

THE UNIVERSITY OF MISSOURI BULLETIN

VOLUME 36, NUMBER 19

JOURNALISM SERIES, NO. 72

DESKBOOK OF THE SCHOOL OF JOURNALISM

TWELFTH EDITION—1935

REVISED BY

THOMAS C. MORELOCK

Associate Professor of Journalism, University of Missouri



ISSUED TWICE MONTHLY; ENTERED AS SECOND CLASS MATTER AT THE
POSTOFFICE AT COLUMBIA, MISSOURI—2,500

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THE JOURNALIST'S CREED

I believe in the profession of journalism.

I believe that the public journal is a public trust; that all connected with it are, to the full measure of their responsibility, trustees for the public; that acceptance of lesser service than the public service is betrayal of this trust.

I believe that clear thinking and clear statement, accuracy and fairness, are fundamental to good journalism.

I believe that a journalist should write only what he holds in his heart to be true.

I believe that suppression of the news, for any consideration other than the welfare of society, is indefensible.

I believe that no one should write as a journalist what he would not say as a gentleman; that bribery by one's own pocketbook is as much to be avoided as bribery by the pocketbook of another; that individual responsibility may not be escaped by pleading another's instructions or another's dividends.

I believe that advertising, news and editorial columns should alike serve the best interests of readers; that a single standard of helpful truth and cleanness should prevail for all; that the supreme test of good journalism is the measure of its public service.

I believe that the journalism which succeeds best—and best deserves success—fears God and honors man; is stoutly independent, unmoved by pride of opinion or greed of power, constructive, tolerant but never careless, self-controlled, patient, always respectful of its readers but always unafraid; is quickly indignant at injustice; is unswayed by the appeal of privilege or the clamor of the mob; seeks to give every man a chance, and, as far as law and honest wage and recognition of human brotherhood can make it so, an equal chance; is profoundly patriotic while sincerely promoting international good will and cementing world-comradeship; is a journalism of humanity, of and for today's world.

GENERAL INSTRUCTIONS

1. Accuracy, terseness, and fairness are requisites of a good news story; and the greatest of these, for without it all other good qualities are as nothing, is accuracy.

2. Accurate writing presupposes accurate observation and clear thinking. Be sure the facts are plain to you before you try to tell them to others.

3. Read your own and rival newspapers. Read them line by line—local news, telegraph news, editorials, departments and advertisements. You cannot expect to write or edit a story intelligently unless you know what has already been printed on the subject.

4. Any reporter finding news of unusual importance should telephone the office at once.

5. *Watch names.* Do not be afraid to ask how names are spelled. What you think is *Smith* may be *Smythe*.

6. In taking names over the telephone insist that letters be clearly indicated; *s* and *f*, *b* and *d*, *m* and *n* sound alike over the telephone. To distinguish them, use words beginning with the letters in question, thus: *s* as in *summer*, *f* as in *Frank*, *b* as in *boy*, *d* as in *dog*, *m* as in *match*, *n* as in *nothing*.

7. Remember that "A good reporter gets the stories he is sent after; a first-class reporter gets stories that he isn't sent after." A good way to attract favorable attention from the city editor is to volunteer news stories or suggestions for news series.

8. Keep your eyes open for feature-story possibilities. Watch, too, for chances to get good pictures.

9. Courtesy pays. Remember this in answering inquiries over the telephone and in dealing with persons who visit the newspaper office.

10. Cultivate a feeling of personal responsibility for your story. Never be content with getting a thing *almost right*; get it *right*. And always—

11. *Watch names.*

PREPARATION OF COPY

12. Use the typewriter. See that the type faces are kept clean.

13. Use double space between lines to permit legible interlineation. Never write single-spaced copy.

14. Write your name in the upper left-hand corner of the first page. If the story is more than one page long, number each sheet, beginning with the second.

15. Leave a margin of at least an inch at each side. Leave the top third of the first page blank for headlines or slug lines. On succeeding pages leave at least an inch margin at the top.

16. Write on only one side of the paper.
17. Never write up and down in the margin. Marginal up-and-down writing makes hard work for the copy cutter, who divides the story into "takes" for the typesetting machines.
18. Never divide a word from one page to another. Avoid dividing words from line to line. Do not carry over the last few words of a paragraph to another page.
19. When your story is being edited page by page as you write it, make each page end with a complete paragraph.
20. Use special care to make names and figures unmistakable.
21. If obliged to write long-hand copy, underscore *u* and overscore *n*, underscore *a* and overscore *o*. Print proper names and unusual words Ring each period or make a small cross to stand for it.
22. A circle drawn around an abbreviation or a figure indicates it is to be spelled out in print. A circle around a spelled-out word indicates the opposite.
23. When there is any chance that a word intentionally misspelled or written in an unusual manner will be changed by the printer, write "Follow Copy" in the margin.
24. Do not write two stories on the same page, unless they are to be run under the same head.
25. To elide a word or letter, cross it out unmistakably.
26. An oblique line drawn downward from left to right through a letter makes it a small (lower-case) letter. Do not obscure the letter—remember the printer must read it. Three lines under a word indicates that full capitals are desired. Two lines call for small capitals, one line for italics, and a wavy one for bold-face type.
27. Use an "end-mark" to indicate your story is completed. A cross made of parallel lines or 30 in a circle may be used.
28. Read your story carefully before handing it in. Be constantly on guard against inaccuracy or libel. Call the attention of the city editor to any point in your story that appears doubtful or dangerous.
29. Remember that the printer is neither a mind-reader nor a hand-writing expert. The names and facts with which the writer is familiar are to him only so many unrelated words to be put into type as he finds them. Every word, every letter, should therefore be plainly written. Every needed punctuation mark should be in place. The correction of errors in type is expensive and time-consuming. Save money and time for your office by care in writing and editing copy.
30. Again and always—*watch names*. Verify each one.

MARKS USED IN EDITING COPY

| | |
|--|--|
| Use this paragraph mark | <u>L</u> WASHINGTON, July 31.--President Hoover has adopted new tactics. <u>After</u> having . . . |
| Transpositions | The <u>(Smith & Brown)</u> Company believes that . . . |
| Bridging elisions | . . . best yields in <u>of</u> the last sixty or more years. |
| Linking paragraphs | <u>(</u> Since the first of this month, all . . . |
| Insertions | King George ^s h signed the London naval act ^{treaty} . . . |
| Marking capitalization | <u>r</u> obert <u>j</u> ones of St. <u>l</u> ouis is visiting . . . |
| Marking lower-case | Tom M Call, R esident of the C lub, is . . . |
| Joining letters | He <u>com</u> <u>par</u> ed <u>him</u> <u>self</u> to a <u>dy</u> ing <u>tree</u> . . . |
| Separating letters | He <u>com</u> <u>par</u> ed <u>him</u> <u>self</u> <u>to</u> a <u>dy</u> ing <u>tree</u> |
| Indicating abbreviation and figures wanted | At Paris, <u>Missouri</u> , <u>two hundred and one</u> cars |
| Indicating spelled out forms wanted | <u>Wm.</u> Brown brought <u>3</u> baskets, <u>1</u> of which . . . |
| Marking in subhead | the best woman rider. <u>To Have Cattle Show Daily</u> A cattle show will be held each |
| Retaining matter crossed out by mistake | The order <u>for the new turbine</u> was sent . . . |

Longhand Forms

Periods x o e

a and u quit

Comma ^

o and n don't

Hyphen =

Apostrophe v

Dash —

Quotation marks v v v v

Endmarks # (30) —

WRITING THE STORY

31. Write your story simply and naturally. Shun "fine writing."
32. Do not editorialize.
33. In general, specify the source of your information, especially in controversial matters or items that may injure someone.
34. Do not write too long an opening sentence. Keep it readable.
35. Be specific; do not generalize. *The shingles were burning* is more accurate than *The upper portion of the house was in flames*.
36. Each word that gets into print costs money. Practice condensing your stories. Saving one word in a paragraph may make it a line shorter, and saving a dozen lines in a column will add from 5 to 10 per cent to the amount of news in the paper. Learn to recognize and omit such superfluous words as those italicized in the following:

He was divorced *from his wife*.

The ushers collected *the sum of* \$5.40.

The meeting *which was held* last night in the City Hall began at *the hour of* 9 o'clock.

She committed suicide by drinking *the contents of a bottle of* poison.

The bulk of his property, *real, personal, and mixed*, was left to his widow.

These are only random examples. Watch for similar useless expressions.

37. Use the speaker's exact words in direct quotations. A change in wording which looks unimportant to a layman may make the speaker seem ridiculous to his associates.
38. However, do not use a quotation that would indicate the speaker was illiterate unless there is some point in giving that impression. Put it into good English; most persons use expressions in talking which would not look well in print.
39. If compelled to change the speaker's language materially, do not use quotation marks.

SOME THINGS TO OMIT

40. Keep yourself and other reporters out of the story unless to do so would be to omit an essential part of the news.
41. Maintain the self-respect of your profession. Newspaper workers occasionally meet snubs and insults, but do not write your story about them.
42. Do not be funny about serious matters. Accidents, funerals, divorces and the like are not fit subjects for joking.
43. Use dialect only when so instructed.

MARKS USED IN READING PROOF

- o* Deleting; taking out
Second form easier to use
- o* Inserting letter omitted
- o* Closing up space
- # Inserting space
- o* Correcting wrong letter
- o* Transposing letters
- v* Inserting apostrophe
- no ff* Indicating no paragraph is wanted
- #* Indicating paragraph
- Inserting dash
- v* Inserting quotation marks
- (l.f.)* Indicating light face type
- (ital)* Retaining words crossed out
- #* Indicating paragraph
- (l.c.)* Indicating lower-case
- ^* Putting in comma
- (out-see copy)* Indicating something is left out
- o* Putting in period
- o* Marking letter upside down
- ↓* Pushing down space that shows
- X* Marking imperfect type
- (b.f.)* Indicating bold face type
- (rom.)* Changing type to roman
- (caps)* Indicating capital letters
- o* Deleting a letter
- (ital)* Indicating italic type
- (c.+l.c.)* Indicating capitals and lower-case type
- (w.f.)* Indicating letter is of the wrong font; style or size, or both, may be of different font

LAMBERT FIELD, St. Louis, Mo., Aug. 13. (U.P.)—Flying through a steady rain, Dale Jackson and Forrest O'Brine pilot their orange and yellow monoplane, Greater St. Louis, set a new world's endurance touring flight record today. The new record was established at 9:32:30 a. m. C. S. T. when the plane had been aloft 554 hours, 41 minutes and 30 seconds, exactly one hour longer than the record.

The record breakers regain the honor by smashing the Hunter brothers' mark.

In their first endurance flight last summer, they established a record of 420 hours that stood until the recent Chicago attempt.

The plane they are using is identical in construction and motor to the St. Louis robin, which made the earlier flight.

O'Brine and Jackson dropped a green flare as the record was made. It signified "All is well."

An impromptu parade started on the field. Men, women and children joined it despite the rain, which increased at 10 a. m. Bombs containing black powder were set off and sirens started screeching.

THROUGH TOWN St. Louis sirens and factory whistles were blown in four minutes after breaking the record, the filers—whose watches appeared to be slow—shot their monoplane down over the field, a short distance from the crowd then shot cled around. They opened the cabin door and waved.

M. U. Failures to Be Studied

Building in State Shows Increase

Construction contracts let in Missouri during the first six months of 1920 showed an increase of more than \$28,000,000 over last year, the F. W. Dodge Corporation of St. Louis recently announced. Contracts during July of this year amounted to \$11,023,300 as contrasted to \$14,593,000 for June.

COMMUNAL RIOTS

Rage in India

Further Learning of PISA'S TOWER IS Halted by Engineers

Note: Proofreading marks need not be circled as they are here, but any instructions to the printer that might be mistakenly put into type should be so inclosed.

In practice, either margin of the proof may be used in marking corrections. Only one side was available in the illustration.

ABOUT WORDS

1. Get the dictionary habit. Verify the meaning and spelling of every doubtful word.

2. Do not use technical terms or foreign words.

3. Avoid legal terminology.

4. Do not use "bromides" such as *burly Negro*, *crisp \$5 bill*, *sickening thud*, *clutches of the law*.

5. Use slang sparingly, and only when it is appropriate to the tone of the story.

6. Avoid the obsequious, flattering attitude reflected in such expressions as *lady* for *woman*, *gentleman* for *man*, *banquet* for *dinner* or *luncheon*, *accepts a position* for *obtains work*, *prominent citizen*, *charming hostess*, *talented young lady*.

7. Avoid the meaningless words with which some writers seek to emphasize their statements. If a result is *certain*, you add nothing by calling it *absolutely certain*. If a thing is *unique*, it is silly to describe it as *very unique* or *most unique*. These are only examples of a host of such expressions.

8. Think twice before writing *very*. Long abuse has robbed it of force. *A beautiful sunset* carries as much meaning as *a very beautiful sunset*.

9. Avoid superlatives. Such expressions as *the oldest man in Missouri*, *the largest audience ever known*, *the most exciting game seen in Columbia*, can rarely be verified.

10. Usually a person merely *says* a thing. Avoid *asserts*, *states*, *declares*, unless you want to include the formality or insistence implied by these words. And remember that *admits* usually has a derogatory connotation.

11. Do not assume too much information on the part of your readers. Write "at a meeting of the Tuesday Club," rather than "at *the* meeting."

12. Use *yesterday*, *today*, and *tomorrow* rather than the names of the days, unless instructed to the contrary. For dates within a week before or after the date of publication, use the names of the days rather than the date by month and number. Thus a paper dated Saturday, March 20, would say: *John Jones, who was injured Tuesday, died yesterday*, rather than *John Jones, who was injured on March 16, died Friday*.

13. In writing for a morning paper, remember to calculate from the date of the paper rather than the date on which you write the story.

14. In stories under datelines, *today* means the date of the story rather than the date of the paper.

15. Avoid stilted or affected language in mentioning death. Remember that the simplest words are the most solemn ones. Do not use *the deceased* in referring to a dead person, or *remains* for *body*, or *casket* for *coffin*, or *interred* for *buried*, or *obsequies* for *funeral*.

16. Write that a person died *of* typhoid fever, not *from* typhoid fever, Do not write *the* typhoid fever or *typhoid* without the word *fever*.

17. Do not write that a person died *as the result of* an operation. Usually in such case death is the result of conditions that existed before the operation.

18. Avoid such expressions as *had his leg broken* and *had his pocket picked*. Sane persons do not *have* these things done to themselves.

19. Rarely is it necessary to mention a man's race. Do not write *Abraham Silver, a Jew*, or *Peter Dolato, an Italian*, unless the race is an essential part of the story.

20. Avoid *foreigner*. It has an offensive connotation which may usually be avoided by using *alien*. But remember that citizens of the United States are Americans, regardless of where they or their parents were born. If it is an essential part of the story, use *of Italian birth*, or *of Italian descent*.

21. Never use an offensive racial nickname.

22. Do not call a Chinese a *Chinaman*, or a Japanese a *Jap*, in headlines or text.

23. Use *Negro* or *Negro woman*, not *colored man* or *Negress*.

24. In giving lists of officers, put the name of the office before the name of the person, thus: *President, John Smith; vice-president, Horace Jones; secretary, J. B. Brown; directors, W. H. West, J. T. North, A. A. Andrews, S. S. Sampson*. If the name of the person were placed first, the reader would have to read all the last four names before learning what office any of them held.

25. Avoid split infinitives. Use the natural form: *Is expected to denounce the measure emphatically*, rather than *is expected emphatically to denounce*, or *to denounce emphatically the measure*.

26. Do not write "The men quarreled *due* to a misunderstanding," but "The men quarreled *because* of a misunderstanding."

27. Do not use *like* as a conjunction. Write "He looks *like* his brother," but "He sings *as* he used to."

28. Do not use *liable* when you mean *likely*. Every lawbreaker is *liable* to arrest, but it depends upon circumstances whether he is *likely* to be arrested.

29. Never use *loan* as a verb. A *loan* is made when someone *lends* something.

30. Do not use a plural verb or pronoun with a collective noun unless there is a real reason for considering the noun as a plural. Do not write for example, "The executive committee *are* preparing an order," or "The club *is* ready to start *their* membership campaign," or "The store will hold *their* annual bargain sale." In the second example, *is* and *their* do not even

agree with each other in number. In the third, *store* is not a collective noun, but is confused with the proprietors through loose thinking.

31. Do not permit words which fall between the subject and predicate to cause confusion as to number. The reporter who wrote "The event which precipitated matters *were* of little importance," would not have done so had he kept in mind that *event*, not *matters*, is the subject of the sentence.

32. Remember that *don't* is the contraction for *do not*, *doesn't* for *does not*. You would not say "He *do not*."

33. Sums of money, considered in the aggregate, should be treated as singular: "Forty dollars *was* collected."—"Fifty thousand *was* spent." If one thinks of the individual coins, the plural is proper, as in: "Forty dollars *were found*, in addition to a large number of smaller coins."

34. Unless the owners of the name insist upon singular form, use the plural in such expressions as *Women's Gymnasium*, *boys' club*, *Farmers' Week*, *Merchants' Hotel*, *Students' Home*, *workmen's compensation law*. The singular may be defended, but the plural is the more natural.

35. If A gets 28 votes, B 16 votes, and C 8 votes, A has a *majority* of 4 votes. If A gets 22 votes, B 16 votes, and C 14 votes, no one has a *majority*, but A has a *plurality* of 6 votes. In the first case A has more votes than all his opponents combined, and the majority measures this difference. In the second case A has more votes than any of his opponents, but not so many as all of them combined; the *plurality* measures his margin over his nearest competitor.

36. Use *more than* rather than *over* in such an expression as *more than \$500*.

37. Use *fewer than* for numbers and *less than* for quantity: *Fewer than 100 persons*; *less than a bushel*.

38. Do not use *party* for *person* except in quoting legal documents.

39. Write that a person is arrested *on a charge of* rather than *for doing* thus and so.

40. *Called meeting*, not a *call meeting*, is the correct form.

41. Do not use *groom* for *bridegroom*. But *bride* and *groom* is permissible.

42. Do not use *officer* for *patrolman* or *policeman*.

43. Use *foregoing* instead of *above* as an adjective: *The foregoing statement*, but *The statement given above*.

44. Do not use *anticipate* when you mean *expect*.

45. Remember the adjective form of *freshman* is *freshman*, as in the *freshman football team*, *freshman girls* (you would not write *sophomores girls*).

46. *To effect* means to bring to pass or to accomplish. Do not use this word when you mean *to affect*.

47. Things *occur* or *happen* without being arranged in advance. An explosion *occurs*, or an accident *happens*, but a wedding *takes place*.

48. Do not use *burglarize*, *suicide* (as a verb), *enthuse*, or *gents*.

For other suggestions as to the use of words, see such books as Woolley's "Handbook of Composition," the "Century Handbook of Writing," Fowler's "Dictionary of Modern Usage," and Curme's "A College English Grammar."

CAPITALIZATION

1. In case of doubt, use lower-case rather than capital letters.

2. Capitalize a title preceding and attached to a name, but lower-case the title, no matter what it is, if it follows the name or stands by itself.

Notice these examples:

Chief of Police Smith
Prof. Jones
Gen. W. A. Black
President Roosevelt

the chief of police
William Jones, professor of economics
the general said
Franklin D. Roosevelt, president of the
United States
the king of England

King George

2a. The fact that a title precedes a name does not *always* mean it should be capitalized. Note such cases as: *Payments should made to the treasurer, Jacob Jones*.

2b. *Former*, *ex-*, and *-elect*, when used with titles, are not capitalized. For instance: *former President Taft, ex-President Taft, Governor-elect James*, (*Former* is preferred to *ex-*.)

3. In giving names of the following sorts in full, capitalize the general term as well as the distinguishing words. When using only the general term, make it lower-case even when the reference is plainly specific. Examples:

South Ninth Street
Old Trails Road
First Ward
Lake Erie
Lake Shore Boulevard
Forest Park
Westmount Addition
Isle of Pines
Mississippi River
Boone County
Guitar Building
League of Nations
Missouri Supreme Court
Constitution of Missouri
Constitution of the United States
Tuesday Club
Society for the Prevention of Cruelty
to Animals
Star Publishing Company
Wabash Railroad
University of Kansas

across the street
grading the road
in all wards
the lake shore
on the boulevard
the park
a new addition
the island
the river
a county road
the building
the league decided
the court ruled
the constitution
the constitution
president of the club
the society

First Christian Church
First Presbyterian Sunday School
Lucky Tiger Mine
Treaty of Versailles

the company
the railroad
the university (but University when re-
ferring to University of Missouri)
a Christian church
attended Sunday school
the mine
revised the treaty

| | |
|------------------------|--------------------------|
| Reparations Commission | member of the commission |
| Eighteenth Amendment | the amendment |
| Eighty-ninth Regiment | colonel of the regiment |
| Hickman High School | the high-school boys |
| Camp Fire Girls | the girls |
| Missouri Theater | at the theater |
| Postoffice (building) | the postoffice rules |
| Municipal Building | the building |
| Hendrix Hall | the hall |
| Courthouse | |
| Capitol (building) | |

3a. An exception to the preceding rule is found where the general term is used in other than its ordinary sense, and where a capital is necessary to show the specialized meaning of the term. Examples:

| | |
|---------------------|--|
| Missouri Workshop | the Workshop (a dramatic organization) |
| Hawaiian Islands | visited the Islands (when used as a nickname instead of the full name) |
| Daniel Boone Tavern | the Tavern (a modern hotel) |
| Boy Scouts | the Scouts |
| Wall Street | the Street thinks (Street personified to represent the men of the financial district). |

3b. Capitalize only the distinguishing words where two or more names are connected as the *Wabash and Missouri Pacific railroads*. (In singular form, *Wabash Railroad*.)

4. Capitalize *Union*, *Republic*, the *States* when referring to the United States but do not capitalize adjectives such as *national*, *federal*, etc. Do not capitalize *government*, *administration*, or *nation*.

5. Do not capitalize *state*.

6. Capitalize the names of national and state legislative bodies when referring to a specific one, as *Congress*, *Senate*, *House of Representatives* or *House*, *Parliament*, *Reichstag*, *Chamber* (France), *Legislature*, *General Assembly*, *Assembly*. Do not capitalize when used in a general sense, as in *the legislature of each state*. Capitalize the names of congressional committees, and *Cabinet* when referring to a specific one.

7. Capitalize *City Council* when referring to a specific one. Lower-case *council* used alone.

8. Capitalize *Negro*.

9. Capitalize the names of federal and state departments and bureaus, as *Department of Agriculture*, *State Insurance Department*, *Bureau of Vital Statistics*. But lower-case municipal departments, as *fire department*, *water and light department*, *street department*.

10. Capitalize *Federal Reserve Bank* and *Federal Reserve District* in referring to a specific bank or district; otherwise use lower-case. Capitalize *Federal Reserve Board*, but lower-case *federal reserve system*.

11. Capitalize specific names of courts of records, as *Boone County Circuit Court*, *Kansas City Court of Appeals*, *Missouri Supreme Court*. Capitalize *circuit court*, standing alone, when a specific one is meant. The same rules applies to *county court* and *probate court*. Do not capitalize *police court* or *court* standing alone.

12. Capitalize the *East*, the *West*, the *Middle West*, the *Midwest*, the *Near East*, the *Orient*, and other terms used for definite regions; but do not capitalize, *east*, *west*, etc., when used merely to designate direction or point of compass, as *west of here*. Do not capitalize *westerner*, *southerner*, *western states*, and other such derivatives.

13. Write *northern Europe*, *central Missouri*, etc.

14. Capitalize the fanciful titles of cities and states, as *the Mound City*, *the Buckeye State*.

15. Capitalize distinctive names of localities in cities, as *West End*, *Nob Hill*, *Back Bay*, *Happy Hollow*.

16. Capitalize such terms as *Stars and Stripes*, *Old Glory*, *Union Jack*, *Stars and Bars*, etc.

17. Capitalize epithets affixed to proper names, as *Alexander the Great*.

18. Capitalize the first word of a direct or indirect quotation which would make a complete sentence by itself. Thus: *Franklin said, "A penny saved is a penny earned."*—*The question is, Shall the bill pass?* Do not capitalize otherwise.

19. Capitalize the names of all political parties, in this and other countries, as *Democratic*, *Republican*, *Socialist*, *Liberal*, *Conservative*, *Bolshevist*. But do not capitalize such words, or their derivatives, when used in a general sense, as *republican form of government*, *democratic tendencies*, *socialist views*, *bolshevist ideas*.

20. Capitalize the names of expositions, congresses, etc., as *Panama-Pacific Exposition*, *Press Congress of the World*, *Journalism Week*. But do not capitalize such words as *third annual*, *biennial*, etc., in connection with these names.

21. Capitalize *No.*, *Fig.*, *Chapter*, *Room*, *Highway*, etc., when followed by a number or letter, as *No. 11*; *Fig. 3*; *Chapter XXI*; *Parlor C*; *Room 305*, *Guitar Building*; *Highway 63*.

22. Capitalize names for the Bible as *the Holy Scriptures*, *the Book of Books*. But do not capitalize adjectives derived from such names, as *biblical*, *scriptural*. Capitalize the names of books of the Bible.

23. Capitalize all names used for the Deity including personal pronouns.

24. Capitalize names of military organizations, as *Eighty-third Regiment, Company F, National Guard, Grand Army of the Republic*.

25. Capitalize college degrees, whether written in full or abbreviated, as *Bachelor of Arts, Doctor of Laws, Bachelor of Science in Education; A.B., LL.D., B.S. in Ed.* (When the year is given, use the form *A.B. '30*—no comma between degree and year.)

26. Capitalize and quote titles of books, plays, poems, songs, speeches, etc, as "The Scarlet Letter," "Within the Law," "The Man With the Hoe," "The University and the State." *The* beginning a title must be capitalized and included in the quotation. All the principal words are to be capitalized, no matter how short. Prepositions, conjunctions and articles are to be capitalized only when they contain four or more letters: thus: *at, in, a, for, Between, Through, Into*. The same rules apply to capitalization in headlines but not to scriptural texts or formal subjects for debate, in which only the first word is capitalized.

26a. In titles of books, plays, etc., and in headlines capitalize prepositions that are closely connected with verbs: *He Was Voted For by His Party.—He Was Stared At by the Crowd*.

27. Capitalize the first word after a colon in giving lists of officers, thus: *The following were elected: President, William Jones; vice-president, Frank Smith.*

28. Capitalize adjectives derived from proper nouns, as *English, Elizabethan, Germanic, Teutonic*. But do not capitalize names and derivatives whose original significance has been obscured by long and common usage. Under this head fall such words as *india rubber, street arab, pasteurize, macadam, axminster, gatling, paris green, plaster of paris, philippic, socratic, herculean, guillotine, utopia, bohemian, philistine, platonic*.

29. Capitalize the articles in French names as *le, la, de, du*, when used without a Christian name or title preceding, as *Du Maurier*. But lower-case when preceded by a name or title, as *George du Maurier*. The same rule applies to the German *von*: *Field Marshal von Mackensen*, but, without Christian name or title, *Von Mackensen*. Always capitalize *Van* in Dutch names unless personal preference dictates an exception, as *Henry van Dyke*.

30. Do not capitalize:

army, navy, marines (but First Army, Marine Corps; see Rule 24)
 fraternity (as in Phi Delta Theta fraternity)
 senior, junior, sophomore, freshman
 fall, winter, spring, summer (unless personified)
 a. m., p. m. (except in headlines)

ABBREVIATION

This section applies to the text of articles. For abbreviations in headlines see page 37.

1. Never use an abbreviation that would be unintelligible to the average reader. Common abbreviations that may be used are *Y. M. C. A.*, *Y. W. C. A.*, *W. C. T. U.* *N. R. A.* for *National Recovery Administration* and other similar abbreviations are permissible. Note use of periods.

2. Use the following forms for the names of states, territories, and possessions of the United States, when used after the names of towns or cities:

| | | |
|--------|-------|----------------------------|
| Ala. | La. | Okla. |
| Alaska | Me. | Ore. |
| Ariz. | Mass. | Pa. |
| Ark. | Md. | P. I. (Philippine Islands) |
| Calif. | Mich. | P. R. (Puerto Rico) |
| Colo. | Minn. | R. I. |
| Conn. | Miss. | S. C. |
| D. C. | Mo. | S. D. |
| Del. | Mont. | Tenn. |
| Fla. | N. C. | Tex. |
| Ga. | N. D. | Utah |
| Hawaii | Neb. | Va. |
| Idaho | Nev. | Vt. |
| Ill. | N. H. | Wash. |
| Ind. | N. J. | Wis. |
| Ia. | N. M. | W. Va. |
| Kan. | N. Y. | Wyo. |
| Ky. | O. | |

3. Spell out *United States* except in addresses, as *Columbia, Mo.*, *U. S. A.*, or in such connections as *U. S. S. Oregon*; *Lieut. James Smith, U. S. A.*; *Capt. William Jones, U. S. N.* Abbreviation of *United States* in headlines is permitted.

4. Do not abbreviate the names of states when not following names of cities. Note the following style: *In Missouri, At Neosho, Mo., At Neosho, Newton County, Mo. In Newton County, Missouri.*

5. Omit the state after a city if the city is sufficiently identified without it, as in the case of Chicago, New Orleans, Los Angeles, Boston, Louisville, Topeka, Little Rock, Des Moines, San Antonio, etc. With most of the cities and towns in Missouri the *Mo.* should be omitted.

5a. Unless the context makes the reference plain, give the state after any city having the same name as some place better known, as in *Mexico, Mo.*, *Springfield, Mo.*, *California, Mo.*, *Paris, Mo.*

5b. Give the state after any city which your readers may not reasonably be expected to recognize at once. This is more or less a matter of judgment. The rule applies especially to small places remote from the city of publication.

6. Abbreviate *Saint* (also *Saints* and *Sainte*) in proper names as *St. Louis*, *SS. Peter and Pauls Church*, *Sault Ste. Marie*. Abbreviate also *Fort* and *Mount* in proper names, as in *Ft. Leavenworth* and *Mt. Vernon*.

7. A title used as a part of a name is ordinarily abbreviated if the title has a well recognized abbreviation. Do not abbreviate any titles when used otherwise. Thus: *Dr. J. J. Smith*, *Dr. Smith*, *Prof. Smith*; but *J. J. Smith*, *professor of history*.—*He called on the governor, J. J. Smith*.

7a. Most military titles are abbreviated with names, from *Gen.* and *Maj.-Gen.* down to *Lieut.*, *Sergt.*, and *Corp.*

7b. Other titles always abbreviated with names include: *Dr.*, *Prof.*, *the Rev.*, *Gov.*, *Lieut.-Gov.*, *Atty.-Gen.*, *Gov.-Gen.*, *Supt.*, *Sec.*, *Treas.*

7c. Most other titles are spelled out, even with names. To make a headline fit, however, *President*, *Senator*, and *Representative* may be occasionally shortened when used with names, as in *Pres. Roosevelt*, *Sen. Reed*, *Rep. Nelson*; but even in headlines the preference is for the full word.

8. Abbreviate the names of the months (except March, April, May, June, and July) when followed by the day of a month, but not otherwise: *Jan. 19, in January, the 5th of January*.

9. In giving names of firms and corporations, use *&* for *and*; spell out *company*, *brothers*, *railway*, *railroad*, etc. Thus: *Smith & Jones Company*, *Chicago, Milwaukee & St. Paul Railroad*. Follow this style unless the proprietors insist upon an individual form.

10. Spell out *per cent*; use figures before it and no period after it: *A gain of 10 per cent was made*. *Percentage* is one word.

11. Do not abbreviate *street*, *avenue*, or *boulevard*, as *10 North Tenth Street*, *Garth Avenue*, *Mores Boulevard*. Spell out and capitalize *east*, *north*, *west*, *south*, when used with the name of a street, as *West Forty-fifth Street*. *Northwest*, etc., when forming the last part of a street address, should be abbreviated, as *118 E Street, N. W.*

12. Never use *Xmas* for *Christmas*.

FIGURES

1. General rule: Spell out numbers up to 100; use figures for 100 or more. Note these examples:

The petition was signed by seventy-five persons.
 The petition was signed by 100 persons.
 North Ninth Street, Eighty-first Street, East 107th Street.
 Fifteenth Infantry, Eighty-ninth Division, 446th Artillery.
 Fifty-fourth Congress, Fourteenth Ward, twentieth century.

2. Spell out approximations, such as *three or four hundred, nearly a thousand, half a million*. But use figures unless the number is plainly indefinite. Use figures for any number (even if indefinite) which cannot be expressed in a few words, as: *The city's population is about 575,000.*

3. Spell out all numbers, no matter how high, beginning a sentence in ordinary reading matter. Thus: *Three hundred and twenty-seven were killed.—Ten-year-old John was there.* If spelling out a number would make the sentence cumbersome, recast the sentence.

4. Use figures in matter of a statistical or tabular nature; also in stories of some length that require continual use of numbers. Example: *Faurot punted 45 yards to Johnston, who returned the ball 6 yards, putting it on the Oklahoma 24-yard line.*

5. Use figures for sums of money, ages, time of day, percentages, street numbers, thermometer standings, dates, calibers, votes, betting odds, athletic records and scores. Note these examples:

| | |
|----------------------------------|---|
| \$5, \$1.87, 15 cents | 71 years old, 3-year-old girl |
| 10 o'clock, 7:30 a. m. | 10 per cent, 6½ per cent (but one-half of |
| A .22 caliber revolver | 1 per cent.) |
| A pole-vault of 12 feet 2 inches | Chicago 3, Philadelphia 0 |

6. Be certain your arithmetic is correct. If your story includes a column of figures and the total, make sure that the figures given will actually make that total. If you say that 40 per cent of a sum has been raised, prove to yourself that the actual figures, when you give them, are really 40 per cent of the total. If you say that six directors were elected, count the names to make sure there are not five or seven.

7. Where a number smaller than 100 is used with one of 100 or more referring to similar things, put both in figures. Thus: *Deaths for the week numbered 75, as against 105 in the thirty-seven other counties.*

8. Do not let one number written in figures stand next to another, if there is any possibility of confusion. Recast the sentence if necessary to avoid such a construction as this: *Of the 324, 168 have already been obtained.*

9. Numbers of more than four figures are pointed off with commas, as *21,426 men, \$3,456,479.78*. When there are four digits do not use the comma, as *1041*.

TITLES

1. Omit *Mr.* when the Christian name or initials are given. This rule applies to society news as well as general news. An exception is *Mr. and Mrs. James Smith*, which is used instead of *James Smith and wife*.

2. *Mr.* may or may not be used when only the surname is given. The writer must be guided by his feeling of appropriateness in each case. To use extreme examples, one would naturally give the title to a man of distinction, but not to a vagrant. However, it must not be understood that the omission of *Mr.* necessarily implies lack of respect, for the title is often omitted in naming men in public life.

3. Do not use *Honorable* as a title, unless it is a title bestowed by Great Britain.

4. When preceding and attached to a name (either the full name or the surname only), titles are generally abbreviated. This applies only to titles that have well-recognized abbreviations. See "Abbreviation," Rules 7 to 7c, for details.

5. *Rev.* should always (1) be preceded by *the*, (2) be followed by some other titles unless the full name is given.

Some Forms Permitted
 the Rev. William Brown
 The Rev. Mr. Brown
 the Rev. Dr. Brown (if he has
 doctor's degree)
 the Rev. Father Brown

Some Forms Barred
 Rev. Brown
 the Rev. Brown
 Rev. Mr. Brown

Usually after the full form has been once used it is sufficient to write *Mr. Brown*, or *Dr. Brown*, or *Father Brown*.

6. *Most Reverend* as a title is applied to an archbishop; *Right Reverend* to a bishop, abbot, or monsignor; *Very Reverend* to a dean (of a religious sect), vicar-general, president of a seminary or college, superior of a religious house, canon, prior, etc.

7. Use *Father* or *the Rev. Father* as the title of a Catholic priest.

8. Do not use an unwieldy title preceding a name, as *Keeper of the Grand Seal John Smith*. Make it *John Smith, keeper of the grand seal*.

9. Do not use a business or trade as a title, as *Grocer Smith, Carpenter Jones*.

QUOTATION

1. Be sure to end, as well as begin, quoted matter with quotation marks. Where a quotation is broken into paragraphs, put quotation marks at the beginning of each paragraph and at the end of the last paragraph.

2. Use single marks to inclose a quotation within a quotation. Use double marks for a third quotation, single for a fourth, and so on. Thus:

"Yes," said the witness, "Senator Brown's words were: 'Remember the proverb, "Haste makes waste." Let us not act too soon.'"

3. In quoting verse, unless the quoted matter is set in type smaller than the context, put quotation marks at the beginning of each stanza and at the end of the last stanza. If the quotation is less than a stanza, place quotation marks at the beginning and at the end of the quoted matter.

4. In editing clipped matter, the whole of which is to be quoted, do not fail to change double quotation marks in the body of the clipping to single, and single to double. Do not fail to put quotation marks at the beginning of each paragraph, especially if you mark new paragraphs, and at the end of the clipping.

5. Quote the full titles of plays, paintings, statuary, operas, songs, lectures, sermons, toasts, mottoes, articles in newspapers, etc. Be sure to include *the* in the quotation if it is part of the title, as "The Star-Spangled Banner." Do not quote the names of characters in books or plays.

6. Quote the full titles of books, except such books as the Bible, the Koran, etc.

7. Quote words or letters used as in the following sentences: *The adjective "Beautiful" is out of place here.—Judgment should be spelled without the "e."* Do not quote such words or letters if they are distinguished by italics. Neither quotation marks nor italics are needed in lists or tables.

8. Quote words and phrases used ironically or in some other than the true significance. Thus: *His "mansion," I found, was a three-room cottage.*

WHEN NOT TO USE QUOTATION MARKS

9. Do not quote interviews and dialogues when the name of the speaker is given first, as in a symposium, or when the words *Question and Answer* (or *Q.* and *A.*) are used, as in reports of testimony. Use em dashes, as below:

Mayor James M. Gordon—I believe the ordinance should be revised.

William Jones—I am not in favor of revision at this time.

Q.—Did you see the defendant in the room?

A.—I did.

10. Do not quote extracts that are set in smaller type than the rest of the story. If a program of music is set in smaller type, the selections in it need not be quoted.

11. Do not expect a free use of quotation marks to justify slang and other faulty diction. If you hesitate to use a word without quoting it, the chances are that you had better not use it at all.

12. Do not quote the names of newspapers and periodicals, as *the New York Times*, *the Bookman*, *the Columbia Missourian*. Do not hesitate however, to quote such names where necessary to avoid confusion or opportunity for ridiculous misinterpretation. This applies especially to headlines where capitalization is no safeguard. Note the effect if quotation marks were omitted in such headlines as these:

"Democrat" for Tariff Reform
"Messenger" to Appear Tomorrow
"Heart of America" Distributed to Tourists

13. Do not quote dries or wets, referring to prohibitionists or antiprohibitionists.

14. Do not quote diminutives, such as Tom, Dick, Bill, etc. Distinguish these from nicknames, which are to be written thus: J. P. ("Puny") Bluck, or, if only the surname is used, "Puny" Bluck. Use nicknames sparingly, however, even in sport stories. Beware of insulting nicknames.

15. Do not quote the names of animals, ships, airplanes, airships, etc., except in headlines, and sometimes in text, to avoid misinterpretation, as *Two Killed in "Los Angeles" Disaster*, referring to the dirigible.

For the placing of quotation marks with reference to other punctuation marks, see page 30.

COMPOUNDS

Compounding is affected, first by meaning, second by usage, third by grammatical construction.

If the meaning of a compound is different from the meaning of the same words used separately, use the appropriate form, of course.

If the meaning is the same whether the words are compounded or not, we must rely on good usage, which sometimes sanctions more than one form. The School of Journalism's preference in many such cases is indicated here. In other cases consult "Webster's New International Dictionary."

Words which are compounded in some constructions and not in others are discussed under the subheading "Temporary Compounds."

MEANING AS A GUIDE

1. Let meaning be your first guide in compounding. A *great grandfather* is quite different from a *great-grandfather*; watermelons at 10 cents a *piece* (when sold by the slice) would be much more expensive than at 10 cents *apiece* (a whole melon at a time).

2. Note that some combinations of words formerly used separately have to some extent become detached from the original meaning. *Railroad*, for instance, is no longer thought of as a kind of road; the word *road* presents a totally different picture to the mind. Similarly, a *courthouse* is not the type of building which we usually think of as a *house*. When two such words have to be taken together to carry the proper meaning, it is only logical to prefer a compound form.

3. Distinguish between *every one* and *everyone*, *any one* and *anyone*, *some one* and *someone*. The two-word forms indicate individuals of specified groups, while the solid-word forms are vaguely inclusive. In addition, the solid-word forms almost invariably refer to persons, while the two-word form may or may not. Thus: *Here are three apples; you may have any one. Some one of these three rules will apply.*

4. Make the same distinction between *every body* and *everybody*, *any body* and *anybody*, *some body* and *somebody*. When the two-word form is used, *body* retains its separate meaning. Thus: *Every body in the universe attracts every other body.—They camped on the shores of some body of water, but could not learn its name.*

5. Distinguish between *some time* and *sometime*. The play will be given *sometime* next week.—The play will be given at *some time* to be selected later.—*Some time* elapsed before he returned.

PRONUNCIATION AS A GUIDE

6. The pronunciation of a word or series of words sometimes will aid in determining whether a compound form or the separate-word form should be used. If one syllable is stressed, and the others accented only secondarily

if at all, the chances are that a compound form should be used. If a syllable in each word is stressed, it is likely that the words retain their individuality and should be written as separate words. Pronunciation is unreliable, however, as a guide to the use or omission of the hyphen in a compound word.

LENGTH AS A GUIDE

7. Use the hyphen in any compound word which is so long or unusual as to be confusing otherwise, as *post-revolutionary*, *extra-judicial*, *ultra-fashionable*.

8. The shorter the words, the more likely they are to be combined without the hyphen, even if the meaning is the same as that expressed by the separate words. This applies especially to compounds of two monosyllables.

8a. Write *today*, *tonight*, and *tomorrow* without the hyphen. Make *cannot* a solid word.

8b. In general, compound the following words without the hyphen when the prefix is of only one syllable, and do not compound at all when the prefix is of more than one syllable:

| WORD | EXAMPLE | EXAMPLE |
|-------|------------|-----------------|
| house | courthouse | apartment house |
| room | courtroom | dining room |
| bird | catbird | mocking bird |
| boat | rowboat | motor boat |
| book | textbook | reference book |
| case | bookcase | packing case |
| fish | goldfish | flying fish |
| load | carload | wagon load |
| ship | warship | training ship |
| shop | workshop | blacksmith shop |
| track | racetrack | running track |
| yard | shipyard | navy yard |

Some exceptions to this rule are: Circuit Court room, University Club rooms, White House, cuttlefish, battleship.

8c. Fold is joined without the hyphen to a word of one syllable, but is hyphenated when joined to a word of two or more syllables, as threefold, tenfold, hundred-fold, seventy-fold.

COMPOUNDING WITH PREFIXES

9. Such prefixes as *demi*, *semi*, *bi*, *tri*, *co*, *pre*, *re*, *sub*, *super*, *inter*, *intra*, *ante*, *anti*, *post*, *over*, *under* are usually joined to a word without a hyphen; thus: demigod semiannual, coeducation, readjust, subcommittee, intercollegiate, postgraduate.

10. Note these exceptions to Rule 9:

10a. Use the hyphen if the prefix ends in a vowel and is followed by the *same* vowel, as in *pre-empt*, *re-echo*.

10b. Use the hyphen if the prefix is followed by a proper name, as in *pre-Raphaelite*, *ante-Christian*.

10c. Use the hyphen if it is needed to distinguish a word from another of different meaning, as in *co-respondent*, *re-cover* (to cover again).

11. *Ex* preceding a title takes the hyphen, as in *ex-President Coolidge* (but *former President Coolidge* is preferred). Hyphenate *Governor-elect Smith*.

OTHER PERMANENT COMPOUNDS

12. Hyphenate such combinations as *vice-president*, *vice-consul*, *governor-general*, *surgeon-general*, *lieutenant-general*, *brigadier-general*, *post-master-general*, *attorney-general*, *commander-in-chief*, *lieutenant-colonel*, *sergeant-major*, *sergeant-at-arms*. Do not hyphenate *prosecuting attorney*, *first lieutenant*, *first deputy*, etc. Capitalize all the principal elements of such titles when preceding a name, whether or not the hyphen is used, as *Vice-Consul Smith*, *Brig.-Gen. Henry*, *First Lieutenant Jones*. Capitalize the same way in headlines.

13. Observe the following forms, schoolmaster, schoolma'am, schoolroom, (solid word), schoolhouse, schoolboy, schoolgirl, school board, school children, high school, ward school, school-teacher, school-teaching.

14. Hyphenate nouns that express a double occupation, as *poet-artist*.

15. Compounds of *half* and *quarter* are usually hyphenated, as *half-dollar* (but *half a dollar*), *half-past*, *quarter-mile*.

16. Hyphenate such compounds of numbers, as *thirty-two*, *forty-four*.

17. Hyphenate fractions as *one-fourth*, *three-sevenths*.

18. Words formed with the suffix *wide* usually take the hyphen, as *state-wide*, *city-wide*.

TEMPORARY COMPOUNDS

Some words not ordinarily compounded are joined when used in certain constructions. Note the following cases:

19. Two or more words combined into one adjective preceding a noun should be hyphenated, as *never-to-be-forgotten event*, *well-known man*, *first-class investment*, *English-speaking peoples*, *up-to-date styles*, *4-year-old boy*, *6-to-3 score*. Do not hyphenate such combinations when they follow the noun, as *an event never to be forgotten*, *a man well known in the city*, *a boy 4 years old*, *a score of 6 to 3*. Note the following exceptions to this rule:

19a. Do not compound an adverb ending in *ly* and a participle, even when combined as a modifying element, as *freshly painted house*.

19b. Do not compound proper names consisting of more than one word, even when used as a modifying element, as *Old English lettering*, *Civil War days*.

20. *Lineup*, *holdup*, *walkout*, *strike-out*, *kick-off*, *try-out* are correctly compounded when used as nouns. Otherwise separate each into verb and adverb, as *line up*, *strike out*, etc. Thus: *The lineup will not be known until the teams line up*.

21. The use of a modifying term sometimes separates the elements of a compound word. To indicate that a shoemaker makes wooden shoes you

would call him a *wooden-shoe maker*, not a *wooden shoe-maker*. The latter would be absurd. Similarly, write *young school-teacher*, but *high-school teacher*. The *young* refers to the teacher, while the *high* refers to the school.

MISCELLANEOUS PREFERENCES

CONTINUOUS COMPOUNDS

| | | |
|--------------|--------------|---------------|
| baseball | holdup | purebred |
| basketball | inasmuch | railroad |
| bullfight | lawbreaker | rainstorm |
| businesslike | lifetime | sportsmanlike |
| butterfat | livestock | taxpayer |
| cannot | manslaughter | teammate |
| churchgoer | mantelpiece | teaspoonful |
| commonplace | midwest | textbook |
| fireproof | nearsighted | theatergoer |
| football | northeast | undergraduate |
| goodby | postoffice | upperclassman |

HYPHENATED COMPOUNDS

| | | |
|---------------|----------------|----------------------------|
| bull's-eye | tam-o'-shanter | cross-country |
| by-law | trans-Atlantic | Parent-Teacher Association |
| by-product | week-end | (P.-T. A.) |
| court-martial | X-ray | |

SEPARATE WORDS

| | | |
|-------------|---------------|------------|
| ball player | La Follette | one's self |
| copy reader | newspaper man | per cent |

SPORT TERMS

Baseball—first base, second base, third base, shortstop; right field, left field, center field, outfield, infield, first baseman, etc.; right fielder, etc., outfielder, infielder; two-base hit, sacrifice hit, home run; pinch-hitter; hit-and-run play; double header. The score was 4 to 1. Defeated by a 4-to-1 score.

Football—left end, left tackle, left guard, center, left halfback, fullback, quarterback, touchdown, field goal, placekick, dropkick, head linesman.

Track—100-yard dash, 220-yard dash, 440-yard dash or quarter-mile dash, 880-yard run or half-mile run, mile run, two-mile run, 120-yard high hurdles, 220-yard low hurdles, high jump, broad jump, discus-throw, shot-put, pole-vault.

Prize Fighting—lightweight, featherweight, welterweight, middleweight, bantamweight, heavyweight, light-heavyweight.

SPELLING

In cases not covered by this deskbook, consult *Webster's New International Dictionary*. If more than one spelling is recognized by the dictionary as being in good use, give preference to the shorter and simpler, or, if there is no choice in this regard, give preference to the form given first in the dictionary.

The following list contains both words of more than one spelling and words which are frequently misspelled. Students will be expected to observe this style:

1. With words of more than one syllable, a final consonant preceded by a single vowel is usually not doubled on adding a suffix, except when the final syllable is accented, as *traveler, traveling, kidnaped, marvelous, jewelry, benefited*; but *hotter* (from *hot*: one syllable), *planned* (from *plan*: one syllable), *beginning* (from *begin*: accent on final syllable), *abettor* (from *abet*: accent on final syllable).

2. Spell *toward, backward, forward, afterward, upward, homeward*, and similar words without the final *s*.

3. Use *indorse, inclose*, and *inquire* rather than *endorse, enclose, enquire*. Use *enforce*, but *reinforce*.

4. Use the *er* ending in *theater, caliber, center*.

5. Use *or*, not *our*, in *favor, color, rumor, demeanor, labor, vigor, fervor*, etc.

6. Write *insanitary*, not *unsanitary*.

7. Omit final *e* from *antitoxin, glycerin, paraffin*, etc.

8. Use *e* instead of the diphthong *ae* in such words as *esthetic, anesthesias*.

9. Use no space after *Mc*, as *McDonnell, McLeod*, etc.

10. Write *airplane, airdrome*; not *aeroplane, aerodrome*.

MISCELLANEOUS

| | | |
|----------------------|-----------------------------|-----------------------|
| accommodate | archeology | canyon |
| accumulate | Argentina (noun) | capital (city) |
| adviser | Argentine (adj.) | capitol (building) |
| advisory | auxiliary | carburetor |
| Aegean | ax | Carrollton (Mo.) |
| aid-de-camp | balloon | catalog |
| Allegheny | baptize | catarrh |
| all right | battalion | centimeter |
| already | bazar | chancellor |
| alumna | benefited | chaperon |
| (feminine singular) | benefiting | chaperons |
| alumnae | blond (adj. and masc. noun) | charivari |
| (feminine plural) | blonde (fem. noun) | Chile |
| alumni | bluing | chock-full |
| (masculine plural) | bogey (in golf) | cigarette |
| alumnus | Boonville (Mo.) | Cincinnati |
| (masculine singular) | Buenos Aires | clue |
| anemia | bus | collectible |
| anesthetic | busses (plural) | combated |
| antitoxin | canceled | connoisseur |
| apparel | canvas (cloth) | consensus |
| appareled | canvass (for votes) | controller (official) |

| | | |
|-----------------------|-------------------------------|-----------------------------|
| cozy | intrench | prophecy (noun) |
| criticise | intrust | prophecy (verb) |
| decalogue | I O U (no periods) | putt (in golf) |
| defense | its (possessive of it) | pygmy |
| demagogue | it's (it is) | quarreled |
| demagogy | jingoism | quartet |
| develop | Johns Hopkins (University) | questionnaire |
| development | judgment | quintet |
| diphtheria | karat | recommend |
| dishabille | kidnaped | reconnoiter |
| disheveled | kimono | reinforce |
| disk | labeled | renaissance |
| dispatch | laboratory | repertoire |
| draft | libelous | reverie |
| drier | license | rhythm |
| driest | lilies | Romance (languages) |
| drought | lily | Rumania |
| dryly | loathe (reluctant) | sacrilegious |
| dyeing (coloring) | loathe (to detest) | salable |
| dying (expiring) | lose (to suffer loss) | sauerkraut |
| Edinburgh | Manchukuo | separate |
| eleemosynary | mantel (shelf) | sextet |
| embarrass | mantle (covering) | Shakespeare |
| employe | Marseillaise | Shakespearean |
| envelop (verb) | marshal (officer) | siege |
| envelope (noun) | Marshall, (Mo.) | sight (something seen) |
| Eskimo | marveled | site (location) |
| Eskimos | marvelous | cite (to refer to) |
| farther (distance) | meager | sirup |
| further (in addition) | medieval | skeptic |
| fiance (man) | milk cow | skillful |
| fiancee (woman) | Mohammed | solos (plural of solo) |
| fiery | mold | stanch |
| Filipino | mussel (shellfish) | stationary (fixed) |
| flier | mustache | stationery (paper, etc.) |
| fulfill | nickel | statue (image) |
| gantlet (to run the) | nitroglycerin | stature (height) |
| gauntlet (glove) | noticeable | statute (law) |
| gaseous | nowadays | stayed (past tense of stay) |
| gasoline | occurrence | stereopticon |
| gauge | offense | strait-laced |
| gayety | one's self (not oneself) | subpena |
| gayly | paraffin | Sudan |
| glycerin | parallel | supersede |
| goodby | pedagogue | theater |
| gossiped | pedagogy | thrash (to whip) |
| graveled | Peiping | thresh (grain) |
| gray | Philippines | Tibet |
| gruesome | picnic | Tokyo |
| gypsy | picnicker | Tolstoy |
| Haitian | Pittsburgh (Pa.) | traveled |
| Halloween | Pittsburg (Kan.) | traveler |
| handicapped | pleaded (past tense of plead) | tying |
| harass | plow | vaccinate |
| Hawaii | Puerto Rico | vaccine |
| Hawaiian | postoffice | vender |
| hemorrhage | practice | vermillion |
| hynocrisy | precede | weird |
| idiosyncrasy | pretense | Welsh |
| imberiled | preventive | (pertaining to Wales) |
| inclose | proceed | whisky |
| indispensable | procedure | wiener |
| indorse | principal | willful |
| innocuous | principle | woful |
| inoculate | privilege | worshiped |
| insanitary | prologue | worshiper |

PUNCTUATION

This section is not meant to be a complete guide to punctuation. Its purpose is merely to give rules and suggestions covering points that frequently arise in the writing and editing of news copy. For the general principles of punctuation, consult any standard work on the subject.

THE COMMA

1. Distinguish between restrictive (sometimes called limiting or defining) clauses and non-restrictive. The restrictive clause is necessary to define the term it modifies, and consequently is too closely related to the latter to be set off by commas. The non-restrictive clause is merely an added or parenthetical expression concerning a term which does not need definition; so the clause *is* set off by commas. To test whether a clause is restrictive or not, omit it in reading the sentence. If the meaning is not changed by the omission, the clause is non-restrictive, and should be set off by commas.

The importance of this distinction may be observed from the following sentence containing the same words but expressing different thoughts:

The juniors of the college, who defied the faculty, have been expelled. (Non-restrictive.)

The juniors of the college who defied the faculty have been expelled. (Restrictive.)

The first sentence means that all the juniors have been expelled. The second means that only those of a particular group—those *who defied the faculty*—have been expelled.

2. Distinguish between *alternative or* and *appositional or*. "John or Thomas will carry the message." (*Alternative or*; no comma.)—"Indian corn, or maize, is the chief product of the state." (*Appositional or*; commas required.)

3. A participial phrase at the beginning of a sentence is usually set off by a comma. *Shouting a warning, he ran down the street.*

4. Co-ordinate adjectives, as in *a kind, patient, indulgent father*, are separated by commas. Do not use a comma when the adjectives are not co-ordinate, but dependent each on what follows, as *a handsome young man, our excellent financial system*. The commas are correctly placed if, as a test, we can imagine each replaced by *and* without changing the meaning of the sentence.

5. *Jr., Sr., Mo., etc.*, require commas on each side unless they end a sentence. *John Jones, Sr., of Cameron, Mo., made an address.* One of the commonest errors in punctuation is the omission of the comma after a parenthetical expression.

6. Use commas to set off the year in a date. *The men who enlisted in April, 1917, were wholly untrained, but on Nov. 11, 1918, they were veterans.*

7. Use a comma, not a colon, after *viz.*, *to wit*, *namely*, etc., except in ending a paragraph.

8. Use no comma in *5 feet 8 inches tall*, *3 years 6 months old*, etc.

9. Use a comma after *whereas*, *resolved*, etc. and follow with a lower-case letter. *Resolved, that we, the members of . . .*

For example of misuse of the comma, see "Four Illiterate Blunders," at the end of this section.

THE SEMICOLON

10. Use the semicolon to separate co-ordinate clauses of the same sentence when they are not separated by a co-ordinate conjunction. *This is a bad law; it should be repealed.* When the connection between the two clauses is not unusually close, however, it is generally better to make them separate sentences.

11. Use the semicolon between co-ordinate clauses joined by a conjunctive adverb such as *therefore*, *however*, *so*, *hence*, *thus*, *then*, *consequently*, *accordingly*, *nevertheless*, etc. Thus: *The difficulties in the undertaking were obvious; however, we hopefully began preparations.*

12. Use the semicolon to separate members of a series when the members themselves, or some of them, are broken up by commas. Thus: *I saw the Perry Monument, which overlooks Lake Erie, where Perry won his greatest fame; the municipal bathing pavilion, which frequently accommodates more than ten thousand persons in a day; and the lagoon, where motor boats by the score are moored.* (But: *I saw the Perry Monument, the municipal bathing pavilion, and the lagoon.*)

13. Use the semicolon in a construction such as this: *Those present were: John Jones, Mexico, Mo.; Horace Brown, Sedalia; Mrs. W. B. Smith and Mrs. J. H. Howard, St. Louis; Dr. B. B. Simmons, Mobery; H. K. Henry, Columbia.* (But if there were not more than three on the list: *Those present were John Jones of Mexico, Mo., Horace Brown of Sedalia, and Dr. B. B. Simmons of Moberly.*)

14. Use the semicolon to avoid confusion in such a construction as this: *The party consisted of J. J. Lee; W. H. Winton, his secretary; Mrs. Lee; Miss Mary Brown, her nurse; and three servants.* Written thus, the sentence indicates there were seven persons in the party. Readers might get the impression there were nine if the sentence were written: *J. J. Lee, H. H. Winton, his secretary, Mrs. Lee, Miss Mary Brown, her nurse, and three servants.*

THE COLON

15. Use a colon (1) before a quotation of more than one sentence; (2) before a quotation of only one sentence when formality is sought; (3) before

any quoted matter that begins a new paragraph. In general, use the comma before a quotation of one sentence. *I replied, "No; we can't do that."*

16. Use a colon between chapter and verse in scriptural references. *Matthew 2:5-13.*

17. Use the colon in giving time, as *7:30 o'clock.*

18. In general, use the colon in introducing matter with *the following*, *as follows* and similar expressions.

THE APOSTROPHE

19. If a noun (either singular or plural) does not end in *s*, form its possessive case by adding apostrophe and *s*, as in *the girl's hat*, *the children's hats*. If a noun ends in *s*, form its possessive by adding the apostrophe only, as in *the girls' hats*, *James' hat*, *Farmers' Week*.

20. Observe use of the apostrophe in *don't*, *doesn't*, *haven't*, *I've*, *'tis*, *can't*, etc. The apostrophe takes the place of the elided letter or letters. The plural of *don't* is *don'ts*.

21. The apostrophe is never used in the possessive pronoun, *his*, *hers*, *its*, *yours*, etc. *It's* means *it is*.

22. The possessive of *M. U.* is *M. U.'s*.

23. Use the apostrophe in forming the plural of letters, as *the three R's*, *the i's in a font of type*. Do not use the apostrophe with figures, as *5s* or *3½s*, (as in referring to bonds bearing 5 per cent or 3½ per cent interest).

24. Use no apostrophe with *bus*, *phone*, *varsity*.

THE DASH

25. Do not overwork the dash. Usually the comma will do as well. A legitimate use of the dash is to denote an abrupt break in the construction. *He thought of his mother—what a woman she was!*

26. Dashes are sometimes used for the sake of emphasis to set off parenthetical words. *Dinner—for they dined in the evening now—made a welcome diversion.*

27. The dash may be used for significant pause. *I asked for bread and they gave me—fried chicken.*

28. Use a dash in unfinished sentences. Put quotation marks, if any, outside the dash. *"His name is—"*

PARENTHESIS

29. Do not be confused by marks of parenthesis. If any mark is required after the part of the sentence preceding the parenthesis, put it after the second curve. Punctuate the parenthetical matter separately. Thus: "The celebrated 'Chaldee Manuscript' was the *piece de resistance*—a satire, couched in biblical language (probably at the suggestion of James Hogg, the 'Ettrick Shepherd,' who was admitted to the council of conspirators),

directed chiefly against the former editors of the magazine.”—*Henry Mills Alden*.

30. If an entire sentence is inclosed in parenthesis, the period should come before the last curve. Thus: (*For additional data see Page 17.*) If only the last words are inclosed, the period should come after the curve. Thus: *He uses many words incorrectly (for example, “practical” and “practicable”).*

31. When the name of the state, though not a part of the title of a newspaper, is given with the title, use this form: *The Sturgeon (Mo.) Leader*. Omit name of state after large cities, as *the Chicago Daily News*.

BRACKETS

32. Brackets are correctly used to indicate an interpolation made in a quotation by the person quoting. The news writer rarely has occasion for these marks.

QUOTATION MARKS

33. The period and the comma always stand before quotation marks as a matter of typography. “*On this platform,*” he said, “*I expect to win.*”

34. Other punctuation marks should be placed inside the quotation marks if they are part of the quotation; outside if they are not. *The books were studied in this order: First, “Silas Marner”; second, “David Copperfield”; third, “Henry Esmond.”—“Who goes there?” he challenged.—Have you ever seen Maude Adams in “Peter Pan”?*

See also “Quotation.”

FOUR ILLITERATE BLUNDERS

(From “Principles of Modern Punctuation,” by Dr. Robert L. Ramsay of the English department of the University of Missouri; published by the School of Journalism. 1908.)

The mistakes most to be avoided are those that brand the user as illiterate or slovenly. Of these there are four that give to one’s writing an especially crude and careless air.

1. The “false period.” This consists of putting a period after a group of words that do not make complete sense, after a phrase or subordinate clause instead of a sentence. It is the worst of all blunders in punctuation, because it indicates that the writer does not understand the most elementary of grammatical problems, how to tell a sentence when he sees one. The following examples are taken from students’ themes:

Milton wrote many poems in his youth. The best known being “Lycidas” and “Comus.”

The stranger blamed himself severely. Which was not doing himself justice. He was very lenient about people’s being on time. Principally because he was always late himself.

2. The "false comma." This blunder is the converse of the first, and nearly as bad. The "false period" occurs when part of the sentence is written as if it were a whole sentence; the "false comma," when two complete sentences are written as one, with only a comma between them. Two complete thoughts do not belong in the same sentence unless their independence is recognized in the link between them. This link may be one of the pure co-ordinate conjunctions (*and, but, or, nor*, sometimes *for* and *yet*) or the semicolon. With other connectives, such as *therefore, nevertheless, still, moreover*, the comma alone is not sufficient; the semicolon is the distinctive mark for independent clauses. In the examples given below, either period or semicolon might be used, but the comma is wrong:

Sir Roger de Coverly was a good churchman, he attended church every Sunday.
 The night was cool, we rode swiftly along the silent road.
 We all walked rapidly, the sun had gone down, there were no horses.

3. The "unbalanced comma." In all cases where a word, phrase, or clause is cut off by commas—a transposed element, a non-restrictive phrase or clause, a parenthetical element of any kind,—it produces a particularly bad effect to use one of the two commas and omit the other. It is better to omit both than to do this.

These men in their honorary capacity, already have sufficient work to perform.
 The party then, consisted of about twelve persons.
 It is not strange that the sentiment of loyalty should, from the day of his accession have begun to revive.
 It was the master of the house to whom, as in duty bound I communicated my intention.

4. The "exaggerated semicolon." Just as it looks illiterate to put a comma before an independent clause, so it looks illiterate, though not so much so, to put a semicolon before a subordinate clause; not so much so, because this is sometimes done in the series, and sometimes for rhetorical effect. But it is very liable to abuse, and most cases of it are due to ignorance. The safest rule is never to use the semicolon except between independent clauses.

The stranger blamed himself severely; which was not doing himself justice.
 Milton wrote many poems in his youth; the best-known being "Lycidas" and "Comus."

When ambition asserts the monstrous doctrine of millions made for individuals, their playthings, to be demolished at their caprice; is not the good man indignant?

SPECIAL FORMS

FULL-MEASURE BOX SCORE

(See the official scoring rules)

| ST. LOUIS | A. B. | R. | H. | O. | A. | E. |
|--------------------|-------|----|----|----|----|----|
| Blue, 1b ----- | 5 | 1 | 0 | 10 | 2 | 0 |
| Hale, 3b ----- | 3 | 0 | 0 | 1 | 2 | 0 |
| Manush, lf ----- | 4 | 0 | 2 | 4 | 0 | 0 |
| Kress, ss ----- | 4 | 1 | 1 | 2 | 1 | 1 |
| Gullic, rf ----- | 4 | 2 | 2 | 2 | 0 | 0 |
| Melillo, 2b ----- | 4 | 0 | 0 | 1 | 6 | 0 |
| McNeely, cf ----- | 3 | 1 | 1 | 3 | 0 | 1 |
| Ferrell, c ----- | 2 | 0 | 0 | 3 | 0 | 0 |
| Stewart, p ----- | 3 | 1 | 2 | 1 | 1 | 0 |
| Totals ----- | 32 | 6 | 8 | 27 | 12 | 2 |
| BOSTON | A. B. | R. | H. | O. | A. | E. |
| Oliver, cf ----- | 5 | 1 | 1 | 2 | 0 | 0 |
| Miller, 3b ----- | 5 | 0 | 0 | 0 | 2 | 0 |
| Webb, rf ----- | 4 | 1 | 2 | 2 | 0 | 0 |
| Scarritt, lf ----- | 4 | 1 | 1 | 5 | 0 | 1 |
| Regan, 2b ----- | 4 | 1 | 2 | 3 | 2 | 0 |
| Sweeney, 1b ----- | 4 | 1 | 1 | 9 | 0 | 1 |
| Narlesky, ss ----- | 0 | 0 | 0 | 0 | 0 | 1 |
| Rhyne, ss ----- | 3 | 0 | 1 | 0 | 1 | 2 |
| Berry, c ----- | 4 | 0 | 0 | 3 | 2 | 0 |
| Russell, p ----- | 3 | 0 | 1 | 0 | 0 | 0 |
| *Heving ----- | 1 | 0 | 0 | 0 | 0 | 0 |
| **Cicero ----- | 1 | 0 | 0 | 0 | 0 | 0 |
| Totals ----- | 38 | 5 | 9 | 24 | 7 | 5 |

*Batted for Rhyne in eighth inning.
 **Batted for Russell in ninth inning.

| | | | |
|-------------------|-----|-----|-------|
| Score by innings: | 123 | 456 | 789 |
| Boston ----- | 000 | 001 | 040—5 |
| St. Louis ----- | 000 | 031 | 20*—6 |

Summary: Two-base hits—Manush 2, McNeely, Regan, Russell, Sweeney. Home runs—Webb, Gullic. Runs batted in—By Gullic 2, Hale 1, Manush 1, Stewart 1, Webb 1, Regan 1, Sweeney 1. Sacrifice hits—McNeely, Ferrell, Hale. Bases on balls—Off Stewart 1, off Russell 2, Struck out—By Stewart 3, Russell 1. Left on bases—St. Louis, 7; Boston 6. Time of game—1:40. Umpires—Guthrie, Hildebrand and Ormsby.

HALF MEASURE BOX SCORE

| ST. PAUL | | | LOUISVILLE | | | | | | | | |
|-------------|----|----|------------|----|-------|-------------|----|----|----|----|---|
| A. B. | H. | O. | A. | E. | A. B. | H. | O. | A. | E. | | |
| Niles, 3b | 2 | 1 | 4 | 2 | 0 | Daniels, rf | 5 | 0 | 3 | 0 | 0 |
| Martin, ss | 6 | 3 | 4 | 1 | 0 | Osborn, cf | 1 | 1 | 4 | 0 | 0 |
| Padd'ck, lf | 6 | 1 | 4 | 0 | 0 | Moore, cf | 2 | 0 | 1 | 0 | 0 |
| Cruise, rf | 3 | 0 | 2 | 1 | 1 | St'nsb'y 2b | 4 | 2 | 3 | 1 | 0 |
| Johnson, c | 6 | 2 | 3 | 0 | 0 | Crossin, c | 4 | 1 | 3 | 1 | 0 |
| Riggert, cf | 4 | 2 | 3 | 0 | 0 | Miller, 1b | 4 | 2 | 8 | 0 | 2 |
| Dress'n, 1b | 3 | 1 | 6 | 0 | 0 | Derrick, ss | 4 | 0 | 1 | 6 | 0 |
| O'Leary, 2b | 4 | 0 | 1 | 3 | 0 | Midkiff, 3b | 4 | 1 | 0 | 0 | 0 |
| Hall, p | 4 | 3 | 0 | 1 | 0 | Dell, lf | 3 | 1 | 4 | 0 | 1 |
| Totals | 38 | 13 | 27 | 8 | 1 | Hoch, p | 0 | 0 | 0 | 3 | 0 |
| | | | | | | Ellis, p | 0 | 0 | 0 | 0 | 0 |
| | | | | | | Taylor, p | 3 | 0 | 0 | 0 | 0 |
| | | | | | | *Clemons | 0 | 0 | 0 | 0 | 0 |
| | | | | | | Totals | 34 | 8 | 27 | 11 | 3 |

*Batted for Taylor in ninth.

Score by innings:

| | | | |
|------------------|-----|-----|--------|
| St. Paul | 062 | 100 | 110—11 |
| Louisville | 100 | 000 | 010—2 |

Summary: Runs—Niles 2, Martin 3, Paddock, Cruise, Riggert, O'Leary, Hall 2; Daniels, Crossin. Two-base hits—Hall, Riggert. Three-base hit—Crossin. Home runs—Hall, Niles. Stolen bases—Cruise, O'Leary. Earned runs—St. Paul 7, Louisville 2. Sacrifice hits—Dressen 2, Cruise, O'Leary. Left on bases—St. Paul 12, Louisville 8. First base on errors—St. Paul 3. Bases on balls—Off Taylor 6, off Hoch 2, off Ellis 3. (three batters), off Taylor 8 in 7 2-3 innings. Struck out—By Taylor 3, by Hall 2. Passed Ball—Crossin. Time—2:05. Umpires—Owens and Knapp.

SCORE BY INNINGS ONLY

| | | | | |
|-------------|-----|-----|------|----------|
| | | | | R. H. E. |
| New Orleans | 000 | 100 | 020— | 3 8 0 |
| Birmingham | 000 | 000 | 000— | 0 5 3 |

Batteries: New Orleans—Weaver and Higgins; Birmingham—Robertson and Hall.

Incomplete Game

| | | |
|------------------|-----|---|
| Washington ----- | 000 | 0 |
| Boston ----- | 000 | 0 |

Batteries: Washington—Gaston and Tate; Boston—Bradley and Berry

FOOTBALL LINEUP

| | |
|-----------------------------------|---------------|
| MISSOURI | AMES |
| Speelman -----l.e.----- | Jones |
| Herndon -----l.t.----- | Reeve (capt.) |
| Groves -----l.g.----- | Deffke |
| Lansing -----c.----- | Johns |
| Van Dyne -----r.g.----- | McKinley |
| Clay (capt.) -----r.t.----- | Mattison |
| LaRue -----r.e.----- | Packer |
| Collins -----q.b.----- | Moss |
| Shepard -----l.h.b.----- | Wilson |
| Dunckel -----f.b.----- | Uhl |
| Graves -----r.h.b.----- | McDonnell |
| Referee—Groves (Washington U.) | |
| Umpire—Quigley (St. Mary's). Head | |
| linesman—Thomas (Purdue). | |

BASKETBALL SCORE

| | Goals | Free Throws | Fouls |
|--------------|-------|-------------|-------|
| MISSOURI | | | |
| Ruby, f | 4 | 0 | 2 |
| Scott, f | 4 | 7 | 6 |
| Vogt, c | 8 | 0 | 3 |
| Schroeder, g | 2 | 0 | 1 |
| Browning, g | 0 | 0 | 0 |
| Coffey, g | 0 | 0 | 1 |
| Totals | 18 | 7 | 13 |
| KANSAS | | | |
| Bunn, f | 3 | 0 | 3 |
| Lonberg, f | 1 | 0 | 0 |
| Matthews, c | 1 | 1 | 3 |
| Frederick, c | 3 | 0 | 1 |
| Mason, g | 1 | 0 | 2 |
| Bennett, g | 0 | 4 | 2 |
| Harms, g | 1 | 0 | 1 |
| Totals | 10 | 5 | 12 |

TRACK SUMMARY

100-yard dash—Smith, Missouri, first; Shaw, Kansas, second. Time, 10½ seconds.
 440-yard dash—Wilson, Kansas, first; Jones, Missouri, second. Time, 52 seconds.
 Two-mile run—Ames, Kansas, first; Brown, Missouri, second. Time, 10 minutes 1¼ seconds.
 High jump—Frank, Missouri, first; Williams, Missouri, second. Height, 5 feet 11 inches.

DATELINES

CHICAGO, June 30 (U.P.).—Mayor Thompson announced today that
 ELDON, MO., June 20.—An attempt to rob the First National Bank
 LENINGRAD, May 27 (by mail).—The next serious blow of the
 PARIS, Aug. 3 (8:10 p. m.).—Fighting on the western front has ceased
 BARCELONA, Venezuela.—The importation of automobiles from the
 MEMORIAL STADIUM, Lawrence, Kan., Nov. 22.—The Missouri Tigers defeat-

The rules: Name of city in capitals; state or country, lower-case. Omit state or country after city whose location is well known. Do not abbreviate names of foreign countries.

Parenthetical matter, if any, goes after the date, before the period and dash. Make the parenthetical matter lower-case except for proper names.

CREDIT LINES

United Press stories are usually credited by using (*U. P.*) in the dateline, as shown above. Note these other forms used in giving credit:

| |
|--|
| <p>By a Staff Correspondent. Special Dispatch to the <i>Missourian</i>. From the New York Times.</p> |
|--|

(Copyright 1925)

| |
|---|
| <p>By L. C. MARTIN United Press Staff Correspondent</p> |
|---|

If any form which starts flush at the left is too long for one line, it should be set as a hanging indentation. If any line which is usually centered is too long for one line, it should be set as an inverted pyramid.

COMMUNICATIONS

Editor the Missourian: is the form of salutation used on communications. This is run in as part of the first paragraph. A noncommittal headline (No. 6) is used.

The signature is set in capitals, one em in from the right, without dash. Set in last line of text if there is room; otherwise make a separate line.

Dateline, if any, is set at the end in lower-case, one em in from the left, thus:

The Government's Budget

Editor the *Missourian*: A news dispatch sent out from Washington Friday . . . result. A. B. CADY
Kansas City, May 18.

If it is necessary to use all the introductory matter in a letter, run it in, thus:

Dwight F. Davis, Secretary of War,
Washington, D. C.—Dear Sir: I have
the honor . . .

INTRODUCTIONS

Editor's notes or other introductory matter, not a part of the story, should be set in 6-point type.

HEADLINES

HOW TO COUNT HEADLINES

1. Never turn in a head that you "guess" will fit the space allotted to it. Make sure it will fit. Heads that are written too long cause delay and confusion.

2. General Rule: Count one unit for each character or space with these exceptions:

Count $1\frac{1}{2}$ for M, W, or a dash.

Count $\frac{1}{2}$ for I, period, comma, colon, semicolon, exclamation mark, hyphen, apostrophe, or single quotation mark.

3a. *In a deck set in capitals*, count figures or dollar signs as $\frac{3}{4}$ each; in a deck set in capitals and lower-case, count each as a full unit.

3b. *In the top deck of a No. 2 head only*, count spaces as $\frac{1}{2}$ each; in all other decks, count each as a full unit.

3c. *In counting a deck set in caps and lower case*, Missourian copy readers use the same count as for a deck all in capitals; but remember that such a count is not exact. The smaller the count in any line, the greater the need to make allowance for an unusual number of capitals in the line.

(With papers that use lower-case type in the top decks of important heads, a more accurate count will have to be used, allowing extra space for each capital, and less space for such letters as lower-case *l*, *t*, *j*, etc. This is unnecessary for many newspaper heads, however. Do not allow yourself to be confused by such considerations.)

3d. Try to put at least three words in any line which must be spread to fill the column, as in the third decks of No. 1, No. $1\frac{1}{2}$, and No. 2 heads, and the top line of any pyramid. If a two-word line is used, the count must be practically the maximum permitted; otherwise the space between the words will be too wide.

(In the top deck of the No. 5, the preference is for a full line, although a short line will be centered rather than spaced too widely. Try to make the count close to the maximum.)

3e. *Do not try to count lower-case decks by words* instead of units until you have had considerable experience. Make allowance if the decks contain many short words or many long words. The longer the deck, the easier it is to count by words.

WORDING OF HEADLINES

4. Use short, simple words, but avoid such overworked words as *probe* and *rap*.

5. In general, put the main feature in the top deck. Make the head as a whole a smooth-reading, accurate, understandable synopsis of the story.

6. Make the head definite. Do not generalize or draw conclusions, but tell specifically what happened.

7. Never exaggerate. Build the head on the facts in the story. If a statement is qualified in the story, qualify it also in the head.

8. Make every deck of the head complete in itself. Use a verb, or verb implied, in each deck. The head over a feature story may, however, be more like a book title, suggestive of the story rather than a synopsis of it.

9. Try to use a subject for every verb. If the subject is omitted, make sure the reader cannot make a mistake in supplying it. Almost invariably

this means that the omitted subject must be used at the beginning of the preceding or the following deck.

10. Avoid starting a deck with a verb in the same form as its imperative, as in this: *Vote Against Compensation Bill*.

11. Heads telling of a recent event are almost invariably put in the present tense—the historical present. Do not, however, tie up a present tense with a past date, as in *John Smith Dies Yesterday*. If a past date is of such news interest that it must be used, put the verb in the past tense; but in most cases the date may be omitted altogether: *John Smith Dies of Influenza*.

12. Principal words should not be repeated. Strive to get as many ideas into the head as possible. Do not use impossible synonyms, however—such as “canine” for dog or “inn” for a modern hotel.

13. Use the articles, *a*, *an*, and *the*, sparingly. The head should tell as much of the story as possible in limited space. Use the articles, however, when they are needed to make sense. Now and then they may be used in the interest of symmetry.

14. Seek originality and shun woodenness, but avoid grotesque effects and keep within the bounds of good taste. Flippancy and cheap slang are forbidden. Never editorialize.

15. Never divide a word with a hyphen from one line to another in a drop-line (as the top decks of the *Missourian* No. 2 and No. 3 heads). In a pyramid or hanging indention, this is permissible.

16. Use the question mark sparingly in qualifying headlines.

17. Use subheads in stories that run half a column or more. They should be placed three or four inches apart. Never use a single subhead.

CAPITALIZATION IN HEADLINES

18. Capitalize all words except prepositions, conjunctions, and articles, and capitalize these if they consist of four or more letters.

19. Lower-case *to* in an infinitive but capitalize the verb, no matter how short, thus: *to Be, Is*, etc.

20. Capitalize even a two- or three-letter preposition if it is attached to a verb, as in *He Was Voted For by His Party, John Jones Operated On*. As a test, see if you can omit the preposition without changing the meaning of the verb.

21. Capitalize the first word after a dash or semicolon used to indicate the end of a sentence.

22. If words are joined by a hyphen, capitalize them as if the hyphen were not there, thus: *Ninety-Third Street, Never-to-Be-Forgotten Event*.

But if the parts of a compound cannot stand as independent words, use no capitals inside the compound, thus: *Co-operate*.

PUNCTUATION IN HEADLINES

23. Follow the usual rules of punctuation except where the following rules conflict:

24. Use no period at the end of a deck unless the deck ends with an abbreviation.

25. Use the dash to separate distinct ideas in the same deck, if the deck is a pyramid or hanging indention; otherwise use the semicolon. Thus:

DETECTIVE SLAIN;
SNOW HIDES BODY

Two Men Arrested—Revenge
May Have Been
Motive

26. Single quotation marks may be used instead of double to make a headline fit. Give preference to the double.

ABBREVIATION IN HEADLINES

27. When space permits, headlines should follow ordinary style in regard to abbreviation. (See pages 15-16). To save space, abbreviations may be used more freely in headlines; but no abbreviation required by ordinary style should be spelled out to make a headline fit.

28. Use no abbreviation unless it is so well known as to be understood at a glance.

29. A few abbreviations, including *U. S.*, *Y. M. C. A.*, *M. U.*, *U. of M.*, may be used in any construction.

30. Avoid abbreviating names of states except when following and identifying cities. There may be exceptions, of which *N. Y.* is the most common.

31. Never abbreviate the days of the week.

32. In general, other well-established abbreviations may be used when part of a definite name, place, date, organization, etc., but not otherwise. The following rules give specific instances:

32a. When preceding and attached to names, the following titles may be abbreviated in headlines, in addition to those which are abbreviated in text: *Pres.*, *Sen.*, *Rep.* Do not abbreviate any title not attached to names. *Sen. Reed* is permissible but not *Gov. to Sign Bill*.

32b. *St.*, *Ave.*, and *Blvd.* may be used with a name as in *Elm St.*, *University Ave.*, but not in such a construction as *Boy Injured While Crossing St.*

32c. Do not abbreviate *feet*, *inches*, *yards*, *miles*, *bushels*, *centimeters*, etc., unless used with a definite number, and avoid abbreviating too freely even then.

32d. Do not abbreviate *association, department, manufacturing, company, etc.*, unless part of a definite name, and use the abbreviations sparingly even then. *Missouri Farmers' Assn. Busy* is permissible, but not *Assn. Sec. Visits Here*.

32e. Well-established abbreviations for Christian names may be used with surnames, as in *Wm. Black Wins Election*, but not as in *Wm. Is Most Popular Name*.

32f. County is abbreviated only as part of a name. *Boone Co. Taxes Increase*, but not *Co. Judge Resigns*.

32g. Do not abbreviate months unless followed by the day of the month. This would bar such heads as *Meetings to Be Held in Jan.*

33. *The* may be omitted before *Rev.*, just as other articles are omitted in headlines, but *Rev.* must be followed by some other title if only the surname is given. Any of the following forms would be permissible: *The Rev. J. K. Smith, the Rev. Dr. Smith, Rev. J. K. Smith, Rev. Dr. Smith, Rev. Mr. Smith, Dr. Smith, Mr. Smith*; but not *Rev. Smith* or *the Rev. Smith*.

34. Figures may be used freely instead of spelled-out numbers to save space in headlines. Figures are not desirable at the beginning of a deck, especially if the number is smaller than ten. Give preference to the form required by ordinary style.

MISSOURIAN HEADLINES

The following headlines are written at the top of the story: Nos. 5, 6, 7, and editorial heads. Subheads are of course written between paragraphs of a story.

The following headlines are written on separate pages: Nos. 1, 1½, 2, 3, 4, 5½, 8, 9, and 10. In this case the headline and the story must both bear the same "slug," or "guideline," in the upper left-hand corner with a penciled ring around it. The guideline is a word or a short combination of words, which will readily identify the story, as "Election," or "Circuit Court," or "Auto Wreck." If the story already bears a guideline, do not change it to a different one without good reason. And once any part of a story has been slugged and sent to the composing room, be careful to use exactly the same wording on the headline and any other parts of the story.

Whether the headline is written on the same page with the story or on a separate page, it must bear the number which indicates its size and shape. Put this number in the upper left-hand corner, with a ring around it. This tells the printer the type sizes and everything else he needs to know in setting the head.

If you know the size of the head wanted when you edit the story, include the number in the slugline, as "No. 2 Submarine," or "No. 5½ Mayor."

NO. 1

**HEADLINE MUST FIT ITS SPACE,
TELL THE STORY ACCURATELY,
AND CATCH READER'S INTEREST**

23 to 26
units in
each line

maximum 41

maximum 37

maximum 37

20 to 37

**"The Truth, Nothing but the Truth, and All
of the Truth That Can Be Crammed In,"
Is the Copy Reader's Oath—Misleading
Half-Truths Cannot Be Tolerated**

30 to 33

EVERY DECK SHOULD INCLUDE A VERB

Same as in
second deck

**Writer Should Scan His Finished Product to
Make Sure That the Meaning Will Be
Clear at a Glance to Persons Who Have
Not Yet Read the News Story**

NO. 1½

23 to 26
units in
each line

MORE THAN 200 PERSONS KILLED AS DAM GIVES WAY, FLOODING VALLEY NORTH OF LOS ANGELES

18½ to 20½

13 to 17

maximum 13

Torrent Carries Death
Along Santa Clara
River

19 to 21

LITTLE TIME TO ESCAPE

20 to 23

14 to 20

maximum 15

Eight Towns and Lives
of 18,000 People in
Grave Danger

NO. 9

maximum 20

Wire News Briefs

NO. 10

(Use principally over pictures)

maximum 36

The Savitar Queen for 1930

SUBHEAD

(Use at least two, if any)

maximum 33

Guard was on the scene striving to
maintain order.

Dance Hall Becomes Morgue

The Newhall pool room and dance
hall was turned overnight into a

NO. 2

| | |
|---|--|
| 10 to 12½ units in each line count spaces as half-units in this deck | <p style="text-align: center;">OCEAN FLIERS, LONG OVERDUE, BELIEVED LOST</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">Hope Is Abandoned for Hinchcliffe and Companion</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">TRIP CALLED IMPOSSIBLE</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">Rumors of Miss Mackay's Presence on Journey Seem Confirmed</p> <hr style="width: 10%; margin: auto;"/> |
| 18½ to 20½ 13 to 17 maximum 13 | <p style="text-align: center;">TRIP CALLED IMPOSSIBLE</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">Rumors of Miss Mackay's Presence on Journey Seem Confirmed</p> <hr style="width: 10%; margin: auto;"/> |
| 19 to 21 20 to 23 14 to 20 maximum 15 | <p style="text-align: center;">Rumors of Miss Mackay's Presence on Journey Seem Confirmed</p> <hr style="width: 10%; margin: auto;"/> |

NO. 3

| | |
|--|--|
| 13 to 15½ units in each line | <p style="text-align: center;">DEMOCRATIC VOTE LIGHT IN PRIMARY</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">Only 134 Ballots Cast This Morning, Mostly in First Ward</p> <hr style="width: 10%; margin: auto;"/> |
| 20 to 23 14 to 20 maximum 15 | <p style="text-align: center;">Only 134 Ballots Cast This Morning, Mostly in First Ward</p> <hr style="width: 10%; margin: auto;"/> |

NO. 4

| | |
|-----------------------------------|--|
| 16 to 19 units in each line | <p style="text-align: center;"><i>Fraternal Call, Not Business, Is Reason for Ambulance Stop</i></p> <hr style="width: 10%; margin: auto;"/> |
|-----------------------------------|--|

NO. 5½

| | |
|-----------------------|---|
| each line 13 to 15 | CORONER'S JURY TO INSPECT DAM |
| 20 to 23 | Will Look for Disaster's Causes in St. Francis Structure |
| 14 to 20 | |
| maximum 15 | |

NO. 5

| | |
|------------|--|
| 21 to 25 | HEADS CEMETERY ASSOCIATION |
| maximum 33 | W. H. Guitar Elected President at Annual Meeting of Board |
| 5 to 25 | |

NO. 6

| | |
|------------|---|
| maximum 33 | Burning Paper Starts Garage Fire |
|------------|---|

NO. 7

| | |
|-----------|--|
| 15 to 20 | <i>Country Club Dance to Be Held Saturday</i> |
| each line | |

NO. 8

| | |
|-----------------------|---|
| 24 to 28 each line | <i>Business Halted as Columbia Honors Dead of Three Wars</i> |
|-----------------------|---|

EDITORIAL HEAD

| | |
|------------|--|
| maximum 34 | <i>A Hundred Feet of Concrete</i> |
|------------|--|

LOCAL STYLE

Details of style that apply only locally have been excluded as far as possible from the preceding sections of this deskbook. The following material covers points that frequently are met in handling news of Columbia and the University.

NAMING THE UNIVERSITY

1. Use the official title, the *University of Missouri*, not *Missouri University* or *State University*. In abbreviating for headlines, use *M. U.* or *U. of M.*, never *M. S. U.* Capitalize *University* standing alone (and *State University* on the rare occasions when that form has to be used) when it refers to this University; otherwise lower-case.

DIVISIONS AND DEPARTMENTS

2. In naming the various divisions (not departments) of the University, observe the following style: Graduate School, College of Arts and Science, (not Sciences), College of Agriculture, College of Engineering, College of Fine Arts, School of Law, School of Medicine, School of Education, School of Journalism, School of Business and Public Administration, School of Mines at Rolla. These divisions of the University (that is, the schools and colleges) are to be capitalized, as are the Agricultural Experiment Station and the Engineering Experiment Station; but the departments within the divisions, as chemistry department, history department, soils department, etc., go in lower-case. Likewise, the titles of courses of study, as biology, advertising, elementary sociology, etc., go in lower-case in news stories unless there is special reason for capitalization. An exception may be made in formal announcements of University courses, when the University catalog style is to be followed.

3. *Agricultural extension service* and *school of nursing* are not capitalized.

UNIVERSITY BUILDINGS AND GROUNDS

4. Capitalize the names of the University structures (with exceptions noted), observing the following style:

Brewer Field House
Business and Public Administration
 Building
dairy barn
Dairy Building
dean's house (on the University Farm)
East Chemistry Building
West Chemistry Building
Elementary School
Engineering Building
Engineering Annex
greenhouses

Gwynn Hall
heating plant (on the University farm)
horse barn
hog cholera serum plant
Industrial Arts Building
Jay H. Neff Hall
Jesse Hall
Lathrop Hall
Lee H. Tate Hall
Lefevre Hall
Library Building
Machinery Hall

McAlester Hall
 Mechanic Arts Building
 Memorial Stadium
 Memorial Tower
 Memorial Union Building (to be erected)
 Mumford Hall
 Noyes Hospital
 Parker Memorial Hospital
 Physics Building
 Poultry Building
 power house
 president's house

Read Hall
 Rollins Field
 Rothwell Gymnasium
 Schweitzer Hall
 Swallow Hall
 Switzler Hall
 Stock Judging Pavilion
 Veterinary Building
 University High School
 Waters Hall
 Whitten Hall
 Women's Gymnasium

5. The home of the School of Journalism is to be referred to by its full name, *Jay H. Neff Hall*, except in headlines, where this may be shortened to *Neff Hall* to save space.

6. Use *University Auditorium* rather than *auditorium of Jesse Hall*; *Jay H. Neff Auditorium* rather than *auditorium of Jay H. Neff Hall*.

7. Use *East Campus* and *Francis Quadrangle* (capitalized), to the exclusion of "*Old*" *Campus*, "*White*" *Campus*, etc. The Library Building is between the two campuses. *Campus* standing alone is not to be capitalized.

8. Call it the *University farm*.

CURATORS AND FACULTY

9. The Board of Curators (capitalize) is the governing body of the University. Included in this board are the Executive Board (which deals with the divisions at Columbia) and the Executive Committee of the School of Mines. Lower-case *board*, *committee*, or *curators* standing alone.

10. Capitalize the names of the standing committees of the University, as *Committee on Public Exercises*. (But in general the names of committees are not to be capitalized, as *committee on decorations*, *dance committee*, etc.) Use the more natural forms: *Committee on Accredited Schools and Colleges*, but *University Health Committee*, etc. Shorter forms in general use, as *Athletic Committee*, for *Committee on Intercollegiate Athletics*, may be used when there is no chance of misunderstanding.

11. In naming the president of the University the first time in a story call him *President Walter Williams*, or, when even greater definiteness is desirable, *President Walter Williams of the University of Missouri*. After that say *President Williams* or *Dr. Williams*.

12. These titles are used for members of the teaching force: dean, professor, associate professor, assistant professor, instructor, assistant instructor, assistant, graduate assistant, and student assistant, ranking in the order given. In general, use *Prof.* before the name of anyone ranking as professor, associate professor, or assistant professor. When the exact rank is to be given, write as in *William Smith, assistant professor of Latin*.

Never coin a title for the occasion. Identify instructors and assistants by giving their rank, as *John Jones, instructor in biology*.

13. Say professor *of*, but instructor *in*, a subject.
14. Each department in the University has a *chairman*.
15. Do not use *Dr.* as a title unless the person named has a doctor's degree.
16. Restrict *coach* as a title to sport stories, and do not overwork it. The University does not employ short-term coaches, all instruction in athletics being given by regular members of the faculty. *Coach Smith* is permissible in a football story, but designate him some other way if he makes a speech or buys a house or joins a club or attends a bridge party.

DEGREES

17. The degrees now given by the University at Columbia are: Bachelor of Arts (A.B.), Master of Arts (A.M.), Doctor of Philosophy (Ph.D.), Bachelor of Science in Agriculture (B.S. in Agr.), Bachelor of Science in Home Economics (B.S. in Home Economics), Bachelor of Science in Education (B.S. in Ed.), Bachelor of Laws (LL.B.), Civil Engineering (C.E.), Electrical Engineer (E.E.), Mechanical Engineer (M.E.), Chemical Engineer (Chem. E.), Bachelor of Science in Engineering (B.S. in Engineering), Bachelor of Journalism (B.J.), Bachelor of Science in Business Administration (B.S. in Business Administration), Bachelor of Science in Public Administration (B.S. in Public Administration), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Medicine (B.S. in Medicine), Graduate Nurse (G.N.), and the honorary degree of Doctor of Laws (LL.D.).

18. Capitalize degrees, both when abbreviated and when spelled out. In giving the degree of an alumnus after his name use the form *John Smith, A.B. '30* (no comma between letters and numerals).

STUDENTS, BY CLASSES AND DIVISIONS

19. Lower-case the names of the classes, *graduate* (not *postgraduate*), *senior*, *junior*, *sophomore*, *freshman*.

20. Hyphenate the compound adjective forms, *first-year student*, *second-year student*, etc.

21. Avoid such terms as *academs*, *lawyers*, *farmers*, *medics*, *journalists*, etc., in referring to students of the various divisions. *Students in the School of Law*, or, for brevity, *law students*, is preferable.

OTHER SCHOOLS

22. Capitalize the names of the schools and colleges of other universities.

23. The teachers colleges of Missouri are: Northeast Missouri State Teachers College (Kirksville), Northwest Missouri State Teachers College (Maryville), Central Missouri State Teachers College (Warrensburg), Southwest Missouri State Teachers College (Springfield) and Southeast Missouri State Teachers College (Cape Girardeau).

MISCELLANEOUS

24. Capitalize *Journalism Week*, *Farmers'* (note plural possessive) *Week*, *Farmers' Fair* (referring to the stunt given by the agricultural students), and all such institutions of the University of Missouri. But do not capitalize *commencement* and other such general terms.

25. Capitalize *Two-Year Winter Course in Agriculture*, referring to that of the University of Missouri.

26. Write *session of 1930-31*, omitting apostrophe before 31. But use apostrophe in class of '30.

27. *Knights of Columbus Students' Home* is the name of the building.

28. Capitalize *Varsity* when referring to the University of Missouri or its athletic teams, and omit apostrophe.

29. Do not quote the Varsity letter *M*. Make the plural *M's*.

30. Capitalize *Old Gold and Black* only when used figuratively to stand for the University of Missouri. The same rule applies to other college colors. *The Old Gold and Black was victorious*, but: *The streets were decorated with old gold and black streamers*.

31. Capitalize *Quadrangle*, *Columns*, and *Mounds* in referring to those of the University of Missouri.

32. Do not write *faculty women* unless you mean women who are members of the faculty. The wives of faculty members are not faculty women.

33. The band is the *University Cadet Band*.

34. The Columbia office of the United States Weather Bureau is directed by a meteorologist (not forecaster or weather man).

35. The official name is the State Historical Society of Missouri, but this may be shortened to State Historical Society or Historical Society when there is no chance of confusion with the Missouri Historical Society in St. Louis. Call the library of the society the Historical Library.

36. The institution at Fulton is the *Missouri School for the Deaf*. Do not use the nickname *Mutes* in referring to its pupils or athletic teams.

37. The *Public Welfare Society* is the name of Columbia's organization of social workers.

38. Spell the name of the debating society *Athenæan*.

THE
UNIVERSITY OF MISSOURI
BULLETIN

Journalism Series

Edited by

ROSCOE B. ELLARD

Professor of Journalism

As part of the service of the School of Journalism, a series of bulletins is published for distribution at nominal cost among persons interested. All of the earlier numbers of this series are out of print, so that no more copies can be distributed, but they may be borrowed from the University by any responsible person upon application to the University Librarian.

Bulletins still in print may be obtained (at 10 cents a copy, except the "Deskbook," which is 25 cents) by writing to the Dean of the School of Journalism, Columbia. They are:

- No. 54. "What Is Taught in Schools of Journalism," an analysis of the curricula of members of the American Association of Schools and Departments of Journalism, by Prof. Vernon Nash.
- No. 55. "Local Government and the Press," a lecture on Don R. Mellett, by Marlen E. Pew.
- No. 56. "Journalism and Diplomacy," addresses delivered by Mr. Katsuji Debuchi and Senor don Manuel C. Tellez.
- No. 57. "News, Its Scope and Limitations," addresses delivered at the twentieth annual Journalism Week at the University of Missouri, May 5-11, 1929.
- No. 60. "Missouri Alumni in Journalism," a directory of the graduates and former students of the School of Journalism, University of Missouri, compiled by Lola Anderson.
- No. 61. "Visit of the German Ambassador and the Gift From the Press of His Country," a report of exercises held at the School of Journalism of the University of Missouri during the twenty-first annual Journalism Week, May 4-10, 1930.
- No. 62. Missouri's Honor Awards, 1930; "For Distinguished Work in Journalism."
- No. 63. Missouri's Honor Awards, 1931; "For Distinguished Work in Journalism."
- No. 64. "Presentation of Stone Lions From China," a report of exercises held at School of Journalism during the twenty-second annual Journalism Week, May, 1931.
- No. 65. "Deskbook of the School of Journalism," eleventh edition. Revised, 1932, by Prof. T. C. Morelock. (Price 25 cents.)
- No. 66. "Some Observations on the German Press," by Dr. Walter Williams, dean of the School of Journalism and president of the University of Missouri, on the occasion of a visit to Germany in 1932 under the auspices of the Carl Schurz Memorial Foundation.
- No. 67. Missouri's Honor Awards, 1932; "For Distinguished Work in Journalism."
- No. 68. "Struggle in Europe for the Freedom of the Press," by Walter Williams, dean of the School of Journalism and President of the University of Missouri.
- No. 69. Missouri's Honor Awards, 1933; "For Distinguished Work in Journalism."
- No. 70. Missouri's Honor Awards, 1934; "For Distinguished Work in Journalism."
- No. 71. Journalism Alumni Directory.