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AN ANALYSIS OF THE CONTENT
OF CATHOLIC HIGH-
SCHOOL NEWSPAPERS
IN ILLINOIS

BY

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A Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree of
Master of Arts
in
Loyola University

1934

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CHAPTER I

THE PROBLEM AND REVIEW OF RELATED RESEARCH

1. THE IMPORTANCE OF THE PROBLEM

Johnson and Kildow, directors of the National Scholastic Press Association, in their Manual and Scorebook for Editors and Staffs of Scholastic Newspapers, declare that outstanding advances have been made in school newspapers since 1915. "Previous to that date," they state, "the major publications in most colleges and high schools were the so-called literary magazines." That the best features of the magazine are now being continued through the literary supplements of many of the newspapers is a further observation of these journalists. "Meanwhile," they add, "the newspaper has been demonstrated to be the most valuable form of publication that a school can have." (20:3)

A further evidence of both the importance and value of the school newspaper was observed in a study of the news publications of the Chicago area made by Miss Winifred Beatty, at Northwestern University, 1930. Through interviews with officials in various Chicago schools Miss Beatty found that "the newspaper is evolving from a purely extra-curricular study to a part of the required curriculum." (5:125)

2. THE PURPOSE OF THE STUDY

Although remarkable advances have been made in the development of the

school newspaper, there still remain ample opportunities for its improvement.

(20:3) In order to obtain evidence concerning what has been accomplished and what yet remains to be done in one particular types of school news publication the present study was undertaken. The purpose of the study was:

I. To analyze the newspapers published by numerous Catholic high schools:

A. To discover the relative amount of space devoted to various items by:

1. Boys', girls', and co-educational high schools
2. Monthly and bi-weekly papers
3. Two-, three-, four-, and five-column papers

II. To compare the percentages of space given to various content sections of the newspapers of this study with percentages revealed in other studies

III. To attempt to determine whether:

A. The news stories, athletics news, feature stories, interviews, editorials, literary attempts, humor columns, advertising, and exchange items, conformed in content and form to recognized standards

IV. To attempt to discover whether that portion of the subject matter which was Catholic in nature tended to promote Catholic action.

3. JUSTIFICATION OF THE PROBLEM

A minute comparison of the status of the Illinois Catholic high-school papers with norms set by scholastic journalism experts has been made in this study, with the hope that these findings would prove a practicable aid toward the betterment of Catholic high-school journalism. The detailed

tabulation of both the excellencies and deficiencies of these papers, together with recommendations for their improvement, should prove of definite assistance to editors who are zealous for the advancement of their news publications.

The analysis was confined to subject-matter content, as this is unquestionably the most vital part of the paper. One proof of this is the fact that the National Scholastic Press Association, in its annual contest of some eight hundred school and college papers scores content 750 points out of a total of 1000 points; only 250 points, therefore, remaining for the rating of headlines, typography, and make-up. (20:19) The ten portions of the content selected for specific analysis in the present study are sections for which especially definite regulations have been made in journalistic textbooks, by such well-known school newspaper authorities as Wrinn, Johnson, Kildow, Hyde, Borah, Dillon, and Morelock.

The classifications of high schools according to the sex of students attending and the listing of papers according to frequency of issue make more explicit the findings and more definite the recommendations.

4. REVIEW OF STUDIES IN THE FIELD OF HIGH SCHOOL NEWSPAPERS

Although there exist numerous surveys of high-school newspapers, diligent search has revealed none which parallels in either objective or method the present study. The greater portion of the discussions deal with such matters as supervision, allocation of duties, financing, principles of make-up, and practices of management and control.

An analysis of 134 papers from thirty-one states, made by W.C. Coe, (13) at the University of Chicago; and another, by Sister Mary Lucille

Middleton, (25) at Loyola University, of twenty-four Catholic high-school papers from twelve states, in addition to discussing the supervision and format of papers, touched briefly on various aspects of the subject matter. However, the treatment of the content, by both these investigators, was in the form of brief comments and listing of subjects and quotations. Their conclusions in regard to this part of the newspaper, therefore, could be termed neither definite and scientific appraisal nor constructive criticism. Measurements of content space-allowance, which were contained in these surveys, as well as like measurements appearing in high-school newspaper studies made by Miss Ruth Breiseth, of the University of Minnesota; (9) Miss Marie Garrity, of Loyola University; (17) and Glenn Kropf, of the University of Chicago, (21) will be referred to in later chapters.

In Miss Beatty's analytical account of Chicago newspapers, certain information was included concerning policies practiced in the handling of such parts of the content as literary contributions, various columns, and student expression sections. (5) Further mention of these findings will be made in another chapter of this study.

The study made by Miss Garrity concerned the newspapers of twenty Illinois public high schools and had for its purpose (1) to determine the interests of high-school students; and (2) to discover the attitudes of students displayed towards the objects in which they are interested. (17:1) Although Miss Garrity did not show that there was a definite correlation between the interests of high-school students and the amount of space which they devoted to various sections in high-school papers, she drew some interesting conclusions regarding the content, which she had minutely classified under forty-four headings. Certain phases of Miss Garrity's findings resemble those revealed in this investigation. Generally speaking, however,

the research method adopted by Miss Garrity was quite different from that of the present study, as she based her deductions, for the most part, on her own personal opinion rather than on the objective norms set by journalistic experts.

CHAPTER II

METHOD OF PROCEDURE AND DATA

1. SOURCES OF DATA

To secure data for this study of Catholic school newspapers a letter was written in May, 1933, to the principals of sixty-five Catholic high schools of the state of Illinois, having an enrollment of 100 or more pupils. The names of these schools, with their number of students, were obtained from the Official Catholic Directory, for 1933. The officials were requested to send the three most recent issues of their newspapers. Forty-five answers were received; thirty-one sending the desired numbers of copies; fourteen replying that they did not publish newspapers. Twenty principals did not reply to the letter.

Of the thirty-one sets of papers received, only twenty were considered appropriate for the present study. Six publications, which were issued quarterly, were of a magazine nature, containing comparatively little news. One paper, St. Bede's Record, being published by the alumnae, could not, as is evident, be regarded as representative of the student body. Another publication, the Procopian News, was issued in conjunction with the college and so could not, strictly speaking, be classed as a high-school paper. Three other sets of papers contained special holiday or athletic editions which, because of their being weighted with a particular types of news, could not, in all justice, be classed with the sixty papers selected for

ysis, all of which were regular, representative editions.

2. SPECIFIC INFORMATION CONCERNING DATA

As may be seen from Table I, twelve of the sets of papers selected for examination came from Chicago schools. With the exception of the Tere-sanette, from East St. Louis, the other papers were from various points in the northern part of the state. The greater part of the papers sent were published in March, April, and May, 1933. In a few cases, however, earlier issues of the same volume were the only ones available.

Thirteen of the papers were from girls' high schools; six, from boys' high schools; and one, from a co-educational high school. Fifteen papers were published monthly; five were issued every two weeks. Nineteen papers were printed. One, the Drop O' Ink, from Wilmette, Illinois, was mimeographed.

Table I shows that the total enrollment of schools sending newspapers was 9,431. These papers, therefore, represented the news publications of more than one-third of the Illinois Catholic high-school pupils. Adding the enrollment of the Chicago Catholic high schools, figure for which were procured from the Chicago archdiocesan school board, with the number of pupils in the outlying Catholic high schools a total of 24,406 students was found to be the Illinois Catholic high-school attendance for 1933. These enrollments were distributed as follows:

Archdiocese of Chicago	18,934 pupils
Diocese of Springfield	1,621 pupils (30:676)
Diocese of Belleville	641 pupils (30:253)
Diocese of Peoria	<u>1,917</u> pupils
Total	24,406 pupils

TABLE I

NAME, PLACE ISSUED, SEX OF STUDENTS ATTENDING SCHOOLS, ENROLLMENT, NUMBER OF PAGES, NUMBER OF PAGE COLUMNS, TOTAL INCHES OF CONTENT, FREQUENCY OF ISSUE, OF ILLINOIS CATHOLIC HIGH SCHOOL NEWSPAPERS

Name of Paper	Location of School Issuing Paper	Sex of Students	Enrollment of Schools from Which Paper Emanated	No. of Pages	No. of Page Columns	Total Inches of Content	Frequency of Issue
The Aquinas	Chicago	F.	380	4	5	1,000	M.
The Central News	Chicago	M. and F.	486	4	5	990	M.
De Paul Prep	Chicago	M.	463	4	4	784	B.W.
Drep O' Ink	Wilmette	F.	162	6	2	452	M.
The Echo	Lisle	F.	165	6	3	643.5	M.
The Explorer	Joliet	M.	375	4	4	588	B.W.
The Georgian	Evanston	M.	585	4	5	960	B.W.
The Gleaner	Chicago	F.	675	4	5	960	M.
The Immaculate News	Chicago	F.	640	4	5	900	M.
The Langwood News	Chicago	F.	666	4	5	960	M.
The Madonna News	Aurora	F.	240	4	5	960	M.
Magnavox	Chicago	M.	630	4	4	588	M.
Mercy Hi-Rays	Chicago	F.	960	4	4	540	B.W.
The Philip-Hi	Chicago	M.	420	4	4	624	B.W.
The Raven	Chicago	F.	266	4	3	351	M.
S. F. A. Tower	Joliet	F.	517	4	4	672	M.
St. Mary's Herald	Chicago	F.	701	4	4	600	M.
The Spotlight	Chicago	F.	415	4	5	930	M.
The Teresanette	East St. Louis	F.	254	4.5	4	700	M.
The Wick	Oak Park	M.	431	4	4	648	M.
Total			9,431			14,854.5	
Average			471.5			247.57*	

*This average was obtained from a total of 60 newspapers.

3. CLASSIFICATION AND QUANTITATIVE ANALYSIS OF THE TOTAL CONTENT SUBJECT MATTER

In the quantitative analysis of content made in the present study the subject matter was classified under eighteen headings, as is shown in Table

II.

TABLE II

CLASSIFICATION OF THE SUBJECT-MATTER DIVISIONS OF NEWSPAPERS, WITH THE RANK AND PERCENTAGES OF SPACE ALLOTTED TO EACH TOPIC

Rank According to Space Allotment	Subject Matter Topics	Percentage of Space Allotted
1	Athletics	12.69
2	Literary Efforts	9.96
3	Organizations	9.68
4	Humor	8.51
5	Out-of-School Groups	8.30
6	Editorials	7.22
7	Features	5.87
8	Personal, Social	5.81
9	Masthead, Heading	5.76
10	General Interest	5.47
11	Instruction	5.28
12	Pictures	4.41
13	Advertisements	3.66
14	Class Activities	3.17
15	Feature Stories	1.74
16	Interviews	1.31
17	Subject-Matter Clubs	.62
18	Faculty	.54
Total		100.

Three of the sections listed in Table II: pictures, the masthead and heading, and features, excepting the exchanges, were not considered of sufficient importance for a detailed analysis. Under pictures were included printed photographs, illustrations, and all cartoons, excepting sketches which were used to head columns. The masthead was placed at the top of the first column on the editorial page in all the papers examined. In practic-

/ every paper it was found to contain the publication name, office of publication, city and state, volume and series number, date of issue, and names of staff members. The heading or name-plate, placed at the top of the first page of all papers, consisted of the name of the paper, set in large type. In several papers "bars," boxed announcements or slogans, were placed on either side of the name. Features comprised such material as "Twenty Years Ago Today"; "Who's Who"; "The Inquiring Reporter"; or "Did You Know--".

Exchanges, which were grouped under features, and all other topics listed in Table II have been analyzed, discussed, and evaluated in detail in succeeding chapters of this study.

CHAPTER III

THE NEWS STORY

1. PURPOSE OF THE NEWS STORY

"To provide an organ of information that will present all the news desired by those actually interested in the school" is the first service a newspaper should seek to render, according to Johnson and Kildow. (20:3) With this objective agrees O. F. Nixon, of Chicago University. As the result of a questionnaire on the purposes of school newspapers sent to 210 principals in the North Central Association, Nixon found that 61 per cent of the replies agreed that school news was the prevailing and controlling aim of the school paper. (29:8) Another authority, T. C. Morelock, in his excellent textbook, School Newspaper Production, says that the newspaper can and should give authentic news to students, parents, patrons, and friends of the school, and that the first purpose of the paper is to give such news. (27:42)

2. ORGANIZATION OF NEWS STORY MATERIAL

Since these authorities, as well as many others, agree that the primary function of the school newspaper is the presentation of news, the news story is, manifestly, an important part of the subject matter of this type of publication. "News" is defined by McKown as "anything that happens in which the people are interested." (22:307) To present an account of these happenings to the public the prevalent form used by reporters is the standard

sometimes called the straight--news story. In the analysis of content in the present study, material concerning athletics, organizations, out-of-school activities, social affairs, individuals, faculty, classes, subject-matter clubs, general interest, and instruction, was considered as the type of news that should be handled in the form of a news story. Since athletics requires a distinct type of treatment, it has been dealt with in a separate chapter. Under organizations was included information concerning extra-curricular and semi-curricular clubs. Out-of-school news concerned alumnae, mothers' clubs, conventions, or any other persons, events, or organizations not counted as an immediate part of the school. Under personal news were placed all accounts of the doings of individual pupils. Social news comprised reports of all activities which are distinctly social in nature. News of any kind having to do with the faculty was included under the faculty heading. Under classes was grouped information about home-room activities: meetings, elections, plays, and all plans of seniors, juniors, sophomores, and freshmen. The subject-matter club classification designates clubs connected with the actual curriculum; such as foreign languages, English, chemistry, or mathematics. News of general interest signifies reports of assemblies, or new additions to various parts of the school building; in short, any news in which the whole school, rather than particular individuals or groups, would be interested. Under instruction were placed references to actual class work, field trips, scholarship, and honor rolls.

3. PERCENTAGES OF CONTENT SPACE ALLOTTED TO NEWS-STORY MATERIAL

Adding the items classed as news-story material, noted in Table II, the average amount of content occupied by this type of news in all the papers

was 41.87 per cent. Table III lists the news story subject matter topics, exclusive of athletic news, and their percentages of the total content of the papers, grouped according to sex of students attending the schools. As may be seen, the boys' papers devoted 30.59 per cent of their space to this type of news. This percentage was exceeded in the girls' papers by 12.35 per cent, their space-allowance for this section being 42.94 percent. The co-educational paper was just between the two other types of schools, having 35.68 per cent news-story content space. The items of faculty and subject-matter clubs were the only topics to which the boys' papers allotted more space than the girls'.

The bi-monthly papers were found to have an average of 34.19 percentage of news-story content, exclusive of athletics news, while the monthly papers allowed 39.34 per cent; indicating possibly that the longer time between issues gave the reporters a better chance to collect general school news.

Taking the papers by number of columns per page, the five-column publications averaged 40.64 per cent school news; the four-column publications, 37.17 per cent; the three-column papers, 50.78 per cent; and the two-column papers, 27.36 per cent; which would seem to signify that there was no correlation between the number of columns and the percentage of news-story content.

4. THE LEAD

For the benefit of the average reader who wants to know the news at a glance the news story should open with a lead containing in the first few words the salient features of the happening. These opening words are followed by a summary statement answering the questions a curious reader

TABLE III

ITEMS CLASSED AS NEWS-STORY SUBJECT MATTER AND THEIR PERCENTAGES OF TOTAL CONTENT OF THREE TYPES OF PAPER

Types and Names of Papers	Classes	Subject Matter Clubs	Faculty	General Interest	Instruction	Personal Social	Organizations	Out-of School	Total Percentage
1. Girls' Schools									
The Aquinas.....	2.9	1.38	3.58	1.95	1.3	1.95	10.06	10.7	28.85
Drop O' Ink.....	.55			5.15	2.38	4.43	8.96	4.51	27.36
The Echo.....	6.29			10.84	7.8	3.89	11.93	10.95	55.28
The Gleaner.....	4.74	.86	.42	5.9	8.93	9.46	13.05	8.09	50.59
The Immaculata News.....	10.86		.94	13.39	6.28	13.25	8.94	7.8	60.52
The Longwood News..	2.26			4.79	3.47	2.79	7.06	14.53	35.76
The Madonna News...	1.85	1.4		6.17	4.76	11.3	7.37	10.83	43.68
Meray-Hi Rays.....				.69	7.31	12.54	13.52	11.37	45.43
The Raven.....	3.92			6.43	4.92	6.73	13.46	9.84	46.29
S. F. A. Tower.....	3.04			7.53	17.77	5.61	5.36	6.44	45.80
St. Mary's Herald..	6.5			4.33	6.29	5.85	13.96	5.65	42.54
The Spotlight.....	1.95			4.28	2.98	4.49	7.74	13.52	34.96
The Teresanette....	2.07			9.79	6.16	5.04	9.61	8.4	41.07
Total.....	46.93	3.64	4.94	81.34	80.35	87.31	131.01	122.61	558.13
Average.....	3.61	.28	.38	6.28	6.13	6.72	10.09	9.43	42.94
2. Boys' Schools									
De Paul Prep.....	2.53	1.87	.40	2.26	4.65	4.54	12.55	.37	29.17
The Explorer.....	2.04		1.62	11.19	1.59	3.19	11.95	7.1	38.68
The Georgian.....			.31		2.	4.17	11.02	8.18	25.68
The Magnavox.....	1.74	2.72		2.94	5.19	3.91	5.19	6.68	28.37
The Philip-Hi.....	2.21	1.64	.85	3.93	2.56	9.18	5.08	12.38	37.83
The Wick.....	4.28		.7	4.9	1.83	1.19	4.01	6.91	23.82
Total.....	12.80	6.23	3.88	25.22	17.82	26.18	49.80	41.62	183.55
Average.....	2.13	1.04	.65	4.20	2.97	4.37	8.30	6.93	30.59
3. Co-educational....									
The Central News...	3.68	2.47	2.	2.9	7.47	2.67	12.72	1.77	35.68

would naturally ask: Who? What? Where? When? Why? (20:9) The leads of all the girls' high-school papers and those of the co-educational school publication were found to accord well with all these requirements; too, the leads were found to be complete without being over-burdened. As regards the papers from the boys' high-schools, three, the Georgian, the Wick, and the Magnavox, were found to have poor leads in a few of their articles.

Lead-Beginnings.-- Possible ways of starting the lead are so numerous as to offer rather a wide choice to the discriminating writer. According to Borah, the simple-statement lead is best for the story which contains a single impressive fact; in action stories a series of simple statements is most useful; if cause and motive are the most interesting feature, the causal clause may be used; the infinitive phrase helps to play up purpose elements in the lead. (8:105-11) Other lead-beginnings suggested by Borah are: a substantive clause, a concessive clause, a participial phrase, an absolute construction and a temporal clause. (8:105) Each one of these forms has its peculiar uses, contingent upon the idea to be emphasized in the story. "In handling general assignments the reporter will find knowledge of the lead forms almost indispensable," says Borah. (8:105) It would seem, however, that the reporters of the papers were not at all aware of the absolute necessity of this knowledge, for, despite the fact that great variation was found in the lead starts of several publications, in very few was there observed any connection between the lead-beginning and the dominant idea of the story. The greater part of the student reporters used the simple-statement lead for all types of articles.

"Don't begin with The, An, or A unless there is no other possible way," cautions Miss Wrinn concerning the lead. (35:17) It was found, as is shown in Table IV, that out of 676 news stories in the girls' high-school

papers, 200 or 29.5 per cent, began with some form of the article. Sixty-five, or about 42 per cent, of the 156 news articles in the boys' papers began with either A, An, or The. The co-educational school paper began twelve articles, or 27 per cent of its 46 news stories, with an article.

Besides discouraging use of the article lead, Miss Wrinn warns, "Never begin a story this way: In the school auditorium, or At nine o'clock this morning, or Recently. (35:17) The time element comes last in the lead." Table IV reveals that thirty-four, or about 5.03 per cent, of the girls' news articles began with the time or place element, only two papers entirely avoiding this fault. Thirty-four or about 21.8 per cent, of the boys' papers had "when" or "where" lead-beginnings, not one paper being innocent of this error. Only one of the forty-six co-educational schools' articles commenced with the date, and none began with the time.

TABLE IV
NUMBER OF PAPERS; TOTAL NUMBER OF NEWS STORIES;
NUMBER AND PERCENTAGES OF NEWS STORIES BEGIN-
NING WITH A, AN, or THE, LEADS; PLACE OR TIME
LEADS, IN NEWSPAPERS, OF THREE TYPES OF SCHOOLS

Kinds of High Schools	No. of Papers	No. of News Stories	No. Beginning with <u>A</u> , <u>An</u> , <u>The</u>	Percentage Beginning with <u>A</u> , <u>An</u> , <u>The</u>	No. Beginning with Date or Place Element	Percentage Beginning with Place or Time
Girls'	13	676	200	29.5	34	5.03
Boys'	6	156	65	41.6	34	21.8
Co-educational	1	46	12	26.08	1	2.1
Total . . .	20	878	277		69	
Average . .				31.5		7.86

To sum up: Boys' schools used the A, An, The beginning in 12.1 per

more of their articles than did girls' schools, and in 15.52 per cent of their stories than did the co-educational school. In boys' high-school papers the time and place element was used to start 16.77 per cent more articles than in the girls' papers and 19.7 per cent more than in the co-educational high-school paper. It would appear, then, that boys' papers displayed much less thought and care about variation of lead-beginning than was shown in the girls' papers and in the co-educational paper.

As regards frequency of issue the five bi-monthly papers, with 132 news stories, as is shown in Table V, began fifty-four, or 40.9 per cent with some form of the article, and sixteen, or 12.2 per cent, with either the time or place. The monthly papers, with 746 articles, started 223, or 30 per cent with an article, and 53 or 7.9 per cent, with "when" or "where."

TABLE V

NUMBER OF PAPERS; TOTAL NUMBER OF NEWS STORIES;
NUMBER AND PERCENTAGES OF NEWS STORIES BEGIN-
NING WITH A, AN, THE, LEADS: PLACE, OR TIME
LEADS IN PAPERS, GROUPED ACCORDING TO FREQUENCY
OF ISSUE

Frequency of Publication	No. of Papers	No. of News Stories	No. Beginning with <u>A</u> , <u>AN</u> , <u>THE</u>	Percentage Beginning with <u>A</u> , <u>AN</u> , <u>THE</u>	No. Beginning with Time or Place Element	Percentage Beginning with Time or Place Element
Bi-Weekly. .	5	132	54	40.9	16	12.12
Monthly. . .	15	746	223	30.	53	7.9
Total	20	878	277		69	
Average	—	—	—	31.5	—	7.86

Since the monthly papers began 10.9 per cent fewer of their stories with an article and 6.5 per cent fewer with the time and place element than the bi-weekly papers, it would appear that the papers having more time

between issue: took more care with their lead-beginnings.

5. THE BODY OF THE NEWS STORY

Following the lead come concrete details of the story told in their descending order of importance, the least necessary detail being at the end.

(35:5) This structure was observed quite well by all the papers, no notable exceptions being observed.

Paragraphing.-- As a rule no paragraph should be more than eighteen or twenty lines in length, and each paragraph should begin with an interesting idea. (20:9) On the whole, the paper having paragraphs longer than here suggested was the exception rather than the rule. However, paragraph beginnings were especially poor in the boys' newspapers, many starting with the date. In the girls' papers and in the co-educational school paper paragraph beginnings showed more variation and attractiveness.

Sentence length.-- Borah suggests that the short sentence which presents its thought without delay catches the reader's attention and lures him to finish the story, whereas the long, periodic sentence "which withholds its 'thunder' till the end has little use in the newspaper." (8:133) Few of the papers had over-long sentences. As a matter of fact, one criticism that might be offered in this regard is that there were, in several instances, too many simple, choppy sentences, which would have been greatly improved by being combined into complex or compound sentences.

Style of the news story.-- One of the first essentials of a news story is that it be compactly written. In an interview, C. H. Nohe, city editor of the Kansas City Kansan, said: "A frequent problem confronting the city editor is the 'long-winded' reporter. His 'too wordy' stories are to be contrasted with a firm, concise, condensed form of writing which is

probably the same story after being 'cut' at the desk." (34:15) Five of the girls' school papers (See Table VI) and three of the boys' papers had stories which were too wordy, which, if they had been carefully revised, would have been much more forceful, besides occupying much less space.

TABLE VI

NUMBER OF TOO WORDY NEWS STORIES IN THE
PAPERS OF TWO TYPES OF HIGH SCHOOLS

Boys' High-School Papers	Number of Too Wordy News Stories	Girls' High-School Papers	Number of Too Wordy News Stories
The Philip Hi	2	The Spotlight	13
The Explorer	5	S. F. A. Tower	4
The Georgian	5	The Echo	6
De Paul Prep	5	St. Mary's Herald	7
		Drop O' Ink	7
Total	17		37

Editorializing.-- Because a news story should contain only facts the reporter's opinion or his comments on a situation must be omitted. Nor should the first person--I, my, mine, me, we, our, ours, us--be used to mean the reporter. "Never give an opinion. Never make a comment. Never use the first person," tersely states Miss Wrinn in this regard. (35:17) Papers of the present study, however, in many cases seriously transgressed this regulation. Use of the first person was noticeable in news articles of four girls' newspapers, and in three boys' papers. As regards expression of opinion, Borah might well have had in mind papers from several of the boys' and girls' schools when he said: "In many high-school papers editorializing

is unrestrained;" (8:136) for the subjective obtrusion of the editors' view point was very prominent in the news stories of five of the girls' and in four of the boys' papers. Neither this violation nor use of the first person was observed in the co-educational school paper. Borah maintains that "the only proper place for editorials is the editorial column," (8:136) and yet in one news story after another were found such comments as this from the Spotlight, March, 1933, which ended an article concerning a pamphlet drive: "Come on, girls! A little more pep! ! Read Catholic literature so that you may further the great cause of Catholic Action." Or this from an article in the S. F. A. Tower, April, 1933, telling of a trip to a court session made by the civics class: "The class is grateful to Miss Clow for arranging the attendance at the session and to Judge Adams for permitting them to attend and also for the valuable information he gave them." As Borah says, "When a non-partisan reader sees these editorialized stories, he forms a poor opinion of the school paper. He knows at a glance that it is not a real newspaper but the personal organ of its editors." (8:136)

Timeliness.--- That timeliness is essential to the news story is obvious. McKown states, "News is not news unless it is fresh." (22:308) He deplores the stale accounts of games, parties, and events long since forgotten, which are sometimes found in publications. Practically all of the papers were found to be timely in their news, most articles dealing with events that had either recently occurred or were to take place in the near future.

Source Coverage.--- If the paper is to be a real organ of information concerning the school, it must show that every possible news source has been covered. Among the major sources suggested by Johnson and Kildow are: the administrative and academic offices, clubs and organizations, the gymnasium,

class rooms, the book exchange, all coaches, the Parent Teachers Association, and the general social events of the school. (20:7) The news content should, of course, be balanced between the sources, no one activity being over-played. All the boys' papers showed a lack of resourcefulness in development of sources. Even The Wick, which had the most varied news of the six boys' school papers, left many school sources entirely untouched. The girls' schools showed much more ingenuity both in number and variation of sources covered.

In connection with school news, Edwin Van Kleeck, in the English Journal, January, 1928, issued a warning against making the paper a "glorified bulletin board," in which trivial notices about trivial happenings are inserted to the exclusion of the more important news. (33:22) While it could not be said that the boys' papers resembled bulletin boards, they did err in the insertion of too many features, and in several cases sports news was over-played to such an extent that the reader was prevented from obtaining an adequate picture of the entire school.

The Central News, the co-educational paper, in the issue of May, 1938 contained a report from the National Scholastic Press Association, which had awarded this paper an All-American honor rating. The report stated that "staff members of The Central News received special recommendation for their ingenuity and resourcefulness." Here, as in its other departments, this paper showed a genuine realization of school news values.

Lawrence Martin's advice as to news content is pertinent: "The paper should be a little ahead rather than abreast of the student average. Above all--and this is the whole moral--it should strive to make the essential school prevail against the non-essential extra-curricular and 'secondary' school." (23:64) Martin is, therefore, greatly in favor of giving promi-

ence to class achievement, studies, and ideas rather than to what he terms "sensational" or "exterior" events, and in this he shows himself in accord with Johnson and Kildow, who say:

The readers of school newspapers are above the average newspaper reader in background and intelligence. In the gathering and writing of news, the policy of the best general newspapers of stressing the most significant features of news should be followed. (20:4)

In this regard it will be noted in Table III, page 13, that curricular work, which is included under instruction and subject matter clubs, averages 6.46 per cent of the space in the girls' newspapers and 4.01 per cent of the space in the boys' papers, whereas organizations, most of which were, apparently, extra-curricular, were allotted 10.09 per cent space by the girls and 8.30 per cent space by the boys. The Central News gave 9.94 per cent of its space to news concerning the curriculum.

A surprising amount of room was allowed for out-of-school activities by the girls' and boys' schools. The girls' papers' allotment of 9.43 per cent of their content to this type of news, and the boys' allowance of 6.93 per cent to it would seem out of proportion to their reports of curricular work, which, after all, engrosses the attention of the students for the greater part of their day and should, therefore, provide much material for copy. A comparatively large amount of space was given to personal and social news: 6.72 per cent in the girls' publications, and 4.37 per cent in the boys'. Occupying a little less space than this item was news of general interest, filling 6.26 per cent of the content of the girls' papers and 4.20 per cent of the space of the boys'. It is worthy of note that the co-educational school devoted to these activities the following amounts of space: out-of-school, 1.77 per cent; personal and social, 2.67 per cent; general interest, 2.90 per cent; all percentages being much lower than those found in

publications of the other types of schools.

Since in no study was the same listing of news-story material found as that used in the present investigation, it was impossible to parallel or compare the amount of space devoted to the eight items mentioned with the findings of other analyses, except in the case of personal and social news. In the papers examined by Miss Breiseth, subject matter occupied 7.46 per cent of the space content, 2.88 per cent more space than was noted in the present study. (9:145)

Accuracy.-- Truth and accuracy should be the shibboleths of the reporter. All details should be checked and re-checked for verification. Borah maintains that "if a series of events cannot be made interesting without distortion of facts, it is not news and deserves no place in the newspaper . . . Proper restraint lends authority. Exaggeration makes it ridiculous." (8:134, 138) Although it was impossible to ascertain whether the papers had presented facts accurately and truthfully, no conflict of statements or figures, nor evidences of excessive exaggeration were observed in any of the papers.

6. SUMMARY

1. In the Catholic school newspapers of Illinois of the present study, material concerning athletics, organizations, out-of-school activities, social affairs, individuals, faculty, classes, subject-matter clubs, news of general interest, and instruction, was considered as the type of news to be handled in news-story form.

2. The average amount of content space occupied by news-story subject-matter topics, exclusive of athletic news, was 41.87 per cent.

3. Listed according to sex of students attending schools the average

news-story space-allotment was as follows: girls' papers, 42.94 per cent; boys' papers, 30.59 per cent; co-educational paper, 35.68 per cent.

4. Bi-monthly papers contained 34.19 per cent news stories; monthly papers contained 39.34 per cent, indicating that a longer time between issues gave the reporter a better chance to collect news.

5. Five-column papers averaged 40.64 per cent school news; four-column papers, 37.17 per cent; three-column papers, 50.78 per cent; two-column papers, 27.36 per cent, which would seem to indicate no correlation between the number of columns and the percentage of news-story content.

6. The content of the leads of news stories in the girls' papers and in the co-educational school paper were uniformly good; a few of the leads in three of the boys' papers were poor.

7. No connection between the lead-beginnings and the dominant idea of the news stories was observed.

8. Thirty-one and five-tenths per cent of all the news articles began with some form of the article; listed by types of schools the average percentage beginning with the article was: girls', 29.5 per cent; boys', 42 per cent; co-educational, 27 per cent.

9. The average percentage of news articles beginning with the time or place element was 7.86 per cent; figured by types of schools the percentages were: girls', 5.03; boys', 21.8; co-educational, 2.1.

10. Listed according to frequency of issue, 40.9 per cent of the news stories of bi-monthly papers began with some form of the article, and 12.2 per cent with either the date or place; 30 per cent of the news stories of the monthly papers began with an article and 7.9 per cent with either "when" or "where"; indicating that the more correct form of lead-beginnings was used in less-frequently published papers.

11. The structure of the body of the news story was correct in

practically all the papers.

12. Paragraphs were, generally speaking, not more than ten or twenty lines in length.

13. Paragraph beginnings were noticeably poor in many of the boys' newspapers.

14. Few of the papers had over-long sentences.

15. The number of too wordy news stories observed was as follows:

girls' papers, 37, out of a total of 676; boys' papers, 17, out of a total of 156 stories.

16. Editorializing in the form of comments was observed in the news stories of five of the girls' papers and four of the boys'; the first person was used in the news articles of four of the girls' papers, in three of the boys'. Neither of these faults was noted in the co-educational paper.

17. The news stories of all the papers were found to be timely.

18. The girls' papers and the co-educational paper showed ingenuity in the coverage and development of sources; the boys' papers showed a lack of resourcefulness in this respect.

19. The co-educational school paper surpassed the other publications in the amount of space given to curricular news, allotting 9.94 per cent of its content to this type of report; the girls' papers allowing it 6.46 per cent of their space, and the boys 4.01 per cent of their total space.

20. News of out-of-school activities was allotted 9.45 per cent of the total content space of the girls' papers; 6.93 per cent of the total content space of the boys', and 1.77 per cent of the space of the co-educational paper.

21. Personal and social news occupied 6.72 per cent of the content

of girls' papers; 4.37 per cent of the content of the boys'; 2.67 per cent of the space of the co-educational paper.

22. News of general interest occupied 6.26 per cent of the content of girls' papers; 4.20 per cent of the content of the boys'; 2.90 per cent of the content of the co-educational paper.

23. As far as could be ascertained truth and accuracy characterized the material contained in the news stories.

7. CONCLUSION

Material concerning the news story was handled very minutely in this chapter, as it is generally agreed by all exponents of scholastic journalism that it is only by care in the observation of details, especially in this type of subject matter, that the tone and technique of school papers can be improved. This fact was verified in the close examination given the papers of this study, for the only publications which appeared to be a real credit to their schools were those in which much time and effort in the preparation of the news stories had apparently been expended.

CHAPTER IV

ATHLETICS NEWS

1. QUANTITATIVE ANALYSIS

Under athletics news were grouped all activities of the physical education department, including sports, gymnasium work, and tournaments. As was noted in Table II, page 9, an average of 12.69 per cent of total content space was given to this section. This is almost equal to that found in the analysis of Miss Ruth Breiseth, University of Minnesota, of 125 high-school newspapers. Miss Breiseth found athletics occupying 12.19 per cent of the total content. (9:145) Miss Garrity, however, in her investigation of Illinois public high-school news publications, found 16.9 per cent space allotted to this topic. (17:24)

Table VII, which groups the Illinois Catholic high schools by types, lists 6.09 per cent for athletics news space in the content of girls' papers. It will be noted that Drop O' Ink and St. Mary's Herald are not listed, as they made no mention of athletics. In boys' papers, athletics news, which was 27.45 per cent of the total content space, occupied more than four times as much of the content as was given to this topic in the girls' papers. This is also a much greater percentage of space than was given in Coe's study, which listed boys' athletics news as 11.91 per cent. (13:35) The fact that the co-educational school paper, the Central News, gave 22.16 per cent of its space to athletics indicated that boys' interests rather than

is predominated in this section of the content.

TABLE VII

PERCENTAGES OF TOTAL CONTENT SPACE
DEVOTED TO ATHLETICS NEWS BY PAPERS
OF THREE TYPES OF SCHOOLS

Girls' School Papers	Percent- age of Athletics News space	Boys' School Papers	Percent- age of Athletics News Space	Co-educa- tional School Paper	Percent- age of Athletics News Space
The Aquinas	11.1	De Paul Prep	23.33	The Cen- tral News	22.16
The Echo.....	5.05	The Explorer	25.		
The Gleaner..	2.82	The Georgian	43.39		
The Immaculata News	8.84	The Magnavox	25.98		
The Longwood News.....	6.51	The Philip-Hi	20.28		
The Madonna News.....	3.8	The Wick	26.71		
Mercy Hi-Rays	5.65				
The Raven....	5.63				
S. F. A. Tower	3.49				
The Spotlight	12.34				
The Teresanette	1.83				
Total Average	6.09		27.45		22.16

2. THE SUBJECT MATTER

Emphasis on Athletics.--- McKown states that in many school papers

athletics are over-emphasized to the extent that the impression is given

considers that nothing else worth reading about exists in the school.

(23,512) This was found to be true in the case of the Georgian, which not only devoted 43.39 per cent of its space to sports but also placed news of this nature on at least three of the four pages of each issue. This paper, however, was exceptional in the prominence which it gave this topic. By far the greater number of the papers confined their sports articles to one page.

Although limiting distribution of athletics news, each of the boys' papers had special headings, used streamers, and had many picture inserts in this section, so that sports were more noticeably "played up" than any other school activity. Girls' schools, on the contrary, used no devices to make athletics news stand out from other topics.

Variation in news.-- Johnson and Kildow state that stories about sports should not be over-played, and that space should be given to reports of gymnasium classes, hikes, etc. (20:8) Russell Alexander of De Pauw University, in confirmation of this suggestion, writes, "It might be surprising to the average individual who thinks of sports only in the term of the major activities the amount of good copy that can be had from gymnasium classes, both boys' and girls'." [sic] (4:6) Sports in boys' papers and in the co-educational paper would be said, according to these writers, to be exaggeratedly emphasized, as no mention whatsoever was made of any other athletics activity. Four of the girls' papers gave accounts of gymnasium class work; two using 20 per cent; a third, 16 per cent; and the fourth, 6 per cent, of their athletics news space for reports of gymnastic activities other than sports.

Future Events.-- In sports sections future as well as past games should be discussed, in the opinion of the National Scholastic Press Association, which deducts several points from the rating of sports sheets which

11 to create interest in coming games and report at length games long past. Future games were not mentioned in the girls' papers. In seventeen articles of the boys' papers they were discussed briefly and with much less attention to detail than was given to the accounts of past contests.

3. TECHNIQUE

The procedure in the writing of sports stories, according to Hyde, is the same as that of other news reports: first comes the summary lead and then the development by concrete details. Facts are as essential here as in any other writing. (19:227) Hyde points out that many young writers overlook this requirement and use their space for what he calls "useless dope" or personal opinion, generalities, and prognostications, forgetting that the reader desires names, figures, statistics, and records on which he may base his judgment.

As to form and technique, of the 258 sports articles found in the sixty newspapers all but six had a correct lead and the development of the stories was as prescribed by Hyde. Facts were given in all the articles, and although personal opinion was expressed in twelve, the statements were brief and by no means predominated in the account. In general, the stories were written with an enthusiasm and sprightliness which suggested delight on the part of the reporters in being given the privilege to write in a field in which they apparently felt perfectly at home. Names of players, with remarks about their playing, and scores and figures were consistently presented in all accounts of contests.

4. DICTION

Miss Wrinn says that although slang has had a tremendous popularity,

It is going out of style in the better newspapers. In the following paragraph she suggests the phraseology which should be used:

To put punch into sport articles use the vernacular--not cheap slang--but the language of the game There is a parlance that is definitely football; a parlance that is baseball; as there is chess vernacular and the language of the fairway. (35:116)

Hyde warns against the use of technical terms which are not likely to be understood by the reader and advises the use of "plain English" as the best medium for sports writing. (19:233)

All the girls' schools conformed with Hyde's counsel and wrote their sports articles with the same type of diction as that used in their general news stories, no slang or vernacular being employed. The boys' schools used vernacular; their parlance, however, was consistent with the sport, and, with the exception of four or five instances, the reports were entirely intelligible even to one who was not thoroughly familiar with the sport.

5. FAIRNESS

One of the objectives of school newspapers mentioned by Johnson and Kildow is: "to encourage the ideals of true sportsmanship." (20:3) It would seem that the sports section should be an excellent place for the realization of that aim. The first hint for all sports writing given by Hyde is: "Don't be one-sided; discuss both teams neutrally so as to please supporters of both sides." (19:233)

In regard to fair treatment Russell Alexander's is definite:

Don't offend your guests by making derogatory remarks about their players or the opposing teams The world's future does not depend on the outcome of any high-school contest--and so you will be doing a great service by practicing and preaching sportsmanship. (4:30)

To write a report which pleases supporters of both sides is extremely

difficult, especially when the opponents are from another school. Most of the articles examined in this study told much about the school teams, and the star plays and players of the school, while little mention was made of the work of the other school's teams. In the event of loss by the home team, reporters were generally careful to present extenuating circumstances which had lessened its chances for victory. On the other hand, when the opponents were vanquished, reasons for their being thwarted were rarely advanced. However, although there was not much sympathy shown for rivals, at least there was never any jubilation over their defeat, and such remarks as "it was a hard fought battle," "the team had to struggle to win," or "the teams were evenly matched," which were noted in various papers, gave the impression that the reporters had respect for the opposing players. In eight articles definite compliments were paid to the work of the winning competitors, and in only one article was a derogatory remark observed.

Generally speaking, the attitude toward victory and defeat alike were about what one would normally expect from loyal adolescents who are naturally more interested in and appreciative of their own schoolmates than they are of strangers.

The comparatively few articles about intra-mural contests presented a clearer picture of the plays of both teams than those reporting games with outside schools. The reporters, apparently, showed no partiality toward particular classes and were particularly careful to praise successful underclassmen.

6. ACCURACY

Accuracy is, of course, extremely important. Morelock avers that no reader will excuse incorrect figures, and he insists upon the careful check-

ing of copy "to avoid any mistakes in the scores, as well as in all tabulations." (27:116-17)

Accuracies in scores were practically impossible to check. However, when plays which were tabulated were added, no discrepancies in final scores were found.

7. SUMMARY

1. An average of 12.69 per cent content space was given to athletics in all the papers. Miss Breiseth's study reported 12.19 per cent, and Miss Garrity's 16.9 per cent space for athletics.

2. Girls' schools averaged 6.09 per cent space allowance for athletics; boys' schools, 27.45 per cent; the co-educational school, 22.16 per cent. Coe's study listed 11.91 per cent space for boys' athletics.

3. Boys' schools gave special prominence to athletics news through decorative headings, streamers, sketches, and pictures. Girls' papers gave no extra emphasis to this section.

4. Boys' schools reported sports only, making no mention of physical education. Four girls' schools reported gymnasium work but used only a comparatively small amount of space for these accounts.

5. Practically all articles were correct in technique and development. Facts, including names and figures, were used frequently.

6. Slang and sports vernacular were used in the boys' papers but not in the girls'.

7. Reporters showed themselves somewhat one-sided in the great amount of space given to news of the home teams and in their defense of the home teams in case of loss. However, in several instances compliments were paid to the visiting teams, and in only one, out of 258 articles, was a

regatory remark made about another team.

8. The few intra-mural games reported showed an attitude of neutrali-
- y. 9. Comparatively few future games were reported.
10. Accuracy in the reports could not be ascertained.

CHAPTER V

THE EDITORIAL

1. QUANTITATIVE ANALYSIS

The editorials of the Catholic high school newspaper of Illinois ranked sixth in space allotment, and occupied an average of 7.22 per cent of the total space of the papers studied. Editorials ranked sixth, also, in space allowance in the study of public school newspapers in Illinois, made by Miss Garrity, but according to Miss Garrity's figures they occupied only 4.56 per cent of the total space. (17:24) W. C. Coe found that editorials occupied 5.90 per cent of the space and ranked fourth. (13:35)

The only study found in which the editorial space exceeded that of the present study was that of Miss Breiseth, which, in a measurement of 125 papers of schools belonging to the North Central Association, reported editorials as taking 7.80 per cent of the total space content and ranking third in space allowance. (9:145)

Girls' high-school newspapers of the present analysis were found to devote 7.09 per cent of their space to editorials, as is shown in Table VIII; boys' papers, with an average of 7.71 per cent, allowed this topic just a bit more space, while the Central News devoted only 5.93 per cent of its total content to editorial subject matter.

TABLE VIII

PERCENTAGES OF TOTAL CONTENT SPACE DEVOTED
TO EDITORIALS BY PAPERS OF THREE TYPES OF
SCHOOLS

Girls' School Papers	Percent- age of Editorial Space	Boys' School Papers	Percent- age of Editorial Space	Co-educa- tional School Paper	Percent- age of Editorial Space
The Aquinas...	6.7	De Paul Prep	6.55	The Central News	5.93
Drop O' Ink...	7.41	The Explorer	6.78		
The Echo.....	3.92	The Georgian	8.44		
The Gleaner...	4.69	The Magnavox	9.17		
The Immaculata News.....	4.95	The Philip-Hi	6.41		
The Longwood News.....	6.87	The Wick	8.88		
The Madonna News.....	5.16				
Mercy Hi-Rays	6.67				
The Raven.....	5.42				
S. F. A. Tower	10.05				
St. Mary's Herald.....	9.57				
The Spotlight	8.33				
The Teresanette	12.5				
Total Average	7.09		7.71		5.93

2. CLASSIFICATION

Borah classifies editorials as educational, exhortative, and commentative. (8:237) The educational seeks to make clear facts or circumstances with which the writer is acquainted but concerning which he feels his readers are not informed; the exhortative marshalls arguments in support of a course of action which the writer desires his readers to pursue; and the commentative editorial simply presents opinions or circumstances which have attracted the writer's attention. "In each of these classes," says Borah, "the interpretation of news is the keynote." (8:237)

The Exhortative Editorial.-- Table IX lists editorials of the Catholic school newspapers according to Borah's classification. As is seen from this table the exhortative editorial greatly predominates, occupying from 63 to 67 per cent of the total space allotted to editorials by the three types of schools. This table also reveals the fact that the three types of editorials occupied proportionately about the same amount of space in each of the three kinds of schools noted.

In an article entitled "Don't Preach But Explain," (3:17) Anne Alexander mentions the well-known fact that students of high-school age dislike being told to do this and that in a "because mother knows what's best for you [sic]" attitude. "They want," says she, "a reasonable explanation." She further declares "the majority of students do not read editorials because they believe they are being 'preached at.' That impression must be changed, so that the students will see the editorial as an intelligent argument with an explanation and not as a scolding."

Although, as is seen in Table IX, editorials of an exhortative nature occupied 66 per cent of the total editorial space in all the Catholic school

newspapers, only 20 per cent were found to be of the "preaching" type. These "preaching" editorials used the imperative mood, and in suggesting courses of action used commands rather than cooperative pleas, as may be seen in the following extract from an editorial in the Longwood News, April, 1933, entitled "This Is for You": "Now that you are using the grounds, remember to take proper care of them. Don't throw candy wrappers or other papers on the grounds; pick up any that you see lying about. Try not to walk on the lawn."

The majority of the exhortative editorials, however, were friendly, and the editor seemed to assume that, given logically the reasons why a certain course of action was desirable, the students would gladly cooperate.

Morelock deprecates the editorial which encourages dissension and a spirit of personal antagonism. (27:106) This type of editorial was rarely found. Most newspapers gave the impression that they were heartily behind all school policies and were eager to do all they could to support them.

The Commentative Editorial.-- The commentative editorial was usually of the "boosting" type, telling what fine teams the school had or of the virtues of a particular individual, generally either a faculty member or a student.

Morelock warns against the editors' giving praise which is so exaggerated that it sounds like mere flattery and states that considerable restraint should be shown in both praising and condemning. (27:106) The majority of the editorials of this type sounded sincere, and praise was not excessive. They gave promise of fulfilling what is mentioned by Johnson and Kildow as one of the purposes of school newspapers: the promoting of "a wholesome school spirit." (20:3)

TABLE IX

NUMBER AND PERCENTAGES OF EDITORIALS IN THREE TYPES OF
NEWSPAPERS LISTED ACCORDING TO BORAH'S CLASSIFICATION

Classification	Girls' School Papers		Boys' School Papers		Co-educational School Paper		Papers of All Schools	
	Number of Edi- torials	Percent- age of Total	Number of Edi- torials	Percent- age of Total	Number of Edi- torials	Percent- age of Total	Number of Edi- torials	Percent- age of Total
Exhortative	81	67	26	63	6	67	113	66
Commentative	30	25	11	27	3	33	44	26
Educational	10	8	4	10			14	8
Total	121	100	41	100	9	100	171	1 00

The Educational Editorial.-- Though comparatively very few in number,

occupying only 8 per cent of the total editorial space, the educational editorials, which seemed to aim mainly to explain facts or events, such as the Holy Year at Rome, the Century of Progress Exposition, or incidents in the lives of famous people, were written, in the main, in a clear, understandable manner.

3. SOURCES

That the main source of editorials should be problems which relate to school life is asserted again and again in books and articles referring to this subject. Johnson and Kildow, in their manual, state: "In every school there are a multitude of problems that are strictly student problems, which ought to be solved by the student. These should receive first consideration."

(20:12)

Without exception the subjects treated in the papers examined concerned school life, and a great variety of topics was handled, including editorials about the glee club, athletic club, plays, the newspaper, the annual, athletics, school rules, the advantages of school enterprises, school spirit, etc.

In instances where topics not immediately connected with school were presented, some link was definitely made. For instance, an editorial on "Kelley as Mayor," written in the April 28, 1933, Mercy Hi-Rays, revealed the fact that Kelley had received his early training from the Mercy Sisters, who are in charge of the high school from which the paper emanates.

The several editorials on the Century of Progress explained how educational to the students this event should prove. The Drop O' Ink, May, 1933, went further in explaining how Catholic students, while enjoying the

science of the Fair, would see behind its wonders Divine Providence, "which has permitted the success of man's activities."

4. STYLE

As to style, simplicity is essential in an editorial. "The editorial is not a vehicle for showing off what you can do in a literary way. It is a definite piece of clear, concise writing in which you are trying to enlighten, persuade, argue, etc.," Morelock maintains. (27:108) While most of the writing was found to be clear and, as a rule, fairly simple in diction, the students were occasionally found to be verbose. As an instance of this; the editor of the De Paul Prep, May 10, 1933, speaking of the prevalence of spring fever among the students, writes:

Knowing this to be only too true and being somewhat conscious of the depreciation which this condition has upon the previous efforts of each student, we consequently devote these few lines to bringing to the attention of all concerned the state of the listlessness which has been unconsciously assumed.

The rest of the article is much like this. At least 50 per cent of the editorials contained unnecessary or poorly turned sentences, the omission of which would have increased the strength and force of the articles. Particularly noted was the lack of variety in conclusions, very many ending with "Let us therefore resolve--," "Let us reflect seriously on this matter," or such over-worked declamations. As Hyde suggests, "It [editorial writing] is usually presumed to require greater maturity and knowledge than reportorial work." (19:260) A lack of maturity characterized the majority of the editorials.

Morelock advises: "Throughout the editorial you should be careful to use words and phrases which are in keeping with the tone of the editorial. Do not be frivolous when writing on a serious subject." (27:110) A tone of

gnity, amounting almost to formality, pervaded the majority of the editorials. In fact, it was a relief to find in the Central News several editorials written in a rather chatty manner with dialogue or short word-pictures used to illustrate the points.

5. ORGANIZATION

Miss Wrinn gives the following simple plan for organizing a formal news editorial:

1. State briefly the situation that stimulated the editorial. In other words summarize the facts out of which the editorial grew.
2. Explain, interpret, or digest.
3. Make the point briefly. (35:132)

The greater number of the editorials were organized somewhat along these lines, although, as was stated above, there was occasional redundancy or extraneous matter which hindered the concise development desired.

Homer A. Post forcefully advises: "Do not write too lengthy an editorial. The average length is 150 to 200 words." (31:26) Only 4 per cent of the editorials exceeded this number of words, these running about 300 words; and it must be admitted they would have been more effective had they been briefer, particularly one written by a girls' school editor on the subject of the modern young man. So many instances were given deprecating that poor species of humanity that the article gave the impression of being a long-winded animadversion rather than an editorial.

6. THE TITLE

A point of view treated too lightly in the writing of editorials is the wording of the title. The effectiveness of the editorial title is con-

considered in the score sheet of the National Scholastic Press Association, which notes whether the titles are "dull rather than bright and interesting." (20:20) Since students turn more readily to news stories and features, such as humor columns and personals, than they do to editorials, as has been demonstrated in many surveys made of students' newspaper interests, it is all the more important that the editorial title be so original and clever as to attract the attention of the reader. The following titles, chosen from the April edition of ten papers of this study picked at random, seem to indicate that the titles, on the whole, would attract the attention of the reader: "Why Blame the Baron?"; "Little Things Count"; "The Problem of Resolutions"; "Man of the House"; "In Our Little Way"; "Calvin Coolidge"; "The Queen! All Hail"; "Buy While you May"; "Wanderlust Tabooed"; "The Perfect Tribute"; "Of Course"; "In the Rain".

7. SUMMARY

1. Editorials ranked sixth in the order of interest, occupying 7.22 per cent of the total space of the papers measured. This was more than was given in the papers of Miss Garrity's study, which allotted 4.56 per cent to editorials. Coe's analysis showed 5.90 per cent space given for editorials. Miss Breiseth's investigation revealed 7.80 per cent space allowance for this subject.

2. Girls' papers gave editorials an average of 7.09 per cent content space; in boys' papers and in the co-educational school paper, space amounting to 7.71 per cent and 5.93 per cent respectively, was allotted.

3. Exhortative editorials predominated, 66 per cent of the editorials being of this type. However, only 20 per cent of the editorials were of the "preaching" type.

4. No dissenting editorials were found.

5. Commentative editorials, occupying 26 per cent of the editorial space content, seemed to be sincere.

6. Educational editorials, occupying 8 per cent of the editorial space, presented facts clearly.

7. Subjects of editorials were related to the school and its activities.

8. The style was generally simple, but occasional redundancy and a lack of variety were observed. Immaturity characterized much of the writing.

9. The tone of the editorials was dignified.

10. Editorial matter was correctly organized in most of the papers.

11. Editorials were not too long, ninety-six per cent being less than 200 words in length.

12. Titles were generally clever and were of such a nature as to attract attention.

CHAPTER VI

THE FEATURE STORY

1. SPACE ALLOTMENT

The feature story, which is defined by Borah as "a story which has no great news value, but which is made interesting by the reporter's clever treatment of it," (8:225) was allotted only 1.74 per cent of the total news-paper space content. Girls' papers gave 2.49 per cent space to this item; boys' papers, 1.59 per cent; and the Central News allotted .91 per cent space to this type of writing. None of the related investigations recorded analyses of feature stories.

2. STYLE AND CLASSIFICATION

J. E. Mulligan divides feature stories into four classes, depending upon whether they stress: human interest, personality, experience, or information. (28:5) Under the human-interest type come stories of humorous incidents or interesting bits about the school. Informational articles give definite facts concerning an individual, an event, or an activity; while the experience story deals with unusual occurrences in the life of the writer, another student, a member of the faculty, or anyone else connected with the school. The personality sketch is usually about some interesting or outstanding individual who is more or less well known to the whole student body. (28:5)

Stories of the present study, classified as suggested by Mulligan,

revealed the fact that of the forty-five feature articles found in the papers from sixteen schools, thirty were of the human-interest type, six were informational, five told of experiences, and four concerned personality.

The Human-Interest Story.-- Miss Wrinn says that every well-written feature story is characterized by three things: unity, dominant tone, and single effect. The article may be humorous, amusing, or weird, but whatever effect it starts out to make must be accomplished without change of purpose.

(35:75) While Miss Wrinn's requirements were conformed to in all the types of stories, they were especially well fulfilled in those designated as "human interest." These stories treated of a variety of subjects and included in their scope: dogs, cats, frogs, hobbies, marks, puzzles, valentines, human pests, and manners. Most of the reports were written in a light, chatty style which was sustained throughout, and nearly all were consistently humorous in appeal. No extraneous matter which would detract from either the unity of the article or its intended tone and effect was noted.

The Personality Feature Story.-- The main requisite of the personality type of feature story is that it give a realization of the unique character of the person presented. (28:5) Two of the sketches found in the papers examined were about students. Through reports of interviews, as well as descriptions, the reader was given a definite idea of both the general and particular traits of the subjects portrayed. Especially well handled was the story of a school janitor, whose war experiences were related in such a manner as to vividly picture the predominant characteristics of that individual. Another tale of a being called the "kill-joy" conveyed an excellent impression of just why that special appellation had been applied.

TABLE X

PERCENTAGES OF TOTAL CONTENT SPACE DEVOTED
TO FEATURE STORIES BY PAPERS OF THREE TYPES

Girls' School Papers	Percent- age of Feature- Story Space	Boys' School Papers	Percent- age of Feature- Story Space	Co-educa- tional School Paper	Percent age of Feature Story Space
The Aquinas....	1.8	The Georgian	1.01	The Central News	.91
Drop O' Ink....	1.55	The Magnavox	1.44		
The Echo.....	.74	The Philip-Hi	2.57		
The Gleaner....	3.43	The Wick	1.33		
The Immaculata News.....	2.07				
The Longwood News.....	1.9				
The Madonna News.....	2.07				
Mercy Hi-Rays..	1.3				
The Raven.....	3.21				
St. Mary's Herald.....	8.13				
The Spotlight...	1.23				
Average.....	2.49		1.59		.91

The Experience Story.-- The experience stories dealt with such entertaining subjects as : ordering a meal in French, having one's picture taken, battling a snowstorm, and the joys of a picnic. All of them concerned the happenings in the lives of the students and gave an unusual enough angle on the features presented to make them both interesting and entertaining.

The Information Feature Story.-- Definite information about the names of students, various room projects, famous people born in April, how the paper was printed, and how the cafeteria was managed, was given in the six informational feature stories, all of which were written with skill and originality.

3. CONCLUSION

Feature articles are well characterized as "the secret of exceptionally interesting and readable school papers." (20:10) Those found in this study were so well written, clever and original, that they proved a real boon to the entertaining aspect of the papers. Practically all had a short-story beginning, which Miss Wrinn says is the most effective way to start this kind of article. (35:75)

Of all the types of subject matter inspected in this study the feature story was found to conform to its particular requirement, the best and most consistently. Possibly this was due to the fact that, as a general rule, only the exceptional student, with unique ideas, attempts feature writing, whereas in other departments are likely to be found amateurs who are more or less feeling their way.

4. SUMMARY

1. Feature stories occupied 1.74 per cent of the space content;

girls' schools using 2.49 per cent for this type of writing, while boys allowed 1.59 per cent; the co-educational paper assigned .91 per cent of its subject matter to feature articles.

2. Four types of stories were found in the following numbers:

human-interest, 30; informational, 6; experience, 5; personality, 4.

3. Practically all the stories were found to fulfill the requirements demanded of them in regard to style, unity, dominant tone, and single effect; and each satisfied the norm suggested for the particular type of story it was aiming to represent.

4. The feature story was found to conform to its particular requirements the best of all the types of subject matter inspected in this study.

CHAPTER VII

THE INTERVIEW

1. SPACE ALLOTMENT

Closely allied to feature stories are interviews, which occupied 4.62 per cent of the space of five girls' school papers; 1.62 per cent of the space of the Explorer, the only boys' paper containing this subject matter; and 1.16 per cent of the Central News content (see Table XI).

2. CLASSIFICATION

Miss Wrinn lists two types of interviews: the informative and the human-interest. (35:93) The purpose of the former is to get before the reader information or advice from a recognized authority on a subject. The human-interest interview, on the other hand, concerns the personality of the speaker, rather than what he has to say. Of the nine interviews found in the present study, seven were of the human-interest type, and two were informative.

3. THE HUMAN-INTEREST INTERVIEW

In speaking of human-interest interviews, Hyde says: "Many writers fail because the persons they write about are merely names, and their doings are looked upon impersonally, like the antics of a trained dog. The writer who succeeds with human interest does it because every person in his story

is a living human being." (19:87) That the person depicted may appear alive and vivid, Mulligan urges emphasis on appearance, personal traits, mannerisms, hobbies, likes, and dislikes. (28:28)

TABLE XI

PERCENTAGE OF CONTENT SPACE
ALLOTTED TO INTERVIEWS IN
NEWSPAPERS OF THREE TYPES

Girls' School Papers	Percent- age of Space for Interviews	Boys' School Papers	Percent- age of Space for Interviews	Co-educa- tional School Paper	Percent- age of Space for Interviews
Drop O' Ink....	16.54	The Explorer	1.62	The Central News	1.16
The Gleaner....	1.62				
The Longwood News.....	.81				
Mercy Hi-Rays..	3.15				
The Spotlight..	.99				
Average.....	4.62		1.62		1.16

The choice of subjects for the seven human-interest interviews of this study revealed ingenuity on the part of the reporters, as may be seen from the fact that included in the list of interviewees were: Jane Addams; Edward Kelley, Mayor of Chicago; a priest retreat-master; an athletics director, a high-school senior, and two school engineers. With the exception of one of the engineer conferences, which was rather wooden in expression, these interviews fulfilled all the essentials named by both Hyde and Mulligan. In addition to a distinct idea of characteristics' being conveyed

a conception of the appearance of the subject for interview was also imparted to the reader. This was done through the report of what was said as well as through the reporters' descriptions of their impressions of the person interviewed. To be sure, these impressions may have been a bit overdone, especially in the accounts concerning Miss Addams and Mayor Kelley, as the enthusiastic reporters, with all the exuberance of youth, clearly revealed their state of awe and excitement at actually having personal contact with such well-known personages. The writing, however, was pleasing in its utter sincerity and naturalness. As seems to be the custom to-day in interviews of this type, both these accounts ended with a message from the interviewees to the students of the school.

4. STYLE

Miss Mary Grossman, in an article entitled "The Interview as Composition Material," states that keen understanding, a well-balanced sense of humor, and the ability to write lively dialogue are required of a good interviewer. (18:75) All three of these essentials were noted to a greater or less degree, especially in the human-interest interviews, humor being possibly less conspicuous than the other attributes mentioned, due, it would seem, to the fact that the young conferees were somewhat lacking in perspective.

5. FORM

Miss Wrinn advises that the interview should start with the summary lead, in which the person interviewed is identified, and the occasion for the conversation is named. (35:64) This type of lead was used in all but one of the interviews. Throughout the article direct and indirect quotation

ould be used, and a brief quotation may well end the report. (35:64)

Lyde advocates that a narrative tone be introduced through the verbs and through some action or description of the conversation between the speaker and the reporter. (19:211) The narrative style was well done. Very skillfully the use of those trouble-makers: "he said," and "I asked," was avoided by the employing of other more graphic and interesting phrases or word-devices. In one interview only was the dialogue found to be tiresome. This was mainly because the reporter had neglected to use indirect as well as direct discourse in his copy, thereby giving a monotonous tone to his writing as well as frustrating the interpretation of character so desirable in an interview of this kind.

6. THE INFORMATIVE INTERVIEW

One of the two informative interviews was with a dramatic coach, and the other, with a missionary sister. The first of these had real merit in form as well as content, and contained much material of real worth; besides, the reporter demonstrated his power to estimate the value of the information obtained. The second interview was too brief and incomplete and revealed a paucity in knowledge of the technique of interviewing.

7. SUMMARY

1. Five girls' papers gave 4.62 per cent of their content space to interviews; one boys' paper and the co-educational publication allotted this material 1.62 per cent and 1.16 per cent, respectively.

2. Of the seven human-interest interviews, six fulfilled the requirements for a correct interview in form, style, and content. Especially commendable was the use of direct and indirect discourse, and the avoidance of

trite verbs.

3. One of the two informative interviews was well done; the other showed a lack of knowledge of the technique of reporting interviews.

CHAPTER VIII

HUMOR

1. QUANTITATIVE ANALYSIS

Humor was found to occupy 8.51 per cent of the total content of the papers, ranking fourth in the amount of space allotment. As may be seen from Table XII, the various papers allowed the following amounts of space to this item: girls', 7.82 per cent; boys', 10.75 per cent; the co-educational, 4.16 per cent. Related studies reported humor space content as follows: Miss Breiseth's, (9:145) 4.03 per cent; Miss Garrity's, 6.17 per cent; (17:24) Coe's, 4.73 per cent. (13:35) Compared with these figures humor in the Illinois Catholic high-school newspapers would be said to occupy an unusually large amount of space.

2. SUBJECT MATTER

One of the most coveted positions on a newspaper staff is that of humor editor. Few students, however, realize the difficulties of this position. Borah names just three requisites for humor in the high school paper: originality, kindness, and decency. (8:241) In support of Borah's opinion Miss Burns in the Scholastic Editor, April, 1932, says that the humor editor should be, above all, a friendly person, impersonal, and clean-minded. She denounces the use of so-called "wise cracks," which are often too pointed, and states that "the humor column can be the most enjoyable

TABLE XII

PERCENTAGE OF CONTENT SPACE DEVOTED
TO HUMOR IN THREE TYPES OF NEWSPAPERS

Girls' Papers	Percent- age of Space for Humor	Boys' Papers	Percent- age of Space for Humor	Co-educational Paper	Percent- age of Space for Humor
The Aquinas ...	11.6	De Paul Prep	10.49	The Central News	4.16
Drop O' Ink ...	2.77	The Explorer	13.35		
The Echo.....	6.8	The Georgian	11.48		
The Gleaner.....	11.67	The Magnavox	4.38		
The Immaculata News.....	5.84	The Philip-Hi	9.14		
The Longwood News.....	4.45	The Wick	15.67		
The Madonna News.....	7.5				
Mercy Hi-Rays...	10.41				
The Raven.....	11.37				
S. F. A. Tower...	8.48				
St. Mary's Herald.....	3.13				
The Spotlight....	8.89				
The Teresanette..	8.75				
Average.....	7.82		10.75		4.16

thing in the paper or it can be vulgar, stale, and very cruel. (10:15)

Miss Wrinn's ideas about the humor column are quite specific. She

makes three points:

1. Use first hand material. Life about you furnishes the best fabric for humor. Be timely. The pun is the lowest form of wit. Find other ways of provoking laughter. Don't clip jokes from other periodicals.
2. Blessed are the clean of heart. Nothing coarse or vulgar should appear. The gayest mirth is free of embarrassment to others.
3. Charity is kind. Never joke about a personal matter that is half true; it may hurt. Nor hold up to ridicule what others regard as sacred, however clever the contribution may be. (35:181)

Girls' Newspapers.-- About 90 per cent of the humor in the girls'

papers was original, ten schools using only first-hand material, while two quoted jokes in 50 per cent of their humor columns. One paper used nothing but clipped material.

The humor, both original and clipped, was clean, innocent, and local.

Several "short-short" stories were told evidently for the purpose of inserting the names of local students; funny school-room incidents were related; and some amusing observations about school life were made. Six papers contained quite humorous parodies and other types of light verse which Morelock says make good humor material. (27:129) The Madonna News, May, 1933, contained an especially clever travesty on Edgar Lee Master's Spoon River Anthology.

The personals were, in general, charitable and gave no evidences of ridiculing or of betraying the confidence of the individuals mentioned.

The three papers using clipped material chose matter that was extremely trite. So-called "jokes" about the inevitably parsimonious Scotchman, the benighted prisoner at court, the "bright" office-boy and the inquisitive ten-year-old, were much in evidence. Apparently, the humor editors of these

papers had either not seen--or if they had seen it, had chosen not to heed-- Morelock's advise to students serving as columnists: "As the one chosen to conduct the joke department, you should keep in mind that it is better to select a few good jokes than to print a whole page containing mostly poor ones." (27:127)

Boys' Newspapers.-- McKown says that "a joke which does not concern school people or school activities is out of place. (22:317) Although the logic of this statement is manifest, nevertheless, in every boys' school paper, at least one column of nothing but copied jokes, totally unrelated to the school, was found. One column of this kind, in the Philip-Hi, was most incongruously headed Hi-Humor.

While the jokes were not, as a rule, coarse or vulgar, very few of them had any reason for being quoted, and nearly all were relics of the dim past. The quoting of several typical vaudeville prohibition jests seemed, to say the least, out of keeping with what would naturally be expected of newspapers issued under the auspices of educational institutions. A few feeble attempts to connect the clipped jokes with the school were made by the insertion of a pupil's or faculty member's name as spokesman. Of this handling of the joke situation Morelock says:

Although it is practiced, it is not good policy to credit students or teachers with originating jokes that were perhaps laughed at before you were born. Do not put into the mouths of your classmates witty sayings which you have clipped from humorous publications. Use the names of students or faculty members only when they have, either unintentionally or purposely, made a good joke. (27:127)

In addition to their columns of clipped material three schools had personal columns containing witticisms and comments about the boys of the school. The Philip-Hi called its column the Mud Bath, but it was not as

offensive as the name might suggest, most of the remarks being quite unsophisticated, and none coming under the class of what might be termed "scandal." Most of the observations were much franker and less delicate than those made in the girls' papers. Some of the editors attempted the Walter Winchell type of running comment but fell far short of Winchell's deft touch.

On the whole, those sections did not justify their existence. Most of the sayings were trivial and appeared to be mere space-fillers.

The Co-educational School Paper.-- The greater part of the humor in Central News was in the form of personal observations and was original, but here, as in like sections of several of the other papers, the word "humor" was something of a misnomer. This may best be demonstrated by the quoting of some typical examples from the columns of the March, April, and May, 1933, issues respectively: "The brain is claimed to be the best weapon. Ed has no fear of being arrested for carrying concealed weapons"; "'Gil' Hansen says that he would ride the street car more often if the conductor wasn't so fare-minded"; "'Chuck' Breslin's clothes would make one's eyes pop out-- especially his collars." Solving Susie Stickers, a column of letters to the editor, contained missives which were very apparently both written and replied to by the letter editor himself. Some of them were rather ludicrous, but most of them were too far-fetched to be in the least amusing. It seemed unfortunate that the humor editor of a paper so excellent in most of its other sections had not really taxed his ingenuity and attempted to get more subtle and entertaining matter. As a general rule, most of the material presented seemed to corroborate Hyde's statement that "humor columns are often very weak spots in the newspaper." (19:388)

3. HEADINGS

Of headings Morelock says, "The heading of your department may be so commonplace as Jokes, or it may show an attempt to be different. (27:128) Most of the column names were somewhat original; for instance, The Motley; Cap and Bells; Keyhole Katches; Sez Me; Jest About the School; Wise and Otherwise; and Telling Tales. Three headings were related to by the names of the papers: Nit Wix, in the Wick; The Aquinas Line, in the Aquinas; and The Dragon Laughs, from the Georgian. The last-named title, it will be observed, was linked up with one of the feats of St. George, patron saint of St. George's High School, which edited the Georgian. Eight papers used appropriate sketches as backgrounds for their headings.

4. COMPARISON WITH RELATED STUDIES

Taking the papers as a whole, what Hyde terms "weak spots" were found in several instances. However, a greater proportion of first-hand material was found in the papers of this study than Miss Garrity observed in the Illinois public school publications. Although she does not give figures, Miss Garrity states that "a very low percentage of the jokes were concerned with school people or school activities." (17:57) She also declares: "Judging from the quality of humor presented in these high school publications, society is in danger of falling into chaos." (17:51) While there was much room for improvement, at least the humor situation in Catholic school papers did not, as in the case of the public school, seem to portend the destruction of civilization.

As regards cleanliness, too, the humor column proved to be in far better condition than was found by Waldemar Beck in his report of this sec-

tion in the newspapers of Western Conference Big Ten Colleges. After a thorough inspection Beck concluded that "the so-called 'funny columns' of these publications, in some cases, outdo the humorous magazines in frank abandonment of any moral principles." (6:75)

5. SUMMARY

1. Humor occupied 8.51 per cent of the total content of the school papers and was distributed as follows: girls' papers, 7.82 per cent; boys' papers, 10.75 per cent; the co-educational paper, 4.16 per cent. Related studies reported humor-content space as follows: Miss Breiseth's, 5.03 per cent, Miss Garrity's, 6.17 per cent; Coe's, 4.73 per cent.

2. About 90 per cent of the humor in girls' school papers was original. Ten of these papers used first-hand material only, practically all of which was connected with the school life; two others copied half their jokes; one paper used clipped material only. The humor of these papers was clean and innocent and the personals were charitable. Clipped columns contained very threadbare jokes.

3. Boys' school papers contained much more clipped material than girls', one column of this kind being found in every paper. Most of the witticisms were quite innocuous but totally unrelated to the school. The personals were harmless but trivial and gave the impression of being space-fillers.

4. Humor in the co-educational school paper was original but lacking in subtlety and ingenuity.

5. Headings were novel and in three instances related to the names of the papers.

6. Humor in papers of the present study was, taken as a whole, more

original and of a better quality than that found in the columns of the public school papers examined by Miss Garrity. It was much cleaner than that reported in Beck's investigation of newspapers of the Big Ten Colleges of the Western Conference.

CHAPTER IX

EXCHANGES

1. SPACE ALLOTMENT

Exchanges, which were included under the heading of features in Table II, comprised 2.33 per cent of the content space of nine girls' school papers and 2.54 per cent of four boys' papers (see Table XIII). The Central News did not include this section.

2. SUBJECT MATTER

McKown says that the exchange editor can make his column important and valuable by presenting bits of information about what is being done in other schools. He prefers this type of exchange to comments on the style and make-up of other papers, and asserts that such material as the latter "is written for the eyes of the editor of the other paper and not for the student readers." (22:319) Hyde echoes McKown's opinion about the emptiness of the commentative type of exchange report and recommends that short condensations of stories in other papers be written. (19:389)

Girls' Papers.-- Exchanges were handled quite differently by the various papers. The S. F. A. Tower, the Madonna News, St. Mary's Herald, and Mercy Hi-Rays quoted interesting news about school happenings. The Spotlight and Aquinas listed epigrammatic bits from editorials.

Papers not handling this department well were the Echo, which simply

listed the exchanges; and Drop O' Ink, which filled ten inches of space with jokes, which the exchanges, in turn, had clipped from current or not-so-current humor magazines. The worst offender was the Raven, which in two issues wrote nothing but comments on various aspects of the make-up of the papers.

TABLE XIII

PERCENTAGE OF CONTENT SPACE DEVOTED
TO EXCHANGES IN TWO TYPES OF NEWS-
PAPERS

Girls' Papers	Percentage of Space for Exchanges	Boys' Papers	Percentage of Space for Exchanges
The Aquinas.....	3.7	The Explorer	1.02
Drop O' Ink.....	2.2	The Georgian	5.
The Echo.....	.77	The Magnavox	2.04
The Madonna News	1.	The Philip-Hi	2.1
Mercy Hi-Rays....	2.3		
S. F. A. Tower...	.89		
St. Mary's Herald	2.33		
The Raven.....	2.22		
The Spotlight....	3.2		
Average.....	2.33		2.54

Boys' Papers.-- All boys' publications, with the exception of the Georgian, accorded with McKown's and Hyde's suggestions and gave tabloid reviews of what was being done in other schools. The Georgian, which gave the most space, 48 inches, or 5 per cent of its total content, to exchanges,

filled about one-third of its columns with comments on the appearance or format of the newspapers.

Charitableness.-- A note in Miss Wrinn's book reads:

In your exchange column don't criticize the faults of your exchanges. There must be something in a paper from Detroit or Kalamazoo which interests you because it is new, or strange or picturesque. Note it and comment. Remember that the student staff, like yours, is most likely in earnest. A sharp thrust from a "smart-aleck" exchange is discourteous and perhaps even discouraging. (35:181)

None of the papers offended in the manner censured by Miss Wrinn. On the contrary, they seemed particularly careful to select news which told of victories of the schools in various fields; interesting privileges which had been granted the students, or of extraordinary happenings on the campus. Speaking generally, the exchange department was well regulated by the school editors and contained much news that was worthwhile and entertaining.

3. SUMMARY

1. Exchanges occupied 2.33 per cent of the space of nine girls' school papers, and 2.54 per cent of the space of four boys' school papers. The co-educational paper had none.

2. With the exception of three girls' papers and one boys' paper, this department was well handled and conformed with regulations laid down by student journalism authorities. A spirit of friendliness towards the other schools was evident in all of the exchange sections.

CHAPTER X

THE ADVERTISEMENT

1. QUANTITATIVE ANALYSIS

Allowances of advertising space found in papers of related investigations were as follows: Miss Breiseth's, (9:145) 25.42 per cent; Miss Garrity's, (17:24) 19.13 per cent; Coe's, (13:35) 24.54 per cent; Sister Mary Lucille Middleton's, 20.54 per cent. (25:20) Compared with these findings the allotment of an average of 3.66 per cent to advertisements in the total space of all the papers of the present study would seem to indicate that the schools issuing these publications did not consider this item of much importance.

As is seen in Table XIV only five girls' papers had advertisements, allowing an average of 7.9 per cent for this material. The three boys' papers averaged 8.66 per cent of their content for this department, and the Central News allotted it 7.6 per cent space.

2. SUBJECT MATTER

In a discussion of "What Makes a Good Advertisement," Borah has printed the following outline of this subject, which was made by R. W. Jones, assistant professor of journalism, University of Washington:

The good advertisement is to be recognized by these outstanding points:

1. It has a sound merchandising proposition in it.

2. It dominates the page it is on or the part of the page it is in.
3. It is easy to read.
4. It rings true and has sincerity.
5. It urges to action,—has a plan behind what it says.

The poor advertisement is recognized by these features:

1. It is a mere epitaph, as 'Harry Smith, blacksmith, horse shoeing a specialty.'
2. It has not timeliness or 'brass-tack' facts in it.
3. The copy runs along without change for several issues.
4. It is a space filler--little more.
5. It is like the poor, always present—the same today, yesterday, and tomorrow. (8:254)

Hyde deplures the "standing cards" and announcements inserted by many merchants and declares that they show solicitation on the charity basis. An added word on the charity type of advertisement is given by McKown: "No advertisements of the 'compliments of,' 'by courtesy of,' or 'space donated by' type should be used. (22:318)

Judged by the standards set by Jones and Hyde, the advertisements of all the papers were poor. Nearly all of them were what Jones terms "mere epitaphs," and what Hyde refers to as "standing cards." With the exception of just three advertisements, the wording of which varied a bit each time they were inserted, exactly the same copy was run in the three successive issues of the papers. The wording usually consisted simply of the name of the advertiser, his address, and his business or profession, as "plumber," "undertaker," or "photographer." Aside from the fact that they were easy to read these advertisements did not contain a single one of the points listed by Jones as essential to good advertising. Besides this, the Teresanette,

the Echo, and the Central News had in each edition of their papers the "from a friend" or "compliments of--" type of advertisement of which McKown disapproves, and which Morelock says "in the long run may prove detrimental to the paper." (27:169)

TABLE XIV

PERCENTAGE OF CONTENT SPACE DEVOTED
TO ADVERTISEMENTS IN THREE TYPES OF
NEWSPAPERS

Girls' School	Percent- age of Advertise- ment Space	Boys' School	Percent- age of Advertise- ment Space	Co-educa- tional School	Percent- age of Advertise- ment Space
The Echo	7.23	De Paul Prep	10.88	The Central News	7.60
The Longwood News.....	3.41	The Wick	2.94		
		The Magnavox	12.16		
The Madonna News.....	11.04				
S. F. A. Tower	5.95				
The Teresanette	11.86				
Average.....	7.9		8.66		7.60

3. PREPARATION

An editorial in the Catholic School Editor, January, 1932, states that "advertising is news" and adds, "the school whose newspaper devotes no space to advertisements is denying the staff members an important part of that training necessary for their future engagement in the work of publication." (2:2) However, the mere having of advertisements does not necessarily imply benefit to the student, as is evident from the way this section was handled

in the papers of this study.

An excellent way of making this department very worthwhile has been suggested by Morelock, who advises that the advertising solicitors make themselves thoroughly familiar with the goods of their prospective advertisers with a view to selecting certain articles to which publicity might be given. Next, he says, a lay-out in which effective copy and attractive illustrations have been indicated should be presented to the merchants, accompanied by a lively sales talk stressing the selling power of the school paper and the buying power of its student readers. (27:170-176)

It seems certain that had the solicitors of the Catholic school newspapers adopted the energetic and progressive methods suggested by Morelock, more, bigger, and better advertisements would have resulted; and this section would then have proved a real asset to the paper in appearance and news and in finances as well.

4. ARRANGEMENT

As to the arrangement of advertising Hyde, as well as several other authorities, advocates "the 'pyramid page', in which the ads are piled along one side, with the widest at the bottom and the narrowest at the top, forming a pyramid of advertisements resting against one margin." (19:371) In every paper the pyramid arrangement was consistently adhered to. In no issue were the advertisements scattered, nor did they in any case cut the news in two, practices against which McKown cautions. (22:318)

5. SUMMARY

1. Advertising in papers of this study averaged 3.66 per cent of the content space of all the publications. This percentage was much lower than

was allotted to this section by papers of related studies, as is seen by observing the following amounts noted in these analyses: Miss Breiseth's, 25.42 per cent; Coe's, 24.54 per cent; Sister Lucille Middleton's, 20.54 per cent; Miss Garrity's, 19.13 per cent.

2. Of the nine papers containing advertisements, five were from girls' schools; three from boys'; and the other was from the co-educational school.

3. Considered by the requisites named by Jones, Hyde, Morelock, and McKown, advertisements of all the papers were noticeably poor in copy. There was no evidence that students had used progressive methods either in selling space or in helping to prepare the advertisements.

4. The arrangement of advertisements was good, all papers using the "pyramid page."

CHAPTER XI

THE LITERARY SECTION

1. STATUS

There seems to be a great difference of opinion among journalists as to the desirability of including a literary section in the school news publication, those not in favor of it maintaining that stories, descriptive sketches, poems, and biographies are the special province of the magazine. In no uncertain terms Fretwell and O'Neill decry the use of this type of material in school papers, stating: "School compositions, essays, and short stories will probably kill any school newspaper." (16:62)

On the other hand, Glenn Kropf, of the University of Chicago, who has done some research on this subject, says, "Many authorities assert that the newspaper is the proper medium through which the pupil is given opportunity for self-expression in English." (21:55)

Dillon's views accord with Kropf's findings, for he declares that students showing a liking for fiction should be allowed to write their best imaginings for the high-school paper. He specifies, however, that such offerings should have the most critical inspection. (15:82, 83)

2. QUANTITATIVE ANALYSIS

Adams, an English authority, expresses himself as being greatly alarmed at the increasing popularity of the American high-school newspaper,

for the reason that the inroads of the journalistic style are, in his opinion, degenerating in effect on the traditional literary style which was characteristic of the earlier high-school publications. This degenerative process he calls "sausaging." (1:3) It was perhaps the fear of over-emphasis on what is often termed "journalese" writing which caused the Catholic schools issuing the newspapers of the present study to devote an average of 9.96 per cent of their space to literary matter. This type of content ranked second (see Table II, page 9), being exceeded only by athletics news. The girls' schools gave an average of 15.61 per cent of their newspaper space to this material, while the boys' papers gave a little less than one-fourth that amount, 3.97 per cent; the Central News allotted it 7.93 per cent content space.

Much more prominence was devoted to creative literary efforts in the papers of the present study than was given in the publications of related investigations, Miss Breiseth's averaging 4.89 per cent, (9:145) Coe reporting 3.21 per cent, (13:35) and Miss Garrity finding in her analysis that literary material occupied 4.85 per cent of the content. (17:24) The only school papers found to exceed those of the present discussion in the amount of space given to this section were those reported in the analysis made by Kropf. In a measurement of 401 junior high school papers Kropf found that 15.22 per cent of the content was allowed for what he terms "literary attempts." (21:32)

Grouping the papers according to frequency of publication those issued bi-weekly averaged 5.11 per cent space for literary material, while the monthly editions averaged nearly three times this amount, 14.5 per cent. It seems quite possible that the comparatively large amount of creative material which was included in the less-frequently published papers was due

TABLE XV

PERCENTAGE OF CONTENT SPACE DEVOTED
TO LITERARY ATTEMPTS BY PAPERS OF
THREE TYPES

Girls' Papers	Percent- age of Space for Literary Material	Boys' Papers	Percent- age of Space for Literary Material	Co-educa- tional School Paper	Percent- age of Space for Literary Material
The Aquinas...	29.4	De Paul Prep	6.50	The Central News	7.93
Drop O' Ink...	17.31	The Explorer	1.45		
The Gleaner...l	.55	The Magnavox	4.34		
The Longwood News.....	25.85	The Philip-Hi	6.69		
The Madonna News.....	12.11	The Wick	.86		
Mercy Hi-Rays	6.58				
The Raven.....	10.26				
S. F. A. Tower	18.38				
St. Mary's Herald.....	21.34				
The Spotlight	11.85				
The Teresanette	13.15				
Average.....	15.61		3.97		7.93

to the fact that those literarily-inclined had had plenty of time between issues to compose and submit contributions; for, as a rule, the writing of material of this nature requires more time than is needed for ordinary news writing.

3. SECTION NAMES

Four papers had definite literary sections named as follows:

<u>Name of Paper</u>	<u>Name of Section</u>
The <u>Madonna News</u>	"The Student Scribe"
The <u>Longwood News</u>	"Literary Lanes"
The <u>Central News</u>	"Litteraria"
The <u>Aquinas</u>	"Literary Leanings"

The other papers had apportioned no specific part of their content to this subject matter.

4. POETRY

Taking the papers as a whole, verse greatly predominated as a form of literature, there being, as is shown in Table XVI, a total of 115 poems. The girls' papers contained 102 of these; the boys' papers, only 3; and the Central News, 10.

Although the modern young person is usually pictured as madly grasping at what is new, and as utterly scorning the traditions of his forefathers, a study of Table XVI reveals that in 85 out of a total of 115 poems regular centuries-old meter was used instead of the free form of verse which characterizes what is commonly styled as the "new poetry."

H. August Miller Jr. in Creative Writing of Verse says:

TABLE XVI

POEMS IN LITERARY SECTIONS OF THREE TYPES OF
PAPERS, LISTED NUMERICALLY ACCORDING TO
RHYTHM, SUBJECT, AND INVESTIGATOR'S RATING

Types of Papers	No. in each Paper	RHYTHM		Subject			Investigator's Rating			
		Metri- cal Verse	Free Verse	Nature	Spiri- tual Topics	Other Topics	Very Good	Good	Fair	Poor
1. Girls' School										
The Aquinas....	13	12	1	8	3	2		9	4	
Drop O' Ink....	8	8		4	3	1		3	4	1
The Gleaner....	2		2		1	1		2		
The Longwood News.....	21	9	12	4	3	14	7	14		
The Madonna News.....	14	13	1	4	4	6		12	2	
The Raven.....	6	4	2	3	3			3	3	
S. F. A. Tower	11	11		4	6	1	1	3	7	
St. Mary's Herald.....	14	12	2	9	1	4		7	7	
The Spotlight.	1		1		1			1		
The Teresan- ette.....	12	12		5	3	4		2	5	5
Total.....	102	81	21	41	28	33	8	56	32	6
2. Boys' School										
The Explorer..	2	2				2				2
The Philip-Hi.	1	1			1			1		
Total.....	3	3			1	2		1		2
3. Co-education- al School										
The Central News.....	10	1	9	7		3		4	6	
Total of all Papers.....	115	85	30	48	29	38	8	61	38	8

There are three great elements in poetry: thought, imagination, and emotion--and the greatest of these is emotion. If you will analyze any good poem you will have these three elements." (26:36)

Miller further maintains that the success of any piece of literature depends upon its originality, that is, "the quality which makes an utterance seem new." (26:46) Of course, student poets, just as the great poets, must find their subjects in the ordinary things of life about them; but it is of vital importance, according to Miller, that "in poetry these ordinary things, these familiar ideas, be given an element of newness." (26:46)

"To express experiences picture-making names must be used," says Miss Luella Cook in The Craft of Writing; and she adds, "Words as the poet uses them so enrich the meaning as to give pleasurable experience." (14:80)

Finally, in poetry, attention must be paid to movement. Poetry is, according to Miss Cook, word-music, and its music is based upon rhythm, "which is as deep-seated in our nature as the impulse to learn through experience." (14:84) "Rhythm," Miss Cook adds, "is a race experience gained in a world made up of rhythms....We should expect it to follow quite naturally, therefore, that rhythm in poetry would intensify experience." (14:84)

It is on the basis of the points mentioned: thought, imagination, emotion, originality, diction, and rhythm, that the investigator's rating of the poems was given (see Table XVI). There was really a surprising amount of imagination shown, particularly in the nature poems excepting a few in which the writer became too sentimental over the over-worked and much-abused subject of "spring."

Miss Garrity, in her discussion of the verse found in her study says, "Too many tried to be humorous and were very flat indeed." (17:75) This fault was not found in the present analysis, practically all the poems being of a serious nature. To be sure, some of the writers were inclined to be

over-emotional, as the young poet in the Longwood News, February, 1933, who, in describing the scene from the top of a dune, wrote:

The beauty of a quick image
Is too exquisite;
It stabs like a knife--
It is pain.

Too, it must be said that some of the twenty-nine poems on subjects of a spiritual nature were too forced in expression and too obvious in sentiment to appear convincing. One gained the impression that the youthful writers were striving to say just the right thing and were so afraid of not handling material of this nature correctly that they chose the line of least resistance and repeated what they had heard and read over and over again, instead of earnestly analyzing their reactions and, with all simplicity, expressing their own thoughts and feelings.

Considering the verse as a whole good poetry predominated, as is shown in Table XVI, eight poems having been judged very good; sixty-one, good; thirty-eight, fair, and only eight, poor.

5. DESCRIPTIONS

Next to the poems in order of literary importance were the descriptions, there being a total of twenty-six of these, sixteen in the girls' papers, four in the boys', and six on the co-educational school publication. Of the subjects described, fifteen concerned people, nine were about places, and two were on some aspect of nature. Twenty-four of these were well done, containing vivid description and displaying an excellent choice of words.

6. ESSAYS

Of real merit were the essays, particularly those of the familiar-

essay type, of which there were nine in the girls' papers. The variety of subjects handled is observable in the titles: "On Weighing in Public"; "Peanuts"; "On Human Pests"; "On Being Small"; "Valentines"; "Breakfast"; "Eating Pie"; and "Conversation." Written in a clear, natural, rather chatty style, with many touches of humor and atmosphere these improvisations were, without exception, very pleasing. The six serious essays, which included such topics as "spring", "youth", and "decisions", while not being as entertaining as the informal attempts, were a little above the average of what would normally be expected from high-school students.

7. SHORT STORIES

Surprising as it may seem only three stories were observed, and these were in the girls' papers. They were very short and extremely simple, but fulfilled all the elements of a short story, in that they dealt with one dominant incident, presented one preeminent character, and produced a single dominant impression. (32:465)

8. CREATIVE EXPRESSION

One of the purposes of school newspapers listed by Johnson and Kildow is "to provide an outlet for the best literary and artistic work of the school." (20:3) That the literary work should be truly the expression of the students is emphasized by Hughes Mearns, who says:

We need to recognize that many, possibly most, pupils are essentially creative, but that our systems of education have forced adult standards of judgments until timidity regarding one's own writing has too often supplanted the adventurous spirit of those who really wish, and very often shyly endeavor, to express themselves in verse and prose. (24:viii)

It appeared quite certain that the work of the literary section in all the papers was really the product of the pupils, although no doubt that which

had been submitted in English classes had been corrected grammatically by instructors. With few exceptions, though, the writing had the amateurish mark of youth in technique, expression, and choice of subject, and lacked the finesse that would probably have characterized it had adult standards of judgment been imposed upon the aspiring litterateurs.

9. SUMMARY

1. Papers devoted 9.96 per cent of their space to the literary section. Related studies reported space for this section as follows: Miss Breiseth's, 4.89 per cent; Coe's, 3.21 per cent; Miss Garrity's, 4.85 per cent; Kropf's, 15.22 per cent.

2. Girls' schools gave 15.61 per cent space to literary efforts; boys', 3.97 per cent, and the Central News, 7.93 per cent.

3. Bi-monthly papers averaged 5.11 per cent space, and monthly papers averaged 14.5 per cent, indicating that the longer time between issues was advantageous to the collecting of contributions for this section.

4. Four papers had definite names for their literary sections.

5. There was a total of 115 poems, 102 in girls' papers; 3 in boys'; 10 in the co-educational paper.

6. Eighty-five poems were in regular meter and thirty were free verse; forty-eight treated of nature; twenty-nine were on subjects of a spiritual nature, and the others concerned varied topics.

7. Judged from the standpoint of thought, imagination, emotion, originality, diction, and rhythm, eight poems were ranked as very good; sixty one as good; thirty-eight, fair, and eight were marked "poor."

8. Poems of a religious nature were, in several instances, forced in expression and did not reveal deep thought.

9. The twenty-six descriptions were well done, containing vivid pictures and revealing a good choice of words.
10. The three short stories were brief, simple, and correct in form.
11. The nine familiar essays were entertaining; formal essays were a little above the high-school average.
12. There was evidence that the work was the creative production of the students.

CHAPTER XII

THE BOOK REVIEW

1. NUMERICAL ANALYSIS

Most of the journalists who criticize the inclusion of a literary section in the newspaper acknowledge that book reviews very properly belong in this publication. That Illinois Catholic High schools seemed to consider book reviews of some importance is shown by the fact that twenty-nine appeared in their columns, ten more than were noted in Miss Garrity's study. Nine of the girls' papers had twenty-three reviews; three of the boys' papers had four; and the co-educational paper had two. Twenty novels, four biographies, one autobiography, and four books of essays were selected for report.

2. BOOK REVIEW SECTIONS

Seven of the papers had regular sections for their book reports, which were headed as follows:

<u>Name of Paper</u>	<u>Name of Book Review Section</u>
The <u>Aquinas</u>	"In Review"
The <u>Explorer</u>	"From the Shelves"
The <u>Gleaner</u>	"Book Reviews"
The <u>Longwood News</u>	"Booklore"
The <u>Madonna News</u>	"Bookland"

3. SUBJECT MATTER

In regard to the kind of book to be reviewed Hyde is in favor of "important new books of a thoughtful character that the busy reader should know." (19:304) As to how the report should be handled, Miss Wrinn says that while there is no set rule or formula for the writing of a book review, the critic must give evidence that he has read the book carefully and thoughtfully. She continues: "Here are three questions that the critic should answer in judging a book: What did the author set out to do? Did he do it? How well did he do it?" (35:155) Advice given by this authority concerning the review of fiction is:

Comment specifically on the hero or heroine of the tale, if it is a character story; or the situation that motivates the story or the plot; or the question that the detectives have to solve, if it is a mystery story. (35:156)

She insists particularly that in all types of reviews the student's reactions to the book should be indicated.

4. TREATMENT BY THREE TYPES OF SCHOOL PAPERS

Girls' Papers.--- Excellent taste in the choice of books reviewed was shown in the papers from girls' high schools. Particularly prominent were books by such outstanding Catholic authors as: Rene Bazin, Owen Francis Dudley, Helen W. Homan, Maurice Egan, Hillaire Belloc; Agnes Repplier, Louis Hemon, and Abbe Ernest Dimmet.

As to content the reports answered very well the questions put by Miss Wrinn; for the reader knew when finishing these reviews just what the author was attempting, and whether and how well he succeeded. Particularly com-

mendable was the consistency with which the leading characters were sketched in the character type of novel. Too, just enough of the plot was given to rouse curiosity. The comments as to the students' reactions were thoughtful, varied, and gave evidence of a thorough knowledge of the book. The fact that criticism as well as praise was given added conviction to the reports.

To add diversity to the articles various devices were used. Writers of five of the book reviews, by first sketching the author's life, excited the interest of the reader in what was to follow. Mercy Hi-Rays adopted a form of dialogue discussion between students, which proved effective in its naturalness and informality. Critiques of books of a spiritual nature, such as A Watch in the Night, by Helen C. White, and By Post to the Apostles, by Helen W. Homan, were written with a particular earnestness which made the reader aware of the writers' desires to interest their companions in works of this type. At the same time, the sincere delight which the young people had evidently taken in the beauty and spirituality of the books was most gratifying. Worthy of praise were the digests of biographies, which many high school students find hard to read and even more difficult to interpret.

Although it appeared evident that the reviews were essentially the work of the students, the sophisticated style of some of them suggested that a more mature hand than that of the students had inserted words and phrases in order to make the articles read more smoothly and appear more polished. This "faculty touch" was more apparent in book reviews than in any other type of writing examined.

Boys' Papers.-- The four book reviews contained in the boys' papers were far below the level of those in the girls' news publications not only in style and content but in choice of subject as well. Of course the small number of reviews included indicated that the editors did not consider this

topic of much importance. However, it seemed unfortunate that even those few discussions were not handled with more skill and penetration.

The books chosen for review--for instance, MacGrath's The Lure of the Mask and Hichen's Garden of Allah--were old and quite out of date. Probably this would account for the lack of freshness displayed in the reporting of them. In the review of one book, particularly, The Gentleman from Indiana, the entire plot was told in such a desultory manner and with so much unimportant detail that an extremely poor impression of both the review and the book was given the reader. Besides, the author in no way indicated his opinion of or reaction to the volume.

The Co-educational Paper.-- The two reviews in the Central News were not particularly good, one of Connolly's Mr. Blue, being too ornate in expression; and the other, a brief sketch of Tomlinson's Gallion's Reach, giving no indication of the reviewer's appraisal of the book.

5. SUMMARY

1. Of the twenty-nine book reviews, twenty-three were in the girls' papers, four in the boys' and two in the Central News.
2. Seven papers had a regular section for book reviews.
3. In the girls' papers:
 - A. Excellent judgment was displayed in the choice of books reported; included were several books by outstanding Catholic authors.
 - B. Criticisms were well written and conformed in subject to Hyde's suggestions, and in treatment to standards specified in Wrinn's Elements of Journalism.

C. Various devices in the expression and arrangement of subject matter added interest to the reviews.

D. In several instances there was evidence that instructors had revised the reports to add smoothness and polish.

4. In the papers from boys' high schools:

A. Books chosen were old and out-of-date.

B. Reviews lacked enthusiasm and did not contain adequate comment.

5. Books reviewed in the co-educational paper were well selected but the reports did not give the reader much idea of the merit of the books discussed.

CHAPTER XIII

SUBJECT MATTER PROMOTING CATHOLIC ACTION

1. SPECIAL FUNCTION OF THE CATHOLIC SCHOOL NEWSPAPER

Newspapers which emanate from Catholic schools have a special function to perform which is not necessarily expected of the public-school news publications. Sister Mary Benecio, in an article entitled "Influence of the Catholic School Newspaper on Public Opinion", after mentioning some of the evils of the secular press, tells of the importance of the Catholic press as a means of offsetting these printed evils, and adds:

What the Catholic press does for the world, the Catholic school newspaper does for the school . . . In the first place it helps to direct student opinion in interpretation of problems relative to the school and to the Church. Principles of Catholic leadership are thus established. The Catholic atmosphere of the school finds expression on every printed page. This does not mean that all news must be religious in character, but it does mean that Catholic standards of youth and action must be apparent in every printed article. . . . The sports column can reflect the ideals of honesty and fair play. . . . The mission section without being in the least dull can so challenge the interest of youth in this great work of Christ as to inspire many with the desire to be of service to those who have not received the gift of faith. (7:10, 11)

As to further service which the Catholic newspaper may render, Sister Benecio continues:

There is the sincere belief on the part of some uninformed persons that Catholic schools are inferior. The student publication, reflecting as it does, the activities of the school, provides the information needed to bring about a better understanding of the Catholic school. (7:11)

"Catholic action" has been defined by Pope Pius XI as "the participation of the laity in the apostolate of the hierarchy." (11:vii) Certainly,

newspapers fulfilling the suggestions made by Sister Mary Benecio would, in every sense of the word, be said to comply with this interpretation of Catholic action; and it was to ascertain the participation of the papers of this study in this great cause that the survey reported in this chapter was made.

2. DELIMITATION AND QUANTITATIVE ANALYSIS

While, as Sister Benecio has specified, all articles reflecting ideals of honesty and fair play would be said to be upholding Catholic standards, the classification heading this chapter: "Subject Matter Promoting Catholic Action," was made with a view to analyzing only those articles which were essentially Catholic in nature; that is, of a type which would distinguish them as definitely belonging in the pages of orthodox Catholic newspapers rather than in secular publications. Material of this kind noted in all the papers was found to comprise 19.6 per cent of the content, girls' schools averaging 23.85 per cent; boys' schools 11.84 per cent; and the Central News, 11.5 per cent.

3. TREATMENT BY THREE TYPES OF PAPERS

Girls' Papers.-- Analysis of the girls' papers revealed a very careful coverage of every type of Catholic activity. In practically every issue of all the papers sodality affairs were reported fully and enthusiastically. Reports of general assemblies, individual committee meetings, and conventions constituted the main sources of sodality information. Among the other activities covered were: Forty Hours Devotion; instruction in the religious classes; retreats, which were reported in great detail, future, present, and past; Catholic plays given in the school; lectures on Catholic subjects given

by priests and laymen, whose pictures, in many cases, were inserted next to the article; Lenten practices; debates and symposia on Catholic problems; and various May Day ceremonies, such as the Crowning of the Blessed Mother and processions in her honor. Included in many papers were the names of students who had entered religious orders, together with descriptions of their lives in their new homes.

In addition to the accounts of Catholic affairs in the school there was much out-of-school news concerning parish doings, city, state, and national Catholic conventions, and meetings of various kinds. Many papers laid particular stress on the national contest being conducted at that time by the Queen's Work, for the purpose of selecting the twelve outstanding Catholic women renowned for their great services to mankind. A picture of His Eminence, George Cardinal Mundelein, with an article telling of a signal honor which had been accorded him, was observed in the Immaculata News, June 24. In several papers pictures of the Very Reverend Monsignor J. J. Horsch, director of the Pontifical Society for the Propagation of the Faith in the archdiocese of Chicago, appeared in connection with accounts of mission work.

Boys' Papers and the Co-educational Paper.--- While the boys' papers and the co-educational paper did not have the quantity nor variety of news reported in the girls' publications, that which was included was quite worthwhile. Something of a challenge to the recitals sometimes heard of the selfish, materialistic young man was the account in the Wick, May, 1933, of a beautiful spiritual bouquet of 2,415 Rosaries, 3,065 Masses, 2,372 Holy Communions, and 3,666 visits, which the Fenwick students had presented to their mothers on Mothers' Day. The Philip-Hi, January 27, 1933, told of the students' and their fathers' receiving Holy Communion in a body. January 15.

with a "get-together" breakfast following. With the aim no doubt of interesting students in the religious life the Central News gave a vivid description of the novitiate at Maryhurst, the motherhouse of the Brothers of Mary. All the facts concerning the First Annual Illinois Speech Contest in Apologetics, sponsored by Loyola University, were told of in great detail in nearly all the papers.

4. EFFICACY OF NEWS SUBJECT MATTER

Surely the news reported in this section would be said to have expressed the Catholic atmosphere of the school, and, in keeping with Sister Mary Benecio's suggestion, should not only have proved beneficial in establishing principles of Catholic leadership, but should also, by the type of information afforded, have brought about "a better understanding of the Catholic school."

Generally speaking, in all the papers particular emphasis appeared to have been placed on news of a Catholic nature, and sources where this could be obtained were evidently covered with special care. While this subject matter was not written in a style distinct from that of other kinds of news stories, a definite enthusiasm and a special desire to interpret Catholic forces were observable in the greater part of the articles.

5. EDITORIALS OF A CATHOLIC NATURE

That subjects of a Catholic nature were very popular in the editorial section is shown in Table XVII, which reveals that out of a total of 171 editorials, 73 or 42.69 per cent concerned Catholic subjects. Some of the topics of this nature which were treated of were mentioned in chapter V, "The Editorial." Besides these, popular subjects were: the significance of

various feast days and holy days such as Christmas, Easter, Candlemas Day. Particularly prominent were the editorials about the virtues of the Blessed Virgin Mary and Saint Joseph. Several exhortative editorials told just how Lent should be observed; some of them, it must be admitted, a little too "preachy" to be very convincing, but all of them thoroughly sincere.

TABLE XVII

NUMBER OF EDITORIALS OF ALL TYPES AND
NUMBER AND PERCENTAGE OF EDITORIALS OF
A CATHOLIC NATURE IN THREE TYPES OF
PAPERS

Types of Newspapers	Types of Editorials		
	All Types of Editorials	Editorials of a Catholic Nature	
	Number	Number	Percentage of Total Editorials
Girls' School	121	53	43.8
Boys' School	41	16	39.02
Co-educational School	9	4	44.44
Total	171	73	
Average.....			42.69

Especially well written were the many editorials on Catholic Press Week: why and how it should be observed. The Catholic radio hour and the importance of youth in Catholic action also proved fruitful subjects for presentation. A very fine feature of the S. F. A. Tower was a regular sec -

tion called Tower Thoughts, headed by an attractive picture of a tower and containing spiritual musings of the editor.

6. OTHER SUBJECT MATTER

Since interviews and literary material on Catholic subjects, as well as reviews concerning Catholic books, were discussed in previous chapters both as to amount and quality, they will not be again treated of in this section. Suffice it to say that they contributed a distinctly Catholic tinge to the news publications.

7. CONCLUSION

His Eminence George Cardinal Mundelein, who was a newspaper man in the early days of the Brooklyn Tablet, said in his speech at the Catholic Press Association Convention, held at Mundelein, June, 1933:

Indifferentism is widespread. There is not a little negation and there is not a little unbelief The way to fight that is to build up resistance as the physician does by supplying interesting and instructive information in abundance in your columns. (12:257)

Although the editors of the Illinois Catholic high-school newspapers of this survey may not have been at all times fully deliberate in their efforts to combat indifferentism or other evils of the secular press, there is little doubt but that by their supplying subject matter of the type, quality, and quantity, suggested by Cardinal Mundelein they were promoting Catholic action and wielding effective weapons of offense, as well as erecting formidable barriers of defense against the insidious printed evils threatening the promulgation of Christ's kingdom on earth.

8. SUMMARY

1. Subject matter of a definitely Catholic nature was found to occupy

space in the following percentages: all papers, 19.6 per cent; girls' papers, 23.85 per cent; boys' papers, 11.84 per cent; the co-educational paper, 11.5 per cent.

2. A great variety of topics, both local and out-of-school, was reported in the three types of papers, the girls' papers, however, showing both a greater number and a more complete coverage of sources than were observed in the other types of publications.

3. Because of the detail with which it was reported, as well as the enthusiastic style in which it was written, Catholic news appeared to be particularly emphasized by the schools issuing the papers.

4. A splendid selection of subjects characterized the Catholic editorials, 73 in number, comprising 42.96 per cent of all the editorial matter.

5. By supplying interesting and instructive material of the type suggested by His Eminence Cardinal Mundelein, the newspapers appeared to be real factors in the promoting of Catholic action.

CHAPTER XIV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. SERVICES WHICH SCHOOL NEWSPAPERS SHOULD RENDER

Although the results of this survey have been incorporated into the various chapters of this thesis in some detail, it seems well to summarize these inferences more concisely, with the aim of determining the exact status of the participating papers and of making recommendations which may aid in their development.

The question usually asked in estimating the merit of an object is: How completely does it fulfill the purpose for which it was produced? As an aid to answering this question in regard to the school newspaper, Johnson and Kildow have prepared a brief but comprehensive list of what they deem to be the proper objectives of this activity. They state that "the services which a newspaper should seek to render may be set forth as follows: (20:4)

1. To provide an organ of information that will present all the news desired by those who are actively interested in the school.
2. To provide an organ for the expression of student thought.
3. To create a wholesome school spirit and to support the best traditions of the school.
4. To promote and encourage worthy school activities.
5. To encourage the ideals of true sportsmanship.
6. To promote scholarship--the really useful school newspaper deals with more than superficial activities.
7. To provide an outlet for the best creative literary work of the

school.

8. To provide training in useful and purposeful writing.
9. To create a desire for the best forms of journalism both in and out of school.
10. To provide an organ in which may be given general and special forms of information pertaining to the school and its needs.
11. To record in permanent form the history of the school.

It is with these proposed services in mind that the greater part of the conclusions and recommendations for the papers examined in this study have been formed.

2. REVIEW OF CONTENT SECTIONS AND SUGGESTIONS FOR THEIR IMPROVEMENT

(a) Unquestionably, the first, fourth, sixth, ninth, tenth, and eleventh services listed were effected to a greater or less degree by all the papers, through their news stories. However, the undue stress laid on sports news by the papers from the boys' schools prevented these publications from presenting the adequate picture of all phases of school life which is essential for the proper accomplishment of the aims mentioned under points 1 and 11. While the news stories were, in the main, correct in structure and timely in their news, the practice of editorializing, the wordiness, and the careless style of writing found in the articles of several papers gave evidence that the student journalists were not sufficiently imbued with "a desire for the best forms of journalism" (point 9). These defects, however, would not be difficult to adjust. Adjusted, though, they must be, if the papers are to progress; for the main requisite of that most significant department of the paper, the news story, is that it present a clear, concise, and entirely impersonal account of an event or situation.

(b) As to the relation between the handling of the news story and

frequency of issues, it was found that the bi-monthly papers were less careful about the coverage of their sources and the assembling of their material than the less-frequently published papers. It would, therefore, seem advisable for the schools of publication either not to attempt so many issues, or if the same number is to be continued, to arrange for the staff members to have more time to accumulate and prepare their copy.

(c) As regards the size of the paper and its news value, the number of columns did not seem to affect either the variety or quality of news, the material of the three-column papers comparing very favorably in every respect with that observed in the four or five-column publications.

(d) The enthusiastic style of writing was a commendable element of the athletics news, but the evident prejudice in favor of the home teams indicated that the newspapers did not sufficiently "encourage the ideals of true sportsmanship" (point 5) in the reports of sports contests. It would be well for writers of these articles to adopt a more professional attitude and to train themselves to observe and report the plays of rival teams with as much interest as they recount those of their own contestants.

(e) The editorial section seemed "to provide an organ for the expression of student thought" (point 2). The dignified tone of the articles, the earnestness of the writers, and the praiseworthy choice of subjects spoke well for the general policies of the papers; for of all the sections the editorial department usually reveals most clearly the true personality of the paper. An added spur to the readers' interest in these views of the editors would be given if the writers endeavored to be more thoughtful, clear, and pellucid in their expression. Then, too, the adopting of a more fraternal attitude toward readers in the exhortative editorials would lend a friendlier tinge to some of the writing which seemed a bit paternalistic in

in cast.

(f) "To create a wholesome school spirit" (point 3) is perhaps the special function of the humor column. This purpose seemed to be attained in the schools which used in their columns stories, squibs, and observations which were local, ingenious, and kindly. It is to be hoped that the column editors using clipped material will become aware of the uselessness of this type of copy and will exert more of an effort to make this column realize its potentialities of becoming what McKown calls "the great friendmaker of the school." (22:312)

(g) Not only the quantity but the quality as well, of the literary endeavors and book reviews showed that many of the publications had provided an excellent "outlet for the best creative literary work of the school" (point 7). While not being classed as strictly literary material the well-written feature stories and interviews revealed enough imagination to be termed "creative." An increased number of contributions along these lines would prove a great asset to all the papers.

(h) The efforts of the young writers "to promote and encourage worthy school activities" (point 4), and also to report worthwhile out-of-school events were revealed in the emphasis which they put on the subjects noted in Chapter XIII: "Subject Matter Promoting Catholic Action."

(i) Advertising was the only department in which all the schools consistently failed to avail themselves of an opportunity "to provide training in useful and purposeful writing" (point 8). It was evident that the aims for this section had not been satisfactorily formulated by any of the schools. Possibly the practice in vogue in many institutions of subsidizing the newspaper from the student activity fund may have been a factor in these schools' not taking much interest in developing the possibilities of this part of the

content. But, after all, whether or not the funds from the sales of advertising are needed is not the point which should govern the kind of material to be used in this or any other section of the paper. No paper should carry in its columns subject matter which is neither valuable to the student from the standpoint of training nor satisfying to the reader from the point of view of news, interest, or information. Detailed suggestions for the betterment of advertising were included in Chapter X.

3. GENERAL RECOMMENDATIONS

Without doubt, a start in the right direction has been made by the news publications of the Catholic high schools of Illinois. Commendable indeed were the pride which the members of every staff took in their school and the loyalty which they manifested towards the administration, the faculty, and their fellow students. An added impetus to the development of the papers would unquestionably be given if each staff thoroughly and quite objectively examined its newspaper content in the light of the standards expected from the best and most progressive news publications. Such an appraisal, together with a clear definition of the purpose which it is endeavoring to serve in the school, should prove a great boon to both the individual and collective advancement of that important activity--the school newspaper.

APPENDIX I

PARTICIPATING PAPERS AND NAMES AND LOCATIONS OF SCHOOLS OF PUBLICATION

<u>Name of Paper</u>	<u>School of Publication</u>	<u>Location</u>
1. The Aquinas	South Shore Dominican High School	Chicago
2. The Central News	St. Michael's High School	Chicago
3. De Paul Prep	De Paul Academy	Chicago
4. Drop O' Ink	Mallinckrodt High School	Wilmette, Illinois
5. The Echo	Sacred Heart Academy	Lisle, Illinois
6. The Explorer	De La Salle High School	Joliet, Illinois
7. The Georgian	St. George High School	Evanston, Illinois
8. The Gleaner	Alvernia High School	Chicago
9. The Immaculata News	The Immaculata High School	Chicago
10. The Longwood News	Academy of Our Lady	Chicago
11. The Madonna News	The Madonna High School	Aurora, Illinois
12. The Magnavox	St. Mel High School	Chicago
13. Mercy Hi-Rays	Mercy High School	Chicago
14. The Philip-Hi	St. Philip High School	Chicago
15. The Raven	St. Scholastica High School	Chicago
16. S. F. A. Tower	St. Francis Academy	Joliet, Illinois
17. St. Mary's Herald	St. Mary's High School	Chicago
18. The Spotlight	Siena High School	Chicago

19. The Teresanette

St. Teresa Academy

East St. Louis,
Illinois

20. The Wick

Fenwick High School

Oak Park, Illinois

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The thesis "An Analysis of the Content of
Catholic High-School Newspapers in Illinois,"
written by Sister M. Gabrielle Pierik, O.S.B.,
has been accepted by the Graduate School of
Loyola University, with reference to form, and
by the readers whose names appear below, with
reference to content. It is, therefore,
accepted as a partial fulfilment of the re-
quirements of the degree conferred.

Rev. Austin G. Schmidt, S.J. April 16, 1934

John W. Scanlan April 23, 1934