

Student Publications *in* *Higher Education*

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Foreword

Collegiate publications play a prominent role in the life of our universities and colleges; however, many college journalists with little or no training or background are thrust into positions of editorial responsibility. They have to recruit and to train their staffs. They have to work with the faculty, the administration, the student body, and the community. They have to promote an esprit de corps throughout the collegiate community. They have to be skillful in writing and judicious in selecting their material. They must know how to self-censor their publications.

"Student Publications In Higher Education" endeavors to present a workable philosophy of collegiate publications so that they exemplify the highest standards of journalism and so that they maintain their important role in the collegiate and the civic communities. This brochure defines the duties of each staff member of the collegiate newspaper, annual, and magazine and relates the functions of the faculty advisers of publications and with those viewed by student editors. Moreover, the text contains a rich bibliography for collegiate publications, their staff members, and their advisers.

Many of these articles were written in my capacity as faculty adviser of the college newspaper for the past fifteen years, of the college annual, and the college magazine; as Executive Secretary and founder of the New Jersey Collegiate Press Association; and as Grand President of Pi Delta Epsilon. I trust that you and your staffs will find them helpful.

Sincerely,

Herman A. Estrin
Grand President

Newark College of Engineering
Newark 2, New Jersey

May 13, 1963

*To the President
Council
With best wishes,
H. A. Estrin*

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WHAT IS A COLLEGE NEWSPAPER?

by Dr. H. A. Estrin
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An article from School Activities, The National
Extracurricular Magazine, January, 1956.

What Is a College Newspaper?

A college paper is a specific publication whose policies, philosophy, ethics, and articles are different from those of any other publication. It is an instrument which has a particular and important place in an educational institution. In many ways the college paper expresses the policies and purposes of the institution and reflects the effect of the educational process upon its students.

Objectives

The objectives of the paper are to help the student and the college understand each other, to encourage greater cooperation between the faculty and the student body, to instill in each student a greater desire to participate in activities, and to promote a higher standard of journalism by learning and practicing its principles and ethics.

It is the arbitrator and the coordinator which helps the college, the faculty, and the student to achieve those goals to which higher education is dedicated. Through this cooperative effort it can try to inculcate in all a love of learning, a seeking for knowledge, and the courage to use this knowledge and to work for the better world for mankind.

Philosophy

Spirit. These high ideals can be realized only through temperate, wise policies; rational, considered decisions; and a rigid code of ethics. Educators have established colleges to teach students those concepts which will build in them a character that will help them to become more effective leaders in a better world. If this principle is true, then the college paper must strive to serve the best interests of its institution. In this manner it will perform its proper function.

However, the paper must not lose sight of its original philosophy. If a situation exists which deserves or demands criticism, the paper has the responsibility of seeking the facts and promoting debate on the problem. This criticism must, however, be executed with discretion, with dignity, and with positive assurance that all the information is factual. The paper must have a mature understanding of its responsibility for all of its statements.

Ethics. The paper must always be aware of its position as a servant of the college; therefore, its moral principles must be guided by the fact that all of its articles must serve the best interests of the college,

In almost every case the members of the faculty and the administration are men who have dedicated themselves to the ideals of education and are in accord with the philosophy of the college. They work to help in the growth of higher education. For the most part, the paper, the faculty, and the administration agree on basic concepts.

Most opportunities for criticism occur because of a lack of all the facts. Since these situations do occur, there is a reason for criticism in some cases, but only for criticism which is judicious, sincere, and factual.

The paper must seek the truth but must report it only after considered judgment and consultation with the adviser and the administration to assure itself that the facts are correct and that criticism is justified.

The paper must recognize that a college must be administered at the business level and that the college authorities are responsible to various agencies of government and to Boards of Trustees. For this reason, the paper must use its power wisely and must not embarrass people who may be helpless to answer the charges.

The paper should limit its criticisms to academic matters and not meddle in matters of administration without the permission of the parties concerned. The paper should consider that the ultimate responsibility for the college rests with the administration. Because the paper is in no position to assume this responsibility, it should not criticize the policies of the administration.

However, if some administration policy may prove to be opposed to the best interests of the college, the paper should bring the facts into the open and encourage judiciousness and sincerity. Because the importance and the complexity of each situation differ, a paper may find it difficult to determine its correct position in each case.

With the adviser's aid the college newspaper can use facts and interpret them in the light of its philosophy and then trust that any editorial position which it takes will be for the benefit of the college that it serves.

Policies

Service to Students. The paper serves the students in many ordinary ways by giving news of school events and by stating administrative policy as it exists and when it changes. Also, it is a source of outside-the-college news on activities which may have particular significance to the student.

In many ways, through sports sections, club notices, and activities columns it promotes student interest in the extracurricular program.

However, the particular function of a paper is found in engendering an "esprit de corps" within the student body, in encouraging student interest in college problems, and in requesting students to join in its publication and in other extracurricular activities.

Students who participate in college publications are especially rewarded because they develop qualities of resourcefulness, initiative, tact, and leadership and also learn to be articulate and poised. These qualities are rewarding in later life when they become very valuable in dealing with other people.

Service to Faculty. The best way in which the paper may serve the faculty is to encourage the student to seek learning and thus to become sympathetic with the faculty efforts. This understanding between the student and faculty will lead to better and more satisfying work on the part of both and will promote the best interests of the college.

Since the faculty has problems or opinions which directly concern the student, it should have an opportunity to use the paper as a sounding board.

The faculty should understand that the paper is concerned with the interests of all members of the institution, and faculty members should be encouraged to use the facilities of the paper so that others may benefit from their mature judgment and opinions. A paper should not make the mistake of holding to the narrow path of student interests alone.

Because the paper works to benefit the college community, it must hold an interest for all members of the college community. This attitude also leads to the generation of greater interest and participation of all the members of the college and thus molds these separate branches into a cohesive force which can work to benefit each individual as well as the college as a whole.

Truth

How much of the truth can be told? Should a paper always tell the truth? Because of the position of the paper as a force for arbitration, understanding, and information within the college community, it finds itself in a position among the students and the faculty and the administration. The answer is that the truth should be tempered with good judgment.

Truth sometimes can be cruel and unjust. The wisdom and the maturity of a paper are shown when it can discriminate between that truth which must be revealed and that which is best forgotten. The paper is not a crusading institution which must work for the betterment of mankind and engender new thoughts. These should be left to the writers of novels and magazine articles and to the politicians.

The philosophy and the ethics of the paper show that if it is to serve its purpose best, it must be judicious and temper truth with sound judgment.

Of course, a paper must be alert to the wrongs which may occur. At times some condition may arise which in the minds of impatient youth may seem to demand an outburst of protest. However, in most cases, the misunderstanding is only the result of insufficient facts.

The paper is a part of an institution which very rarely has any reason to fear the truth. The paper will find that crusades or campaigns are very rarely necessary; in most cases the truth will injure no one.

Propaganda Medium

Propaganda is defined as news which is slanted to influence the readers in a particular direction. This is accomplished sometimes by the method of printing half-truths in order to point the news in the desired direction. A college paper should have no reason for these low tactics.

Most information of this kind becomes effective because it appeals not to facts, but to imagination and to emotions. A college paper should take pride in its intellectual honesty and should hold to factual reporting at all times. Perhaps one may say that the college paper exists to serve the best traditions of its college.

Financial Support

Student Support. The most efficient means of financing is through student support, which adds to its freedom of expression and movement. Any support derived from an outside source, even if it be given altruistically, demands some consideration for the group or the person from whom the support is received. This method is rather difficult to achieve because of the large expense of printing and the small return from circulation. Therefore, there are other methods which may be considered.

College Support. When the paper is supported solely by the college, it becomes, in most cases, not a servant or worker for the college but a slave to its wishes. The control is present, and a tightening of the purse strings can quickly stifle any independence of the paper. This latter method is by far the least effective. It also acts to decrease the initiative and individuality of a paper. The paper may become a large, well-printed sheet of nonsense. Sometimes a struggle for existence, even financially, can be the greatest spur to intellectual thought.

Joint Support. The method in which the paper is supported by both school and the student body is very effective. It has special appeal if the greatest part of the funds is derived from the students. Here the college recognizes the importance of the paper and supplies funds, not sufficient to threaten the welfare of the paper; it does so in recognition of the value of the paper in the institution. This method also has the advantage of making the student body and the administration cognizant of each other's problems; thus it promotes better relations between them.

Freedoms

Freedom of Writing Articles. The students who are staff members of the college paper become a measure of the value and the effectiveness of the paper. Through their interpretation of the news and their choice of what should be printed and through their thought-provoking articles, these students can make the paper live and interesting or can condemn it to death through boredom.

These people must have complete independence to inspire the proper literary spirit. There must be no discouragement of student initiative. If a college believes that its program is capable of producing good character, judgment, and maturity in its students, then it cannot contradict itself by censoring these students and by applying restrictions on their free thoughts.

Rather it should attempt to instill in these students the feeling that they should seek the doubt about an article. The only attitude which can promote progress or growth in the student or a college program is unhampered freedom of thought.

Faculty Censorship. Censorship should never be necessary in a college paper if the proper training has been given to the student members of the paper. The faculty may act properly in an advisory capacity but should never destroy student initiative through direct censorship.

Censorship may be used only when some member of the paper directly opposes the college and threatens the college. In this case this student, or perhaps the staff of the paper, is opposed to the philosophy and ethics of the paper; they have thus shown their incompetence and should be censored.

Public Notices

One very important function of a paper is to act as a means of information to the student body. In its strictest sense it is the newspaper for the college community; therefore, it should report the news of the campus to the residents of the college. This news of activities, scheduled events, and articles about the college or students has a great effect on the spirit of the institution.

The winning athletic team or the honors bestowed upon some faculty member are important to each student because they reflect upon his college. The paper should take this routine reporting job seriously and realize its importance in building the "esprit de corps," which is desired by all colleges.

Means of Public Debate

Students. The paper should encourage the discussion of any question at any time. It should plan to leave space in each issue to accommodate anyone who wishes to present a controversial point. As the college arbitrator, the paper must be aware of any questions or disagreements in the college and should attempt to report all sides of the question to aid the students, faculty, and administration in making a correct decision which will restore harmony.

Faculty. As in the case of the student body, the faculty, should have every opportunity to engage in debate. In most cases the student is not hesitant and will rise at issue on any point at any time. The greater maturity and experience of the faculty make them hesitant; therefore, the paper should recognize this fact.

At various times it should invite some member of the faculty to write about some point which interests the students. The paper should attempt to make its issues well rounded with opinions, articles, and news about all of the members of the college, not just the student body.

News

Because the paper is the cohesive force in the college community, one of its important functions is to report activities, events, and news occurring on the campus. This function demands the largest space in each edition, but this important service loses glamour because it is an every-edition affair.

However, this function is one of the primary factors in achieving the goals of the college paper. This function when properly performed builds "esprit de corps" and produces a cohesive, cooperative, sympathetic college membership. These events on the campus draw together the students, faculty, and administration because it is about them and their college and holds their interest in every issue of the paper.

Some papers reach out beyond the campus and bring in news of the world to the student. This competition with the working press often puts the college paper in a bad light because professionals are always more competent than amateurs. Although this is good training for student members of the paper, it is a waste of space which might better be devoted to college functions or activities.

This tendency also shows a lack of initiative on the part of a paper because there certainly are enough interesting events, people, articles, and controversies in any college community to fill the college paper. The college paper should make an effort to hold to its own road and do its own job well.

Specific preparation and detailed organization are essentially necessary for practical training and efficient performance; thus assuring excellent results.

A Standard Operating Procedure for Newspaper Staffs

A STANDARD OPERATING PROCEDURE FOR NEWSPAPER STAFFS is a written guide to define the services, purposes, and objectives of the newspaper; to outline specifically the duties of the various members of the staff; to list suggestions for news values, writing, and editing; to propose a method of writing articles; to present a style sheet and a means for recruitment of staff; to state the advantages of membership of the staff; and to offer a bibliography concerning scholastic journalism and its pertinent ramifications.

This guide represents a set of procedures which may help to provide for an enlightened staff with a definite goal to produce a superior newspaper of which everyone can be proud. It is a permanent record which sets forth the policy of the newspaper and which can be studied and reviewed by staff members and advisers.

Most important, it is a record which they can evaluate at intervals and suggest new ideas, new methods, and a new perspective so that the newspaper plays a dynamic, realistic, and important role in the education of youth.

The newspaper tries to render the following services:

1. To present accurate news to those who are actively interested in the school—the students, faculty, administration, parents, and alumni.
2. To express student opinion and thought.
3. To unify the ideals and objectives of the school.
4. To try to promote an *esprit de corps* within the school.
5. To encourage and promote worthy college activities.
6. To serve as an outlet for the creativity of students as writers, photographers, artists, and cartoonists.
7. To promote scholarship and leadership.
8. To support the traditions of the school.
9. To record a permanent history of the school.
10. To uphold and demonstrate the best forms and the highest ideals of journalism.

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SUGGESTED LIST OF DUTIES OF THE STAFF MEMBERS

Editor-in-Chief

1. Call a meeting of the editors and the business manager at least one week before deadline, to decide jointly on news, features, sports articles, and pictures for the next issue. The approximate length of the articles, in words, should be determined.

2. Inform each editor of the approximate number of column-inches available for his department. (To do this, the number of column-inches of ads and their approximate layout must have been previously determined by the business manager.)

3. Assign to each editor responsibility for handling all stories within his department.

4. Call a general staff meeting at least once every two or three issues for the purpose of discussing general policy, criticisms, etc. At these meetings request an outside speaker, one of the editors, or a member of the Department of English to deliver a prepared talk on journalistic procedure. (For any meeting those who are expected to attend should *always* be notified individually by a personal letter.)

5. Maintain liaison with the publisher.

6. Maintain liaison with the administration, faculty, and student body.

7. Establish a sound, consistent editorial policy concerning topics of school-wide interest.

8. Read and evaluate incoming mail. Send prompt answers when necessary.

9. Keep abreast of current journalistic trends by subscribing to and reading at least one journalistic magazine.

10. Discuss general plans for future issues with the associate editor.

11. Periodically examine existing operating procedures and duties. Consolidate, decentralize, or clarify the procedures and duties so that in-

creased efficiency will result. Prepare necessary written forms and instructions to facilitate operations.

12. Advise editors on problems concerning procedure, personnel, or any other matters which may arise.

Associate Editor

The associate editor should be someone who is prepared to take over the position of editor-in-chief. Therefore, he should assist the editor-in-chief whenever possible to become familiar with the editor's duties. However, the associate editor should also have specific responsibilities as listed below.

1. Act as expeditor to make certain that departmental editors will have stories ready by deadline.

2. Coordinate all staff activities, including the business staff.

3. Attend all joint-editors' meetings and deadline sessions.

4. Prepare a rough layout after stories have been assigned to the editors. Try to gain a general idea of whether the amount of copy on hand is more or less than is needed.

5. Orient new staff members to all phases of operation of the paper (how copy is prepared, layout, dummy, headlines, writing, business).

6. Render general assistance as needed to department editors during deadline sessions such as rewriting, headlines, or layout.

News Editor

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all news stories, preferably at a general meeting of the news staff.

3. Be alert for any and all occurrences at the school which may be newsworthy, and instill the same attitude in the news staff. (For this reason the news editor should preferably be someone active in other phases of school life, who is aware of all possible avenues of information concerning student, faculty, and administration affairs. However, he should not hold a position which may prevent him from fully discharging his editorial duties.)

4. Assume responsibility for having all stories in the office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all news stories, considering length

(with respect to importance of the story and total space available), content, newsworthiness, sentence structure, grammar, and presentation (lead sentence, important facts first).

6. Determine layout for stories after consultation with the editor-in-chief and associate editor's rough layout.

7. Select headline styles and write headlines.

8. Paste stories on the dummy after return of the galleys or proofread.

Features Editor

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all feature stories preferably at a general meeting of the features staff.

3. At features staff meetings discuss possible new features and improvement of established features.

4. Assume responsibility for having all stories in the newspaper office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all feature stories considering length, content, liveliness, and presentation. (Use a snappy start; arouse readers' interest throughout the story.)

6. Determine layout for stories after consultation with the editor-in-chief and associate editor and after examination of the associate editor's rough layout.

7. Select feature heads and styles.

8. Paste stories on the dummy after return of the galleys or proofread.

Sports Editor

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all sports stories, preferably at a general meeting of the sports staff.

3. At sports staff meetings discuss possible new sports features and methods of enlivening sports articles.

4. Assume responsibility for having all stories in the newspaper office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all sports stories considering length (with respect to importance of the story and total space available). Check "sports"-worthiness, sentence structure, grammar, and presentation.

School Activities

6. Determine layout for stories after consultation with the editor-in-chief and associate editor and after examination of the editor's rough layout.

7. Select headline styles and write headlines.

8. Paste stories on the dummy after return of the galleys and proofread.

Photography Editor

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all photo assignments.

3. Discuss photography techniques with staff members, especially the technique of obtaining unusual sports action shots.

4. Assume responsibility for having all stories in the office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Decide, after consultation with the other editors, what pictures are needed for each issue.

Exchange Editor

1. Mail copies to other schools promptly after publication.

2. Go through exchange papers and magazines for possible items of value.

3. Expand reciprocal exchange agreements with schools not presently on the exchange list.

4. Handle all correspondence concerning exchange papers.

Business Manager

1. Attend all joint-editors' meetings and deadline sessions.

2. Handle all solicitations of ads and collections (with aid of staff).

3. Establish and print on bills standard advertising rates based on the current cost of living.

4. Keep accurate, up-to-date records of the financial status of the current cost of printing.

5. Check supplies and equipment frequently; and make additional purchases when necessary.

6. Prepare an annual budget for presentation to the Student Council after consultation with the editor-in-chief.

7. Have complete knowledge concerning all ads to appear in each issue (the number of column-inches of ads, ad copy, etc.) and lay out the ads roughly before the joint-editors' meeting is held.

8. Keep a close liaison with the faculty business adviser. Plan to meet with him before the first issue, and immediately after each issue in order to keep a constant check on financial problems and progress.

Circulation Manager (or Assistant Business Manager)

1. Assist the business manager with advertising matters.

2. Prepare a time schedule of available hours of student salesmen in order to achieve widest possible coverage of the student body.

3. Distribute a predetermined number of copies to faculty and administration offices and general locations.

4. Instill the desire in salesmen to sell the newspaper to individual students rather than merely stand passively next to a pile of papers which are on sale.

5. Collect all circulation receipts, and keep accurate records of cash and Student Council card sales and faculty distribution. Give the receipts and records to the business manager.

6. Plan to meet regularly with the business manager and faculty adviser in order to check financial progress issue by issue.

News Values and Sources

Coverage—Sources of news should be completely covered. These sources include the following:

Office of administration, department heads, and members of the faculty.

Library.

Faculty advisers of clubs (and classes).

Presidents of all the student organizations.

Extracurricular activities—See the coaches of various athletic teams, and the advisers of the various classes, publications, dramatics, and music.

Exchange articles.

Plant superintendent.

Public Relations Office.

Guidance Office.

Placement Office.

Balance—The news content should be well balanced among the various sources so that it includes copy of interest to all reader groups. The paper should be free from such faults as too much column material on inside pages, long lists of names, overdevelopment of any one

source, personals as fillers on front page. A good news-feature copy should be placed on the front page.

Vitality—News should be timely and fresh. All stories should be developed from the most significant angles.

Creativeness—Human-interest stories should be developed. There should be feature stories of interviews and speeches. Copy should be devoted to accomplishments, experiences, and hobbies of students, administrators, alumni, and faculty. Varied feature material should be consistently used in all issues.

Treatment—Copy should be developed on the basis of news value. News emphasis should be placed upon *future* events rather than upon those which have already happened. A relationship should be based on the length, position in the paper, and the news value of the copy. All stories should be developed with completeness of detail.

Recruitment of Staff

The following sources should be utilized to recruit staff:

1. Members of the English Department

The members of the English Department can recommend writers who have ease, fluency, and originality in their writings.

2. Freshman Class Adviser

From the data sheets which the freshmen complete for the adviser, a list of students who have indicated that they are interested in writing for the paper has been prepared.

3. Director of Student Activities

4. Use of the Bulletin Board

Place a request for writers on the various bulletin boards.

5. Personal Contacts

Request that staff members recommend their friends and associates who show an interest in the newspaper.

6. Advertisement in the Paper

Place an advertisement in the newspaper, requesting recruits for the staff.

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THE ROLE OF A COLLEGE NEWSPAPER
IN THE FIELD OF COMMUNITY RELATIONS

The Results of the Questionnaire Prepared by the Committee on
Student Publications of the National Council of the Teachers
of English and Answered by Fifteen Colleges of the New Jersey
Collegiate Press Association

THE ROLE OF A COLLEGE NEWSPAPER IN THE FIELD
OF COMMUNITY RELATIONS

"Public relations" means the newspaper's cooperation within the college and within the community. This definition was stated in the questionnaire which the Committee on School Publications of the National Council of the Teachers of English prepared and distributed to fifteen colleges, members of the New Jersey Collegiate Press Association.

Ninety-three per cent of the colleges stated that their newspapers try to cover impartially all club activities. Most of the editors use their own opinions for editorial writing. Other resources, the questionnaire revealed, stem from the members of the staff and faculty adviser. It was unanimous among the editors that they try to encourage the other extracurricular activities of the college, such as musical concerts, dances, debates, and sporting events.

All editors agreed that their sports section cover fully the defeats as well as the victories, that they cover intramural as well as varsity sports, that they support and encourage worthwhile social functions in the college, and that they try to give the readers what they want. To determine readers' choice, the editors use personal contacts, letters to the editor, leadership surveys, and polls. Ninety-three per cent of the editors run stories about members of the faculty and administration (human-interest type stories) to help students better understand their educators. Welfare drives are not well supported by college editors. The most popular drive--the Blood Bank--was advocated by less than fifty per cent of the editors.

Questions concerning newspapers as instruments of good relations outside the community indicate that editors regularly send copies to the alumni, local newspapers, the Boards of Trustees, patrons, advertisers, and other colleges.

All editors encourage their readers to patronize their local advertisers, although they do not run items pointing to the merits of business of the local advertisers. Only twenty per cent feature write-ups on outstanding alumni. Twenty-seven per cent stated that if their parents read the newspaper, they would learn what kind of work is being done in the college classroom. Editors make little attempt to interpret such college policies and practices as extracurricular activities, guidance programs, report cards, and discipline. Only thirteen per cent run articles on civic problems and praise those civic leaders who are doing something constructive in making the community a better place to live.

Fifty per cent of the newspapers have a liaison with local newspapers and send press releases to them. The majority participate in such press conferences as the Associated Collegiate Press, the New Jersey Collegiate Press Association, the New Jersey State Teachers College Press Association, and the National Scholastic Press Association. By their participating in interviews, forums, and campus radio stations, several newspapers have contacts with radio and television stations. They agree that these contacts are worthwhile.

In fifty per cent of the papers the final authority on the controversial material which a paper may print is vested in the editor. Other authorities listed were the faculty adviser, an editorial board of students, and the dean. Practically all editors agreed that they feel free to discuss controversial and debatable material with the adviser and the staff. All editors but one have a set of principles by which they operate to decide what should or should not be published. The lone editor stated: "We're unprincipled." Fifty per cent stated that there are no subjects which they felt are prohibited. Subjects which are prohibited by some papers are the following: off-color material,

biased material, liquor, unwarranted opposition to the faculty, gossip, and administrative policy. One editor wrote:

We can write on any subject on which we have the facts and treat it in an objective, adult manner.

The main functions of the faculty advisers, according to the editors, are to serve as a liaison between the staff and the faculty and the administration, to suggest articles, to promote morale, to train editors, and to approve copy. Most advisers had college and high school journalism experience.

Practically all papers are allowed monies to cover publication expenses, but only twenty per cent of them are self-supporting. The chief means of financial support are the student activity fund, advertising, subscription, and support from the administration. Sixty per cent of the papers have a faculty business adviser. The newspaper funds of all papers are kept in a separate account; it is not used for general college activities. The staff decides on the disposition of surplus monies. These may be used for extra editions, office improvements, student government supplies, next year's account, awards to the staff, and staff dinners.

The volunteers compose the bulk of most staffs. Papers recruit staff through the orientation program, the English classes, and the faculty adviser. One editor stated, "We kidnap staff members." The average term of a staff member is three years. The editors are responsible for corrective controls on the staff. Only a third of the papers have some compensation for staff participation. Keys and certificates are the chief kinds of awards. One paper has paid personnel for its staff members.

Two thirds of the papers have exchange editors, keep a file of exchange copies, use exchange copy in their papers. Almost all the editors by means of press associations meet with other newspaper editors.

It is significant to list the ways in which the editors feel that college newspapers can do a better job in the field of more effective public relations:

1. Print matters of civic importance which are of interest to students.
2. Give matters of interest to local newspapers for publication and thereby increase the interest of the community toward the school.
3. Have a column dealing with world or national news.
4. Report on activities of organizations outside of school which are making progress in the field of human relations.
5. Cooperate with local newspapers and radio stations in presenting programs to general public.
6. Encourage the participation of townspeople and students in various programs by reporting of opportunities of such participation.
7. Have a day set aside for the public to visit the college newspaper office.
8. Encourage a wider student participation in the production of the paper.
9. Have more frequent issues so that more news can be reported.
10. Sponsor community fund drives.

WHAT JUDGES LOOK FOR WHEN THEY RATE NEWSPAPERS

What do judges look for when they rate newspapers?

In the national convention of Pi Delta Epsilon held at Lehigh University, Bethlehem, Pennsylvania, on November 15, 1959, the judges of the newspaper contest which included entries from sixty colleges and universities made the following comments:

This newspaper stood out because of its enterprise in developing local stories. The off-campus housing survey, with editorial comment to match, was the performance of the press at its best. General content and quality of writing were excellent.

This newspaper is far superior in typography and makeup; coverage is entertaining, informative, and lively; editorials show a sense of responsibility to issues of campus life and are thoughtful and provocative; news is written crisply and tightly; paper shows signs of careful editing. This newspaper shows a professional flair not evident to some degree in others in the division. Photography is imaginative and technically good.

This newspaper, although quiet in makeup and display, shows superiority in coverage; the editorial shows vigor and responsibility; photographic coverage is exploited effectively, particularly in quality. The paper displays professional quality in writing and editing.

The newspaper displays imagination in makeup; good photographic composition and coverage; vitality and thought in its editorials.

It appears to be blessed with keen editing, is readable, and has eye-catching makeup.

The newspaper displays capability in management of type and interesting makeup; it has a sense of liveliness; the writing is sprightly; evidence of pains are taken in editing.

Because it is a daily, it gives the impression of being livelier than its competitors and more on top of the news.

What it lacks typographically, it makes up in writing, subject matter and range of interest.

A conscientious job of newspapering--college style and a real example of collegiate enterprise.

The most impressive feature was the easy readability. The flexible layout was used to best advantage with balanced illustrations that showed action. Variety of content and light news writing stood out; editorial and sports pages reflected care and planning of inside pages.

It was chosen because of its bright appearance and maximum use of inside pages. The quality of the pictures stood out. Granted one important reason was the better quality of newsprint, but the cropping of pictures seemed to be superior. Tight writing and bright heads gave it good readability.

All three top papers have a professional appearance. They showed maturity in content, layout, and writing quality.

A highly readable paper, it gives all appearances of getting to the pulse of the campus. Professional use of photos, a flexible layout that accommodates the day's news, and good writing quality are consistent. The provocative editorial page indicates concern for local issues and reflects responsible use of press freedom.

Generally good sprightly presentation, especially of pictures. The staff seems to find more news at a small college than many of its contemporaries in bigger schools do.

In many ways the best in its class. The editors are forced to operate in restricted space, but do a most commendable job and an interesting one.

Lively, interesting--well put together. The staff and editors give evidence of being extremely alert and have a faculty for reflecting this alertness.

Clean, attractive, a good runner-up.

In many ways the best weekly in the contest, covering a wide range of subjects and doing it well.

Another fine example of journalistic enterprise, originality and good subject treatment.

Probably the most professional of the crop. Tightly edited--written in a sprightly fashion--well made up.

A clean, presentable product, showing much thought and care.

It gives the appearance of being a real newspaper though there are some amateurish aspects to makeup. It seems to be a comprehensive job.

Well-integrated typographically. Quality continues throughout the paper--not just a page one splash! I don't particularly like the reverse plate name, but it is small enough so as not to be particularly obnoxious.

Quite effective makeup is carried nicely throughout the paper. I like the style and typography and varied content.

It is interesting to note that the judges used the following positive adjectives in their appraisals:

- | | |
|-------------------|---------------------|
| 1. informative | 14. well integrated |
| 2. entertaining | 15. responsible |
| 3. lively | 16. conscientious |
| 4. thoughtful | 17. impressive |
| 5. provocative | 18. careful |
| 6. crisp | 19. bright |
| 7. eye-catching | 20. mature |
| 8. sprightly | 21. alert |
| 9. interesting | 22. commendable |
| 10. attractive | 23. professional |
| 11. original | 24. varied |
| 12. presentable | 25. flexible |
| 13. comprehensive | |

In summary, the judges were mainly concerned with the following aspects of newspaper production:

1. Varied content and complete coverage
2. Professional quality of writing
3. Superior typography and eye-catching makeup
4. Careful editing
5. Technically good photography

6. provocative, vital editorials
7. Sprightly presentation
8. Wide range of interest
9. Good readability
10. Bright appearance

Among some of the negative comments, the judges said the following:

Most entries have been handicapped by the print shops in which they are produced--poor reproduction of cuts--old-fashioned type faces.

I was appalled by the amount of space between notices of things to come. Many of these are obviously handouts from press agents and reflect neither effort nor originality.

This newspaper is gray and unimpressive; particularly in management of makeup and typography.

This newspaper is typographically tiresome and lacks originality and creativity.

The drabness of some of the inside pages was considered a drawback; a double column of unbroken type is too much for the reader's eye to take.

Dr. H. A. Estrin
President, Pi Delta Epsilon
Department of English
Newark College of Engineering
Newark 2, New Jersey

THE CRITICAL ANALYSIS SERVICE OF THE
NEW JERSEY COLLEGIATE PRESS ASSOCIATION

The Critical Analysis Service¹ provides a continuous analysis of current collegiate newspapers and allows college editors to obtain comments and suggestions concerning their newspapers from other member colleges of the New Jersey Collegiate Press Association. The Association has a membership of twenty-five colleges and universities in the state of New Jersey.

Each issue of a college newspaper is sent to a different member staff for criticism. After making their comments and suggestions, the staff returns the newspaper to the senior. In a similar manner each member college has the opportunity to analyze a different college newspaper. This analysis stimulates greater interest in exchange newspapers and provides for each college staff a greater awareness and sensitivity of the problems, strengths, and weaknesses of other college newspapers.

Operation of the service

1. Participation in this service includes only those colleges who register for such service at the fall meeting of the Association.
2. After all colleges complete registration, envelopes are distributed so that each editor receives two addressed envelopes from each of the other participating newspapers. The first envelope is for the editor to send his paper to the other college; the second envelope is used to return the newspaper which has been analyzed.

1. Proposed by Richard L. Trent, Glassboro State College, Vice-President of New Jersey Collegiate Press Association, 1959-60.

3. To distribute the exchange of newspapers evenly, the editor receives a "round-robin" schedule listing the month in which he will mail his newspaper and the college to which it should be sent each month. It is anticipated that no staff will have to analyze more than one newspaper each month.

Suggested Check List

To keep the analysis from becoming too complex, editors should be more concerned with typographical values rather than content.

I. Typography (Make-up)

- A. Evidence of being planned
- B. Variety of layout
- C. Attention-getter on each page (focus)
- D. Careful selection of headlines
- E. Attractive appeal of advertisements
- F. Well-planned pictures
- G. Boxes in odd-numbered columns
- H. Avoidance of tombstoning (headlines side by side)
- I. Elimination of long gray columns (careful layout and breaks)

II. Content (Writing and Editing)

- A. Current news
- B. Adequate background for understanding of article
- C. Opinion validated by citing source
- D. The value of features
- E. Sincere, purposeful editorials
- F. Headlines
 1. Imaginative use
 2. Correctness of tense
 3. Complete statements

G. Consistent style in punctuation and capitalization

H. Elimination of errors by proofreading

Evaluation of the service

To learn whether the analysis was of value, the chairman of service sent an evaluation to those editors who participated in the analysis. They made the following comments:

This service should be continued. It makes us more aware of common editorial difficulties and the solutions which some colleges have found. It acts as an incentive to read exchange papers with more care.

This service is a further educational aid to students in collegiate publications.

I found the critical analysis service to be helpful, beneficial, and positive. It definitely should be continued.

Dr. H. A. Estrin
Executive Secretary
New Jersey Collegiate Press Association
Newark College of Engineering
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"ENGINEERING A COLLEGE YEARBOOK"

Reprinted from
School Activities

Dr. H. A. Estrin
Department of English
Newark College of Engineering
Newark 2, New Jersey

ENGINEERING A COLLEGE YEARBOOK

Over a period of many years it has become traditional among American colleges, universities, and secondary schools to publish, annually, books dedicated to the graduating class. The character of the individual publications varies from the small, hand-compiled brochures of small educational institutions to the very elaborate and expensive printed volumes prepared by some of the large universities. The primary purpose of these publications is to provide a permanent record of the students of the graduating class and of their activities during their undergraduate years. To accomplish this purpose, colleges have customarily constructed the book about a gallery of portraits of the individual students and included group photographs of the athletic teams, fraternities, clubs, and societies which constitute the school's facilities for extracurricular activities. The larger publications, depending upon their sizes, make varying efforts to include photographs of the faculty and the administration and of students participating in various scholastic and social activities.

Aside from its function as a record book, the yearbook may serve a very useful purpose as an advertisement for the publishing institution. In cognizance of this fact many of the larger universities take full advantage of every opportunity to exploit the book as a glorious and convincing piece of propaganda. They subsidize its publication, support its search for advertisers, and make every effort to extend its effective circulation. In such cases a major portion of the expense of publication is usually borne by an activity fund maintained by a special assessment appended to each term's tuition fee, and the annual is distributed, at no additional cost, to all undergraduate members of the student body. The increased circulation incident to such a program proves an added advantage by making the book more attractive to potential paying advertisers.

This paper will consider those technical problems which may confront an organization interested in the publication of a yearbook. The problems involved in publishing a yearbook may be divided into these phases: organization, finance, choice of a printer, circulation, and processing the copy. While many problems may arise which are difficult to associate with any one of these classes alone, it will prove convenient for purposes of discussion to consider each of the groups separately.

Organization

The first consideration is the organization of the book's editorial staff. The members of the staff may be selected by the school, by the Student Council, or by the class organization. Generally speaking, it is suggested that the selections of at least the higher echelons of the editorial staff be made with some deference to the opinions of the administration. Most classes have chosen the entire staff. The choice of a tentative staff should be made during the second semester of the freshman year. These members should become acquainted with yearbook procedure, work with the senior staff, obtain pictures and resources for the publica-

tion of their own annual. Selections should be made so that compatible groups were chosen among those who were to work together on related assignments; but, in the general case, the final disposition of the office among those selected to participate in the production should be left to that person whom the class organization has chosen to act as Editor-in-Chief. In addition to allowing a more compatible selection of associates, this system would enable the Editor to establish the organization along those lines which he considered most efficient for the purpose at hand-- it would possess the same advantage that the city-manager plan of municipal government possesses over the mayor and council plan. In any event, the Editor-in-Chief should be invested with full authority to relieve subordinates in the event that, in his opinion, they fail to fulfill their obligations to the publication. The Editor-in-Chief must, of course, be fully responsible to the organization which installed him in office.

In order that there be no question among the various members of the staff as to their jobs and responsibilities, the Editor-in-Chief should (1) prepare an organization chart which depicts clearly the lines of direct authority and the lines of association in the staff and (2) prepare a concise, written resume of the duties and responsibilities of each member of the staff upon whom administrative responsibility rests.

Duties of Staff Members

Editor-in-Chief

1. To coordinate the activities of the literary and business staff.
2. To outline what has to be done and set the deadline one month in advance.
3. To become acquainted with as many other college yearbooks as possible.
4. To determine the general policies of the book.
5. To make sure that they are followed out by his subordinates.
6. To coordinate the work of the staff members with that of the photographer, engraver, and printer.
7. To work cooperatively with the faculty adviser and the Class Council.
8. To supply the enthusiasm and inspiration to keep things moving.

Associate Editor

1. To be fully responsible (with advice of layout staff and Editor-in-Chief) for the complete layout.
2. To see that layout of each individual section and the total number of pages allotted are communicated to the editors of these sections. To be responsible for editing all copy to maintain proper layout.
3. To see that photography layout is properly coordinated with written matter.
4. To see that all assigned copy is included in the finished publication.
5. To see that all copy, photographs, art work, and advertisements are ready and submitted to the publisher on or before the assigned deadline.

6. To be responsible for the cooperation and proper functioning of all sections of the staff except Business, Advertising, and Circulation.
7. To receive all finished copy and edit it as per (2) above. (Advertisements will not be submitted until they are all obtained. The Advertising Staff will layout their advertisements within the pages that you specify.)
8. After (7), to submit all such copy to the literary editor for suitable correction of grammatical errors, etc.
9. Then proceed as per (3), (4), and (5) after the copy has been returned by the Literary Editor.
10. To maintain efficient liaison with Editor-in-Chief's over-all status of work. To make such comments and suggestions as he may deem necessary.
11. To execute such additional duties as may be delegated.
12. To delegate such additional jobs as may arise to the appropriate party.
13. To be responsible directly to Editors-in-Chief.

Advertising Manager

1. To organize an efficient staff of solicitors for advertisements.
2. To be fully responsible for obtaining a suitable number of advertisements for the publication -- from both outside contributors and from advertisers within the school. If and when a maximum is established for the number of pages available for advertising, to see that it is not exceeded.
3. To be fully responsible for the layout of advertisements within the copy. (Within those pages specified by the associate editor for advertising.)
4. To maintain a complete and efficient accounting system.
5. To design and obtain a suitable number of advertising forms which will be necessary as confirmation and receipts to advertisers.
6. To turn all cash over to the Business Manager and to receive receipts for same.
7. To be fully responsible for obtaining and collecting in full for all advertisements.
8. To submit final advertisement layout (when completed) to the Associate Editor.

9. To execute such other duties as may from time to time be delegated by the editors.
10. To be responsible directly to the Business Manager.

Circulation Manager

1. To provide necessary advance publicity to insure that the student body is adequately forewarned and forearmed for order deadline, final payment, etc. (final payment date and amount, when available.)
2. To organize a classwide circulation system (include evening students who will be graduated -- which will enable efficient ordering, distribution of and payment for the copy. Probably section representatives in each section will be necessary.
3. To keep accurate records of the status of individual orders and payments. To issue receipts for all monies received. To keep a journal of financial transactions.
4. To make arrangements with the Business Manager for turning over all cash collections to him. To keep the Business Manager informed as to the over-all status of existing orders. (Accounts receivable, etc.)
5. To provide all necessary order and other forms for the efficient execution of financial matters -- have forms and system approved by Business Manager.
6. To provide an efficient system of distribution to the purchasers of the final copy.
7. To be responsible to see that all orders are filled properly and that all payments are made in full.
8. To contact the Business Manager for arrangements for operational expenses incurred.
9. To be responsible directly to the Business Manager.
10. To execute such other duties as may from time to time be delegated by the Business Manager.

Literary Editor

Write-Ups

1. To design and have available for distribution to the student body an adequate number of activity rating forms (to be approved by editors) by the date specified.

2. To organize and execute a system for the distribution of the activity forms to the student body. To arrange for the necessary advanced publicity for this event. To arrange to collect these forms before the specified deadline and to provide a suitable filing system for them. To make every effort to obtain a completed form from every member of the class.
3. To make arrangements for enlisting the aid of a suitable number of write-up contributors (see Editors for a list of those who have already volunteered). To solicit any additional workers necessary.
4. To obtain the write-ups before the established deadline and to give them a preliminary editing -- (primarily as to length and grammar, spelling). GET A WRITE-UP FOR EVERYONE.
5. To provide an efficient filing system for write-ups together with activity forms.
6. To acquaint the Associate Editor with the status of the files in (5). (Completeness, location, access)
7. To submit all finished copy to the Associate Editor.
8. To maintain contact with Associate Editor and Layout Staff on matters of layout.
9. To assume complete responsibility for all student write-ups.
10. To assume complete responsibility for any faculty write-ups which may be decided upon for inclusion in the publication.

Editing

1. To edit all yearbook copy for grammar, spelling, and general suitability of style. This copy will be submitted by the Associate Editor. It will be returned to him promptly after suitable editing has been accomplished.
2. To be responsible for proper spelling of all names, proper use of titles, etc.
3. To be responsible for seeing that pictures of individual students are properly and accurately captioned.
4. To do such other jobs as may later be assigned.
5. To be responsible directly to the Associate Editor.

Business Manager

1. To make contact with potential yearbook publishers and photographers.

2. To make arrangements for representatives of potential contractors to meet with editorial staff to present estimates, deposit arrangements necessary, information on how arrangements will be made with photographers and approximate time necessary for printing. To make arrangements for the meeting place (college rooms will probably be available and will be quite centrally located.)
3. To complete printing and photography contract arrangements after a staff decision has been reached.
4. To make necessary financial arrangements with the Class Council for deposit fund after the contract has been let.
5. To provide banking facilities in joint account of business manager, editor-in-chief, and associate editor (make account payable to any two of the three -- in practice internal control will permit no withdrawals without the Business Manager's signature.
6. Maintain over-all supervision of Advertising and Circulation Staffs. (Let them handle details and the work.)
7. KEEP FULL ACCOUNTS OF ALL FINANCIAL TRANSACTIONS. Be sure to file all vouchers.
8. To supervise the operational budget and the petty cash fund, making payments as authorized.
9. To receive from the Circulation Manager all cash from sales of Nucleus. To issue receipts from same and to deposit such receipts in the joint account established per (5).
10. To receive all cash receipts from the sale of advertisements and to handle as per (9).
11. To maintain a petty cash fund of the authorized amount.
12. To SUPERVISE THE ENTIRE ACCOUNTING SYSTEM FOR THE PUBLICATION.
13. To execute such other duties as may from time to time be delegated.
14. Responsible directly to Editor-in-Chief.

Features Editor

1. To investigate and report upon the possible types of features that may be included. To make recommendations.
2. To handle all necessary forms, write-ups, and surveys, connected in any way with those features approved by the editorial board for inclusion in the publication.
3. To maintain contact with the Associate Editor for information pertaining to layout and pages allotted.

4. To submit all finished copy to the Associate Editor.
5. To make arrangements with the Photography Editor for any necessary Photography.
6. To keep the Associate Editor fully acquainted with your activities. To be responsible directly to him.
7. To handle the writing of the Class History and to be responsible for the write-ups of the histories of the junior, sophomore, and freshman classes.
8. To have all possible copy completed before the beginning of the fall term.
9. To undertake other tasks which may be delegated from time to time.

Finance

Undoubtedly the largest problem which confronts the yearbook staff is that of financing the publication. Fortunately or unfortunately, as the case may be, the problem is not one which necessitates a lot of attention, since the determination of the method of finance is usually not within the power of the student body. Generally speaking, a yearbook can be financed by the college, by the student body, or by any intermediate combination of the two methods. When the principal source of support is a fund established by the school, it is customary to accomplish this and through the medium of a student activity funds. The Newark College of Engineering does not have an activity fund, as such; thus the graduating class has to finance the publication as best it is able. Such a policy, combined with the rather weak fraternal spirit of a commuters' college, conspires to eliminate completely all but the graduating class from the circulation list of the annual. The reduced circulation greatly increases the unit cost of publication and discourages potential advertisers to such an extent that it is all but impossible to produce anything but the most meager of publications.

The Nucleus must rely for its financial support upon advertising, the direct income from sales to the students, and the income from class activities. Since the social activities of a commuters' college are seldom overwhelming financial successes and since restricted circulation reduces advertising to those who feel obligated to "contribute," the Nucleus must rely upon the direct income from sales to provide over sixty per cent of the cost publication.

Yearbook Economics

With the cost of yearbooks soaring year after year, something must be done about the subscription price. To fulfill the page requirements of a Nucleus and to produce a letter-press book cost almost \$4000 for three hundred copies. Yet, twice as many books would cost only an additional twenty-five per cent. Twice or even three times that number of books can be sold at the College without approaching one hundred per

cent saturation. An important fact, however, is that the number of books cannot be increased unless the price is reduced, but this reduction is not possible unless sufficient books are sold to cover expenses. If one yearbook staff could sell, perhaps, six hundred copies at \$6.00, the next year it might be possible to sell nine hundred copies at \$4.00 or less.

Former editors have made the following suggestions:

1. Sell the underclassmen paper covered books at \$5.00 and depend upon the seniors' purchase of padded-covered books to meet the cost of printing.
2. Take a poll of those underclassmen who will positively purchase yearbooks if they cost no more than \$4.00. If six hundred sign up, those coupled with the guaranteed senior purchase will complete the plan. If this plan does not produce six hundred signatures, abandon it because no promises have been made. If the six hundred promise to purchase the book, the money should be collected as soon as possible.

The Choice of a Printer

First it is necessary to know the alternatives that are present. Yearbooks are commonly printed by either of two processes, letter press or photo offset.

Letter Press. The book is printed from type and half-tone cuts in the same way as the daily newspapers. The pictures are formed on these cuts by a series of dots. Newspapers use a coarse screen so that the dots are easily discernible; however, yearbooks are printed from a much finer screen. Each picture or group of pictures having common sides represents an additional cut. The making of the cuts represents the major cost of the yearbook, and the planning must be contingent upon reducing the number of small cuts by the proper grouping of the pictures. Technically letter press printing produces the finer reproduction and better quality printing.

Photo Offset. By this method the book is printed from large metal sheets which have been made light-sensitive, exposed to negatives of the layouts, and developed in an acid bath. This technique has come into increased use in the printing of yearbooks because it allows unlimited positioning of pictures. In fact, the greater the number of pictures, the less typesetting the printer must do and the greater his profit.

The flexibility and slight economy of this process are balanced pictures of the printer is not very skilled. It is suggested that the editors see examples of both processes before making a decision. Most printers will use whatever process the staff decides; however, their facilities for one process are usually better than for the other.

Terms of the Printing Contract

The terms of the printing contract

1. Set a delivery date, based on adherence to a prescribed schedule.
2. Indicate the number of copies, number of pages, size of pages, style of cover and binding, quality and weight of paper, and restrictions, if any, on composition and make-up.
3. Quote a net price on the above. Quotes a price on extra copies, extra pages, extra colors, or any other items that are not covered in basic specifications.
4. State any other agreements; they also be included in the contract.

The Choice of a Photographer

Choice of a photographer should be based on the quality of the studio's work, its ability to maintain the schedule imposed on the printer, and its location for taking formal photographs.

The photographer receives his major income from individual students, and the contract with him usually imposes no financial obligation on the staff except for such pictures as it actually orders. He is given exclusive privilege for making photographs for the book. If pictures by students or other photographers and cuts obtained from other sources are to be used in the book, a provision to this effect should be made in the contract.

In addition, the contract prescribes prices for individual pictures, groups, views, and action pictures and for extra prints and insists that each student personally select pose to be used of his individual picture and provides that one glossy be furnished. It guarantees all glossies to be suitable to the engraver and the staff and to be completed at the times specified. The contract provides the terms of payment. If the photographer is to pay for a full page advertisement and for a copy of the book or if he offers other concessions, these should be placed in the contract.¹

Circulation

One particular problem of circulation in the case of the self-supporting yearbook is that of guaranteeing sales. Since a considerable portion of expenses must be defrayed through sales, it is imperative that the ultimate circulation be estimated accurately in advance. Every extra copy represents a net loss, not of the selling price, but of the unit cost of production. With no fund available to absorb such losses the staff is

¹Charles A. Wright, "The College Year Book," Published by Pi Delta Epsilon, 5457 Howe Street, Pittsburgh, Pennsylvania, 1941, p. 4.

morally and legally bound to meet the obligation from its own pocket. To avoid such a contingency, the staff should request advance deposits as guarantees of good faith on the part of those ordering copies of the book.

The Circulation Manager should have live-wired section representatives to obtain these orders and the deposits. He should check with the Administration, which usually purchases copies for the professional departments, the library, and the Personnel Office. The class gives free copies to the class faculty adviser, to faculty member to whom the year-book is dedicated, and to any other faculty member who has rendered outstanding service to the class.

Evaluation

The editor-in-chief should request each editor and the business manager and his assistants to make a resume of their proceedings and list each specification of their jobs and make suggestions for future staffs. The report should include the negotiations made with the various printers and photographers.

Upon receipt of these materials the editor-in-chief should collate them and prepare a complete record of the entire staff operations which should be filed in the Dean's Office.

Cuts, pictures, layout materials, forms, and other data should be placed in the resource file of the Publication Council.

NEW "FRONTIERS" IN COLLEGE YEARBOOKS

To "spot check" campus yearbooks for new ideas, techniques, and trends in college annuals, Pi Delta Epsilon, the national collegiate journalism fraternity, sent a brief questionnaire to yearbook editors of several member colleges and universities. It included these questions:

What is the one best idea that you have used in your yearbook this year?

How do you choose your campus highlights?

How are you using color in your yearbook?

As for the one best idea, the editors answered the following:

1. Development of New Themes

We are a Dutch school and have decided to use the Coat-of-arms of the House of Orange-Nassau, which is the emblem of the College. In each section of the book we are using a different part of the seal to depict its meaning, e.g., the crown equals faculty and administration, Lions equal groups (fraternities, sororities, clubs).

We have strived to project the University world as that of one somewhat removed from the responsibilities and cares of the outside world, yet eventually totally responsible for leadership in this realm. We have drawn many parallels with the events outside (queens, carnivals, etc.) and also have shown the removal (such as military exemption and to a great degree financial responsibility). We have also tried to show our worldly events, (national band performances, games, research, etc.)

The theme is "Education in a Big City" (Cleveland). The idea is clear presentation, using pictures and newspapers-type copy, which help convey this idea.

This year we changed from our standard way of dividing the yearbook (i.e. Faculty, Classes, Organizations, Athletics, Military, Activities, etc.) and put all these into the three seasons according to when they came in a chronological order--Autumn, Winter, or Spring. Freshmen were put under Autumn; Sophomores and Juniors under Winter; and Seniors under Spring.

2. The Use of Special Features

We have three two-page spreads of "Special Features", one two-page spread at the end of the administration, classes, and athletics sections. In each of these spreads we have featured two new professors, athletics, students--by a write-up, formal portrait, and two informal pictures. We feel it will add a little variety to our annual.

Out of the several innovations that this book can boast, I feel that the use of special features, i.e. Frosh Orientation Week merits special attention.

3. The Separate Planning of Each Section

I believe that the one best idea that the yearbook has used this year is that of planning each section separately. In planning the sections separately, we found it possible to complete the sections in an orderly way without confusion.

4. The Use of Full Page Four-Color Photos as Divider Pages

For the first time in our yearbook's history we are using full page four-color photos as divider pages.

5. The Conversion of the View Section to a Feature Section

To be able to put more pictures in our small space, we converted the view section to a feature section and used the buildings as division pages within this section as well as throughout the section. As a result we have approximately 50 more pictures in our yearbook over previous years. To present more buildings and activities, we used only symbolic pictures, rather than actual photos.

6. The Scheduling of Group Pictures

To enable faster production of group pictures, we scheduled all group pictures in one central room, where all photographic equipment was located. Every fifteen minutes we shot another group. In this way we photographed 150 groups within three weeks.

7. The Replacement of Art Work with Pictures

In past years, art work has predominated our yearbook. Since I feel that pictures of well-known activities and of students hold more interest, we have replaced most art work with pictures. Our divider pages are full-page bleeds on the left-hand page which spill over onto a right-hand page of full color. The subject matter of each picture is related to the contents of the section to follow; i.e., the divider page of the faculty section shows a professor standing before an actual class in the process of teaching that class.

8. The Emphasis of the Layout to Favor Organizations on the Campus

This year we have changed the emphasis of the layout to favor the organizations on the campus. To follow this idea in the book, we are giving full page to each of the organizations who are interested, instead of the half page that was the custom in past years. Organizations play a very important part in the campus community, and our idea will give them a chance to (advertise) show what their organization is and does by using more pictures than copy. Candid shots of the organization in action will also show off the organization more than the formal, stiff, line-up type of shot. The organizations are letting us know when they have activities which are typical of their group and we send a photographer to take pictures. So far it seems to be working well.

Methods of Selecting Campus Highlights:

1. An Emphasis on the Traditional Events

Since we are printing a formal book this year, we are emphasizing the traditional events of the college year. To off-set the monotony, we are also using candid shots as full-page bleeds. Each one will tell a story in itself.

Our campus highlights are usually based on traditional affairs which are held on the University campus. These include the Homecoming Dance and other functions at which well-known persons appear.

2. The Use of the College's Calendar of Events

We selected the campus highlights by our studying and using the College's calendar of events. Also, we carefully studied the previous year's annual.

3. The Use of a Specific Section of the Book

A section of the book titled "Traditions" covers annual campus highlights such as dance weekends, election week, Freshman Week, and Parent's Weekend. We do not limit our choice of highlights to a special few, but try to include every activity. This procedure worked out satisfactorily.

4. The Use of the Six Divisions of the Book

Our annual is divided into six sections:

- (1) Administration: faculty, president, deans, etc.
 - (2) Classes: Freshman through Senior.
 - (3) Activities: Student Government, clubs, etc.
 - (4) Fraternities: All social fraternities.
 - (5) Features: Snapshots from campus life - 6 pages.
 - (6) Athletics
-

5. The Selection of the Most Important Highlights

Our staff lists all of the campus activities and then chooses only the most important.

6. The Inclusion of as Many Campus Highlights as Possible

We try to include and cover as many campus events as possible. Because of our February deadline we usually have a carry-over of activities from the previous spring. Our activities section includes everything from Homecoming activities to our Religion-in-Life Week. We include almost everything that we can cover.

7. A Review of Each Week's Activities

I review each week's activities and assign a photographer to cover the ones most affecting the campus community.

8. Those Campus Events which Involve a Large Portion of the Campus

The campus highlights are considered to be the events which involve a large portion of the campus, such as Freshman camp, Freshman Orientation, Homecoming, Greek Sing and Swing, etc. All other activities which do not get covered in this classification are covered under our new set-up with organization.

We select those events which have the support of three fourths of the student body.

9. Arbitrary Selection by the Staff

The staff arbitrarily selects those campus highlights to be included in the annual.

10. Those Events Which Occur Over the Course of the Year

We picture all of the large events which occur over the course of the year. Because of limited space we usually don't have too large an opening section of general life. We begin by featuring all of the all-campus events and pick upon some of better-known restricted events. The over-all view of the year is most important, and the biggest events in reflection are given the greatest emphasis.

11. Those Events with News or "Scrapbook" Value

We choose those events by their news or "scrapbook" value. We try to decide what members of each school will want to remember about their activities; then we use the events of all-school importance. In our feature section we divided the year into thirds, each having one page devoted to a memorable event in that time period. For fall, our homecoming was the most successful in years; winter, Christmas vacation and finals took precedence; in spring, our varsity revue is an all-campus event. A special event this year is the inauguration of our new president, surely an event to record.

12. A Close Following of the Previous Years' Annuals

We usually follow closely the yearbooks of the previous years, in order to be sure that we have missed nothing. For all new campus highlights, it is relatively simple to incorporate these into the book. Ours is a small college (800 day students), and the chance of missing anything important is nil.

The Use of Color

The ten various ways in which editors of annuals use color are as follows:

1. We use a 4-color picture in the beginning of the book-- usually a building shot. This year the 4-color picture will cover half a page instead of a full page and will be with part of the art work. This year we are also using double-page division pages for each season. Each season will have a different color duotone--Autumn will be orange over black; Winter--blue over black, and Spring--green over black. We are using plain white-end sheets this year, but in previous years colored ones have been used too.

2. We are using a two-page technicolor aerial-photo of the campus for the opening section of the book. Each divider page contains a 9 x 5 duo-tone picture and duo-tones are being used extensively through the book.

3. At the opening of our book we have one full-color, on one entire page, bled on all sides. We have a color scheme running through our annual on all divider pages.

4. Our small budget lets us use color only on the introduction division of eight pages, and on 4 four-page divisions thereafter. Only two colors are used, in tone-blocks. We can use two colors on the cover, but this year we did not do so.

5. We are using a 6-page color section at the front of the book and on six color division pages.

6. We are using full-color pages for the divider pages (as noted in No. 1) with black and white pictures on the left-hand page. Throughout the sections we are using strips of color where called for, and in the senior section we have candid pictures on every other page with a tint over them.

7. Two-color line plates are being used on the end sheets and throughout the Greek section. Color has also been incorporated in the cover design.

8. We are using tint behind pictures, solid color, and grey tint blocks as well as four color process pictures.

9. One four-color plate is being used on the title page. A color tint is being used throughout the first sixteen pages. The color tint holds the first signature together.

HOW YEARBOOKS ARE JUDGED

How can one judge a yearbook? Regardless of the size of the college, the yearbook can be judged by the following ten aspects:

- Best cover
- Best opening section
- Best presentation of the college
- Best layout
- Best development of the theme
- Best faculty presentation
- Best human interest picture
- Best group or panel pages
- Best display of advertising
- Best special section

In a recent collegiate yearbook contest, judges wrote these comments about the prize-winning annuals:

...a subtle but effective communication of the vastness and personal aspects of the university.

...an excellent presentation of faculty with action pictures and with relevant tie-ins to departments of the college...

...an easily identifiable theme...excellent continuity...and a lively layout...

These editors showed a willingness to experiment and have done so in an effective manner.

...The book is pleasing and attractive and shows a knowledgeable use of simplicity in design.

...It has a "professional" look...a consistent use of good layout...a striking use of bold colors.

...an imagination of design, a creativity in photography, an excellent title page, and a sense of consistency...

What adjectives did the judges use to describe the award-winning annuals? They are as follows:

- | | | |
|-----------------|-----------------|--------------|
| 1. professional | 9. interesting | 17. powerful |
| 2. consistent | 10. creative | 18. active |
| 3. integrated | 11. imaginative | 19. readable |
| 4. effective | 12. original | 20. informal |
| 5. attractive | 13. easy | 21. humorous |
| 6. pleasing | 14. subtle | 22. striking |
| 7. colorful | 15. personal | 23. fresh |
| 8. lively | 16. direct | 24. bold |

CHARACTERISTICS OF PRIZE-WINNING COLLEGE YEARBOOKS

What are the attributes of a prize-winning college yearbook? How can editors produce an excellent annual? What part do photography and layout play in producing a top-notch book? What do judges of college annuals look for when they select outstanding yearbooks?

To find the answers of these questions, the writer reviewed the statements of the judges of the Pi Delta Epsilon National Yearbook Contest and the annual yearbook contest of the Indiana Collegiate Press.

The judges used the following categories and made these significant comments under each of them:

Development of Theme

a well-carried-out theme.

theme carried out in the opening section, in the headlines, in the copy, and on the division pages.

thoughtful development of a pertinent theme.

a timely theme presented with charm and originality and without exaggeration.

theme with continuity, intelligence, and recency.

Opening Section

an over-all view of the activities of the college through color, action, variety and thoughtful planning of pictures and layout.

artistic use of pictures and copy.

excellent tie-in with the centennial and the current college year.

Faculty Presentation

photographs showing the personal qualities of the faculty members.

photographs illustrating the human side of the faculty.

a masterful job of photography.

excellent pictorial presentation, supplemented by well-written copy.

photographs with interesting, expressive, representative faces.

action pictures illustrating varied activities of a top-notch faculty.

formal and informal photographs of hobbies, studies, writings, and accomplishments of the faculty.

Presentation

creation of a unified picture of the college, its administration, curriculum, and spirit.

a relevant combination of pictures, copy, and theme.

presentation of the atmosphere of a large college with a beautiful campus.

an accurate display of all college activity.

a comprehensive presentation of the college.

Group Pictures

clever combination of informal and formal pictures.

a vitality in its group pictures.

well-arranged groups.

use of carefully cropped pictures.

excellent informal group shots.

lively use of group pictures in panel sections.

a tasteful display of group pictures.

group pictures with expressive and interesting faces.

Layout

well-planned and executed layout.

artistic layout.

superbly arranged pictures, captions, and copies.

carefully planned layout.

layout with style and individuality.

originality of layout.

Advertising

good layout of advertising.

advertising section as an integral part of the book.

good balance of picture and copy ads.

careful planning of layout.

good use of typography and pictures.

advertising with artistic design and thoughtfulness.

Cover

sharp color contrast

simple design with boldness and striking design.

simplicity with elegance.

color of cover blending with contents of book.

effective repetition of design inside the book.

Adjectives Used in Prize-Winning Yearbooks

- | | |
|----------------------|----------------------|
| 1. clever | 16. well-carried-out |
| 2. well arranged | 17. thoughtful |
| 3. carefully cropped | 18. pertinent |
| 4. excellent | 19. timely |
| 5. lively | 20. charming |
| 6. tasteful | 21. original |
| 7. expressive | 22. intelligent |
| 8. interesting | 23. colorful |
| 9. human | 24. varied |
| 10. masterful | 25. current |
| 11. representative | 26. artistic |
| 12. unified | 27. good |
| 13. relevant | 28. simple |
| 14. accurate | 29. bold |
| 15. comprehensive | 30. striking |

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A STUDENT'S VIEW OF THE ROLE OF THE YEARBOOK ADVISER

What are the characteristics of an effective yearbook adviser?
How should he be selected? What are his duties as the staff sees them?

These questions were answered by a student who served as a co-editor of her yearbook and wrote her ideas concerning the role of the faculty adviser.

The Value of the Adviser

The role of the yearbook adviser is quite different from that played by any other member of the staff. In contrast to these other members, the yearbook adviser functions not in a line, but in a staff capacity. That is to say, he does not perform directly but advises on what he considers to be the best method of action. His value lies, first, in his ability to transfer his experience into workable applications and, second, in his ability to make constructive suggestions.

The Selection of the Adviser

The selection of the yearbook adviser consists of two unilateral decisions. The first is made by the members of the staff. They choose a person whom they feel has a wealth of valuable experience, a thorough-working knowledge of the language, a likable personality and manner, and an imagination which, if tapped, can yield new and interesting ideas. The second decision is made by the selected individual. Once this person has been approached, he must ask himself several questions before accepting or declining the offer. Who are the members of the staff, and can I work harmoniously with them? Am I willing to devote the time and effort necessary to produce a first-rate yearbook rather than a slipshod publication? If the answers to these questions are all yes, then the yearbook has its adviser.

The Adviser's Duties

The Adviser and the Theme. After an adviser has been selected, his first duty is to confer with the members of the staff and aid them in their choice of a theme for the yearbook. At this point the adviser should talk with the editors and suggest possible themes for their consideration and discussion. To do this, he should be able to draw from a fund of knowledge about the practices of other college yearbooks.

The Adviser and the Publisher. Next, he should join the business staff in meeting potential publishers and advise against those whose equipment may be too small for the job or whose prices may be too high for the budget. In any event, he should guide the committee away from disreputable concerns or publishing houses who otherwise fail to fulfill the particular requirements of the school yearbook.

The Adviser and the Photographer. The duties of the adviser in the selection of a yearbook photographer are quite similar to those involved in the choice of the publisher. He should, to the best of his ability, help the editors to select the man best suited to satisfy the publication's needs.

The Adviser and Yearbook Problems. After the publisher and photographer have been selected, the yearbook is over its first hurdle. Only blood, sweat, and tears remain to obtain the material, arrange it, and submit it to the printer. During this time there is a wide variety of problems which may arise. These can be grouped into the following four categories:

1. Determining the policies of the yearbook and seeing that they are executed.
2. Coordinating the work of the various subcommittees with each other.
3. Coordinating the work of the staff with that of the photographer and printer.
4. Supplying enthusiasm and inspiration to keep the staff working at peak efficiency.

The role of the adviser in all of these categories is extremely important.

1. He should act as a liaison man for both the yearbook staff and the school administration. In this way he can help both parties arrive at a mutually acceptable yearbook policy.

2&3. The problems of coordinating the work of the committees with each other and with the printer and photographer involve questions on layout, technique, copy, and/or scheduling. In each of these cases, the adviser should be able to use his past experience to good advantage and make constructive suggestions which will aid in the solution of the problem.

4. Finally the adviser should supply enthusiasm to the staff. He can accomplish this by a well-timed compliment or word of encouragement. Nothing can be more disheartening to a yearbook staff than to be left on its own to thrash around without the security, guidance, and inspiration so desperately needed for a first-rate yearbook.

FACTORS IN SELECTING A YEARBOOK PHOTOGRAPHER

In selecting a yearbook photographer, the staff should consider the following: accessibility, experience, rates, and service.

Accessibility: The location of the studio should be within easy reach of everyone in the senior class. However, it is possible to select a photographer from a non-local area and have him come to the school to take the seniors' pictures, but it usually is very difficult to have all the seniors together at any one time.

Ideally the staff should select a local photographer and schedule each student for an appointment. The photography editor should obtain the schedules of all the seniors and make an appointment for four or five students on one of their free hours. By having a local photographer, the seniors could have their pictures taken in approximately half an hour; in this way no one had to miss any classes. The individual appointments can be made so that the photography editor could keep an accurate check of all the pictures taken.

Experience: When choosing the photographer, the staff should try to see samples of his work, not portrait samples but the work done in previous yearbooks. A studio may do excellent work for an individual sitting but few people can do effective work on a production line basis.

Rates: The photo studio usually does not make any profit from the actual yearbook contract; therefore, the rates charged for the individual sittings should be low or free. If there is a sitting fee, the editor should have it considered as a discount if the person wants to have some photo work done by the studio.

Services: The editor should have all of the oral agreements stated in the written contract. The services to be included in the contract should consist of some of the following:

- (1) Advertisements - If the photo studio will advertise in the yearbook, the amount of the advertisement and the time when it will be paid should be written into the contract.
- (2) Camera Use - Some studios let the yearbook staff have unlimited use of a professional-type camera.
- (3) Photo equipment - From some studios it is possible to obtain free photo supplies for the use of the yearbook staff. These supplies may consist of film and flashbulbs. Under this same agreement any pictures taken of the faculty or group shots may be developed and printed at no additional cost.
- (4) Professional Photographer - The studio should provide for the use of a professional photographer for three days.

These services should be considered seriously because they can be an important factor in lowering the cost of the yearbook. The processing of professional-type film can be expensive and can, therefore, increase the price of the yearbook considerably.

The two most important factors to consider in the selection of a yearbook photographer are experience and service. Some of the smaller studios may offer "good deals", but they may not deliver professional products. The yearbook business is extensive, and many companies involved in it are competitive. It is usually much safer for the yearbook staff to do business with large reputable studios because they have the facilities and the personnel who are experienced in handling yearbooks.

Collegiate Yearbooks in
New Jersey

A Survey of Twenty Colleges and Universities
which are members of the
New Jersey Collegiate
Press Association

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Collegiate Yearbooks in New Jersey

How are college yearbook editors chosen? What compensations are given to members of college yearbook staffs? What responsibilities does the faculty adviser assume when he accepts the job? How much does the yearbook cost? Do college yearbooks use patron listings as a means of advertising?

These were some of the pertinent questions answered by - the members of the New Jersey Collegiate Press Association. The college yearbooks who participated in this project were the following: Memorabilia, Newark State Teachers College; Mneme, College of South Jersey; Courtier, Georgian Court; Oak Leaves, Drew University; Quair, Douglass College; Elizabethan, College of St. Elizabeth; Carillon, Caldwell College for Women; Saga, Bloomfield College and Seminary; Talisman, Jersey City Junior College; Tower, Jersey City State Teachers College; La Campana, Montclair State Teachers College; Nucleus, Newark College of Engineering; Shadow, Rider College; Bric-a-Brac, Princeton University; Pioneer, Paterson State Teachers College; The Galleon, Seton Hall University; The Scarlet Letter, Rutgers University; Encore, Newark Colleges of Rutgers; Peacock Pie, St. Peter's College; and The Link, Stevens Institute of Technology.

As for the number of pages in a college annual, the smallest yearbook had 64 pages; the largest, 240 pages; the median, 196 pages. Among the twenty colleges, the number of yearbook copies ranged from 100 to 2500; however, the average number of copies was 400.

As for the publishers of college annuals, New City Printing Company, Union City, New Jersey, printed twenty per cent of the New Jersey College yearbooks. Other popular publishers were Progress Associates, Caldwell, New Jersey; Rae Printing Company, Montclair, New Jersey; William V. Keller Company, Buffalo, New York; William T. Cook Publishing Company, Paoli, Pennsylvania.

The survey revealed that in most colleges the yearbook editors were chosen by senior editors or by the class. Others were selected by the faculty, by the Publications Board, by the student body, by the faculty, or by the Dean of Men and the adviser.

The smallest number of yearbook staff members was 4. Two institutions, however, stated that their staffs numbered sixty members. The average number on a college yearbook staff is fifteen.

In 75 per cent of the colleges the faculty adviser is assigned by the college administration. Two other means of selection of the adviser were by the class or by the student body. Only one college reported the fact that no adviser was used. As for duties, fifty per cent of the advisers supervised financial and editorial matters.

To reward staff members, most colleges offered them college credit and/or membership in journalism societies. Recognition in assembly or convocation or in the yearbook and the college newspaper, an annual dinner, presentation of a key were other awards for staff participation. One yearbook staff receives 50% share of the net profits as its compensation.

Seventy-five per cent of the colleges have a mandatory activity fee ranging from \$3.50 to \$50. Twenty per cent of these colleges had a \$50 fee; the average fee reported was \$12. To publish the yearbook, colleges paid from \$1150-\$15000. The average amount was \$4600.

Concerning the amount of financial support which the yearbook receives from the student fund, 20% of the colleges receive the total cost of the publication; an additional 20% received over 75% of the total cost. Fourteen per cent of the colleges stated that they received no financial support. Several colleges request the individual student to pay a sum of \$5.50, \$15, or \$30 for the yearbook.

Seventy-five per cent of the colleges seek outside advertising and allot from 4 to 34 pages for this purpose. The average amount of pages for advertisements was 15. The rates ranged from \$40 to 200 for a full page; the average, \$80. For a half page the range was from \$25 to \$100; the average, \$40. For a quarter page the range was from \$12.50 to \$50; the average was \$25.

One third of the colleges charged student groups such as fraternities, clubs, and professional societies for advertising space; but of this segment 50% paid the same rates as outside advertising. Fifty per cent of the colleges distributed free copies of the yearbook. Of the colleges which sold the annual, 50% stated that the selling price does not cover the cost of publication. Several mentioned the fact that advertisers, patrons, and boosters are necessary to make up the costs. If the publication is sold, in general, the percentage of sales anticipated for the classes is as follows: 25% of the seniors, the juniors, and sophomores and 20% of the freshmen will purchase the book. Outside groups may purchase 5 to 10 per cent of the total publication.

Two thirds of the colleges do not request their students to pay to have their pictures in a publication. Fifty per cent use patrons and charge them from \$1 to \$10; the average rate is \$5.

Half of the colleges stated that their annual is a senior class project; one third of them, a college project; and a seventh, a junior class project.

More than half the colleges felt that their publication was autonomous, but two thirds of the replies stated that the Administration would censor the publication if it feels justified to do so.

Almost all of the colleges prepare their copy during the senior year. Two institutions worked during the junior and senior years, including the summer that intervened. Thirty per cent of the colleges indicated that the annual is under a Board of Publications with the newspaper and other student publications. Eighty per cent of the respondents participate actively in the New Jersey Collegiate Press Association. Among almost all the colleges, the final authority of controversial matters rested mainly with the faculty adviser and the editor. Eighty per cent indicated that they had a set of principles by which they decided what should and should not be published.

Summary

1. Most colleges have a mandatory activity fee.
2. The median price for the cost of publication of an annual is \$4600.
3. Most student funds give financial support to the publication of the annual.
4. Most colleges do not require students pay to have their pictures in the yearbook.
5. Most annuals are a senior class project.
6. Most annuals are autonomous, but agree that the Administration can and will censor when it feels justified.

7. Most colleges work on their copy during the senior year.
8. Most yearbook staffs participate in the New Jersey Collegiate Press Conferences.
9. Final authority on controversial matters rests with the faculty adviser and the editor.
10. Most colleges have a set of principles by which it is decided what should or should not be published.
11. The smallest yearbook has 64 pages; the median is 196 pages; the largest has 340 pages.
12. The smallest amount of copies ordered is 100; the median is 400 copies; the largest amount is 2500.
13. Compensations for staff participation are college credit, membership in journalism societies, recognition in assembly or convocation, and recognition in the newspaper and yearbook, and a key.
14. Most yearbook editors are chosen by senior editors or by the class issuing the publication.
15. The average number of staff members is 15.
16. Most faculty advisers are assigned by the college administration.
17. Most annuals seek outside advertising and use 15 pages, on the average.
18. The median charge for a full-page, \$80; for a half page, \$40.
19. Most student groups are not charged for space in the publication.
20. Fifty per cent of the colleges distributed their publications free of charge.

T H E C O L L E G E M A G A Z I N E

I. Operating Procedure for Magazine Staffs

II. A Survey of College Magazines in New Jersey

OPERATING PROCEDURE FOR MAGAZINE STAFFS

Taken from:

School Activities
March, 1959

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Services of the Magazine

The magazine should endeavor to render the following services:

1. To present feature articles to those who are actively interested in the school--the students, faculty, administration, parents, and alumni.
2. To express student opinion and thought.
3. To unify the ideals and objectives of the school.
4. To promote an esprit de corps within the school.
5. To encourage and promote worthy activities.
6. To serve as an outlet for the creativity of students as writers, photographers, artists, and cartoonists.
7. To promote scholarship and leadership.
8. To support the traditions of the school.
9. To record a permanent history of the school.
10. To uphold and demonstrate the best forms and the highest ideals of journalism.

Recruitment of Staff

The following sources should be utilized to recruit staff:

1. Members of the English Department--The members of the English Department can recommend writers who have ease, fluency, and originality in their writings.
2. Freshman Class Adviser--From the data sheets which the freshmen complete for the adviser a list of students who indicated that they are interested in writing for the paper has been prepared.
3. Use of the Bulletin Board--Place a request for writers on the various bulletin boards.
4. Personal Contacts--Request that staff members recommend their friends and associates who show an interest in the magazine.
5. Advertisement in the Magazine--Place an advertisement in the magazine requesting recruits for the staff.

Suggested List of Duties of Editors

Editor-in-Chief (or Co-Editors)

1. Call a meeting of the editors and the business manager at least one week before deadline, to decide jointly on feature articles, and

pictures for the next issue. The approximate length of the articles in words should be determined.

2. Inform each editor of the approximate number of column-inches available for his department. (To do this the number of column-inches of ads and their approximate layout must have been previously determined by the business manager.)

3. Assign to each editor responsibility for handling all stories within his department.

4. Call a general staff meeting at least once every two or three issues for the purpose of discussing general policy, criticisms, etc. At these meetings request an outside speaker--one of the editors, or a member of the Department of English to deliver a prepared talk on journalistic procedure. (For any meeting those who are expected to attend should always be notified individually by a personal letter.)

5. Maintain liaison with the publisher.

6. Maintain liaison with the administration, faculty, and student body.

7. Establish a sound, consistent editorial policy concerning several topics of school-wide interest.

8. Read and evaluate incoming mail. Send prompt answers when necessary.

9. Keep abreast of current journalistic trends which may improve the magazine by subscribing and reading at least one journalistic magazine.

10. Discuss general plans for future issues with the associate editor.

11. Periodically examine existing operating procedures and duties. Consolidate, decentralize, or clarify the procedures and duties so that increased efficiency will result. Prepare necessary written forms and instructions to facilitate operations.

12. Advise editors on problems concerning procedure, personnel, or any other matters which may arise.

13. Provide the editors with an adequate staff.

Associate Editor (assumed by Co-Editors)

The associate editor should preferably, although not necessarily, be some one who is prepared to take over the position of editor-in-chief. Therefore, he should assist the editor-in-chief whenever possible to become familiar with the editor's duties. However, the associate editor should also have specific responsibilities as listed below.

Exchange Editor

1. Mail copies of the magazine to other schools promptly after publication.
2. Go through exchange papers and magazines for possible items of value for the magazine (jokes, features, etc.).
3. Expand reciprocal exchange agreements with schools not presently on the exchange list.
4. Handle all correspondence concerning exchange papers. (For example, write schools which have stopped exchanging magazines.)

Business Manager

1. Attend all joint-editors' meetings and deadline sessions.
2. Handle all solicitations of ads and collections (with aid of staff).
3. Establish and print on bills standard advertising rates based on the current cost of living.
4. Check supplies and equipment frequently, and make additional purchases when necessary.
5. Prepare an annual budget for presentation to the Student Council after consultation with the editor-in-chief.
6. Have complete knowledge concerning all advertisements to appear in each issue (the number of column-inches of advertisements, advertisement copy, etc.), and lay out the advertisements roughly before the joint-editors' meeting is held.
7. Keep a close liaison with the faculty business adviser. Plan to meet with him before the first issue and immediately after each issue in order to keep a constant check on financial problems and progress.

Circulation Manager (or Assistant Business Manager)

1. Assist the business manager with advertising matters.
2. Prepare a time schedule of available hours of student salesmen in order to achieve widest possible coverage of the student body.
3. Distribute a predetermined number of copies of magazine to faculty and administration offices.
4. Instill the desire in salesmen to sell to individual students rather than merely stand passively next to a pile of papers which are on sale.

A SURVEY OF THE
COLLEGIATE MAGAZINES IN NEW JERSEY

By

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To provide a publication outlet for worthwhile creative, artistic, and literary works of students; to promote an interest in writing and an appreciation of literature; to reward by their publication the best creative works of undergraduates; to offer humor and appropriate features and to maintain high standards of taste and competence; to train journalism students and others in magazine production; to give all students interested in writing fiction and poetry an outlet for their work -- these purposes summarize the philosophy of the collegiate magazines in New Jersey.

Among the 27 colleges and universities, a survey of the members of the New Jersey Collegiate Press Association revealed that 16 produce magazines. Fourteen of them completed the questionnaire concerning this survey. It is interesting to note that the median age of the collegiate magazine is 10. The oldest is 76 years old; 2 magazines have just celebrated their first birthdays.

Finances

Forty-two per cent of the magazine staffs receive no financial assistance from Student Council fees; over 50 per cent of them receive 100 per cent financial backing from student fees and also have the budget limited by the Student Council. Half of the staffs receive no financial support from the administration. Advertising is used by 28 per cent of the staffs to support the magazine. Two staffs state that advertising pays for 100 per cent of the expenses of the staff. No magazine receives monies from the alumni in forms of gifts and endowments. Allowable budgets range from no set amount to \$1000, about \$525 is the median. Among those who prepare the budgets are the staff, the editor, and the business manager. The finance committee of the various Student Councils usually passes on the budget.

Staffing

Only 2 staffs have co-editors; all others, editors-in-chief. Most of the editors of collegiate magazines are chosen by the staff members or by the Publications Board. The majority of the editors serve 2 semesters. Among the functions of editors are as follows: full responsibility for publication, make-up, selection of manuscript, supervision of production, guidance and organization of staff, editorial writing, correction of proofs, and rewriting. Most of the staffs are

appointed; some members are volunteers or are chosen by the adviser or by the Publications Board. However, most of the editors have the right to select their staff members. The qualifications of a staff member are the following: literary talent, interest in the publication, enthusiasm, willingness to work, well-rounded taste, experience, initiative, dependability, competence, imagination, and originality. The average length of office of a staff member is one year. Staff members' duties concern selection of material, editing, art, writing, promotion, make-up, layout, proofreading, typing, financing, circulation, and advertisements.

The average number of members on the staff is ten. Some staffs have as few as four and as many as forty. According to the survey, to be an editor, one need not be in any stated class, although several magazines preferred a junior or senior. Most aspirants of other staff positions need not be in any stated class. To qualify for an editorship, one should have experience in writing, interest in the publication, strong organizational ability, intelligence, patience, and seniority on the staff. Only two staffs have a Standard Operating Procedure.

Content

Besides the editors, the faculty adviser of most staffs decides what is fit for publication. Over 50 per cent of the material of the collegiate magazines is obtained from the student body who are not members of the staff. As for the methods used to turn down inferior material, most staffs use rejection slips or letters of rejection. Some editors send a letter to the contributor whose work was rejected and request a conference or a critique. To the question - At the time of publication what is done with material submitted by someone no longer in college? - several staffs answered that they print the material if it is acceptable; others do not consider this kind of material or want to use it. One editor publishes the work with the contributor's class numeral or by-line.

Fifty per cent of the magazines use such art work as photos, halftone drawings, and glossy photos, in addition to line drawings. Most of the editors agree that advertising does not detract from the esthetic value of the magazine. Half of the staffs have no limitations as to the size of the article. The median number of words is 2500; the maximum, 10,000 words; the minimum, 1000. The most popular size of the magazine is $8\frac{1}{2} \times 11$ ", although there were several 6×8 ". The average amount of pages of collegiate magazines runs from 20 to 30; some have a maximum of 50 pages. All magazines have over 50 per cent devoted to prose, at

least 10 per cent to poetry, and 15 per cent to art work. Several devote 25 per cent to technical writing. Regular features are book reviews, short narrative or subjective pieces, original anecdotes, poetry, new developments in industry, cartoons, commentaries, fiction, jokes, campus gossip, and alumni news. Fifty per cent of the staffs sponsor writing contests; most of them offer the publication of the article and cash awards from \$5 to \$25. The majority of editors keep a backlog of old material.

Printing

Half of the magazines use linotype, and half of them use offset. The average cost of printing is \$600 per issue; the minimum is \$275; the maximum, \$1200. Most magazines use two columns per page, although several use one column and three columns.

Issues

In advance of publication, most staffs work from 1-2 months to prepare each issue. Two to three weeks is the average amount of time which the editors set for the deadline for material to be published in that issue. Over 65 per cent of the staffs have a set schedule of publication. The average number of issues published is 2; the minimum, 1; the maximum, 10. Less than 30 per cent of the magazines charge a fee to the students for a copy. The median number of copies of an issue is 1000; the minimum, 400; the maximum, 4000. Most staffs distribute copies of the magazine to the faculty and administration. Over 75 per cent use color on the cover and on the back page. Several of them use color in their illustrations and advertisements. The majority of the magazines have no specific means of distribution to their alumni. However, one has a special alumni mailing list; another sends copies to former editors.

Faculty Adviser

Over 87 per cent of the magazines have one faculty adviser, the majority of whom are appointed from the faculty by the administration. Others are appointed by the staff or the Publications Board. The duties of the advisers are to attend staff meetings, to proofread, to offer editorial advice, to give final approval of material, to insure good public relations, to help select contents, to supervise the publications, to offer constructive criticism, to serve as a liaison with the editor, and to help in budgeting. Eighty per cent of the magazines have faculty advisers with censorship powers -- power to reject what they do not like and to veto any article if that contains profanity, substantial error or offense, or questionable material. Some advisers may censor the art

material or any contribution which is not according to ethical standards. Most adviser-staff meetings are held irregularly -- some once a month, once a week, each issue, or at no specific time.

As for the titles of the magazines, several have no particular significance. However, some titles stand for the initials of the college, the college mascot, the architecture of the college, a general survey of events, a gallery of literary works, and "the container of truth." One magazine chose its title "...because it was exotic!"

The questionnaire was prepared by George Kritzler and Michael Maresca, co-editors of The Orbit, the student magazine of Newark College of Engineering, Newark 2, New Jersey.