

"Newspapers want college men and women" is heard on every hand. If such is the case, colleges—Virginia colleges at least—should be working to train the men and women on their staffs. It is true that, once on the staff, a worker is in training; but that work-training is usually all he gets. A mere flair for writing does not make a newspaper man. The publicity game, as well as any other, has a technique that must be analyzed to be acquired. The organization of Virginia college newspaper staffs is on the whole satisfactory, but every school falls short in training those who work on its journal.

HILDA PAGE BLUE

JOURNALISM AND THE HIGH-SCHOOL STUDENT

THE aim of this study is to discuss the various types of journalism prevalent in Virginia high schools, showing what seem to be the chief values and qualities of each particular type. These results may serve as a basis for determining which type is best suited to the needs of various high schools.

There are three types of journalism which will enter into this discussion—the school magazine, the school newspaper, and the column or department in the city newspaper. Each type distinctly differs from the other, and all are in use in Virginia high schools today. Examples have been selected from some of the best city high schools of the state to illustrate these types and to serve as a basis for discussion.

The Petersburg High School has developed and is developing its journalism by two different types, published by the English classes and the Journalism class. The literary work is published in *The Missile*, a magazine edited four times a year by the students in the English classes, but articles are accepted from the student body at large. Most of the material, however, is obtained

from the various English classes, which are required weekly to submit poems, short stories, and essays. As a result, the magazine gives greater prominence to these forms of literary work, and very little space is given to school news.

The Jefferson High School, of Roanoke, follows to a certain extent this same plan—publishing, however, three daily columns in the *Roanoke World News*, in addition to its magazine, *The Acorn*, which is of the same style as *The Missile*. Two separate staffs edit each publication—the *Acorn* staff, chosen by the student body, and the *Junior World News* staff, chosen by the faculty.

The school news of Petersburg High School is taken care of by the Journalism class, which publishes one page in the city Sunday paper. Editorials, news articles, feature articles, society news, and all the regular departments of a newspaper are represented in this page, and the journalism student is given a chance to learn at first hand the real problems of journalism. Through these two separate publications the good of the majority of high-school students is sought, and at the same time the talented few who are probably interested enough to go higher in the field of journalism are encouraged.

The Harrisonburg High School combines its magazine and newspaper in *The Taj*, a magazine published every six weeks by a staff chosen from the student body and sponsored by the English department. The staff divides its duties among various editors, who concentrate upon special phases and activities. There is a fully developed literary department, contributions to which are received from the student body; but definite English work is planned in order to provide material for this department. Athletics is taken care of by a representative of the boys' and girls' athletic teams, and likewise the alumni news and exchanges are provided for by special members. One remarkable feature of this magazine is its poetry corner, which is filled with clever

verse. The literary department is helped each year by a short-story contest, which is open to the entire student body and for which prizes are offered.

The school newspaper offers training in every phase and department of a larger newspaper, business as well as literary. It has for its model the city newspaper, and the students themselves must furnish the material, select the good, eliminate the bad, choose the suitable, and discard the unsuitable!¹

The High Times of the E. C. Glass High School of Lynchburg is a typical school newspaper. The staff is chosen by the student body and has for its work not so much the actual composition of the paper as the selection of material from that submitted by the student body. Everyone is given a chance to contribute, and the contributions are made directly instead of through English or Journalism classes. It is thought that in this way the students will come to regard the paper as more closely related to them and will feel it more as a part of themselves. For this reason they will boost the school paper, and that essential spirit and loyalty will be developed not only for the paper but for the school also.

The Lee School of Journalism, aided by the Pi Delta Epsilon Journalistic fraternity, made a unique contribution to journalism in 1926 in an effort to further better journalism in high schools of the South. The first annual Southern Interscholastic Press Association held a contest at Lexington in which any high or preparatory school in the South sending a delegate to the Association was allowed to enter. A file of three consecutive issues of publications was made a basis for judgment, and all publications were divided into two classes—the A-class schools, with an enrollment of over eight hundred, and the B-class, with an enrollment under eight hundred.

Silver loving cups for the four best publi-

cations were offered by the *Atlanta Journal*, the Lee School of Journalism, and the White Studio, individual books being offered as smaller awards. Last year six cups were awarded to the schools whose papers, magazines, and annuals were adjudged best of all those submitted throughout the South. Five out of those six were Virginia publications—*The High Times*, Lynchburg, Virginia, *The Chatterbox*, Danville, Virginia, *The Taj*, Harrisonburg, Virginia, *The Marshlite*, Richmond, Virginia, and *The Fir Tree*, Woodberry Forest, Virginia. Very definite advantages were gained from the convention in the way of conference and criticism. Round table discussions in editing, writing, and financing school publications were held. An individual contest in writing a news story, writing an editorial, and arranging a front page was also staged. Sixty delegates attended the conference last year and carried back with them written criticisms of their paper, whether or not this paper won a prize. For this reason only papers from schools represented by delegates were considered in the contest, as it was felt that the delegate should be present to take part in the discussions, hear the addresses, and receive the award in person. This criticism and contest-judging was helpful in many ways. The greater part of it was done by senior students and instructors in journalism at Washington and Lee.

Today school journalism is recognized as having an undisputed advantage, and year after year more improvement and progress is attempted. No matter how intelligent or worthwhile a student's ideas may be, they are not going to be of much use to himself or to the world if he cannot express them. Journalism offers every student a chance to learn how to express his thoughts. It is in this power of influencing and shaping public opinion that the real importance of journalism lies.

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MARY G. SMITH

THE STYLE SHOP

THE sixteen senior home economic girls of the Harrisonburg High School decided to use their knowledge of clothing principles by planning a dressmaker's shop.

Part One: What The Students Did

- A. They planned the dressmaker's shop.
 1. The class organized into a shop.
 - (a) They studied the separate duties of each worker.
 - (b) They selected models, fitters, managers, seamstresses, salesladies, cutters, a buyer, and a designer.
 2. The class studied the shop budget.
 - (a) They read about and discussed some of the financial problems of the shop, such as rent, insurance, upkeep, advertising, and salaries.
 - (b) They compared the items in a family or individual budget with those for the shop budget.
 3. The class decided to serve refreshments at the opening of the shop.
 - (a) They considered the occasion, the cost, the number to be served, the dishes and silver on hand, and the necessary preparations.

A committee, composed of Ruth Wright, *chairman*, Martha Seebert, Coralie Greenaway, and Florence Forbes, planned this unit in the summer of 1926, in Ed. 410. Ruth Wright directed it in the spring of 1927.

- (b) They selected girls to act as hostesses, maids, waitresses, and general assistants in serving.
4. The class arranged for all materials necessary for the shop.
 - (a) They made score-cards for judging and selecting garments.
 - (b) They collected all needed equipment, such as illustrative material, decorations, flowers, dress forms, hangers, dishes, silver, linen, vases, and accessories.
5. The class formed itself into committees and planned the demonstrations.
- B. They prepared for the opening of the shop.
 1. The class issued hand-lettered invitations to their parents, teachers, and friends.
 2. The class made three posters to illustrate selection of garments.
 3. The class used one class period for rehearsals of the demonstrations.
 4. The class decorated the room, arranged exhibits, and prepared refreshments.
- C. They operated the shop.
 1. The class gave the following demonstrations:
 - (a) They had a cutter demonstrate pattern drafting and the uses of commercial patterns. The cutter used *Pictorial Review* charts in explaining how commercial patterns can be altered to fit any figure.
 - (b) They had a fitter demonstrate the major principles in fitting.
 - (c) They had a display of charts and posters.
 2. The girls who had been selected as customers came in and criticized the different costumes as to design, style, appropriateness, workmanship, and cost.
 3. The girls selected as models displayed the garments.
 4. The class served the refreshments as