization without using the full title: army, city council, school board.

4. Names and titles:

a. Capitalize nicknames, nationalities and races, the title or name of office when it precedes the name of a person, and these titles whenever used: President, when meaning the chief executive of the United States, and Senator, Representative and Mr. Justice, when similarly referring to members of the nation's highest legislative and judicial bodies.

b. Do not capitalize titles or names of office when used separately or after names of persons: king, general, superintendent of schools.

c. Capitalize Kiwanian, Presbyterian and such derivatives.

d. Do not capitalize democrat, freshman and other such designations.

5. Special style:

a. Capitalize West Side, but not east side and north side.

b. Capitalize Reitz High School but not Bosse high school.
6. Write hyphenated words including proper nouns: all-American; and run together nouns or prefixes: un-American, not unAmerican.

7. Sports:
   a. Capitalize the specific name of a sports event, such as the Kentucky Derby, Wanamaker Mile.
   b. Capitalize Southern Indiana Athletic Conference, but follow general rule for common nouns in Southern Indiana Baseball league, National league.
   c. Capitalize the names of teams, such as Panthers, Bears.

FIGURES

1. Spell out numbers from one to nine inclusive, using figures for 10 and above with the exceptions which follow.

2. Never use a figure to start a sentence or paragraph.

3. When a round figure is meant, as in, "I wouldn't do it for a million dollars," spell out; where the exact sum $1,000,000 is meant, use figures.

4. Spell out all figure adjectives except military units: fourteenth annual convention, 2nd regiment.

5. Use figures for:
   a. Hours of the day: 9 p.m., 1:50 o'clock.
   b. Days of the month, omitting "th", "st": December 1, 1937.
   c. Ages when hyphenated: 4 year-old Ronald. (Otherwise, "He was four years old")
   d. All sums of money when used with a dollar mark: $3.09.

6. In sports, follow this style:
a. Use figures for all scores. Write it 606 in a head, 6 to 6 in the story.

b. Use figures for all measurements in track and field events.

c. Write it 35-yard line, 20-yard forward pass.

d. Write out eleven, nine, five, when meaning team.

NAMES AND TITLES

1. For capitalizing names and titles, see capitalization rules.

2. Use of Mr., and Miss:

   a. The first time the full name of a male is used, write it John Jones, if he is a child or student therefore refer to him as John, if he is an adult thereafter refer to him as Mr. Jones.

   b. The first time the full name of a female is used, write it Mrs. Anna Jones or Miss Anna Jones; if she is a child or student thereafter refer to her as Anna; if she is an adult thereafter refer to her as Mrs. or Miss Jones.

3. The first time a name is mentioned, use it as the person referred to customarily uses it if the usage is known. Otherwise use the first and last name, or two initials, and use middle initial or name to distinguish between persons with the same first and last names. Never use one initial and a last name unless the person referred to specifically desires it.

4. After a name has been used in a story refer to it again as in rule 2 above, unless the story also mentions another person with the same name. In such instances, follow rule 3 consistently.

5. In those instances only, always substitute the title for Mr., Mrs. or Miss after a name has been used the first time:

   a. military, police, religious, royal judicial, academic.
b. President, Senator and Representative, meaning the federal office holders.

6. Write it Mr. Justice Soandso, meaning a justice of the Supreme Court, and the Reverend Mr. or the Rev.

7. Avoid the use of long titles before a name.

8. Write it Rep. John W. Boehne (dem., Ind.).

PARAGRAPHING

1. Use short paragraph, even though normally longer paragraphs.

2. In long lists, break up arbitrarily to conform with rule one. Use a period at the end of the paragraph, but do not use an "and" before the last item to complete a sentence. Begin the new paragraph with the next item to be listed, using no reintroductory phrase or clause.

3. Start a new paragraph every time a different person is being quoted, whether directly or indirectly.

4. If a semi-colon is used within an item being listed, do not use a semi-colon to separate that item from the next one. Start a new paragraph, as in rule two, or reintroduce the rest of the series as a complete sentence.

PUNCTUATION

1. Use long punctuation wherever possible: Mary, John, and Bill, or John Jones of Evansville. Do not use it, however, if it confuses the sense of the sentence.

2. In lists of names, follow this style:

   a. John Jones of Evansville, President; William Smith of Princeton, vice-president, and James Brown of Boonville, Secretary.
b. John Jones, president; William Smith, vice-president; James Brown, secretary, and May Scott, treasurer.

3. Use outside quotation marks: He is the author of "The Republic."

4. In dialogue, follow this style:
   Bill: "Do you agree?"
   Mary: "Yes."

5. In cross-examination, follow this style:
   Q. Where were you at the time?
   A. I was at home.

6. Use quotation marks around titles of plays and books (but not the characters thereof), and names of musical compositions and subjects of lectures, but not when set in program style.

7. For nicknames, follow this style:
   a. When first name is used, insert with parentheses:
      John (Jack) Smith.
   b. When first name is not used, use quotation marks: "Micky" Jones.
   c. After first usage, use without quotation marks.

8. Do not use quotation marks for names of publications, boats, trains, airships, cars, and animals.

9. Write John Jones, jr., and Mary Smith '29.

10. Use the apostrophe to pluralize numbers or letters: 2's, A's, Phi's.

11. Use exclamation marks sparingly.

12. Use direct quotations wherever possible, but do not summarize a quotation and use the summary as a direct quotation.
TIME

1. Always use time before place, unless the announcement of the place has a special significance.

2. Always use hour before the day: 9 o'clock tomorrow night.

3. Use yesterday, today, and tomorrow, and last Wednesday and Next Tuesday whenever possible.

4. When referring to specific time:
   a. Use "o'clock" with yesterday, today and tomorrow, always making clear whether it is morning, afternoon or night (never use "evening" in this connection).
   b. Otherwise use a.m. and p.m. unless the use of the abbreviation is awkward.

5. Use "recently," "a short time ago," "soon," and other relative terms sparingly: insofar as possible, be exact or at least definitive. If source will not elaborate on "soon", put quotes around the word when using it.

6. When using a dateline, the day used in the dateline is "today" in the story, the day before is "yesterday," etc.

7. Write datelines in this style, running them in as the beginning of the lead paragraph:

   Princeton, Aug 3--One hundred men were hurt here today.

   Princeton, Ky., Aug. 3--One hundred men were hurt here today.
IV. SAMPLES OF TYPE FACES IN THE
REITZ HIGH SCHOOL
GRAPHIC ARTS DEPARTMENT

Page

A. Foundry Type Faces ....................... 77
B. Linotype Faces .......................... 92
School is not a prison, neither is it a picnic ground, it is an opportunity and a duty. All children should feel that it is a

By practicing courtesy you lift yourself from the commonplace and establish a claim to courtesy

The more a man has to be told what to do, checked up, guided, the less he

In the pressroom type forms are placed on the presses, made ready, and printed. This work may be done on job presses, or on cylinder presses, and the sheets may be fed int

A common fault found in the printing of large initials is that the printer does not always consider the necessity of having his initial fit the space

Leads and slugs are thin strips of soft metal less than type high, used for spacing out between lines of type, or elsewhere in a form

Justification is the practice of spacing out lines of type so that each line will be firm in the stick, and all lines

The face of the type is the outlined character standing out in relief on its upper end, which
The blocked title page is effective when the balance of the lines can

Some men give luster to good books, other men receive

All type is of uniform

Saving will help you

Think before you

A smile may
Justification is the practice of spacing out lines of type so that each line will be firm in the stick an

The demand for better grades of printed matter is constantly increasing. The grade

Learn from your mistakes, but don’t cry over them. We best re

The beginning of wisdom is the knowledge of one’s

A school is known by

Education varies
The best known printer of early England was William Caslon, who operated a printing office and type foundry in the early

The leading out of lines of type calls for as much care as the spacing of words since poor spacing

The process of returning type to its correct boxes in the case is called the

Tweezers should never be used on type in the composing stick; in any form that is tied up tightly; or in any place where the letters are not comparatively loose. If the letter

No other trade brings its craftsman so naturally into direct touch with the greatest thoughts of famous men and women than that of the printer.

Spacing on both sides of such short words as in, of, at, should always be exactly the same, as any variation will be noticeable.

Be sure there is a slug at the head and the foot of any type form before attempting to pick it up. When
Wood furniture is made primarily for locking up jobs in the press. It is cut to accurate pica.

Without vision the people perish.
Without education there can be but

A man's worth is measured

What few men achieve

A penny saved is a

Haste makes waste

Failure is never
In the North American colonies, printing made its appearance among the very earliest settlements and it

Nicholas Jenson, who began printing in Venice in 1470, developed the Roman letter

The standard measuring tool of the printer is the line gauge. It

Machine made paper first appeared in the eighteenth

What is worth doing at all, is worth doing well.

There is no use o
The modern businessman is asking for quality printing, and he will not accept jobs that are not up to standard. A compositor's skill is shown by his ability to combine sizes of type with blank space. Each of the Industrial Art Laboratories have been analyzed into the various phases of industry.

Behold the flag, purest, most potent emblem of law, order, and Christian civilization, that ever saluted the dawn. Let your constant aim be to bring a bit of sunshine into the life of every being.

Giambattista Bodoni, who in 1760 became the head of the royal printing office in Parma, was the first to bring forth the style of letter we call...

Before proceeding with distribution of type, be doubly sure that you know the size and style of the type in the form, and where it belongs.

The most famous printer of Venice, perhaps of all Italy, was Aldus Manutius. Aldus was born in 1450. He was...

Each of the Industrial Art Laboratories have been analyzed into the various phases of industry.

The manufacture of paper from cloth was first practiced in Europe.

If you're a quitter, there is...
6 point Bernhard Gothic Medium Italic
The highest tribute ever paid to the printers craft was expressed in three words by one of the worlds greatest minds who, when recording his own epitaph, put aside his huge triumphs and simply began: Benjamin Franklin Printer.

8 point Bernhard Gothic Medium Italic
The first issue printed from the first press in British America is said to be the 'Freeman's Oath' which was printed on a small half sheet. The finest results in printing cannot be obtained from

10 point Bernhard Gothic Medium Italic
Spacing on both sides of such short words as in, of, at, should always be the same as any variation will be noticeable. An unevenly spaced line is unsightly

12 point Bernhard Gothic Medium Italic
As every type placed wrongly makes serious delay in its correction, it is of no advantage to hurry distribution. What soever thy hand

14 point Bernhard Gothic Medium Italic
There are about 35,000 printing establishments in the world representing a capital investment of over one milli

18 point Bernhard Gothic Medium Italic
Be sure there is a slug at both the head and the foot of any type form before attempting t

84 point Huxley
FRANCIS JOSEP
If a proof contains no errors it should be marked "O.K."

The purpose of indentation at the beginning of a paragraph is to call the readers attention to a change in thought, or in the subject matter.

One of the earliest methods of recording an important event was that of raising a heap of large stones to commemorate it. A victory over a rival.

Among the first printers to press across the Alps into Italy were Arnold Pannartz and Conrad Sw.

It was William Caxton who introduced printing into England. C.

The most famous printer
The invention of printing gave a great impetus to the advancement of knowledge and enlightenment and its influence was immediate and widespread. Books could be had by even the common people.

The chief function of type is to get itself read. It may be beautiful, or artistic, and these are elements to be desired, but these and all other qualities that letters may possess mi

In setting type, select the letters from the boxes, one at a time with the right hand, and deposit them in the stick. There never was a more opportune mo

Printing ranks sixth among the industries with respect to the value of its product, although in some other respects it is entitled to th

One of the earliest methods of graphic communication was that of making pictures, or symbols, that would c

When the first or last syllable of a word consists of but one letter, that letter must n

Printing from wood blocks seems to have originated in the Orient,
The value of an education lies not in its possession but in the struggle to secure it. What few men achieve and every

Wood furniture is made primarily for locking up jobs in the press. It is cut to accurate pica

Education is a conquest, not a bequest--It cannot be given. It must be

There never was a more

Printing from wood blocks seems to have originated in the Orient, and there is evidence of the

In justifying a line, it is necessary that an equal amount of space shall

If you're a quitter, there's no use to start. The man who's af
6 line Republic Wood Type

ABCD E
abcde
F. J. REITZ
High School
ABCDEFGH  
abcdefgh
MEMORI
High Scho
A B C D
a b c d
Central
6 point Century with Bold
I WILL BE LOYAL TO THE AMERICAN CAUSE
I will take pride in my firm or company, factory, store or farm. I will protect its interests, and help to make work successful. I will be unselfish and obedient in my service to my superiors, and do good team work. In professional work, I will hold to the ethics of my profession. In an institution, I will be true to its purposes. I will be devoted to my home. I will be loyal to the people with whom I work.

8 point Century with Bold
I WILL KNOW MY WORK AND HAVE AMBITION TO DO IT WELL
I will keep determined to succeed in work, to master some one line, to develop aptitude and gain skill. I will keep my mind concentrated on my work, and make work my chief interest. I will accumulate knowledge and experience.

10 point Century with Bold
I WILL BE INDUSTRIOUS AND WILLING
I will bring enthusiasm to my work, be energetic and quick about it, and have endurance. I will be punctual, and always an attentive worker. I will be patient and persevering, and have system. I will keep myself in good health.

10 point Caslon with Italic
I WILL TAKE THE INITIATIVE AND DEVELOP ABILITY
I will use business sense, have courage to make decisions and go ahead, be quick-witted, well balanced, and of good insight. I will be adaptable, and make all I can of my powers of inventions.

12 point Caslon with Italic
I WILL BE FAITHFUL TO MY WORK
I will hold to high ideals. I will be reliable, accurate, and careful; I will do my work right, for the people who need done the things I help to do, I will be thorough. I will keep my word.
I WILL BE A GENTLEMAN
I will keep clean and neat, be pure and of good repute, courteous and polite to all. I will form wise personal habits.

I WILL RESPECT ALL USEFUL WORK AND BE COURTEOUS TO THE WORKERS
Work of all kinds is essential to the success of the world, and benefits come to many from the service rendered by each honest worker. I will respect myself, therefore, when doing any useful work, and show respect for good work done by others. I will be courteous to all workers, regard their rights, and make life more agreeable for them when I can.

I WILL BE HONEST AND TRUTHFUL
I will regard property right, be economical of materials, and put in full time. I will be frank and honorable in my treatment of others, and preserve my personal integrity.

I WILL BE A GENTLEMAN
I will keep clean and neat, be pure and of good repute, courteous and polite to all. I will form wise personal habits.
V. HEAD SCHEDULE OF THE
REITZ HIGH SCHOOL PAPER

FRANCIS JOSEPH REITZ HIGH SCHOOL
EVANSVILLE, INDIANA
Evansville Public Schools Present Exhibit Industrial Display Shows Students' Work

Jardine Writes Article For Magazine

Sophomore Social Event To Be in Gym
Booster Club

Presents Assembly
For Bosse Game

Likes School

ENUNCIATOR

Romans Has
Snowplow
Ready

18 point Bodoni—count 13
14 point Bodoni Italic—count 18

18 point Bodoni—flush left
Count 12

18 point Bodoni Caps—centered
Count 9

24 point Bodoni Italic
Set head on 11 picas
Count 10, 9 and 8
Kiwanis Speakers

Present Second in Series
Of Programs for Students
Arrange Guidance
To Coincide With Work
Of Evansville Industries

36 point Bodoni—county 19 
24 point Bodoni Italic—count 23
Rule—201—1 point printing face

Little-Girl Bangs

Are Making Popular Debuts
In Spring Hair Fashions

30 point Bodoni—count 24 
18 point Bodoni Italic—count 28
Rule—201—1 point printing face
Adult Registration

_For Night Classes is Good_
_Ralph Becker Announces_

24 point Bodoni—count 25  18 point Bodoni Italic—count 28

HOLD LEADS IN 'BULBUL'

18 point Bodoni Caps—centered  Letter space when possible

Archie Gobba Plans New Type Of Pageantry for Next Fall

24 point Bodoni Italic—count 25 and 20  Set on 23½ pica measure
Reitz Journeyman Printers

Celebrate Annual Printing Education Week in Honor of Benjamin Franklin

Feature Show Case Display;

Staley Berryman Directs Activities Including Open House January 17

36 point Bodoni—count 28
24 point Bodoni Italic—count 35

Rule—201—1 point printing face
Indent 6 picas on left and 3 picas on right
Ray Gooch Receives Medal

For Outstanding Bravery in Heroic Rescue
Of Three Companions From River Accident

Feature Outstanding Phases of Work

Physical Education and Health Departments
Take Lead in Prevention of Student Illness
Henderson Bridge Becomes Toll Free Following Elaborate Ceremonies

Rain Drenches Beauties at Game

GETTING READY FOR EXHIBIT

Head No. 34

Head No. C-3

Head No. F-37

30 point Bodoni—caps and lower case

24 point Bodoni Caps—centered

30 point Bodoni Italic—count 35 and 30

Count 30

Count 28

Letter space where possible

Set on 36 pica measure
Head No. E-1

Booster Club Plans All Pep Assemblies—

18 point Romany—flush left—count 25 and 17

Head No. E-2

'Last Train Out'

24 point Kaufman—24½ picas centered

Head No. E-3

Cicero Sits and Weeps, Virgil Is Sad

24 point Romany—37 picas centered
Head No. 5-1

Reamen

Defeat Bears
By 22-18 Score

Bruins

Second Defeat
By Panthers

Head No. 5-2

Panthers

Fall Before
Tigers 41-31

Head No. 5-3

Indiana

Victorious in
Last Contest
Seconds Lose

BOOSTER

Girls Select Bowling Teams
Basketball Games

Are Played by Students
In Intra-Mural Program

30 point Bodoni Bold—count 17
18 point Bodoni Bold Italic—count 25
Indent 4 picas on left and 2 picas on right

Central’s Golden Bears

Engage Two S.I.A.C. Foes;
Memorial Plays Terre Haute

24 point Bodoni Bold—count 24
18 point Bodoni Bold Italic—count 25

CENTRAL’S FIGHTING QUINTET

18 point Bodoni Bold Caps—centered
Letter space where possible  Count 28
Rausch, Hicks Make All-City Courier-Pre

REAMEN OPPOSE WILDCATS T

Bears ‘Cash in’ on ‘Break’

CENTRAL’S FIGHTING QUINTET

24 point Bodoni Bold Caps—centered
VI. SAMPLES OF SCHOOL NEWSPAPERS

Page

A. Mimeograph .................................................. 108
B. Letterpress .................................................... 112
C. Offset ............................................................ 116
There are 1630 freshmen experiencing General Living

Teachers' GENERAL LIVING BULLETIN

There are 66 teachers working in General Living

PAPERS POPULAR IN GENERAL LIVING

This issue of the bulletin to General Living teachers is influenced by the great number of mimeographed papers that have sprung up in the program over the city.

The freshmen papers that have appeared include Reitz's "Hilltop News" and "The 9B Idea"; Central's "Freshman Chatter", "The Central Cub", and "The Sectionnaire"; and Bosse's "Greenie the Journal."

Editorials, news items, personal columns, feature stories, cartoons, and humor make up the typical paper. Students' names and the progress of the particular General Living section stand out as popular copy, and rightly so.

Human interest and the spontaneity of the freshman stand out above the make-up and the editing, which perhaps is natural. The careless appearance of so many of the papers has instigated the make-up of this particular bulletin to teachers.

It is suggested that —

1. A three-or four-page paper, well edited is more desirable than a longer paper, poorly edited.

2. Column rules down the center of the page help the appearance.

3. There should be a neat margin of white space between the column rule and the copy on either side of the rule.

4. Boxes can be used to an advantage in securing variety in appearance. (See Community Fund story, page 1.)

5. The journalism teacher might well be retained as a consultant.

(Continued on Page 2, Column 2)
A HOME FOR THE YOKUMS

An all-teacher, all-pupil Home Living project that held interest for a number of weeks was the housing of Mammy, Pappy, Lil Abner, and Daisy Mae, by Central-A. As a student writer for that section's paper, "The Central Cub", describes it--

Our Family

Section A recently finished studying "Home Living". During the time we were studying this topic, James Angermeier, Robert Glascock, and Emery Carlile, with the help of Mr. Fisher, built a model home. The group had three plans of homes to choose from, and they selected the one seen on the table in Room 217.

The home was built to house four persons, a father, a mother, and their son and daughter. This, our family, we named the Yokums — Pappy, Mammy, Lil Abner, and Daisy Mae.

Since he moved to Evansville from a hill-billy section, Pappy Yokum's income was to be $1500 a year, and the actual cost of the home was to be $3000 built according to FHA specifications. With this information we planned a budget including food, clothing, furniture, taxes, water, household supplies, bus fare, automobile expenses, entertainment, church and charity donations. We also included payments on the house. All these items were planned so they would not exceed $1500.

When the house was finished it was furnished by the students. It now makes a very interesting table model for Room 217.

When four move as one

PAPERS POPULAR
(Continued from Page 1)

6. One teacher needs to act as sponsor for the paper.

7. The use of screens helps line drawings. A screen was used in this bulletin.

8. If these papers are kept to a reasonable size, and come out not too frequently, perhaps they can be absorbed in the regular mimeographing supplies that are annually allotted the departments for their use. If sold to students, perhaps a cent a copy would be a fair price.

9. It is not well to carry in these papers any paid advertising from the outside.

10. Remember that any paper that is issued goes out as a representative of the General Living program.

HOME LIVING PAGEANT

Central-F used the Home Show as part of the exploratory or introductory work for entering the unit of Home Living. Teachers Archbold, Russell, and Vickery visited the show in advance as part of their planning for the field trip.

The work of the unit will be wound around the coordinated interest-project of presenting a pageant that will depict home living yesterday and today. Buying habits, home equipment, home decoration and arrangement, home finances, family relationships, community housing, and similar topics will all eventually lead into the pageant — the climax of the unit and the year. Students will write, plan, and present the show.

COMMUNITY LIVING

Ray Kendall of Central-C handed me this past week a very comprehensive list of items to be used in a study approach of Evansville as a community. Your section might be interested in asking Kendall for a copy for your files.
Five Full-Time Practice Teachers

With Dr. Aleck of Evansville College, we have worked out a plan whereby a small group of college seniors who want to become teachers have a chance to get the idea of General Living. Four of these people each spend full time in a section. For instance, Margaret Eades spends the full three periods all semester in Central-D. Constance Pleitzner works with Bosse-A, Crayton Mann with Central-E and F, Virginia Nichoalds with Bosse-B, and Iris Buck is getting the music idea under Lois Hadley who serves Central-E and F.

I have seen Margaret lead discussions and construct tests, Constance plan with students an elaborate musical assembly, Crayton lead field trips and promote expense-account projects, and Virginia help individual pupils as well as lead the larger group.

Are We Still Departmentalized?

Blood-Larson and Todrank-Stoutenborough are standing out as two English-social studies teams worth watching. In both of these sections, B and E at Bosse, the English and the social studies teachers have moved in together, and the visitor is unable to distinguish which is which. In fact, there is every indication that the two former subjects have been forgotten as such, and that the idea of the course is really functioning. Of course, this approach calls for real planning.

On the other hand, there is still strong evidence of departmental entrenchment in this program over the city. There are cases in which "Literature and Life" is being placed ahead of General Living, in which occupational study has been turned over almost exclusively to the social studies teacher in reverent memory of the old community civics days, and in which a section day after day is broken down into three or four parts in a departmental approach. As teachers, we are apt to seek security in the thing that we did five years ago.

Departmental heads should certainly give the program their leadership, but they should not give it as leadership to preserve departmental lines and activities of the pre-General Living period. This program tests this leadership to see if it can be leadership toward the idea of the course.

As I see Henry Meyer lead a discussion in connection with a study of the community, Ralph Becker help to organize a section for leisure time activities, Glen Traw lead a jug band, Julia Anderson come to grips with the home problems of a boy, James Russell help students with business letters, Louise Brown continue the crafts program, and a score of other teachers likewise carry on activities that have little relationship to their former fields, there is strong indication that the idea of the course is spreading.

Naturally, most discouraging is the teacher who sees nothing more to do than just the things that he did in his former separate subject. But it's becoming more and more difficult to find this teacher.
ORGANIZING FOR
GROUP COOPERATION

If you are anxious to exchange with
others your successes and failures in the
matter of getting students to want to
organize and assume responsibility for
handling their own activities, you might
talk with these people who have been working
hard at it — Paul Forney, Central-E; Rosemary Ferry, Reitz-E; and Earle Tomey, Bosse-A.

NEW
TEACHERS

New teachers in the system this sem-
ster who were brought in to further this
idea of general education, and who are now
working hard in the course, are Helen
Stoutenborough and Ruth McGinnis at Bosse,
Paul Forney and Dorothy Hodges at Central,
and Rosemary Ferry at Reitz.

"Old timers" who entered the course
for the first time this semester, also
scurrying around for the idea of the thing,
are Georgene Larson and Guy Daniels, Bosse;
Victor Fisher, Lois Hadley, Mary Margaret
Archbold, James Russell, and Sarah Vickery,
Central; and Mildred Karch at Reitz.

ITEM FROM
"SECTIONNAIRE"

At its weekly business meeting on
March 6, Section C decided to have a candy
sale for the purpose of raising money for
the Infantile Paralysis Campaign Fund.
Capitola Schneider, chairman of the com-
mittee in charge, received permission
from Mr. Carl Shrode and the manager of
the Evansville Dry Goods Company, Mr. John
Johnson, to hold the sale at that place.
Candy will be made by members of the sec-
tion, and will be on sale April 19.

We learn to plan together

PUPIL

TEACHER

YOUR PROGRESS
REPORT

Most useful has been the Teachers' Progress Report that treats the work of
the past unit as a whole. If your sec-
tion has been too busy to report your
activities, could you make a joint resume
of each unit covered? Any future reports
might well be by entire units rather than
for shorter periods.

THE LIFE OF
A FRESHMAN

How close do we get to the actual
lives of boys and girls in high school?
Last fall the students of Reitz-B made
their own suggestions for the study of
home living. Among the items listed were:

- Being a perfect hostess
- Duties of a house-wife
- Duties of a husband
- Family quarrels
- Care of babies
- Magazines in the home
- Amusement and entertainment
- Keeping healthy in the home
- Perfect companionship in the home
- Parents' participation in children's
  recreation
- Parents' visits to school
- Manners around the home
- What causes divorces
- Cost of building a moderate home
- Making the home more sociable
- A better place in which to live
- Getting along with the neighbors
- Are people satisfied with how they
  live
- Different causes of separation
- Should in-laws live with you
- Should parents be of same religion
- Teaching the children religion
- Allowance for the children
- Keeping budgets
- When should children start to have
dates
- Who should be the boss of the house
- How much work should be done by a
  child of high school age in the
  home
- Caring for younger children
- Proper lighting
- How late should children stay out
Annual Conference Program Plans Announced

"Graphic Arts Education for Common Defense"

"Graphic Arts Education for the Common Defense" is the general theme for the 20th Annual Conference on Printing Education to be held at the Hollenden Hotel, Cleveland, Ohio, June 29—July 2, 1941. The program which is still in the making, is not only timely from a patriotic standpoint, but is planned also to promote professional growth.

Evening Sessions

In order to get most out of the Conference it has been decided to hold evening sessions as well as the regular morning and afternoon meetings. A special meeting has been arranged for Sunday evening, June 29, with two outstanding national speakers on the topic, "Art and Its Relationship to Printing Education." Two new stirring movies will be shown also. There will follow a friendly get-together, with members of the public school system of Cleveland as the hosts.

The Monday evening meeting, June 30, will be given over to the annual session of our National Student Graphic Arts Society. The various local societies will be asked to send student delegates, thus introducing a new element in the program. The student participation is being looked forward to with much interest.

The annual conference dinner will be held in the beautiful ballroom of the Hollenden on Tuesday evening, July 1. The program will be entirely patriotic with striking dramatic effects. Speaking will be cut down to a minimum, with ample time for entertainment, dancing, and good fellowship generally. The Cleveland Typo-Stereotip Association, the Cleveland Club of Printing House Craftsmen, and the Cleveland Typographical Union, and some of our equipment friends are cooperating with us in the big event. It only needs to be added that John E. Flitzy of the headquarters staff of the Cleveland Board of Education has consented to preside over the evening's program.

Keynote Address at Opening Session

At the regular opening session on Monday morning, June 30, Harry L. Gage, vice-president of the Mergenthaler Linotype Company, will deliver the keynote address on the timely topic, "The Place of Graphic Arts Education in a Program of Common Defense." Mr. Gage has had an unusual opportunity to study educational work in relation to national defense in his extensive travels during the year and his address, therefore, will be one of major interest.

Clinic Session on Unified Courses of Study

The Tuesday morning (July 1) session will be devoted entirely to the 1941 Printing Research Project with the program in charge of the research committee. Professor Glen U. Cleeton of Carnegie Tech, the committee chairman, will give a general report of the findings based on the questionnaires. The other members of the committee will be in charge of the three clinic sessions — The Development of Model Courses of Instruction in (1) Junior High Schools, (2) Senior High Schools and (3) Vocational Schools. This plan of meeting will give the conference members an excellent opportunity to give first-hand aid to this project, as well as permitting full discussion on the filled-in questionnaires that have been received.

Special Sessions at Cleveland Board of Education

The Monday and Tuesday afternoon meetings, June 30, and July 1, will be intensely interesting and of real practical value. As is well known, the Cleveland type Company is noted for its advanced program in graphic arts education. The conference will be given an intensive laboratory demonstration of just what is being done in Cleveland.

At the Monday meeting, Michael J. Eck, supervisor of printing instruction of the Cleveland Schools will outline the forward-looking work that is being done under the topic, "The Graphic Arts Laboratory vs. Traditional Printing." This will be followed by fourteen 5-minute discussions and demonstrations by different Cleveland teachers. Then there will be "An Experiment in the Junior High School Graphic Arts Laboratory." A general discussion on "How to Integrate These Units into a Printing Curriculum," will close the session.

Then, on Tuesday afternoon there will be a series of topics and demonstrations in other lines of printing instruction in which Cleveland is taking the leadership. These will include "The Place of Visual Aids in the Instructional Process," "An Experiment in the Development of Slides and the Use of Films," "The Use of Field Trips to Supplement Classroom Work," "Devices for Effective Classroom Organization and Management," "Radio, the Fourth R." After a general discussion a tour will be made of a nearby broadcasting station.

Both of these sessions will be held at the Cleveland Board of Education, just a short distance from the Hotel Hollenden. Exhibits of Cleveland school printing will be displayed at the School Board headquarters.

The Closing Session

The annual business meeting will be held on Wednesday morning, July 2. This will be followed by a quick review of "New Processes and Methods" of practical interest to teachers, and a summary of the Conference with recommendations and conclusions.

Advance Registration

A plan of advance registrations is being worked out to be announced later. An ef-
News Bulletin of the National Graphic Arts Education Association

A publication of timely news for printing instructors and friends of graphic arts education.

Edited by the educational director of the National Association. Printed at the Journalism Laboratory Press, Washington and Lee University, Lexington, Virginia.

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National Graphic Arts Education Association

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BOARD OF DIRECTORS

Vol. IV March 1941 No. 4

President's Column

It's a pleasure to report that the plans for our 20th Annual Conference on Printing Education to be held in Cleveland, Ohio, June 29–July 2, 1941, point very definitely to a Conference that will be unique in the history of our organization. The program promises more in practical benefits and in the student club session of the Conference than I have ever known of. It will, of course, be in keeping with the spirit of the times, as evidenced by the general theme—‘Graphic Arts Education for the Common Good.'

Fred Hartman and I met with Messrs. John E. Flint, Frank C. Moore and M. J. Eck of the Cleveland Public School system in Cleveland on February 8, and worked out the general arrangements and tentative program. The Hollenden Hotel, with its modern appointments, will be ideal for the meeting. We are looking forward to the continued interest in the Cleveland Board of Education is permitting us to hold two of our special sessions in its building near the hotel where there will also be exhibits of school printing.

As the details are announced, I think everybody will agree that it will be a good investment to be on hand for the Conference. The membership work is still going forward. An effort is being made to send a personalized printed letter to all printing instructors in the United States and Canada, inviting them to join us— which has proved to be a large undertaking. I am particularly grateful for the excellent cooperation of the officers, coordinators and past president Fredy J. Tagle are giving chairman Hupp E. Otto in this campaign.

The 1941 Research Project questionnaire which was to have been mailed during February was unavoidably delayed in its printing. It is now ready, making it possible to mail along with this issue of the News Bulletin. May I suggest that the questionnaire be filled in and mailed promptly to our headquarters office.

Another Essay Contest in cooperation with IPI is now a matter of history. It is pleasing to note the continued interest in this annual event which has now completed its fifth year. We are grateful to the IPI for the valuable awards and to the prominent leaders in the graphic arts industries who served as judges.

We have the impression that we are moving forward towards receiving the Fifth Anniversary edition of the Club Crafter, the official organ of our National Student Graphic Arts Society. It will probably be issued early in March. Chairman Harold H. Kirk reports 108 paid-up member-club for 1940–41, more to come. The January–February packet of student club printing was the largest distributed to date.

The annual Directory number of the National Graphic Arts Education Association will probably be issued with the May–June issue of the News Bulletin. We are looking forward to its appearance.

We are planning a meeting of the Board of Directors for the latter part of March for the approval of the Cleveland Conference plans and program.

CHESTER A. LYTLE, President

National Winners in Annual IPI Essay Contest

Two printing students from Texas carried off the top honors in the Fifth Annual Essay Contest sponsored jointly by our National Association and the Internaational Printing Ink Division of the Interchemical Corporation. More than 6000 essays were written on the theme, Printing—the Safeguard of Democracy.

First place, with the award of a $300 scholarship to the Department of Printing, Carnegie Institute of Technology went to Arnold Weatherford, a 17-year old senior at Technical High School, Dallas.

Tom Land, 18 years old and a senior at the Masonic Home and School, Fort Worth, Texas, is the second prize winner. His award is a trip to New York. Arrangements are being made to have him take the trip at the time of our Cleveland Conference on Printing Education, June 29–July 2, and the trip stops at all major printing centers.

The third prize, fifty dollars in cash, went to a 14-year old girl student in the Lincoln Junior High School, Santa Monica, California. Russell Jensen of Washington Park High School, Racine, Wisconsin, winner of third prize last year, took the fourth place. His essay was the best of the competition.

The other national winners, receiving $5.00 in cash each were: Donald McLean, Queens Vocational High School, Long Island City, N.Y.; Anna Means, Berkele High School, Berlin, N.H.; Leon Arousen, Manual High and Vocational School, Kansas City, Mo.; Robert P. Lawson, Hershey Industrial School, Hershey, Pennsylvania; Lester Wolfson, Union High School, Grand Rapids, Mich.; Malcolm E. Holton, The Ottmar Mergenthaler School, Baltimore, Md.; Margaret Peffer, Center, Senior High School, South Bend, Ind.; Fred Dunsebry, Central Park Junior High School, Schenectady, N.Y.; David A. Hamburg, Bosse High School, Evansville, Ind.; Charles Mitchell, Dallas Technical High School, Dallas, Texas; Marion Selz, Stivers High School, Dayton, Ohio; Robert Madson, Iowa; Rowland Nelson, Central High School, Grand Forks, N.D.; Dick Markowitz, Lincoln Junior High School, Santa Monica, Cal.; Bob Hobson, Wichita High School West, Wichita, Kansas; and Howard J. Brumﬁtt, El Paso, Texas; and Richard Forester, Jacksonville, Florida.

The Judges were: Harry L. Gage, Mergenthaler Linotype Company, Inc., chairman; A. E. Giegengack, Public Printer of the United States; Frank McCaffery, President of the International Association of Printing House Craftsmen; Walter E. Reilly, President of the United Typothelos of America; and G. Lynn Sumner, President of the Advertising Club of New York City.

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News Notes from the Field

Active "Craftsmen"

The Pittsburgh Craftsmen and The Cleveland Craftsmen, organs of the respective clubs of Printing House Craftsmen in those cities, reveal what is rather the usual thing in all parts of the country—namely, that teachers of printing are active workers in the Craftsmen movement.

In Pittsburgh, for example, Ward W. Swain, of the Washington Vocational High School is the president of the local club. In the list of members we note the names of George R. Deuel, Herron Hill High School, C. W. Pitkin, Carnegie Tech, and Stanley L. Sauerfeier, Fifth Avenue High School.

In Cleveland, M. J. Eck, the general chairman of our committee for the 20th Annual Conference on Printing Education, is the program chairman of the Cleveland organization. He is apparently the educational chairman also as per the following item appearing in personal column—"M. J. (Mike) Eck sometimes known as 'Whatha' carries well the mantle and portfolio as our Educational Chairman."

Luck to Speak at Richmond

An announcement has come to our attention that C. Harold Luck of the Journalism Laboratory Press, Washington and Lee University, our immediate past president will be the featured speaker at a meeting of the new Graphic Arts Club of Richmond, Virginia, March 19. The notice reads: "He will bring examples of the work of the press, an admiration for Bashkerville type, and a deep respect for the work of the press, an admiration for Baskerville type, and a deep respect for the workers in the Craftsman movement."

Dinsmore Heads Wichita Teachers Association

A. E. Dinsmore, printing instructor of Wichita High School East, Wichita, Kansas, has been elected president of the Wichita Teachers' Association. Mr. Dinsmore is a member of the Trade Education Committee of the Printing Industry of Wichita (employers organization), which recently presented an acceptable plan of apprenticeship to the printers of Wichita.

New York Teachers Appear in Union Lecture Series

Two well-known instructors of the New York School of Printing took part in the Saturday afternoon lectures sponsored by the Benefit Board of the Typographical Union, No. 6, New York City. On February 15, Thomas J. O'Connell spoke on the setup of the School for machine typesetting and discussed new machine developments. The following Saturday, March 1, Joseph Jones discussed machine maintenance.

Larson Organizes Five County Craftsmen's Group

Floyd C. Larson, active member of our Association, of Nominee, Michigan, is responsible for the organization of a Five County Club of Printing House Craftsmen, which applied for a charter in the International Association of Printing House Craftsmen during February.

Thirty-three firms and publishing executives, including the Nominee Public Schools, where Mr. Larson is the supervisor of printing and publishing, are designated as the charter members of the organization, which includes Delta, Dickinson, and Nominee Counties in Michigan, and Marquette and Onto Counties in Wisconsin.

What Reader of the News Bulletin Has the Answer?

E. B. Harding, of South Dakota State College, Brookings, S. D., author of the textbook and manual on "A Practical Touch System for Linotypes, etc." cites the following and then puts the query at the end of the item:

"Yesterday, two pupils were taken to task for inaccurate work in operating the Linotype keyboard and interpreting copy. Then each pupil was given a good-running machine and longhand copy. They set a galley each of 25 picas 10-point. One had one error. The other two. They were congratulated on their good work and were then given more copy. All working conditions were the same. The next half galleys showed seventeen and eighteen errors respectively.

"The fact that they had set a good proof seemed to make them conceited, over-confident and careless. Perhaps they should not have been complimented on the good proofs."

"Who has a suggestion?"

Miller Is Chairman of Apprentice Standards Committee

Word has been received of the appointment of Fred W. Miller of the Masonic Home and School, Fort Worth, Texas, as chairman of a committee to set up standards of apprenticeship in the Graphic Arts Industry for Texas and Oklahoma. The committee is working in conjunction with the United States Department of Labor, Division of Labor Standards.

In spite of Fred's efforts to taper off on some activities, following his recent serious illness, he finds it hard to escape from active participation in matters pertaining to the graphic arts. It happens in connection with his many other duties that he is also the organizer and president of the Fort Worth Club of Printing House Craftsmen which is now in the first year of its existence.

Otto Now Assistant Principal

Friends of Hupp E. Otto, vice-president of our National Association will be interested to know that he has been appointed assistant principal of the McKinley Trade School, Wheeling, West Virginia. For the past fifteen years he has been printing instructor at the school.

The new appointment carries with it considerable responsibility as the school is cooperating in the program of National Defense by instituting classes in Acetylene and Electric Arc Welding, Electrical Construction, Mechanical Drafting, Machine Shop Practice, Automotive Mechanics, and Pattern Making.

Chidester Teaching in Arizona

Recent word from Otis H. Chidester, who was printing instructor at the Junior High School, Fort Washington, Long Island, New York, from 1929 to 1934, shows that he is now Instructor in Graphic Arts at Tucson Senior High School, Tucson, Arizona. He went to Tucson in 1937 and up until the present school year taught at the State School for the Deaf and Blind. He holds a B. S. degree in Education from the Carnegie Institute of Technology. He expects to be at our coming Cleveland Conference on Printing Education.

A Different Comic Magazine

During February, advance copies of a new magazine "True Comics" appeared. At first glance one got the impression that it was merely a collection of the comic strips in colors which appear in our newspapers. The fact is that the popular "comic format, so attractive to children and some elders, is made use of to portray exciting events of present and past history, rather than the fantastic subject matter of the newest strips, popular today.

The new publication is really an educational venture and as such is endorsed by such school men as Harold O. Campbell, superintendent of the New York City Schools. It is primarily for children. Its make-up and educational method will be of interest to teachers of printing.

It is published bimonthly by the Parents' Institute, Inc., 52 Vanderbilt Ave., New York, N. Y., at 60 cents by the year.

New Ink Specimen Book

A specimen book containing samples of 35 Everyday Colors, 11 black and three whites, and other material is being distributed by the International Printing Ink Division of the Interchemical Corporation. Copies are available from IFI, 75 Varick Street, New York, New York.

Don't Fail to Fill in Questionnaire
Third Scholastic Press
Typographical Contest

For the third successive year our National Association is cooperating with the Columbia Scholastic Press Association, Columbia University, in judging typography and general make-up of high school student publications. The purpose is to improve the general appearance of school publications.

J. Henry Holloway, principal of The New York School of Printing, has again consented to serve as chairman of the competition and will select the judges. T. G. McGrew of the UTA staff, and one of our active members, is the judge for the handset newspapers and magazines. The winners and awards will be announced on March 21 at the 17th Annual Convention of the Columbia Scholastic Press Association.

Last year the high award was a bas-relief of Johannes Gutenberg. This year printed Certificates of Merit will be distributed. The awards are furnished through the courtesy of the American Type Founders. Joseph M. Murphy is the director of the Columbia Scholastic Press Association.

Baltimore Students Print
Attractive 172-page Book

The students and members of the faculty of the Ottmar Mergenthaler School of Printing at Baltimore, Maryland, have just completed a highly attractive book on the subject of Bookmaking. The school was responsible for printing this book—"Brief History of the Typothetae of Baltimore," which has just appeared. The book is highly attractive both because of its contents and its make-up.

The school was responsible for printing and designing the book—a student project. "The educational value of the undertaking," according to a report from the school, "can hardly be estimated." "Not only have the students received valuable experience in composition, make-up, imposition, and presswork, but they obtained worthwhile practice in proofreading and were able to recognize the responsibility of the production of a large enterprise."

Considerable space in the book is devoted to the founding and development of the Ottmar Mergenthaler School of Printing, referred to in the book as an outstanding achievement of the Typothetae. It is dedicated to Mr. George K. Horn, one of our Industry Sponsors.

Asbury Park Meeting

The annual meeting of the printing teachers of New Jersey will be held at Berkeley-Carteret Hotel, Asbury Park, on Saturday, March 29, with New York City teachers as visitors.

Don't Fail to Fill in Research Questionnaire

A copy of the 1941 Graphic Arts Education Research questionnaire is being sent with this issue of the News Bulletin to present and some former teacher-members of the National Association. We want a filled-in return from each Junior High School, Senior High School and Vocational School represented on our mailing list. Please fill in as carefully and completely as possible. The composite data from the questionnaire will be made available for clinic sessions at our coming Cleveland Conference on Printing Education. So, don't fail to fill in questionnaire—DO IT NOW—and mail to: National Graphic Arts Education Association, 412 National Savings Bank and Trust Building, 719 Fifteenth St., N. W., Washington, D. C.

Printing Ranks First

We are publishing again the compilation for the Printing and Publishing industries from the 1939 Census of Manufactures because of a very evident proof-reading slip-up which one of our members brought to our attention. In the figures for "First in salaried personnel," we had in the February News Bulletin, 127,143,302. This should have been 127,211. We are re-running the item with corrected figures.

First in number of establishments........ 20,968
First in salaried personnel........ 127,211
First in salaries................ $ 287,143,302
First in value added by manufacture...... $ 1,477,407,364
Third in wages................ $ 72,145,890
(Exceeded by Motor Vehicles, etc.; Steel Works and Rolling Mills)
Fourth in product........ $ 2,170,968,706
(Exceeded by Motor Vehicles, etc.; Steel Works and Rolling Mills; Meat Packing, Wholesale; and Petroleum Refining)
Fifth in wage-earners 245,006
(Exceeded by Motor Vehicles, etc.; Steel Works and Rolling Mills; Cotton Broad Woven Goods; and Sawmills, etc.)
Sixth in cost of materials, fuel... $ 693,561,442
(Exceeded by Motor Vehicles, etc.; Meat Packing, Wholesale; Petroleum Refining; SteeI works and Rolling Mills; and Cigarettes)

New Edition of 'Seventy Books about Bookmaking'

At the Twelfth Annual Conference on Printing Education held at Columbia University, New York City, June 28, 1939, Dr. Hellmut Lehmann-Haupt of the university staff, after an interesting address on Bookmaking presented each member of the conference with a copy of the book "Seventy Books About Bookmaking." This book was issued as the catalogue of an exhibition which the Columbia University Library had organized for the benefit of the members of the conference. It contained a selection of fifty books on printing and the graphic arts of permanent value to teachers and students of printing.

This book went through four printings and has just now been replaced with a revised and enlarged edition. The title of "Seventy Books About Bookmaking:—A Guide to the Study and Appreciation of Printing." Some of the chapters deal with the Origin of the Books; Writing and Lettering; Printing History and Modern Trends; American Developments; Print-making Practice; Printing Types and Decorations; Illustration; Bookbinding and Papermaking; Bookmaking Periodicals, etc. It is a book on books that ought to be in every printing teacher's collection—both practical and for professional growth.

Dr. Lehmann-Haupt is a member of our organization and has spoken at several of our conferences. He is the Assistant Professor of Book Arts and Consultant on Early Books and Manuscripts, Columbia University.

The Volume, "Seventy Books About Bookmaking" may be ordered from Columbia University Press, Morningside Heights, New York, N. Y. The price $1.00 per copy.

Conference Program
Plans Announced

(Continued from page one)
Dearest, Michigan - "Relief," Emil Chang

Wednesday's movie denon

Vaughan Movie Shou'll

Gowatch, Trade

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School auditorium.

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Birmingham basketball

change

changes

"Making

J. L. Hill, of

will be

chairman.

for trained men in the mechanical

for a three-months' training course.

p.m.,

by Ford Motor Co. posed of members of the

Heard,

'Craftsman Men.

for

of the first group of naval students who are at

School

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sharp

inside and Fridays.

the band has band boys early enough to

will be presented tomorrow at the commencement exer-

cises to the two outstanding

students of the Janu-

ary '41 graduating class having the most meritori-

ous school records.

Commander J. L. Hill, of

the Ford American Legion

Post No. 175, will make

the presentation in Ford-

son High School auditorium. The Trade School faculty

made the selections, based on the students' leader-

ship, honor, courage, ser-

vice, and scholastic rec-

ords.

Names of the recipients

will be kept secret until

announced at the exercises.

Band Rehearsals Changed to Rotunda

Henry Ford Trade School Band, under the direction of

Fred Nicholson, is now rehearsing in the Little Theatre

of Ford Rotunda two hours each week.

For the last two and a half years the band has rehearsed in power house

No. 8, just east of the B-building. However, be-

cause of changes inside the power house, the band

had to change its place of rehearsal.

Transportation from the school to the Rotunda is furnished by Ford Motor Co.

buses.

The Craftsman

Diplomas Go to 123

at Commencement

Exercises Tomorrow

One-hundred and twenty-

three students will be

awarded diplomas by Supt.

F. E. Searle during the

January '41 graduating ex-

cerises to be held in the

Fordson High School audi-
torium at 6 p.m. tomorrow.

Edgar A. Guest, Detroit

poet and philosopher, will

deliver the address.

The invocation and benediction will be pronounced by the Rev. Samuel C. Weir,

of the Littlefield Boulevard United Presbyterian Church in Dearborn.

Valedictorian's address will be given by Frank


Henry Ford Trade School Glee Club, under the direc-

tion of Vaughan Heard,

will sing "On Parade",

"Stout Hearted Men", and

"Findlandia."

Orchestral music will be furnished by the RougeSym-

phony Orchestra, under the direction of Louis F. Blo-

som. Emil Gowatch, Trade School instructor who plays with the orchestra,

will play "Carnival of Venice" by Herbert L. Clarke as a trumpet solo during

the prelude.

Quill and Scroll members of The Craftsman will be

usher.

E. Y. Peterson will wel-

come the grads as all-shop students. G. A. Yerex is

program chairman.

Naval Students Arrive; Begin

Training in Apprentice School

Amid the confusion of news-reel cameramen, still

photographers, Trade School students and instructors be-

came aware, Jan. 14, that Henry Ford Trade School has

become an important factor in the national defense pro-

gram.

Representing several well-known news agencies and

news-reel companies, the photographers took numerous

pictures of the first group of naval students who are at

the school for a three-months' training course.

The Navy students, 175 in the first group, are being

trained by the Ford Apprentice School to satisfy the

Navv's large demand for trained men in the mechanical

trades. The present number will be increased.

Most G-Class Students

Save 'Something Extra'

What do G-class students do with their scholarship?

Although most of their scholarship is used for self-support, a number of

students are able to save for something they have always wanted.

Edward Francis, T-G-2, uses a small amount of his scholarship to obtain Boy

Scout equipment.

To own a shotgun has long been the desire of

Donald Payne, W-G-2. This

desire is soon to be real-

ized.

So he can attend college,

Charles Lewis, M-G-2, puts

eight dollars in the bank

each month.

Both Robert Niblo, T-G-2,

and Steve Floreck, T-G-1,

hope to purchase an auto-

mobile in a few years with

the money they are saving.

Sailors who qualified for this training passed a number of mechanical and

intelligence tests with a grade of more than 85 per

cent. Only those men interested were selected for

the course.

Henry Ford built permanent barracks, completely

outfitted, on the Rouge River south of the Ford

Factory for the sailors.

The sailor-students will devote 60 hours each week to training.

Eight hours of this time will be spent in class rooms and 32

hours in shop.

Again there are four columns on the front page of the issue.

This is an experiment in make-up that may be adopted for all pages.

Comments through The Craftsman drop box will still be welcomed.
Man Who Endangers Lives of Others Is a Coward

Between Gate 4 and the Trade School are 11 railway tracks which student must cross twice daily.

To help assure safety to every student, watchmen are on duty at all times. No student has ever been injured crossing these tracks.

Recently, though, the safety department has reported to the school that Trade School boys are getting careless. While some have been standing back waiting for a train with hot metal to pass, others have been seen pushing the boys in the front row forward.

A rather cowardly thing to do endangering the other fellow. Be sure and persons who work for the safety of others.

School Spirit at Games Shows Great Improvement

Besides the team and coach at basketball games, there are the band, cheerleaders, ticket salesmen, student manager, scorekeeper, timekeeper, and, most important of all, roosters.

Increased attendance at all Craftsmen games this year shows a substantial gain in school spirit. The band, cheerleaders, ticket salesmen, and officials attend every game to do their bit to help the team along.

All these people, roosters included, deserve a vote of thanks, for there is nothing a team likes better than to know that someone is cheering for them.

The Craftsman

Printed and published every other Friday during the school year by and for the students of Henry Ford Trade School, Dearborn, Michigan.

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Phone Number . Oregon 4600 Line 4165
Vol. 6, No. 8 Friday, Jan. 24, 1941

Worlds Fair Boy Likes to Debate; Enjoys Swing Music

Quiet, impatient, and with an urge to get things done quickly best describes Joseph Greenwell, senior, who works in the fourth floor bench department.

Joe doesn't dance, but when asked if he enjoyed music he quickly replied, "Yes, swing, but classical music isn't so hot."

His stay at the New York World's Fair, with nine other Trade School students, he considers his number one experience.

"I like to be opposed and to be challenged to prove my views," he stated. "Perhaps this characteristic is the foundation for my ambition to become a lawyer."

An Invitation in Verse, Graduates: Attend Prom and Bring Your Dates

The time for the prom is now near, and from stumpy voices you'll hear Shouts of laughter, and some will sing While others wonder whom they'll bring.

The place for it you can foretell The Pompeian Room of Whittier Hotel.

Be there at seven with girl in hand, And you will hear Dave Diamond's band.

First a banquet you will attend With the guest speakers near the end, Then you'll dance to a bit of swing, And enjoy yourself while three girls sing.

After the prom has reached its end To your own car your ways will wend. Now its over, you should not shirk But be ready again for work.

--Anthony Kraljac, Jan. '41


doż'nenz

This is the 23rd consecutive semester that the Pribble-McCorny Diagnostic Tests in Practical English Grammar have been given in the Trade School.

There are 1733 students in Henry Ford Trade School, 1500 attend classes and 433 are all-shop boys.

First semester copies of The Craftsman have been entered in the National Scholastic Press Association and the Columbia Scholastic Press Association for a rating.

An oil painting of a lake and its surroundings was recently exhibited in The Craftsman office, Room 39. It was painted by Mrs. M. W. Numbers, wife of the Human Engineering instructor.

Members of the Glee Club are purchasing royal blue ties to wear at public appearances of the group. They will wear them first at the Green Lights program Feb. 12.

Match the Authors

Mate the following titles with their authors:
1. Twenty Thousand Leagues Under the Sea (A) James Boyd
2. David Copperfield (B) Rafael Sabatini
3. Drums (C) Robert Louis Stevenson
4. Rabble in Arms (D) Charles Dickens
5. The Sea Hawk (E) Sir Walter Scott
6. Ivanhoe (F) Booth Tarkington
7. Treasure Island (G) Jules Verne
8. Penrod and Sam (H) Alexander Dumas
9. Adventures of Tom Sawyer (I) Kenneth Roberts
10. The Count of Monte Cristo (J) Mark Twain

Answers of page 4 of this issue.

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W-A-3 'Girl Friends' Haunt School on 'Dress Day'

Contended. This was the atmosphere assumed by W-section graduates as they said adieu to classmates and instructors during the week of Jan. 13, their last week in class. There were days that the graduates will always remember. True to traditional "dress day", graduates arrived Thursday in gala array. Creating much excitement to students--also instructors--were the so-called "girl friends" who were in reality Marvin Altenberg, Edward Kaiser, Roy Martens, and Edward Bettler, of W-A-3, dressed in feminine attire.

The occasional clang of a cow bell, draped around the neck of Bill Murphy, W-A-3, added to the joyful affair.

Predominant among the dress worn last Thursday, were bright, red-flannel shirts which also symbolize the fellowship club of W-A-2. Dressed in their best "duds" with bright carnations in their lapels, the graduates marched into the cafeteria last Friday for their final class meal. As each A-class entered the cafeteria a fanfare was sounded on a trumpet by Walter Sage, W-D-2. As in past class days, the graduates spent the remainder of the afternoon collecting autographs from friends and instructors. But their day grew rapidly to a close, leaving only a memory and great anticipation for the commencement and the prom.

Student Expounds Debilitate

Asked, on an examination paper in a Trade School English class, to define debilitate, a T-D-3 student answered: Five days of this English is enough to debilitate anybody.

Noah Webster, well-known lexicographer, defines debilitate: To impair the strength of; to weaken; enfeeble.

A fiber still in its infancy but with a promising future is Fiberglas, developed by the Owens and Corning Fiberglas Corp. Fiberglas was developed to be used as an air-filter for hot-air furnaces and air conditioning systems. Now it is being woven into a fireproof cloth.

Bill and Joe, Brothers, Are a Couple of 'Scourges'

Bill and Joe have two brothers and two sisters. Bill has always been a "beefier" and if anything goes wrong he gets excited and is ready to state his opinion either vocally or in action. He has a light complexion and a funny pug nose which would undoubtedly suit him on any individual.

Joe, on the other hand, would almost just as soon fight as eat. He is without a doubt the toughest member of his family. At lunch time he might pick a fight with a brother or sister and one might even find him being nasty to his mother. He has bad manners when eating. Sometimes he hurries and eats his lunch just so he can coax a brother or sister to give him some of their delicious, canned food.

Despite the actions of these two ill-tempered brothers their mother loves them just as much as she does the other four six-weeks old cocker spaniels.

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Out of the Past Comes Hobby for Trade School Instructor

Since he was six years old, O. L. Rothbone, of the bookstall, has been collecting arrowheads. A part of his collection is on display in the library showcase.

Mr. Rothbone started his collection when he found some arrowheads near his father's farm on Bogus Island in northwestern Indiana. Besides arrowheads his collection includes tomahawks, axes, drills, flashlights and scrapers. Mr. Rothbone has displays of Indian tribal weapons from Ohio, Indiana, Oklahoma, Michigan, Missouri, and Texas.

Arrowheads were mounted on shafts, split at one end, by slipping the arrowhead in the slot, and tying it securely. Arrowheads

Displayed above are ceremonial ornaments of an ancient Indian tribe, outstanding for their intricate carvings. The ornaments were unearthed in Oklahoma with 16 Indian skeletons.

There are more than 37 million telephones in the world. Of these more than half are in the United States.
Craftsmen Split; Reserves Win

Although Jack Shingleton's nine-point, fourth-quarter rally raised hopes for victory, the Craftsmen lost to Birmingham recently, 39-34.

On the next night the Craftsmen beat Lake Shore, 22-14.

The Reserves remained unbeaten as they downed Birmingham and Lake Shore, 29-19 and 22-17.

**School-Spirited Students, Instructors Help Team**

Behind the scenes of cheering crowds at action-packed basketball games is a group of unheralded students and instructors who are largely responsible for the success of the game.

J. H. Heintz, shop theory instructor, has charge of preparing and selling tickets.

Marches and overtures are played by the band, directed by Fred Nicholson.

Joe Bone, senior, has the job of keeping an accurate account of the game's scoring. At home games his score sheet is official.

Clarence Grubay, Ray Stanaway, Tom Fournier, Phil Miller, Herby Haffner, Francis McDonald, and Marvin Altenburg are cheerleaders. They must have coordination among themselves to receive response from the crowd.

It is the task of the student manager, Phil Headings, to chart the position from which each basket-attempt is made and the player who made the attempt. The purpose of the chart is to determine from which shooting position each player is most efficient.

**Book Quiz Answers**

Answers to book quiz found on page two follow:


**Instructor Dances Hula; Wins Prize at Theater**

Truth or Consequences. Since V. F. Richards, geography instructor, didn't tell the truth, he had to pay the consequences.

When the Master of Ceremonies walked down the Fox Theater aisles getting contestants for a recent Truth or Consequences program on the stage, he picked Mr. Richards. After he received $2 for participating, Mr. Richards was quizzed on dog owners.

"Who is the owner of Sandy?"

Mr. Richards, anxiously awaiting the question, said, "Orphan Annie."

"That's fine," replied the announcer, "Who owns Napoleon?"

Stumped on this question the illustrious geography instructor answered, "Bonaparte."

Bonaparte being the wrong answer resulted in Mr. Richards taking the consequence. He was given a grass skirt. The band started to play an Hawaiian Hula, and he responded, much to the delight of the audience, by doing the dance.

An applause meter registered the best consequence contestant. Mr. Richards won first prize, $5 and five bars of Ivory Soap.

**Skating Dates Changed**

Dates for the Trade School ice skating party at Olympia Recreation, to which all students are invited, have been changed to Tuesday, Jan. 28, from 3 to 5 p.m., for T-section and to Tuesday, Feb. 4, for W-section.

A date for M-section will not be set until the success of the other parties has been determined.

Arrangements for the party were made by Tom Sayres, English instructor, through Fred Haner, Olympia ice activities manager.

Students who plan to attend may leave their skates, with identification tags, in Room 39. By showing their badges, students will be admitted free.
VII. PRINTED FORMS USED BY THE REITZ PAPER

FRANCIS JOSEPH REITZ HIGH SCHOOL

EVANSVILLE, INDIANA
The Reitz Mirror
WEEKLY PUBLICATION OF REITZ HIGH SCHOOL
OFFICE: ROOM 107, REITZ HIGH SCHOOL
Forest Hills, Evansville, Ind.
Dial 2-1662

DATE

The undersigned firm hereby agrees to use column-inches of advertising space in THE REITZ MIRROR in each of the issues checked in the margin at the right, the cost to be determined on the basis of the rates listed below under Option I, Option II, Option III.

The undersigned agrees to pay any cost incurred by THE REITZ MIRROR in preparing engraving and stereotypes.

One copy of THE REITZ MIRROR containing each insertion of advertising will be furnished the advertiser.

Firm Name

Per.......................................................... ....................................................

Signed.......................................................... ....................................................

Salesman.......................................................... For THE REITZ MIRROR

Accepted

Ad Manager..........................................................

RATE PER COLUMN-INCH

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<th>20 or More Inches</th>
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<td>Option II: 4-9 Insertions</td>
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<td>Option III: 10 or More Insertions</td>
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REMARKS: ........................................................................................................

All copy must be in the hands of THE REITZ MIRROR one week in advance of publication date.

Accounts will be payable the first of each month.
# COMING SHEET

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<tr>
<th>STORY</th>
<th>TIME OF BREAK</th>
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**Date issued**  
**Date due to School City Editor**

**Reporter**  
**Covering**
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