

FUNDAMENTALS OF YEARBOOK
PRODUCTION

by

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INTRODUCTION

The investigation of this problem was undertaken because of the lack of specific information on this important subject. Many teachers in colleges and high schools are appointed to act as advisors to annual staffs without any previous experience in or study of the production of yearbooks. The students elected to edit and manage the annual often have had little or no experience in the work.

Mr. Fred Kildow, director of the National Scholastic Press Association,¹ University of Minnesota, and Mr. Paul Nelson, editor of the Scholastic Editor,² receive many requests for information each year from yearbook staffs and advisors. Both have indicated on several occasions the great need for specific information on the fundamentals of yearbook production.

The purpose of this investigation has been to study and collect information on the problems faced by yearbook staffs and to present this information in a manner which will be useful as a guide to yearbook editors and advisors. An effort was made to cover briefly the fundamentals of yearbook production, presenting them in the order in which they will be needed by the student staffs.

¹

The National Scholastic Press Association is the oldest and largest organization of student newspapers, yearbooks, and magazines in existence. Founded in 1921, present membership is in excess of 3,000 publications.

² The Scholastic Editor, a magazine with a national circulation, published for school journalists.

Information was gathered from questionnaires, yearbook judging scorebooks, from the study of literature on the subject, interviews with yearbook advisors, editors, craftsmen, judges, and direct contact with yearbook publication.

There is an extremely small amount of literature on the subject. Except for a few instruction books written and published by engravers and printers engaged in the production of yearbooks, most of the material consists of short magazine articles treating different phases of the work and written for popular consumption.

The material presented in this investigation is therefore largely original. The writer was forced to draw on his experience to a large extent. However, useful information was secured from the books judged for National Scholastic Press Association³, and from material furnished by the staffs of these books. Each of the staffs competing fill out a detailed questionnaire and a financial statement. This material was invaluable in determining amounts of money spent for different items that go into an annual.

FUNCTIONS OF AN ANNUAL

The modern high school or college annual is a kind of "glorified" family album. It is also (or should be) a human history of a year of school life. A good editor keeps these two aims in mind when he starts to build a yearbook. American high schools and colleges pour millions of dollars into annuals each year and

³Future references in this thesis to the National Scholastic Press Association will be indicated by the letters N.S.P.A.

if the public is not pleased, the publication of yearbooks will be curtailed and in some cases will cease.

For 14 years, while engaged in selling printing and engraving to annual staffs, the writer heard many complaints about the limited number of students who purchase annuals. According to many business managers only 25 or 30 per cent of the students were subscribers. In every instance of this kind investigation of the previous book published revealed that only 25 or 30 per cent of the students had their pictures in the book. Every student whose picture is in the yearbook is a potential purchaser. That student feels he belongs to the school family. If his picture is missing, he feels unimportant and insignificant.

History of the Yearbook⁴

Yearbooks began as memory books for seniors only. Seniors exchanged pictures and in some cases pasted them into albums together with newspaper clippings to serve as a reminder of school days.

In the late eighties, half-tones were developed and a few colleges used the new method of photo reproduction and produced printed yearbooks. Tremendous possibilities opened up to enterprising editors with the new device for picture reproduction.

Yearbooks moved slowly toward present perfection. It was not to be expected that they would change rapidly. They were produced by undergraduates who had full assignments of school

⁴Richard M. Benson, Principles of School Yearbook Production and Management (San Francisco, c. 1939), pp.21-22.

work in addition to their editorial duties. Most schools continued to produce only senior memory books for several years.

The second function of the yearbook, its possibilities as a history of one school year, began to be recognized and developed soon after printed annuals became common, probably around 1895. Forces were at work which slowly changed the old class book into the modern annual of today.

It is impossible to trace these forces in detail. The most important was the change within the school. Interscholastic athletic teams made for school spirit instead of class rivalry. Fraternities, clubs, and other organizations took over the social functions of the classes. The demand grew for a memory book of all the school's activities instead of just senior class activities.

Another force, often underestimated in importance, was the work of the engravers, printers, and photographers. They encouraged editors to include classes other than seniors. They planned sections for views, organizations, school activities, and worked out budgets and sales campaigns which made these additions possible.

During the past two decades the state and national school press associations have contributed greatly. Conventions sponsored by these associations have made it possible for annual staffs to meet and exchange ideas. In particular, the yearbook contest and critical service conducted by the N.S.P.A. has done much good. The N.S.P.A. Yearbook Scorebook is the best measuring stick yet devised for evaluating an annual. The loan library of N.S.P.A., University of Minnesota, composed of many All-American

yearbooks, has been a source of inspiration and aid to many editors. The Columbia Scholastic Press Association, sponsored by the School of Journalism, Columbia University, conducts an annual contest for yearbooks and a convention for the members is held each year in New York City. Another force that should not be forgotten is The Scholastic Editor, a magazine for student journalists, which from its beginning 20 years ago has been a powerful force for better yearbooks.

If the annual is to fulfill its functions as a real memory book it should include pictures of every student and faculty member, and record a complete history of the outstanding events of the school year in pictures and type.

THE BUDGET

The first step in planning an annual is to work out a careful, complete, and attainable budget. Records left by previous staffs are studied to find the sources of income used by them as well as the list of expenses. Questions most often asked by yearbook staffs are: "How much should we spend for a yearbook?" "How much should be spent for engraving and printing?" "How much of the income should come from sale of books?" "How much from advertising?"

Study of Financial Reports

In order to secure the answers to these questions and many others regarding budgets for high school annuals, plans were made to send out a questionnaire to a number of representative

schools, but it was learned that the staff of each school entering a book in the N.S.P.A. contest is required to submit a complete budget of income and expenditures. Fred Kildow, director of N.S.P.A. co-operated in selecting 36 representative financial reports which were used as a basis for study.

For the purpose of comparison, high school books were divided into six classes depending upon the number of students enrolled. Six entry blanks were selected from each of the classes. Reports from schools in 20 states were studied and all sections of the country from Pennsylvania to California and from Wisconsin to Texas were represented. The information was tabulated and the results obtained. (See Tables 1 and 2).

Average Income and Average Expenditure

The information concerning the average income and average expenditure in the different classes is of interest to schools with approximately the same enrolment. The most important facts revealed are that 55 per cent of the total income is secured in the average school from the sale of books, 15 per cent from advertising, 10 per cent from sale of space to organizations and activities, three per cent from plays, and 16 to 17 per cent from other sources. Listed under other sources of income are many items such as rebate from photographs, class dues, activity fees, appropriations by board of education, sale of candy, magazine subscriptions, and revenue from concessions at athletic and all-school events.

Table 1. Showing average income of yearbooks
from schools of different enrollments

Classification According to School Population	Income	Enroll- ment	Books Sold	Liver- tising Income	Book Sales	Other Income	Sale of Space	Class Plays
2500 or over . .	\$3316	3030	1509	\$207	\$2110	\$688	\$311	\$...
1600-2499 . . .	2392	1991	679	318	1429	415	229	...
900-1599 . . .	1965	1243	898	184	1067	377	239	97
500-899 . . .	1389	652	534	348	628	141	157	115
200-499 . . .	732	342	262	255	290	85	31	71
Under 200. . .	536	161	144	242	188	37	69	...

Table 2. Showing average expenditures of yearbook
from schools of different enrollments

Classification According to School Population	Expendi- tures	Spent for Printing	Spent for Engraving	Spent for Photography
2500 or over . . .	\$3226	\$1948	\$1021	\$224
1600-2499 . . .	2240	1241	731	159
900-1599 . . .	1878	1086	632	115
500-899 . . .	1257	685	485	52
200-499 . . .	756	386	309	49
Under 200. . . .	521	269	222	26

Financial advisors of yearbooks attending the N.S.P.A. convention in Detroit, 1940, generally agreed that raising revenue for an annual is a matter of sanity and proportion. They felt that the staff was not justified in making the financing of the annual a burden to the students, faculty, or city.

In many instances not all the possible sources of income revealed in this study are used. The staffs of successful annuals push the important ones in a thorough and business-like manner.

Sale of Books

The sale of books is the big and uncertain source of income, as shown in Table 1. Financial success or failure is determined to a large extent by the number of books sold, therefore the greatest effort is usually put forth in this campaign. The most successful campaigns were not held too early in the school year. Plenty of time was allowed for adequate publicity, mass selling.

In these campaigns students and parents were told each week through the school and city paper what the yearbook staff was doing and how the book was to be improved and made different from previous books. All the changes were not revealed in one release, but some special feature of the book was publicized each week. When plans were definitely worked out and the students had become interested in the book because of the advance publicity, an intensive selling campaign was conducted. Most campaigns did not last over one week. In many schools two or three days were sufficient.

When the week arrived for the "big push" the publicity was intensified.

The plan outlined below was used in one high school and helped to build the circulation from 600 to 2,100 in three years. The school has an enrollment of 2,400 and is organized on the home room plan. The faculty advisor and business manager worked in close co-operation.⁵

A sales captain was appointed for each home room and he selected two or three people to assist. In several cases the home-room teacher was selected as an assistant. A sales meeting of all the captains and assistants was held the day before the campaign got under way. The business manager explained the plan in detail and issued receipt books to be used in order taking. A system was worked out so that all receipt books and money were to be checked in to the business manager or faculty advisor.

A prize was given to the home room having the highest per cent of sales, and special recognition was given the winning captain. Space in the annual was given free to all home rooms which sold annuals to more than 50 per cent of its members.

A special program was given in student assembly the day the captains started the drive for orders. Some of the most successful programs of this kind, used in different schools, have been based on characters from the "funny" papers, such as Popeye or Little Abner; and many have used characters from Alice in Wonderland.

⁵Interview with R. R. Maplesden, Kansas City, Missouri, Nov., 1939.

The character of Popeye was used in this particular campaign. One of the best actors in school was dressed as Popeye, with all accessories including pipe and spinach. He appeared on the stage and interviewed the editor of each section, the principal, and leading instructors. The business manager discussed the sales campaign with Popeye and sold him a book. He told how many books he intended to sell and ate some of the Popeys spinach. As many people as possible were included in the cast.

The art department of the school painted a large poster of Popeye swinging a sledge and trying to ring a bell. The illustration was patterned after the old stunt used by the circus or carnival where all the strong boys of the community tried to ring the bell and if successful received as a prize a cigar, a box of candy, or a Kewpie doll. Of course Popeye was trying to ring the bell for the school to reach its goal of 2,000 subscriptions to the annual.

The poster was gigantic in size extending from the floor to the ceiling. It was placed in the main hall where everyone must pass on the way to classes. The class in shop practice arranged lights to show the poster effectively.

By using red crayon on the track in which the shot was supposed to travel when Popeye used his sledge, the progress of the sales contest could be shown graphically each day. The standing of each home room was also shown.

The study of this sales campaign shows that students will work harder for recognition and honor than they will for pay. Another point emphasized by the conductors of this campaign was to get as many people as possible to take part in putting the

drive over. They feel they have a part in the book and become boosters and subscribers.

The preceding example is given as representative of successful promotion with a typical city high-school clientele.

Sale of Advertising Space

The next largest single source of income in the average school was from selling advertising. In many communities merchants, school administrators, faculty advisors, and the business staff of the annual took the attitude that the purchase of advertising space in the book was a donation. A few wide-awake staffs made it a real investment for the merchants.

Here is what one book did.⁶ For every advertiser who bought full page space in the annual the staff took a picture of the business house showing students in the store, and the proprietor and clerks behind the counter. In one case the owner's two small children were shown in front of the business establishment. The staff paid for the picture and engraving. For one-half page advertisements the staff took the picture and the advertiser paid for the engraving.

This same staff ran a quarter page advertisement in the school paper during both the fall and spring semester listing all the yearbook advertisers in alphabetical order.

Many variations of this plan have been used. In some of the 1939 annuals examined it was almost impossible to tell where the regular annual ended and the advertising section began. The

⁶1939 Royal Purple, Kansas State College, Manhattan, Kansas

reader's interest carried on through the advertising section.

Other sources of income shown in the questionnaires were used when necessary to balance the budget. If it had been customary to charge for space and receive rebates on photographs the practice was often continued, but the trend was toward dropping unnecessary and unprofitable schemes.

Co-operation

Co-operation between the editorial and business staffs is essential if the book is to be a success. If the editor accomplishes his aims of making the annual a real memory book and a complete history of one school year, he aids the business manager to balance his budget, because more people will have their pictures in the book and will want to buy a copy.

It is up to the editor to keep expenditures within the budget. When the budget has been tentatively set up, the business manager must supply the energy and enthusiasm to put over the subscription campaign, sale of advertising space, and tap the other sources of income included in the financing plan.

PICTURES FOR THE YEARBOOK

Editor's First Problem

Good pictures constitute the first important problem of the editor of the student annual. According to Alfred Makins,⁷

⁷Interview with Alfred Makine, Editor of the 1940 Royal Purple, Oct. 5, 1939

a successful yearbook editor:

If pictures had legs they would still be too temperamental and perverse to walk into your office and ask to be used in the yearbook. If you are to have interesting pictures, you must sally forth and bring 'em back alive. When your flashy left halfback breaks away for a 20-yard dash to a touchdown against that old rival you must be crouching on the sideline or crowding into the end zone with a camera that will catch him, for that ancient and honorable enemy, be he ever so honorable, will not rehearse the play a second time just so you can take a snapshot for your book.

Photographs are the foundation upon which the annual is built. Sparkling engravings and beautiful printing cannot be had unless they are based on the firm foundation of good pictures. Before starting out to secure pictures for the yearbook, a dummy of the proposed book should be worked out showing tentative page layouts. This dummy or blueprint will not only be a guide to the pictures wanted but will also enable the photographer to get them in the proper shapes and sizes to fit the plan.

In getting pictures it is important to bear in mind the two chief functions of a yearbook. The annual should function first as a memory book or family album; and second, it should be a complete history of one year of school life.

Photographs used in the album section, composed of the classes and organizations, are usually taken by a commercial photographer. In most schools it is more satisfactory to have the action or event pictures taken by a student or a faculty member, who is more often available when the events are taking place.

Kind of Pictures Needed

What is the best type of picture for the annual? For the past several years, this question has caused long and earnest discussion at all pictorial roundtables held in connection with the N.S.P.A. conventions.

It is almost impossible to describe a good picture. R. R. Maplesden, a leading school annual engraver and yearbook judge, gave this definition. "If you have detail in both the highlights and shadows you have a photography which will reproduce well." Prints that are too "contrasty" (have deep blacks and brilliant whites) often have a chalky appearance in the highlights and the shadows are too dark.

All prints should be made on glossy paper and squeegeed. When wet prints are rolled out on a squeegee plate and allowed to dry they acquire a special glossy finish which improves them for photo-engraving reproduction.⁶ Uniform color in all pictures is necessary for the best engraving results. An effort should be made to keep away from brown and yellow tones in the prints. Black tones will reproduce best.

Studio Photographs

An examination of the books used in this study shows that class panels are more attractive if all prints are made with uniform head sizes. The photographer must be made to understand

⁶ Interview with Laurence W. Blaker, Manhattan, Kansas, June 19, 1941.

that the sittings are being arranged so the pictures will be satisfactory for use in the annual and will look attractive when arranged in a composite panel.

A neutral or light gray background is usually the safest. The gray background contrasts well with hair, face, and clothing; and much better detail comes in both highlights and darker portions of the portrait than if a white or black background is used.

Uniform head size can be secured if the photographer will use a device to measure the distance from the point of the chin to the eyebrows when the image of the sitter is reflected on the ground glass of his camera. Some photographers prefer to have the distance from the chin to the top of the head the same in all pictures, and this method of standardization will probably give as good results as the one mentioned above.

Some schools use individual pictures arranged in panels for the organization section of the yearbook. This plan is satisfactory where all students have pictures taken for the class section. In many schools only the seniors appear in the class section, and if the individual pictures are demanded for the organizations, many students will not have pictures taken because of the high cost of individual portraits. If group pictures are taken of organizations the cost to each individual is small and many more people will have pictures in the annual, thus increasing its value as a memory book.

A large group should be arranged so that all faces will appear as large as possible in a limited space. Care should be

taken that the heads of those in each successive row appear between the heads of those in the row directly in front.

Informal Groups

Much has recently been said and written urging use of informal group pictures. They add interest and variety to the book and should be used whenever the groups are small enough to be photographed effectively. Figure 1 illustrates how an informal picture can be taken of a small group. As many as 20 or 25 people can be photographed effectively in an informal grouping.

In the effort to get informal pictures the editor must not lose sight of the fact that the chief purpose of the organization space in the yearbook is to show the pictures of the individual members. The books examined in this study showed hundreds of group pictures in which parts of many faces were hidden. Sometimes the group was so arranged that the faces of the individuals appeared too small even for recognition. Much of this haphazard arrangement, or lack of arrangement, is due to laziness or ignorance-or to the fake "god of informality". Some books show pictures of only two or three members of an organization engaged in some task supposed to illustrate the purpose of the organization. Pictures of this kind are splendid if they are used in addition to a group picture showing the entire membership.

Use of a modern camera equipped with flash gun makes it possible to cover every important event of the year if the staff is wide awake and on the job every day.

Royal Purple Plan Studied

The Royal Purple of Kansas State College, which has won N.S.P.A. All-American rating for the past five years, has been complimented by the judges for the excellence of its pictures and the complete photographic coverage of all events of the year. For this reason the plan used by the Royal Purple staff to secure pictures is presented here.

Each Friday morning a meeting of the editor, student photographer, and advisor was held to canvass all the possibilities for pictures to be taken during the following week. A careful study was made of the school calendar and all news stories of coming events published in the school paper. Any tips from members of the staff and others were jotted down. This schedule was revised almost every day. When it was decided which events should be photographed, the time and place of the event was posted on a bulletin board. In order that the best results might be obtained the plan for taking the picture was discussed in detail with the photographer so that the significant features of the event would be caught.

Work of One Week Outlined

The schedule followed for one week during the fall of 1939 was analyzed in detail. Plates I and II are reproductions from pictures taken during that week. The first event to be covered was a football game with the University of Colorado on Saturday afternoon. Covering a football game for the Royal Purple included

EXPLANATION OF PLATE I

- Figure 1. An informal photograph of a small group.
- Figure 2. A good sports picture with plenty of action.
- Figure 3. An unposed shot of the football coach.
- Figure 4. The Pi Beta Phi house at Kansas State College.
- Figure 5. Military fraternity holds its initiation.

PLATE I



Figure 1.



Figure 4.



Figure 2.



Figure 5.



Figure 3.

EXPLANATION OF PLATE II

- Figure 6. Students fight it out over the water tank.
- Figure 7. The "Missouri Legend" in rehearsal.
- Figure 8. The cast relaxes at a big "jam" session.
- Figure 9. A Barnwarmer crowd and decorations.

PLATE II



Figure 6.



Figure 7.



Figure 8.



Figure 9.

not only action pictures of the play but complete coverage of the "football fringe".

The staff of the annual tried to include all the color and pageantry connected with the present day football spectacle. This includes pictures of marching bands, pep rallies, yelling rooters, cheerleaders in action, coaches on the sidelines, the team rushing on the field, crowning the football queen, stunts during the half time, scenes in the press box, visiting dignitaries, etc.

It would be impossible to cover all these features during each game, and even if it were possible, there would not be room in the annual for the pictures or money in the treasury to pay the photographic bill.

One of the pictures taken at the Colorado game is shown in Figure 2 and is a touchdown play by the Kansas State quarterback. This picture was taken from the end zone. It is a good picture to use in the annual because it recalls one of the dramatic events of the game. The figures of the players are large and distinct, yet the setting and atmosphere of the game is recalled by the crowd in the background. Figure 3 shows a picture of the coach giving final instructions to a player he is sending into the game. This picture has more interest than a studio picture or a posed snapshot and will enhance reader interest in the year-book.

Sunday was spent taking pictures of several fraternity and sorority houses. Figure 4 shows the results. It was decided to

get pictures showing members at the entrance or on the front porch of the different houses, because interior scenes and distant shots had been used in the two previous books.

No pictures were scheduled to be taken Monday but as the advisor was returning to the office a few minutes after lunch he saw a large number of students gathered east of the main building. He hurried over to find out what was causing all the fun. Mortar and Ball, honorary military fraternity, had some 25 initiates doing the goose step and performing other antics for the entertainment of the crowd. The bell rang for classes before a camera could be secured but arrangements were made with the president of the organization to get a picture the following day. The result is shown in Figure 5.

The next assignment was to get a picture of the Student Council. They were having a regular meeting Tuesday evening. The photographer went to the meeting and told them to go right ahead with their business. Figure 1 shows the excellent unposed picture he obtained.

No further pictures were scheduled until Thursday night, but Thursday noon as the chief student photographer was returning to class he saw the annual Ag-Vet fight was in progress. At Kansas State this means that the students in the Division of Veterinary Medicine and the Division of Agriculture are having their yearly battle. Each year the big social event in the Ag division is the Ag Barnwarmer, a dance at which the Queen of the Ags is elected. During the week before the dance all students in the division must

wear overalls to school. There is a large water tank near the Ag building in which they duck all students in the division who fail to wear the designated garb. It usually happens that the Vets get into the "ducking game" and a free for all results, all in good fun, of course.

In 1938 some long range pictures of the fight were secured for the book, but the photographer wanted close-up action for a change. A glance at Figure 6 shows real action and it was given a half-page display in the book.

Thursday night was dress rehearsal for the first all-school play of the year. That is the time to get the best play pictures. The results are shown in Figures 7 and 8. The photographer was instructed to go to the make-up room and get behind the scene shots before rehearsal began. When he arrived he found the cast had an old piano in the dressing room and were having a big "jam session" and whooping it up generally. He shot Figure 8. It is much better than a make-up picture because it shows the cast really enjoying the work of putting on a play. Figure 7 is a scene from the play taken during rehearsal, very effective because it shows the members of the cast in a dramatic scene. The faces and figure are large and will show up to good advantage in the yearbook.

The final assignment for the week was pictures of the Ag Barnwarmer. Figure 9 was taken to show the crowd and decorations. It was rather a hectic week for the Royal Purple photographer, but it was only a preliminary to the next week, which was Homecoming.

PRINCIPLES OF PAGE LAYOUT

Planning the Dummy

When the pages of a yearbook look interesting and attractive it is not an accident. In every case, surveys show it is the result of careful planning. Building a yearbook is a good deal like building a house. Some houses are stark, ugly structures with built-on "lean-to's", unwanted additions to any community. Two blocks away may appear a beautiful Spanish, English, or Colonial home that is pointed to with pride by everyone in town. The beautiful house may have cost no more than the ugly monstrosity. It is merely the result of an intelligent plan by a good architect.

The editor is the chief architect in planning an annual. He works out a complete page-by-page dummy of the book before a single photograph is sent to the engraver, and before many pictures are taken. A loose-leaf dummy with sheets cut the exact size the pages will be in the finished book is usually the most satisfactory. A tentative layout is planned for every page in the annual.

The most interesting books examined in this study and the ones rated All-American by the judges were the ones that showed careful planning and attention to details.

Figure 10 shows in detail the different elements which go to make the completed pages in the book. "A" represents a heading for the two facing pages, "B" action pictures of different football games, "C" captions for action pictures, "D" body type

EXPLANATION OF PLATE III

- Figure 10. Illustrating the different elements which go to make completed pages of book. "A" the heading for two facing pages. "B" action pictures of different football games. "C" captions for action photos. "D" body type or season write-up. "E" group photo of squad. "F" identification of various individuals. And "G" represents the sub-headings.
- Figure 11. Correct margins all around add to beauty of layout.

PLATE III

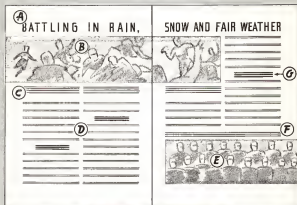


Figure 10.

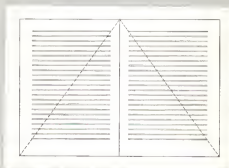


Figure 11.

or season write-up, "E" group photograph of squad, "F" identification of individuals, and "G" a subordinate heading.

While it may not always be necessary to make detailed layouts for each page in the dummy, it is done on most of them. Care is taken to provide a place, not only for illustrations, but headings, captions, identifications, and body copy; if this is done they are not unplanned "lean-to's" that will mar the beauty of the finished book. Omitting captions and identifications because they "spoil the appearance of the page" lessens the value of the annual as a memory book and shows a lack of careful planning by the staff.

Elements to Consider in Making Layouts

The chief elements to consider in making layouts are white space, illustrations, and type masses.⁹ It is impossible to discuss in detail each of these elements but a few of the principles followed in producing the better annuals are outlined.

The attractive books with "eye-appeal" were the ones that had complete unity in the treatment of margins. The most common sizes of trimmed pages for annuals studied were $7 \frac{3}{4} \times 10 \frac{5}{8}$ inches, $8 \frac{1}{2} \times 11$ inches, and 9×12 inches. High school annuals in most cases were trimmed to the $7 \frac{3}{4} \times 10 \frac{5}{8}$ size, and the type area used was $6 \times 8 \frac{5}{8}$ inches.

Page Borders Discontinued

Most books have discontinued the old-fashioned page borders

⁹G. H. Sandage, Advertising Theory and Practice (Chicago, c. 1936), pp. 334-336.

which made each page a separate unit. Almost 75 per cent of the 318 high school annuals examined still had equal margins for inside, outside, and top of the pages, just as if borders were still being used. Many of the books had a slightly wider margin at the bottom of the pages, and this is considered to be proper.

All pages in the annual, except the first and last page, appear as two-page spreads when the book is open. The facing pages meet the eye as a single unit. These two-page spreads are much more effective and pleasing to the eye when treated as the single unit which they are.

Figure 11 shows a pleasing use of margins. The back margin is the narrowest, top margin next, outside margin next, and the bottom the greatest in width. Arranging the margins in this manner tends to make the two pages appear to the eye as a single unit. Then, too, established practice and feeling is that type should be pendant from the top of the page, not be piled up from the bottom.¹⁰

Printers of modern annuals usually consider it necessary to adopt two margin plans; one for the type page, the second for the illustrations. Figure 14 shows the engravings made to "bleed" (excess margins on plates, which print, but are trimmed off the printed sheets) at the left and right edges of the pages, as well as extending "flush" in the gutter of the book. When cuts bleed care is taken to keep the type within the established type margins.

During the past several years many staffs have made extensive use of bleed. It has great possibilities when used with restraint, but often this is not done. When used sparingly, bleed

¹⁰William Dana Orcutt, Manual of Linotype Typography (Brooklyn, c. 1923), pp. 9-13.

EXPLANATION OF PLATE IV

- Figure 12. Unpleasing effect can result from the using of an illustration and type mass, both the same size.
- Figure 13. Appearance of pages is improved by variation in the area occupied by the several illustrations and the type masses.
- Figure 14. A layout which provides for heading, general copy, and adequate captions, adds effectiveness to the feature section.

PLATE IV

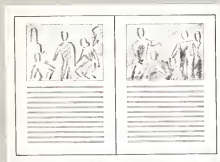


Figure 12.



Figure 13.



Figure 14.

is effective, but makes it possible to emphasize certain important sections.

Arranging Illustrations and Type

Effective arrangement of illustrations and type on a page requires co-operation between the engraver and printer. Equal masses of type, and the division of space into equal parts seldom results in pleasing layouts. Figure 12 illustrates the unpleasant effect which results from an illustration and body type of equal size. Figure 13 shows simple but pleasing variation in the area occupied by the type mass and the illustration. It is well also to deviate often from absolute mechanical balance on facing pages by placing one of the illustrations at the top of the page and the other at the bottom of the opposite page.

Facing pages appear more attractive where balanced mechanically or in mass weight. A good plan is to vary the layouts from page to page, even in the class sections. Some staffs in their efforts to get variety need too many bleed, angle, or circle, engravings. These devices are more effective when used with restraint.

Many books examined had jumbled, crowded, and confused layouts for the "School Life" (or feature) sections. This condition can be traced back to the old-fashioned snapshot pages which were used as a catch-all for unused pictures and snapshots when the rest of the book was completed. The modern "School Life" section illustrates and tells about the highlights and important events of the year. Unimportant pictures are eliminated so that the pages

will not appear crowded.

Figure 14 shows one of the many types of layout used advantageously in this section. The layout provides for a heading, space for general copy, as well as space for adequate captions for each picture. This layout would be still more effective and interesting if outline or individual plates were used instead of composite panel shown. The captions could then be placed directly below or above each photograph.

Service men working for engraving and printing houses cooperate with the annual staffs in suggesting layouts for different sections of the annual. The finished pages of the yearbook can be visualized more easily if photo illustrations clipped from magazines are pasted in on the tentative page layouts.

The yearbook judges employed by M.S.P.A. often suggest to the staffs of annuals that a careful study be made of modern picture magazines, rotogravure sections of newspapers, and All-American annuals to get ideas for use in making plans for a dummy. When the complete dummy has been worked out, the editor has a "blue-print" and can put the different members of the staff to work in an intelligent and effective manner. Photographs can be taken; copy, captions, and headings written; that will make the annual a prized memory book as well as a complete history of the school year.

COPY PROBLEMS

Space for Copy

The kind of copy and the amount of space devoted to copy in the yearbook is the subject of many discussions by the school public. Some believe annuals reached a new low in effectiveness when most of them discontinued the use of essays, short stories, poems and other literary efforts. At the other extreme are those who say, "let the pictures tell the story with a little copy here and there to fill in the 'holes'."

As is usually the case in a controversy, the truth is to be found somewhere between the extremes. An examination of the 1939 All-American yearbooks shows that they use liberally of both reading matter and photographs. Pictures alone cannot tell the whole story. Copy alone cannot tell it as effectively and as vividly as it can be told by a combination of pictures and type.

The All-American yearbooks show that the space devoted to type and pictures is fairly equally divided. In some books it runs as high as two-thirds pictures and one-third copy. Sometimes it is vice-versa. The important point is that enough space be allowed for copy to tell a complete story of the school year.

Estimating Copy

According to Fred Kildow,¹¹ authority on scholastic publications:

Editorial material for the spaces left in your layouts for

¹¹Fred L. Kildow, Yearbook Manual (Minneapolis, c. 1937), p. 16.

copy should be edited to fit exactly the areas left for it. Guess work will not accomplish this feat, it is necessary to count words, and if absolute perfection is desired, count characters (letters). Do not allow your printers to use different sizes of body type within the same section of your book, and caution him not to vary the line-spacing throughout the book. You can aid him here by giving him copy that you know in advance will fit the place meant for it.

A study of the plan used by the staff of the 1940 Royal Purple revealed that they solved this problem in a satisfactory manner by having the printer set and proof two representative pages of the annual before starting to write copy for the book. Figures 15 and 16 are reproductions of the sample pages set by the printer.

The editor had definitely decided to use 12-point¹² Garamond on a 16-point slug (12-point, set 4-point lead) for the body type, and Kaufmann Script for headings. However, the sub-head shown in Figure 16 "1939 Season Record," was set in two different faces and three different type sizes. The same plan was followed in setting the captions shown in Figure 15 and the identifications in Figure 16. Reasonable restraint was exercised in the number of type faces used.

With these several pages of proof before him it was easy for the editor, with the help of the printer and faculty advisor, to select the type faces and type sizes to be used. Many important details were settled, such as size and face of initial letters, the use of all caps (capital letters) for the first two or three words of each caption, and a uniform style for identification.

¹²Type sizes are expressed in points. A point is 1/72 of an inch.

EXPLANATION OF PLATE V

- Figure 15. A sample page from the organization section of the 1940 Royal Purple. This page was set up in advance by the printer and was a helpful guide in the determination of typographical style and format.
- Figure 16. A sample page from the sports section of the 1940 Royal Purple.

PLATE V

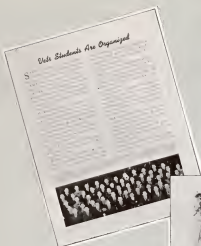


Figure 15.



Figure 16.

The proof finally selected established a style sheet for the printer to follow for all pages in the book.

A study of the sample pages caused some changes in the original plan. Figure 16 revealed the necessity of having more words in the heading-"Dust from". Instead of nine units as shown, the heading required 16 or 17 units to look well on the page. Figure 15 showed that the space between the columns should be reduced from two picas to one. The appearance of all the pages in the finished book was improved because of the careful study of the advance samples furnished by the printer.

As soon as the sample pages were approved layout sheets were printed. In some schools the layout sheets are drawn by members of the staff. Figure 17 shows the layout sheet used by the Royal Purple. The sheet was slightly larger than the trimmed pages of the annual. The outside rectangle "A" shows the size of the trimmed page, and rectangle "B", the exact size of the type page. With this layout sheet it was possible to "show" the printer exactly where illustrations, headings, captions, subheads, and body copy were to be placed.

Character Count System

It is necessary to write the exact amount of copy to fit the layout if the pages of the annual are to balance. Figure 18 shows a layout with proof of the illustration pasted in and the heading lettered in the space provided for it. When this had been done it was easy to measure the space left for text matter and identifications.

EXPLANATION OF PLATE VI

- Figure 17. A simple but workable layout sheet. Rectangle A indicates size of trimmed page; rectangle B, exact size of type page.
- Figure 18. Layout with proof of illustration pasted in and heading lettered in the space provided for it. This done, it is easy to measure space left for text and captions.

PLATE VI

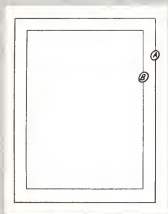


Figure 17.



Figure 18.

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To determine the amount of copy needed to fill the space it is necessary to know the size and family of type to be used. Suppose 12-point Garamond is to be used and the space to be filled is 20 picas wide and three inches deep. The "set-width" of 12-point Garamond is 2.3. "Set-width" is a figure which represents the number of characters of a type which can be set in a line measuring one pica in length. The number of characters in a line includes all letters, punctuation, and spaces. The printer can give the set-width of the type selected in all available sizes.

By multiplying the measure of the line (its length in picas) by the set-width, the character count of the line is found. Thus in a line 20 picas long there are 20 times 2.3 or 46 characters of Garamond 12-point.¹³

One more factor must be known and the problem can be solved. Type sizes are expressed in points. A point is $1/72$ of an inch. Thus 8-point type is $1/9$ of an inch deep and 12-point is $1/6$ of an inch deep. In other words, six lines of 12-point solid (no leading or spacing between lines) will take up one inch in depth.

Therefore in writing copy for a space 20 picas wide and three inches deep, set the typewriter to 46 characters and write six times three, or 18 lines. If the type is leaded the number of lines per inch is less. Suppose it were desirable to use 12-point on a 16-point slug instead of 12-point solid. Then the number of

¹³Interview with E. T. Keith, Manhattan, Kansas, Nov., 1939

lines to the inch would be 72 divided by 16 or four and one-half lines per inch. If this change were made, the number of lines of copy required to fill the space would be 4.5 times 3 or 13 1/2 lines. It would be impossible to use 13 1/2 lines, so 13 would be typed.

When the type face and type size to be used for the 1940 Royal Purple had been definitely decided, a chart similar to Table 3 was worked out. This chart gave the number of characters of 12-point Garamond for columns of varying widths.

With the chart at hand all the editor had to do when assigning an article was to determine the width of the space to be filled, in picae for width, in inches for depth. For example, if the space of 30 picae by five inches was available, it would require 4.5 times 5 or 22 lines and 69 characters (the number directly below 30 picae in Table 3) per line. This method of measuring the amount of copy needed to fill a given space is much more accurate than the "word count" system often used by annual editors.

Copy Style

The modern school yearbook must not neglect the records and statistics that will be so important in years to come, nor the vivid visual typographical pictures that must in the future recall the events that are now so important in the lives of its subjects and readers. The yearbook must be a one-volume record and memory of the year.

Table 3. Showing the number of units of 12-point Garamond required to fill a complete line, in varying widths.

Width (in pica) . .	10	12	16	18	20	22	24	26	28	30
12-point number of units to the line .	23	28	37	41	46	51	55	60	64	69

An examination of the copy in many of the All-American books reveals that these facts need not be presented in a dry and uninteresting style. Many of the editors used the everyday language of the students, even using a little slang here and there, to make the copy interesting and readable.

Following are two paragraphs by Laurence Grauerholz, taken from the sports section of the 1939 Royal Purple:

By Land and Air

Memorial Stadium was infested with flying pigskins the day of the Wildcats' first home, first Big Six game. Missouri's Tigers provided most of the overhead display and made two touchdowns, but the K-Staters supplemented their aerial works with a ground attack that netted three scores. The final count was 21 to 13.

A 69-yard drive with Seelye breaking over from the two-yard line, and another push with "One-man-gang" Hackney, hitting the pay-off stripe gave K-State two touchdowns in the second quarter.

In the third period . . .

This account is interesting and readable and gives the facts and highlights of the game. The heading "By Land and Air" leads into the story and compels interest.

Headings

Many books studied still used the old "label" headings, such as "Hi-Life", "Collegian", etc., for pages devoted to the school newspaper. A "magazine" head, "A Day Behind the Headlines", used by one book seemed to be more interesting and invited reading of the text which followed. "Presenting the

Most Beautiful", instead of "Beauties" or "Beauty Section", added variety. In place of "Social" or "Social Life" a leading book used "Man by Nature Is a Social Being".

Study the better magazines and copy their style in headings. Better still, read the headings used in advertisements. This advice is given to staffs by yearbook judges.

The heading must be written to fit the space provided in the layout.

Identifications

The value of the annual as a memory book will be improved if identifications of each person shown in individual and group photographs are used. The plan followed by the 1940 Royal Purple was to have each student write his name on a sheet of paper just before the group picture was taken. A sheet of paper attached to a clip board was passed down each row and the students were asked to hand letter their full names. The name of the organization and row number was written on each sheet. Time was saved by passing a sheet down each row at the same time.

This plan took a little time at the studio but was many times faster and more accurate than trying to get identifications after the print was finished.

When the identifications had been typed on copy sheets, they were checked more carefully than any other copy in the book. First names, or at least initials were used whenever space was available.

Meaningful captions for activity and action pictures seem to be more neglected in the annuals studied than any other copy in the book. Often captions were either omitted altogether or were trite and meaningless.

Here are some examples used to caption basketball action pictures: "Up in the air," "Where is the ball?" "We are proud of our team", and the prize, "Nothing to it, of course we won."

Some examples of meaningful and interesting captions selected from books studied follow: "WILLIAM HOOKS ONE in from the side during the central game. The Lions went down to a 44 to 40 defeat", or "ALL-CONFERENCE CENTER for two years was Jim Smith, lanky Lion pivot man. He rang the bell for 159 points during the season to establish a new conference scoring record". Captions for pictures of dances, assemblies, class-room scenes, and other activities add something to the story the pictures attempt to tell when they are carefully written.

PREPARING COPY FOR THE PRINTER

Most yearbook printers do not have copyreaders to edit yearbook copy. The superintendent of the shop usually sends annual copy to the printers in the exact form it is received from the editor. Because of this condition it is important that the manuscript be made as nearly perfect as possible. Any changes made after it is set in type necessitate extra charges for author's alterations.

EXPLANATION OF PLATE VII

- Figure 19. Illustrating how all copy should be typewritten and double spaced, with margins at the left-hand side and top of the sheet.
- Figure 20. Copy should be designated A, B, C, etc. to correspond to the space provided for it on the layout sheet.

PLATE VII



Figure 19.

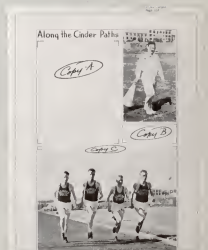


Figure 20.

The instructions given below were condensed from information on copy preparation given by The University of Chicago Press.¹⁴

All copy should be typewritten and double spaced, with margins at the left-hand side and top of the sheet, as illustrated in Figure 19. This space is needed by the printers for writing instructions to the typesetters. A convenient size for copy sheets is 8 1/2 by 11 inches. Each sheet of copy must bear the page number in the upper right-hand corner.

Designate copy A, B, C, etc., to correspond to the space provided for it on the layout sheet as shown in Figure 20. Attach copy to proper layout with a clip. The manuscript should not be rolled or folded, but packed flat in a box or large envelope. Always keep a copy of all manuscript for protection against loss in transit or at the printers.

The more closely typed copy conforms to the style in which it is to be set, the less chance there will be for violation of the established typographical style of the annual. In order to insure proper typing of copy it is advisable to work out a simple style sheet.

The style sheet shown below was prepared by Alfred Makins and a copy was given to each section editor of the 1940 Royal Purple.

¹⁴A Manual of Style (Chicago, c. 1939), p. 16.

Style Sheet

Abbreviate all titles except President if initials or first name is used; as Dr. J. P. Smith, Supt. John Jones, President Franklin D. Roosevelt. Spell out titles if initials are not used; as Doctor Smith, Superintendent Jones.

Spell out numerals lower than 100, except time, sums of money, votes, scores, and general statistical matter. Spell out fractions used alone, but not if used with a whole number. Write "one-fourth" of an inch; but the figure "3 1/2" inches.

Capitalize the class word as well as the distinguishing word in such expressions as Central High School, Harvard University, Big Ten Conference, Pacific Coast.

Capitalize titles before names, but not after them.

Use academic title accurately in identifying a person.

Do not use "Mr." before a full name; write "J. J. Brown", but say "Mr. and Mrs. J. J. Brown".

Type captions as follows:

PAJAMA-GLAD PEPSTERS crowded the auditorium at the pep rally before the Central East game.

Type identifications as follows:

SENIOR CLASS OFFICERS--
 Front row: John Smith, J. J. Beard, Bill Kennedy.
 Second row: . . . , . . . , . . . , Third
 row: . . . , . . . , . . . , Top row:
 . . . , . . . , . . .

The style sheet covered only the most important points. If the style sheet is too detailed the staff members who write copy do not take time to master it. The editor had a more complete and detailed style sheet for reference and use by the chief copy-readers.

When pages were assigned to an assistant editor he was given a layout sheet with all engraving proofs pasted in position. It was indicated clearly on the layout just where headings, text

copy, captions, and identifications were to appear. It was indicated on the layout the number of lines of text copy required and how many characters were needed per line.

Figures 19 and 20 show a copy sheet and layout sheet ready for the printer. If sample pages have been set in advance and a definite format established, the superintendent of the press-room can mark the copy and pass it on to the printers as soon as it is received. This method will relieve the editor of a lot of responsibility and eliminate chances for violation of the established style.

Proof Reading

The job of publishing a yearbook is not finished when the last copy is sent to the printer. All proofs should be read and returned promptly. If proof is held up unduly the printer will have to speed up operations to complete the book on time. This cannot be done without sacrificing quality and workmanship.

In marking proof sheets, standard proofreader's marks are used. They save time and space and eliminate any chance for confusion and misunderstanding. The marks in common usage are shown in Figure 21.

According to "A Manual of Style", the following rules should be observed in proof reading:¹⁵

All proofreaders marks should be made in the margin on the same line as the error; and if there is more than one correction in a line, they should appear in their order separated

¹⁵A Manual of Style (Chicago, c. 1939), p. 16.

by a slant line (i.e., cap/wf/tr/); if there are many marks both margins may be used.

Guide lines should be used only when the material is of narrow measure without margins or if corrections are too numerous to be marked in ordinary manner. Such guide lines, if used, should never cross each other.

Broken letters should be ringed, not blotted out; also, letters to be transposed should be ringed, not marked through.

Many faculty advisors of yearbooks insist that the proofs of the annual be read by three or four different members of the staff. Best results are obtained with a copyholder who reads the original copy slowly while the proofreader checks the proof for accuracy, sense, and all possible errors in consistency. The proofreader must watch for typographical errors and any inconsistencies in style. Particular care should be taken with the proper names, figures, and titles.

In checking small details, the large and more important ones are sometimes overlooked. Errors appear just as often in 36 and 48-point type as they do in six point and are often not caught by the proofreader. The heading intended for the page may be switched to some other page.

It is well to check proofs of engravings carefully, especially class panels and group pictures. Many of them are practically identical in size and arrangement and require close scrutiny. When several names appear under a large group picture, it is a good plan to count the names in each line and have the copyholder count the faces in each row to see that no names have been omitted.

PLATE VIII

X	Change bad letter.	≡	Straighten lines.
⌞	Push down space.	⌞	Move over.
↻	Turn over.	□	Em quad space.
ⓧ	Take out (<i>delete</i>).	/-/	One-em dash.
^	Left out; insert.	/-/-/	Two-em dash.
#	Insert space.	¶	Paragraph.
∨∨	Even spacing.	No ¶	No paragraph.
~	Less space.	wr. f.	Wrong font.
⊖	Close up entirely.	slat	Let it stand.
⊙	Period.	tr.	Transpose.
⁄	Comma.	Caps	Capital letters.
⊙	Colon.	s. c.	Small caps.
;/	Semicolon.	l. c.	Lower case or small letters.
∨	Apostrophe.	Ital.	Italics.
∨	Quotation.	Rom.	Roman.
·/	Hyphen.		

Figure 21. Standard proofreader's marks in common usage.

When a page is unduly short the editor is notified so enough copy to fill the space can be written. Pages that are "fat" or have too much copy must be reduced to the proper length. It is not a good plan to cut out a word here and there, but an effort should be made to eliminate a complete line or paragraph, so the entire page or a large portion of it will not have to be reset.

The time available for producing an annual is all too short. It is often necessary to send a page to the printer several weeks before the facing page has been completed. Even with the most complete and detailed dummy, errors in arrangement and page balance often result when the printer cannot set facing pages at the same time.

Before the actual printing of the annual begins most printers make an effort to get the advisor and editor to make a trip to the plant. When this can be done, the editor together with the superintendent and the make-up man can examine every page in the book with the facing pages arranged opposite each other, just as they will appear in the finished book.

A check is made to see that headlines, illustrations, and copy balance. Sometimes it is necessary to add a line or two of copy, switch a caption or identification from above to below a cut, change a cut from the top to the bottom of the page or from a left to a righthand column. It may be advisable to trim an engraving slightly. See that the pages are so arranged that they "bleed" on the proper side or at the top or bottom as planned.

When this has been done and the exact number of books wanted has been decided upon, the pressman can start putting the forms on the press.

DUTIES OF THE BUSINESS STAFF

Collecting Accounts

The efficient business manager uses the lull in editorial activities in the yearbook office, while the annual is on the press, to collect all outstanding accounts, prepare for distribution of the books, and start work on a final report on the financial affairs of the annual.

Most advertising accounts can be collected early if three or four complete forms of the advertising section of the annual are obtained as soon as they come off the press. With the sections folded and trimmed as they will appear in the finished book, it is possible to collect from most of the advertisers before the books are delivered. This plan of collecting advertising accounts will allow the staff to get such work out of the way before the rush of book distribution and final examinations.

Distributing Yearbooks

The business manager can save time for himself and his subscribers if he will work out a complete and detailed system for the distribution of the annuals. Any plan used should provide for a written record whereby the subscriber acknowledges

receipt of his copy of the annual when it is delivered.

The card file system used by the 1939 Royal Purple at Kansas State College enabled the staff to place more than 2600 copies of the book in the hands of subscribers in one day. Only 1100 copies remained for distribution at the end of the first day, and of this number 450 were wrapped, ready for mailing to out-of-town subscribers.

A card bearing the name of each subscriber to the Royal Purple was filled out showing whether the subscription price had been paid in full, or if an additional payment was due. The cards were filed in alphabetical order, and divided into three equal files so books could be delivered from three separate rooms at the same time. The following story from the school paper gives an idea of how the plan worked.

ROYAL PURPLES TO
WAITING HANDS
MONDAY MORNING

Yearbooks Will Be
Distributed from
Office in Kedzie

Word was received from Capper Printing Company yesterday that the first truckload of Royal Purples will arrive in Manhattan early Monday morning. Distribution of the 3,700 copies of the 1939 annual will start promptly at 8 o'clock, according to announcement made by Dolores Foster, editor, and Joe Bonfield, business manager.

Three lines will form in room 30 of Kedzie hall for distribution of the books. Those whose last names begin with the letters A to C inclusive will form in the left

line; students whose names begin with letters H to N will form in the center line leading into the office of the graduate manager; and those of the remainder of the alphabet, O to Z, will form in the right line leading to the Royal Purple office, K 30-B.

Must Have Paid Fee

Only those who have paid the activity fee both semesters of this year or have paid subscription price in full are eligible to receive the book. No receipt or activity book need be presented; however, each person must obtain his own copy.

There are only a few extra copies . . .

News stories were also printed in the town newspapers. Notices explaining in detail the method of distributing the annual were posted on all important bulletin boards on the campus.

The first shipment of books arrived on Sunday. No books were checked out, even to staff members, until the lines formed Monday morning. If books are given out in advance of the time advertised, many subscribers have a chance to see a copy at a fraternity, sorority, dormitory, or rooming house and will often delay calling for their own copy. If proper publicity is given to distribution, and if arrangements are made so students will have to stand in line for only a short time, most of the books can be checked out in one day and so leave the staff members free to attend to other details incident to closing up the book's affairs.

Under the plan used by the 1939 Royal Purple two staff members worked in each of the three rooms. One worker looked up

the name of the subscriber requesting his book. When the card was located, the second worker had the subscriber sign his name at the bottom of the card below the printed statement which read, "1939 Royal Purple received," and gave him a copy of the book. The card index system not only provided a written record showing that the annual had been delivered to its owner, but provided excellent information for next year's staff to use in conducting its sales campaign.

Audit of Books

Many business managers of annuals leave on file with the school authorities a complete statement of receipts and disbursements. If the school does not employ an auditor to audit the accounts of all school activities the manager of the yearbook should insist that a committee be appointed to audit the books of the annual.

A simple statement (modeled after the form used by H. M. Stewart¹⁶) which is easily understood and which gives all necessary information is shown in Form I.

Help the Next Staff

"It takes 13 months out of the year to raise a cotton crop", is a common expression used by farmers in the cotton-belt. The same statement can be applied to the production of a yearbook. If the next year's annual is to have complete pictorial coverage

¹⁶Interview with Prof. H. M. Stewart, Associate Professor of Accounting, Kansas State College, Jan. 1940.

FORM I

The 1940 Centralian

(Annual publication of the Senior Class)

Statement of Receipts and Disbursements
June 1, 1939, to May 31, 1940

Business manager John Doe

CASH RECEIPTS

Centralian sales:

1402 @ \$1.25 to students	\$ 1752.50
120 @ 1.50 to non-students	180.00
	<u>1932.50</u>

Share in activity fund	\$ 1932.50
Advertising space	150.00
Sale of space to organizations	404.50
Senior pictures	310.00
Class Play	415.00
Total cash receipts	<u>71.50</u>
	\$ 3283.50

CASH DISBURSEMENTS

Printing, binding, and covers	\$ 1848.00	
Photo engraving and art work	921.00	
Photography	224.00	
Prizes for book sales	25.00	
Postage and express	18.20	
Telephone and telegraph	5.60	
Office supplies and expenses	12.45	
Key awards to staff members	36.00	
Refunds	\$ 8.50	
	4.00	
	2.50	
	<u>15.00</u>	
Unclassified items	15.00	
	6.40	
Total cash disbursements	\$ 3111.65	\$ 3111.65
Cash balance in bank, 5-31-40		\$ 171.85
Represented by:		
Bank balance per statement, 5-31-40		✓ 180.25
Less checks outstanding		<u>8.40</u>
Cash balance as above		\$ 171.85

I certify that to the best of my knowledge this statement is correct and in accordance with the records.

John Doe, Business Manager
1940 Centralian

of events for one full year, arrangements must be made to take pictures of all important events that occur late in the spring, after the current book has gone to press.

If the new staff has not been elected, and if the faculty advisor or some other school official does not take the initiative, it is up to the old staff to fill in the gap. Progressive action of this kind by each out-going staff insures improvement of the yearbook from year to year.

It is impossible for most yearbook staffs to include pictures in the current annual of events that happen during the last four to six weeks before commencement. This time is required to make the final engravings, print, bind, and deliver the annual to the students before school is dismissed for the year.

Some editors and faculty advisors feel that pictures of events are no longer interesting news when published 13 months later. It must be admitted that from the standpoint of news interest they are out of date, but they are certainly important events that should be included in any complete history of the year.

It is not desirable to cover spring activities which may be duplicated the following fall or winter. For example, a picture of a fraternity party taken late in the spring would not have as much reader interest in the next year's annual as photographs of some activity of the organization taken shortly before the book goes to press. The same would hold true of an informal picture of the Science Club or other similar group.

However, pictures of such important events as scholarship recognition assembly, senior play, dedication or opening of a new building, junior-senior prom, commencement activities, baseball, track, golf, tennis, rowing, intramurals, and many spring activities that are not duplicated again before the next book goes to press are necessary if the annual is to tell a complete story of all school activities.

SUMMARY

1. The purpose of this study has been to gather and present information, on the fundamentals of editing and managing yearbooks, in a manner that will be useful to faculty advisor and staff members.
2. The important problems faced by the yearbook staff in the production of an annual require diligent and careful study by the staff members if they are to be solved in the best interests of the yearbook and school.
3. It is important to understand the two chief functions of a yearbook. First, it serves as an album or memory book, and second, as a human history of a year of school life.
4. A complete and attainable budget must be established and followed if the book is to be a financial success. Sources of income and expenditures for 36 annuals from schools with enrollments ranging from more than 2500 to fewer than 200 students were studied. The study revealed that 55 per cent of the income in the average school annual was obtained from sale of books, 15 per cent from sale of advertising space, 10 per cent from

sale of space to organizations, and the remainder from miscellaneous sources. Efforts of the staff should be concentrated upon sale of books and advertising space since these are the large and uncertain sources of income.

5. Pictures must be secured that will reproduce well in the finished book. An effort should be made to get a picture of every student and faculty member, as well as "action" pictures of all important events during the school year.

6. A dummy (or detailed plan) of the proposed yearbook insures complete coverage of all material which should be included. Detailed page layouts provide space for headings, illustrations, and copy, as well as insuring page balance.

7. Copy for the yearbook should tell a complete story of the year and should not neglect the records and statistics that will be important in years to come. Use of the every-day language of the students lends interest to the writing. Each person shown in individual or group pictures should be identified by having his name printed as near the photograph as possible. Meaningful captions for activity and action pictures add interest to the story.

The exact amount of copy needed to fill the space provided in the layout must be written if the pages of the annual are to be attractive. The "character count" system is the most accurate method of determining the amount of copy needed to fill a given area. Standard proofreader's marks used in marking corrections on proof reduce likelihood of confusion and misunderstandings.

8. The book's business affairs should be handled throughout in a business-like manner. Advertising accounts can be collected before books are delivered to the school if complete forms of the advertising section are obtained from the printer as soon as printed. A card file system showing the name of each subscriber and the amounts paid and due will save time for the manager and subscribers of the annual at the time of distribution. The books of the annual staff should be audited and a statement of receipts and disbursements placed on file with the authorities of the school.

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