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This handbook for how to publish a newsletter for educational associations is divided into ten short sections. The sections discuss such topics as analyzing the audience, the makeup of the editorial board, what should go into a newsletter, ways to get the news, aids for the editor, writing simply and clearly, planning layout, printing, following the budget, and distributing the newsletter. Several appendixes with photographs are also included.

(TS)

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Publishing a Newsletter for education associations

PR Bookshelf No. 5

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This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past (π for $\pi\alpha\rho\delta\epsilon\lambda\alpha$, the ancient Greek word for education) with new direction for the future (▶). The spherical triangle serving as the background represents the mutually supportive programs of local, state, and national education associations to advance education.

In one sentence, then, the design symbolizes the forward thrust of education through a united teaching profession. Registration of this symbol with the U.S. Patent Office as a "collective membership mark" has been completed.

Attractive enamel and silver jewelry containing this symbol—pins, lapel buttons, tie tacks, charms, and tie bars—may be purchased by those who are members of local, state, and national associations. Decals for automobile and classroom windows and name tags for meetings are free. For information and order blanks for these items, write to the membership division of your state association or to the Division of Affiliates and Membership, NEA, 1201 16th St. N.W., Washington, D.C. 20036.

202 516

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Foreword

The basis for a public relations (PR) program for a local education association is a planned and systematic two-way process of communication between the association and its membership and external publics. Association PR programs begin by building an active, participating, and **informed** membership. This requires effective communication, and experience has shown that one of the best tools for such communication is a local association publication. Whether it is called a bulletin or a newsletter, it serves these purposes:

- Informs members of current activities of the association, as well as of the state and national associations.
- Offers a sounding board for teacher opinions.
- Promotes in-service education and sharing of successful classroom procedures.
- Provides for the active participation of many members.
- Records association programs and accomplishments.
- Brings prestige to the association and its members.

All of these purposes are important to the local association. But the *most important service* of the local association newsletter, according to John H. Starie, NEA's director of membership development, is "*to communicate to the membership information about the issues and programs of the association.*"

A communications breakdown will not be corrected by simply increasing the flow of printed materials. Nor can an effective public relations program rely solely upon publications. Printed means of communication have unique features, but they cannot take the place of face-to-face contact. There is no substitute for continuing, person-to-person relations in conducting a communications

program. An association newsletter, then, is a *supplementary* tool of communication, not a primary one.

As an aid to face-to-face communication, printed matter has several important advantages:

- *Permanence*—printed material can be kept indefinitely, as opposed to the spoken word. Print has an atmosphere of authority and finality.
- *Reference*—because it is permanently available, printed material gives readers a chance to return to it, to review and reexamine the information and refresh their memory.
- *Completeness*—printed information can provide many details, background information and statistics, and extensive interpretation that is difficult to handle with the spoken word.
- *Selection*—readers can choose the printed messages they wish to read and how much they will read. “We attend to that which we wish to attend to,” psychologists report, and interest is the key. In addition, readers will expose themselves to print when they want to, at the time when they are most receptive to the message.

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A common complaint among teachers is that they are swamped with forms to fill out, papers to file, and bulletins and newsletters to read. Ironically, the same teachers complain of being uninformed about what is going on in the schools and in their education association. The professional association newsletter or newspaper can be an answer to these problems—if it answers effectively and dramatically the needs of teachers. If it says something that teachers want to think about and talk about, if it is attractive and easy to read, it will be read.

If it is just another hard-to-read mimeographed compilation of “junk” that finds its way into teachers’ mailboxes, it will end up with all of the other uninteresting material in that mailbox—in the wastebasket!

Begin by Analyzing

The most important factor related to any publication is the audience for whom it is intended. WHO will read the association newsletter shapes the scope and purpose of its content and the method of distribution. (See Appendix C for a list of points which should be considered before publication and at least once a year after a newsletter has begun publication.)

The association's newsletter is primarily intended to serve the needs and interests of its members. But it can also be utilized to promote good public relations and inform interested individuals and groups of the program and activities of the association.

4 A complimentary copy of each issue of the newsletter should be sent to those who do not belong to the organization but who should know about association activities. These include members of the board of education, teachers who are not members of the association, officials of local parent-teacher organizations, community leaders, members of the board of directors of the chamber of commerce, and representatives of news media in the community. Retired teachers also appreciate receiving a copy of each issue. And it is valuable to the editor of the association publication to arrange an exchange of newsletters with other education associations in the state.

Copies should also be sent to the director of publications of the state association. Certain issues might be sent to state legislators, congressional representatives; and chairmen of education committees of local civic, business, and industrial groups.

A study of the types of people and kinds of audiences who receive the newsletter will help newsletter editors recognize the unique qualities and needs of the readers. Don't try to be all things to all people, because not all people read an association newsletter. In other words, says Robert L. Jacobson, an editor of *Edpress Newsletter*, make a virtue of necessity by first identifying, then acknowledging, and finally sticking to a specific purpose—serving the members of the association. (*Edpress Newsletter* is the publication of the Educational Press Association of America, an independent association of some 600 education periodicals and the men and women directly responsible for them.)

A footnote to the idea of circulating the association newsletter to a select external mailing list: Don't send a copy of the association's newsletter to members, or to anyone else, if you wouldn't read it yourself!

The external mailing list can become a monster if someone is not delegated the task of keeping it current. But the investment, in terms of time and money, in distribution to an external selected audience can be recovered many fold in public relations and publicity.

The Editor Needs Help

Too often the "editorial board" of a local association newsletter consists of one person. Many times, the newsletter editor is the only one responsible for rounding up association news (usually well after the fact), deciding what to include in the issue, pounding out the copy, cutting stencils, running the ditto or mimeograph machine, sorting, mailing, and perhaps even distributing copies to every school building. No wonder newsletter editors are hard to find!

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Even the experienced association newsletter editor feels more comfortable and more effective if he has an *editorial committee*. Use the opportunity provided by having such a committee for the active participation of many members. Recruitment of several association members to serve as an editorial committee, to supply information and stories, and to help in the duplication and distribution process is required if the editor is to accomplish his assignment effectively.

Members of an association editorial board or committee should reflect diversity of background and experience in both elementary and secondary levels of instruction. One or two officers of the association, including the executive director, should also be on the board. Editorial policy should be formulated by this editorial board. The policy, though, is intended for guidance, not restraint.

The editor should be a member of the executive board of the association. He cannot correctly inform and interpret the activi-

ties of the association to members, and to others, if he does not have firsthand access to the information.

What Should Go into a Newsletter

Two questions stand out: *What should be put into the newsletter?* and *How can the story best be told?*

So, content is the most important.

Good layout creates a desire to read. But it cannot make effective an inadequate bit of writing about a topic that is not interesting to the reader. No layout has ever been devised that will save uninteresting or poorly written text. To communicate successfully through the printed page, *editors must present good material in a way that will create interest.*

(See Appendix A for examples of newsletter formats. Booklet #4 in this series, *Internal PR*, includes discussion of the need for regular printed publications as part of the public relations program and touches upon development of a logotype for use on all printed materials.)

There is much that teachers won't read and even more that they have no time to read. Yet there are certain subjects that will attract the curiosity of even the most harried teacher. If the newsletter editor is to become more than a supplier of the school district's wastepaper collection, he will have to find these areas of interest.

Some Questions . . .

Here are some guidelines used by the Pennsylvania State Education Association (PSEA) to discover what is likely to interest readers of local association bulletins:

- What problems in the school district have resulted from overcrowding, the report card system, the film rental system, etc.?
- What is happening in neighboring districts? What are the salaries, fringe benefits, sick leave allowances, special programs, systems of negotiation?

- Where do the professional organization dues go—specifically?
- How does the school system's teacher appraisal system work? Are teachers permitted to discuss their evaluations with their principals?
- Which teachers are retiring this year?
- What unusual projects are teachers in certain grade or subject areas conducting in their classes?
- What is the association planning to do about classroom interruptions, advertising of vacancies, coffee in the lounge, etc.?
- Who are the new teachers this year? What do they look like? What are their interests and specialities in teaching?
- What's in the professional negotiation agreement—in simple language? What does it mean to each teacher?
- What educational expenses can be deducted for income tax purposes?
- What federal programs are being conducted in the district? Who is involved? How will this affect existing programs?
- What should teachers know about the provisions of the retirement law? New certification legislation?
- What is the school administration and board of education doing to strengthen school discipline policies?
- What honors, awards, and advanced degrees have been won by the teachers in the district?
- What's going on with the committees of the association?

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... And Some Answers

So much for possible questions. The answers illustrate several facets of the local association newsletter, as outlined in *The Editor's Handbook*, distributed by the NEA's Membership Development Section:

1. News affecting the pocketbook and welfare programs and news about local school systems' personnel policies usually rank

2. News about the status of the teacher also is important. Association activities normally seek to enhance this status; they deserve a lot of space. Besides, they involve the names of people readers know, thus satisfying curiosity about the doings and accomplishments of fellow educators.

3. New laws and rules issued at the state level—the legislature, the state department, or the state education association—are often inadequately reported in the local commercial press. The association bulletin can and should help to fill this gap. What's true at the state level is equally true of the federal government, the NEA, and other agencies that affect the entire nation.

4. Names often make news, especially during political campaigns and elections. The association newsletter has a responsibility to make information about candidates broadly available.

John Staric points out that the local association newsletter should not duplicate material members might find elsewhere. "Whenever it covers state and national issues," he suggests, "it should give them a local slant."

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Ben Brodinsky, a past president of Edpress, offers another suggestion for the content of newsletters:

I would make sure every issue had at least one of the following kinds of articles: 1) a description of a significant teaching practice in the local schools; 2) a description of an interesting administrative procedure in the local schools; 3) a description of an important innovation in local association practices.

The trouble with some local newsletters, says Brodinsky, is that they are "nothing more than calendars of coming events."

To avoid the "calendar syndrome":

Articles might include a column by the president or executive director, when they have reasons to command space, interviews with board members and school administrators on plans, problems, or programs; actions and activities of the state education association and NEA, interpreted for their effect on the local association and its members; a *brief* calendar of association activities.

Special articles in appropriate issues could include a list of all officers and committees; concise reports of committees; agenda of regular association meetings; brief biographies of new teachers; discussion of issues by delegates to regional, state, and national meetings; summaries of state and national policy decisions and how they relate to the local association and the teacher; messages from the school board and local PTA groups; local, state, and NEA membership reports.

Feature stories might come from these areas: interesting classroom projects; building projects; association services with regard to sick leave, salary schedule, retirement, insurance; recreational activities; recommended professional reading; briefs of current articles of professional interest in other publications; news of community projects; platforms of candidates for public office.

Ways To Get the News

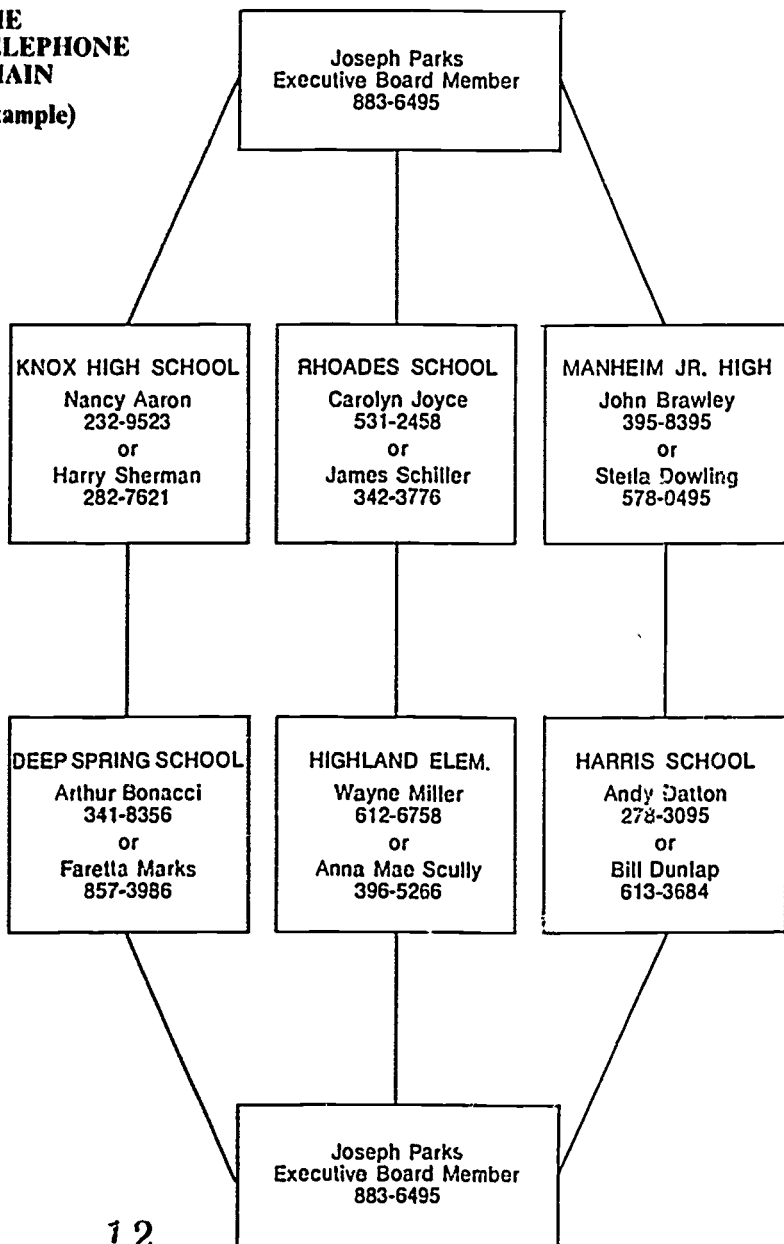
Webster defines *edit* as "to give out, put forth, publish; to prepare an edition of; to revise and prepare for publication; to superintend or direct the publication of; to direct the editorial policies of; to modify, by excisions, curtailment, or the like." All of which simply means that editors get facts, write or rewrite news accounts, edit these to fit the space available, and get a newsletter into print.

But, as Webster points out, some "superintending" is also involved. Editors, to be successful, simply can't do everything. The first and most important job is to get other members of the association to help in the news gathering and writing. By-lines are all that can be offered teachers who submit material for a local association newsletter, but even a by-line can mean a small taste of glory and the opportunity to take part in some interesting meetings and probably meet key people.

Now to the hard part—where to find news. There are several ways to get it:

The "beat" system. Here the school district territory is divided into "beats" or regular rounds. A teacher-reporter should be selected in each school building to gather news items from teachers. Reporters are best recruited through personal contact

**THE
TELEPHONE
CHAIN**
(example)



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with association members, just as they themselves need personal contact to obtain story ideas from fellow teachers.

Teacher-reporters should be able to write, but more importantly should have an awareness of pertinent issues, an interest in people, and natural curiosity.

Teacher-reporters can also be assigned to "cover" meetings of the board of education and major committee sessions of the local association. Other teachers can be asked to take the job of reading local newspapers and clipping relevant education stories, if only to keep track of ideas which may deserve further exploration.

The telephone chain. This is another method used by some local association editors to collect leads for news from the various buildings in the school district. Here teachers simply pass on story ideas through an organized communication chain, such as the one illustrated on the facing page.

Publications of the Pennsylvania State Education Association caution local editors on the pitfalls of establishing a network of reporters without helping them help teachers identify what is news (anything timely that interests members of the association).

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Joe Stocker, director of PR and publications for the Arizona Education Association, suggests that the newsletter editor might even supply teacher-reporters with actual samples of stories that have appeared in association newsletters. Some might come from old issues of their own newsletter and some from newsletters of other associations. (Editors can get on "exchange" mailing lists merely by writing to other editors and offering to swap copies. The state association can assist in obtaining the names and addresses of other locals with newsletters.) A few sample stories should be marked and taken to the first meeting with the teacher-reporter staff. Sample: *Greene Opposes Tradition*—the story of a sixth-grade teacher who's teaching math by having his pupils actually bank some money, observe the stock market, etc. Sample: *What Happens When You Report?*—a first-person account by a teacher on jury duty. "These, by the way, are actual examples from two of our livelier association newsletters in Arizona," says Stocker.

News request forms. DON'T send teachers a notice asking items for the next issue of the newsletter. For one thing, most

Dear YTEA member:

We ask ONE MINUTE of your time—just a quick rundown over this checklist of items we might use in the next issue of the newsletter:

Do you have information concerning:

- ___ A novel classroom project
- ___ Suggested professional reading
- ___ Suggested programs for the local association
- ___ Teacher activities that should be commended
- ___ Summer plans for study or travel
- ___ Completion of an advanced degree
- ___ Suggestions for improving communications within the district
- ___ Awards or distinctions received by a faculty member
- ___ A system used in another school district that might well be put into practice here
- ___ Questions about school district policy that might be of general interest to other members of the faculty
- ___ Questions about new buildings, new programs, changes in curriculums, etc., expressed by a number of teachers
- ___ Honors that have come to a student through the efforts of his teacher
- ___ Another item that would be good to include in the newsletter

Specify: _____

Now send this form, appropriately checked, to me before November 15.

YOUR NAME _____

Thank you,
Joe Blaze

teachers think that what is happening to them is of no particular interest to anyone else; for another, whatever does come to mind would take time to write out.

How many news "bites" would come in from this bait?

ATTENTION: ALL YTEA MEMBERS

The deadline for reporting all news for the next issue of the newsletter is next Thursday, November 15. Please send your news to me through the interschool mail by that date.

Joe Blaze
Newsletter Representative

Not very many, probably.

Teachers who read that message may not be able to think of anything "new and exciting," or may not even be really sure what "news" means, or, if they have something to report, don't have time to write it out.

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Better results come when members get some suggestions to work from in a manner that is easy and quick. PSEA provides local association editors with a *sample news request form* like the one on the facing page.

Aids for the Editor

The tickler file. Most city editors in daily newspapers have a file or "future book" where they keep written ideas to "tickle their memory" about future news stories. Many editors start folders for stories, articles, and ideas with labels such as: "Must Use Next Issue," "Interesting If We Have Space," and "Short Fillers." Story ideas for each month can be found in the public relations planning calendar, obtainable from state associations or the NEA's Publications-Sales Section.

Advance reminders of annual events can be jotted down and dropped in the tickler file, including such reminders as a welcome

to new teachers (September); American Education Week (November); Salute to Retiring Teachers (June); elections (both association and public), opening and closing of the state legislature, membership drives; award ceremonies; annual scholarship presentations, conventions, meetings, workshops; merit system or promotion examination dates.

News services. The state association is a good source of news. Local association editors should ask to be placed on the mailing list of the state association's division of public relations and the NEA's Membership Development Section to receive regular or periodic releases.

14 Membership in the Educational Press Association is almost a "must" for local education associations. An annual \$25 membership brings the monthly *Edpress Newsletter*, plus periodic information on postal rates, editorial shortcuts, tips on printing, etc. It also entitles the local publication to display the Edpress emblem and be included in an annual evaluation session designed to offer improvement tips. Membership information is available from Ronald McBrine, Executive Secretary, Edpress, School of Journalism, Newhouse Communications Center, Syracuse University, Syracuse, N.Y. 13210.

The National School Public Relations Association publishes a weekly newsletter, *Education USA*, which provides current information on the national education scene. Cost and subscription information may be obtained by writing to NSPRA, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

Weston Cate, executive secretary of the Vermont Education Association, is conducting a newsletter experiment. Local associations are supplied with a single sheet containing mimeographed state and national news on the reverse side. The local then fills the front side with local news.

Editor's personal contacts. Local association editors should keep close tabs on three people in the association: the president, who hears about many things and gets on some significant mailing lists, the immediate past president, who offers many of the same advantages because people are used to telling him things and because it takes time to get mailing lists changed; and the former newsletter editor.

Newsletter editors also need a good contact in the central offices of the school district, a friend in city hall, and a pal in the local community newspaper editorial room. One association editor, after three months on the job, explained she "loved it because being editor and reporter is just like having a hunting license; I get to ask lots of questions and nobody thinks I'm being an officious busybody."

Keep the Audience in Mind

Most newsletters are published with a view toward what the editor and staff feel members want to know and should know. To double-check that feeling, and to make sure the association publication meets the needs of members, each publication's annual schedule should include an assessment of reader opinion about the publication—its purpose, content, and how well it meets the needs of the members for whom it is intended.

National magazines have found that the simplest survey often gives editors answers sufficient to indicate what interests readers. To check on potential readership of articles planned for publication, for example, editors can show a list of article titles or headlines to a sampling of teachers. "Which articles would you read?" is all that needs to be asked. Reader response to titles seems to be an ample predictor of how many people will read an article when it appears in the publication. (A reader opinion survey form is included in Appendix B of this booklet.)

It has been said that the difference between an amateur and a professional publication editor is that the amateur thinks of his *story* while the professional thinks of his *audience*.

Local association editors have two things in their favor: first, they are close to their audience and can avoid writing over the reader's head or writing "down" to him. Second, local newsletter editors know a large number of their readers personally. That's another important asset in establishing rapport.

Good advice for an editor, then, is to ask himself: as a member of this association, would this news interest me? If the answer is "No," he shouldn't use it. If the answer is "Yes," the story should be written.

Keep the Writing Simple, Clear

Regardless of the audience, newsletters and other publications will have a much greater readership if written simply. Robert Jacobson says:

Since the education newsletter is a unique breed of printed matter it should neither look nor read like a newspaper, magazine, pamphlet, book, or doctoral dissertation. It should look and read like . . . a letter from home . . . a pat on the back . . . a friendly handshake.

Even though teachers are professional people and are used to the language of the profession, here are a few good tips from an editor to editors:

Use short words. Write short sentences, short paragraphs. Two sentences make a good paragraph in a news story. However, some variety in paragraph length helps prevent monotony.

Be brief. Almost every news story can be written on one or two double-spaced typewritten pages.

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Always give exact dates: "April 3" rather than "next Thursday" or "tomorrow." Specify "May" not "next month." And double-check that date and day of the week on a calendar.

List the address as well as the name of a meeting place. The reader may never have heard of the place.

Never use a word in a story that would not be used in everyday conversation. Never use a ten-cent word if a good five-cent one will do.

Forget about adjectives when writing a news story. Don't say the meeting was outstanding, or a speaker dynamic. If either is worthy of special mention, describe the meeting or relate the gist of what the speaker had to say.

When using figures in a story, be consistent. As a general rule, spell out numbers from one to nine, then use numerals from 10 on. If a sentence begins with a numeral, spell it out.

When the draft of a story is finished, go over it and cross out all the unnecessary adjectives and other words that frequently are unnecessary—"the," "a," "an," etc.

Repeat: be consistent. Is it "inservice" or "in-service," "dropout" or "drop-out," "preschool" or "pre-school," "coun-

selor" or "counsellor"? Make a decision based on observation, experience, and discussion with colleagues, and then stick to it.

A good stylebook is needed to help in decisions about capitalization, headlines, and handling names. The *NEA Style Manual for Writers and Editors* or the style manual of the Associated Press are commonly used for association publications. The NEA manual (stock no. 381-11670) may be ordered for \$1 from Publications-Sales, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

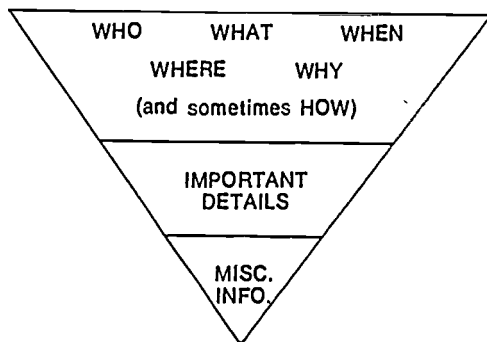
And, for heaven's sake, a publication written and issued by educators should be a model of good spelling and proper punctuation. Get a good dictionary and use it, all of the time.

A well-edited publication is like a well-groomed individual. Publish that way.

The Five W's

Every textbook on journalism says the same thing: five points are important to a good news story—Who, What, When, Where, and Why. If possible, a sixth, How, should often be included. Start out with the most important one of the W's; then work in the others. In basic news writing, it is important to get all these points into the first paragraph or two, the "lead," of the story. A good lead captures the attention of the reader and draws him into the rest of the story. Each succeeding paragraph should be of declining importance:

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For help in writing, see booklets #6, *A Primer in Publicity*, #9, *Press, Radio, and TV Tips*, of this "PR Bookshelf" series.

Study What Others Are Doing

It's a good idea now and then to make an informal comparative study of association publications. This gives a local association editor an idea of the activities of other associations and also gives him a chance to learn from both the good and bad publication ideas of others.

Brooke B. Todd, Jr., art and design consultant, Washington, D.C., suggests that an editor select several publications for study and begin by asking the questions: "What makes the appeal stronger in some than in others? Are they presenting a good image to their members?"

He suggests specific things to look for:

1. Does the publication look well organized?
2. Is there continuity, or is each page a surprise in itself?
3. Are the illustrations distracting, or do they help make the articles more understandable?
4. Are the photographs clear? Do they make the article more interesting? Are they large enough and placed on the page in a pleasing design?
5. Is the headline type large enough, too large, or too varied for continuity? Is the body type large enough to be easily read? Are too many different typefaces used?
6. If color is used, is there too much? Are there too many "arty" borders? Is the color pleasing in tone? Does it add to the effect desired?
7. Does it look more like an old, typical school publication than a professional publication?

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Layout Do's and Don't's

In the February 1965 issue of *Association Management*, Todd outlined practical layout advice for beginning publication editors:

Use sound judgment. Don't select a format for your publication that you know from the outset you can't afford.

Tailor your format along well-organized, simple lines. I am reminded of the story of the smart young lad who, knowing his capability at the piano and finding himself included in a recital, decided it was the better part of valor to play Chopsticks very well rather than Chopin very poorly.

He offered these "don't's" for editors not experienced in publication design:

1. Stay away from tricky layouts and fancy borders. "Arty pages," unless done by a skilled designer, detract from the printed word.
2. Do not use illustrations unless they are good and unless they contribute to the article. You don't need them as fillers; the white space, uncluttered white space, is more desirable.
3. Avoid using color indiscriminately. Be conservative.
4. Don't use letters one under the other to spell out anything. We do not read from top to bottom; we read across from left to right. Our letters were designed to be used that way.
5. In a multiword title, it is never advisable to put each word on a separate line, indenting each word under the other to create a staggered effect from left to right.
6. Never print copy over a seal or photograph. It defeats both: the seal or photograph can't be seen, and the copy is difficult to read.
7. Avoid using a printer whose work is questionable, even if he is the low bidder.
8. Personal likes and dislikes should be analyzed. Remember, you are creating the publication for others.
9. Don't ever stop trying to improve the publication.

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And Todd counters with some "do's."

1. Do try to make the publication well organized and easy to read, thereby creating the image of a well-organized association.

2. Make layouts and writing produce the most interest and information possible.
3. Use easily readable type, without too much bold type throughout. (A publication is not a billboard.)
4. Use good photographs. Be sure that when several people are in a photo it is large enough so all can be recognized. The more people in a photo, the larger it should be.
5. Certain features used in each issue, such as letters to the editor or the calendar of events, should have a designed head used regularly and should appear in the same place each time.
6. Make every effort to have the publication reach the members at the same time each month. It builds up anticipation rather than surprise.

The noted art and design consultant adds a postscript:

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There is something very exciting about creating. The single most important thing to remember is: if you keep in mind what you are trying to accomplish—with a page, an article, or a magazine—and use common sense as your guide, you stand a very good chance of achieving your goal.

Printing Tips and Budget Battles

How much does it cost to publish an association newsletter?

That depends on the number of members for whom the publication is intended, the size of the publication, and the method and frequency of reproduction.

There are a number of methods available and new ones are constantly being developed. Some of the more common methods are ditto or spirit duplicator, mimeograph, multigraph, multilith, and photo-offset printing. If these methods are unfamiliar to you, ask a printing teacher or a company salesman for information and cost figures. Mimeofax and Xerox are introducing a new electronic method which permits automatic typesetting and reproduction of photographs.

Nearly every educator is familiar with the ditto or the spirit duplicator process. Copy can be typed, headlines typed or hand lettered, and simple line drawings used, but not photographs. A major fault with the ditto is that copies are sometimes unreadable because someone tries to get too many copies from one master.

Mimeograph machines are better than ditto for newsletters. Headlines are best done on a typewriter, but they do not stand out from the body copy very well. Hand-lettered headlines can be drawn with a stylus. Local distributors of mimeograph equipment can explain the latest improvements. Smoother, harder paper can now be used with some mimeograph machines; some can print with two or more colored inks simultaneously.

Photographs can be reproduced with a multilith—a small office offset duplicating machine—but they are not as good as those produced from more expensive printing processes. Multilith reproduces anything that can be written, lettered, typed, or printed and has the added advantage of printing in color.

Offset printing on larger offset presses involves preparation of paste-ups which are photographically reproduced on negatives and plates. Photographic reproductions are usually excellent. Local associations printing over 1,000 copies of a newsletter are urged to compare production costs between mimeograph and offset printing. Very often, a local printer can produce a better looking publication by offset, complete with photos, at less cost than a mimeographed version of the same publication, without photographs.

Now, how to pay for the *costs* of publishing a newsletter.

Three common methods are available to most associations: (a) a budget allowance from the dues income; (b) sale of advertising; and (c) a combination of dues allowance and advertising revenue.

If the publication is dittoed or mimeographed, costs are nominal and dues should support it. But printed publications are a different story. Advertising may be necessary to defray a major part of the cost. Chances are the publication, with advertising, will have a more flexible layout and be more attractive. But if advertisements are to be used, definite policies should be established by the editorial committee with regard to space

allocation, where and how much, and the type of advertising to be accepted.

Advertising should be sold on the basis of what it will do for the advertiser, not on "goodwill" or "helping out the teachers." The latter does not present a very attractive public image of the teaching profession to the business community.

How To Distribute the Newsletter

Some associations will be able to use the school system's mailing distribution for circulation of the newsletter to members. Certain disadvantages may be inherent in this method of distribution, however.

A local association's position on an issue may make it impractical to send that publication through the regular school mail. Or there may be times when the district mailing system is so overburdened that the association newsletter may not be delivered on time. Or school clerical personnel may be too busy to circulate the newsletter to each teacher on the day the publication reaches the school.

In any event, utilizing school district mailing facilities requires a careful coordination of mailing dates so there will be no conflict. District mailings are always going to take precedence.

Some associations find it advantageous to make direct mailings to members. Local editors should discuss mailing possibilities with local postal officials in order to determine the lowest possible rate for which they qualify.

For example, *second-class* publications must be issued and mailed at a known office of publication; must be on printed sheets (not ditto or mimeograph); must be published regularly, and not less than four times a year; and must be mailed in quantities of not less than 300. A fee to accompany applications for second-class mailing starts at \$30 for circulations of not more than 2,000. *Third-class* regulations require fewer than 200 pieces to be mailed at single-piece mailing rates, with mailing prepared in accordance with strict postal specifications. Over 200 pieces may qualify for bulk-mailing rates. A \$30 fee must be

paid each calendar year for a third-class permit, plus a \$15 fee for a permit to mail under the permit imprint system.

The biggest problems in mailing most often are addressing the copies and keeping the mailing list current. In associations that do not have paid staff, volunteers will have to develop and maintain the mailing list (both internal and external); address each copy; and fold, stamp, and deliver each issue to the post office. Talk about involvement of all members—preparing an association publication for distribution to all members requires a number of willing volunteers!

The central point is that good association newsletters or newspapers require the concern and hard work of many teachers. From the formation of editorial policy through the reporting, writing, printing, and distribution stages, an association publication is a "togetherness" project.

A good newsletter is one of the most visible, necessary, and appreciated services an active association can offer its members.

focus



April 26, 1969

COMMENT: The teacher dismissal proposal brings to mind that exactly the same situation happened last year to a teacher at Moschler. The teacher had filed a grievance relative to his proposed dismissal, before the grievance could be fully resolved, the teacher was terminated - the grievance was processed fully and the teacher was rehired to his same job.

IT IS THE TEA'S POSITION THAT -

1. We have a grievance procedure negotiated by the union.
2. We should use the established grievance procedure.
3. If the grievance procedure is not workable - renegotiate one that is workable.
4. It seems to us that the calling for a strike reflects that the union has no faith in their own written procedure.

"THE NAME OF THE GAME IS SERVICE" A seminar for Faculty Representatives will be held on May 24, 1969 at Lynn's Restaurant from 9 a.m. to noon.

Items to be discussed are membership recruitment of new and unaffiliated, professional services supplied by NEA/OEA, what are conditions and professional dues and how do these differ from strikes and how to hold effective building meetings. P/R's - mark your calendar now. May 24 - 9:00 a.m. Lynn's Restaurant, 1652 Louis Avenue.

ROBERT L. DRURY The educators in Ohio were saddened this week to hear of the death of Robert Drury. Mr. Drury was the chief legal counsel for the OHIO EDUCATION ASSOCIATION. Drury's name was synonymous with school law in Ohio and throughout the nation. The author of several school law texts, Drury had assisted with many legal difficulties of Toledo Teachers.

Bob Drury, always held in highest personal respect, will be greatly missed by his many acquaintances.

His family has indicated that those wishing to make contributions in his name can do so to the: OHIO EDUCATION ASSOCIATION, Educational Emergency Fund, 225 East Broad Street, Columbus, Ohio 43215.

**HOLLIN & BERIS
SERVE**

Newly elected Vice-president Tom Hollin and Executive Director Robert Beris, are serving on the Citizens' Advisory Committee to determine the scope of a study of the school system. They met with a broad cross-section of the community on Tuesday, April 22 at the Administration Building to discuss the need for curriculum changes, physical plant improvements, in-service training of staff and financial problems. You'll remember that this idea was proposed to the Board by TEA last August.

BUDGET HEARING

An open hearing on the proposed TEA budget for 1969-70 will be held at the TEA office, 4638 Lewis Avenue, on Tuesday, May 1 at 4:00 p.m. All interested TEA members should attend. Your Faculty Representative has a copy of the proposed budget.

**NELSON ATTENDS
UNIFICATION
MEETING**

President designate Clifford Nelson was one of fifty key educators invited to attend a meeting regarding unification of membership. The meeting was held at OEA Center in Columbus on April 25 and 26.

**TEA AUTOMOBILE
DISCOUNT PLAN**

TEA recently has had some feed-back regarding our Ford and Chevy members-only-1150-above-dealer's-cost deals. They have been of two types:

Type A - "We were able to save over \$500 on our new car purchase."
Type B - "I got a better deal at Dealer X." We heard this from one building and we investigated it in detail. It's found that the teacher did not purchase the same car at Dealer X. He priced a higher priced car then bought a lower priced car at Dealer X. Dealer X had led the TEA member to believe that they were the same automobile.

There are nineteen (19) satisfied Ford-driving TEA members as a result of this program. We urge you to investigate if you are considering purchasing. If you are interested in leasing, investigate the OEA leasing plan. Information is available by calling the TEA office - 472-4343.

PR CONFERENCE

Five TEA members will attend a conference on public relations in Columbus on Friday and Saturday, May 2 and 3. Bob Conley, Larry Karaman, both at Start, President-elect Cliff Nelson, Rogers, Vice-president Tom Hollin, DeVillblow, and Executive Director Bob Beris will represent TEA at this OEA conducted conference.

Post --

When is the Toledo Board of Education going to put the hospitalization insurance up for competitive bidding as the TEA suggested? It should be done soon... P.S. Don't forget to put the money saved into the \$3,000 per teacher life insurance.



Focus is published for the faculty of the Toledo Public Schools by the Toledo Education Association, 4214 Lewis Avenue Toledo, Ohio 43612. TEA is an affiliate of the Ohio Education Association and the National Education Association. TEA is dedicated to the welfare of school children, improvement of the teaching profession, the advancement of education, and the purchase of equal educational opportunities for all. For up to the minute news of the Toledo schools, call 472-4343.



EDUCATION U.S.A.

Dateline: Washington, D.C.
July 10, 1969

RESPONSIBLE MILITANCY MARKS NEA CONVENTION

Delegates at the annual National Education Assn. (NEA) convention in Philadelphia expressed a new attitude this year--"Let's cut out the horseplay and get down to business." This feeling of seriousness and militancy tempered with responsibility permeated the six-day convention and culminated in the election of a moderate liberal, Helen Bain of Nashville, Tenn., as president-elect. The 4,000 official delegates--20% of whom were attending their first NEA convention--made it clear that they want a streamlined convention next year in San Francisco, which emits frills and gets right to serious issues. Delegates also reacted to the cost and hoopla of convention campaigns by setting a limit on campaign expenditures of \$10,000 for president and \$5,000 for executive committee members.

The NEA delegates refused to be a rubber stamp. They rejected a report supporting the year-round school concept because only one member of the study committee was a classroom teacher. They supported the NEA administration plea for an annual dues increase of \$10 (from \$15 to \$25), effective 1970-71, after hearing about an NEA financial crisis which has already curtailed some programs. (NEA Executive Secretary Sam M. Lambert reported a loss of 47,000 NEA members for 1968-69, attributed to an earlier \$5 dues increase, local and state dues hikes, and increased NEA militancy.) But support came only after delegates asked where the money would go. This new questioning spirit also deflated an attempt by the ultra-liberals and urban interests to hold a constitutional convention next summer to revamp totally the NEA structure. The delegates agreed in principle, but first they want a commission, which is 75% classroom teachers, to tell them how much it will cost and how it will operate.

NEA delegates, in an unusual show of immediate action, called on the Nixon Administration to back down from any softening of school desegregation guidelines. The delegates went on record supporting sex education, rejecting a proposal to allow parents to withdraw their children from sex education programs. The delegates noted that growing extremist attacks on educational programs and policies are "a thinly veiled political attack on public education itself." They narrowly defeated a resolution asking that federal aid be limited to public schools. Other resolutions called for transferring Indian education to public school systems within five years, full support of the migrant worker's struggle for equal treatment and the right of students "to participate in the governance of the school, college, and university." Lambert added that high schools are willing to change but "we are not about to turn the secondary schools over to the students." Delegates accepted a report from the NEA Task Force on Urban Education supporting decentralization, particularly in big cities.

NEA leaders promised that the organization is going to start moving at the local level. Lambert said first priority for dues increase funds will be a "nationwide network of local staff" of 3,000 to 5,000 persons. NEA President George D. Fischer called for a shared field staff for NEA and local affiliates: "one staff man for every 2,000 teachers." Although the delegates rejected any "dialogue" with the American Federation of Teachers (AFT), Fischer suggested that merger discussions could begin at the local level and predicted an NEA-AFT merger within 10 years.

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Formats similar to Education U.S.A. (shown above) and the Kiplinger Washington Letter are simple, and the style can be easily copied. Note that the copy appears to be right out of a typewriter so that the reader gets the impression that it is timely or "hot." The underlining of the topic sentences gives the reader a clue on what the paragraph is about. This highly successful type of format, which uses practically no layout techniques, helps prove the point that top-notch copy, or content, is paramount.

Pecta Press

THE JOURNAL OF THE AMERICAN DISTANCE EDUCATION TEACHERS ASSOCIATION

Vol. 12, No. 2
October 1964

1964-65 DISTANCE COMMITTEE ACTIVITIES

The 1964-65 committee has been organized to carry out the following activities:

1. To conduct a study of the needs of the distance teacher.
2. To conduct a study of the needs of the distance student.
3. To conduct a study of the needs of the distance institution.
4. To conduct a study of the needs of the distance program.
5. To conduct a study of the needs of the distance field.

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VISAGE of the aea

MEMBERSHIP OF THE NATIONAL ASSOCIATION OF AMERICAN EDUCATION TEACHERS

AEA NEGOTIATING TEAM



Members of the AEA negotiating team include: [Names and titles of team members]

negotiations begin

The AEA negotiations with the National Education Association began on October 1, 1964, in Washington, D.C. The negotiations are expected to last several weeks.

inquiry

The AEA is currently conducting an inquiry into the activities of the National Education Association. The inquiry is expected to be completed by the end of the year.

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The above two examples represent simple approaches to publishing a newsletter.

Key Personnel
of the DC-AGT Board.



DC-AGT Project: Essential

The DC-AGT project is essential to the success of the DC-AGT program. It is a project that will be completed by the end of the year. The project is essential to the success of the DC-AGT program. It is a project that will be completed by the end of the year.

Speak Up

Great Teachers! Join DC-AGT Today!

DC-AGT Can Work for You

If You Are:

- Interested in the DC-AGT program
- Willing to work for the DC-AGT program
- Willing to work for the DC-AGT program

For more information, contact the DC-AGT office at 1234 Main Street, Washington, D.C. 20001. Phone: (202) 555-1234.

THE P.E.C. MEMBERSHIP OF CALIFORNIA TEACHERS • VOL. 11, NO. 3 • 1982

DC-AGT MEMBERS ELECT OFFICERS




Association Asks to Appear Before Board; Wants to Discuss Suspensions, Discipline

The DC-AGT Association has asked to appear before the Board of Education to discuss the suspensions and discipline of its members. The Association is concerned about the fairness of the process and wants to ensure that its members are given a fair hearing.

THOM BATES ON MAY

Thom Bates will be speaking at a meeting on May 15th. The meeting will be held at the DC-AGT office. Bates will discuss the DC-AGT program and its impact on the education system.

DC-AGT Board Members to the 1982 State Conventions

The DC-AGT Board members will be attending the 1982 State Conventions. The conventions will be held in various states throughout the year. The Board members will represent the DC-AGT program at these conventions.

Resistant Regional Conditions
 The State of New York has a long and distinguished history of resistance to federal interference in local affairs. This tradition is reflected in the state's constitution, which grants broad powers to the state government and reserves to the people the right to alter or amend their form of government.



Madison Says: What Use Aboard?
 The Madison School District is currently reviewing its curriculum to ensure it meets the needs of its students. The district is particularly concerned with providing a strong foundation in reading and mathematics.

BLADE South Suburbs to the M.L.C. Committee
 The Blade newspaper has announced that it will be contributing to the M.L.C. Committee's efforts to improve education in the South Suburbs. The contribution will be used to support various educational programs and initiatives.



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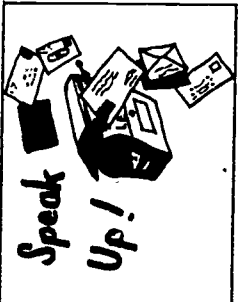
The Professional Organization
 The Professional Organization of Teachers is currently working to improve the status of the teaching profession. This includes advocating for higher salaries, better benefits, and more respect for the profession.



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Teacher Opinion Poll: Student Dress and Grooming
 A recent poll of teachers reveals that many are concerned about student dress and grooming in the classroom. The poll found that a significant number of teachers believe that inappropriate dress and grooming can be a distraction for students and can affect the learning environment.

Year	Percentage
1970	65%
1971	70%
1972	75%
1973	80%
1974	85%
1975	90%



As I See It

The teacher is often the one who sees the need for change in the classroom. It is their responsibility to identify these needs and to take action to address them. This may involve implementing new teaching strategies, modifying the curriculum, or seeking support from colleagues and administrators.

Our Best Salary Increase 1977

The National Education Association (NEA) has announced that it is seeking a 5% salary increase for its members in 1977. This increase is based on the NEA's annual survey of teacher salaries, which shows that teachers' salaries have not kept pace with inflation in many areas.

Are You Interested in a Salary Increase?

If you are a teacher and you are interested in a salary increase, you should contact your local union representative. They can provide you with information about the current salary schedule and the process for requesting a raise.

The Dialogue, a new monthly tabloid of the District of Columbia Association of Classroom Teachers, displays many of the qualities of good layout: attractive typefaces; easy-to-read typfaces; and good photographs. Note that some of the photographs on pages 2 and 3 could have been clearer and the layout improved by cropping the photos.

Appendix B

A SAMPLE SURVEY FOR AN ASSOCIATION NEWSLETTER

As you know, the newsletter is issued biweekly to keep you posted on news and events which we feel would be of interest to most members of the association.

In order to meet the needs and interests of members more adequately with regard to the content of this Newsletter, we would like your opinions.

Would you take a moment to answer the following questions? You need not sign your name. Fold this, with your comments and suggestions, and place it in the designated box in the office of your school. All responses will be returned to the editor for tabulation. A summary of responses to this questionnaire will be published in a future issue of the Newsletter.

Your help will be appreciated in our attempts to keep you informed of events of interest to all of us.

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1. What type of information contained in the Newsletter do you find most interesting?
 2. What type of information do you find in the Newsletter that is not very interesting to you?
 3. What would you like to see in the Newsletter that has not yet been covered?
 4. Is there anything else we can do to improve our communication with you?

Appendix C

A SELF-EVALUATION CHECKLIST FOR LOCAL ASSOCIATION PUBLICATIONS

This material is a special feature of the *Edpress Newsletter*, published by the Educational Press Association of America, School of Journalism, Newhouse Communications Center, Syracuse University, Syracuse, N.Y. 13210 as a service to its member publications. Membership information sent on request.

(If you use this checklist, BE HONEST. Nobody but you need ever see your answers, and there are no "right" answers to many of the questions. Honest answers should, however, lead you to a better publication, one of which you and your association can be proud.)*

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I. Who's Your Publication for?

Is it intended . . .

1. Primarily for members or association leaders? _____
2. For all teachers? _____
3. For the general public? _____
4. For some segment of the general public, such as parents _____? voters _____? taxpayers _____? the community power structure _____?
5. For people outside your community? _____
6. Other _____

II. What's Your Publication for?

1. To push, advance, or promote association activity or policy? _____

* Of course you may check more than one.

2. To keep the members informed (a) as members or (b) as teachers? _____
3. To tell what the teachers and the schools are doing? _____
4. To "unify" the teaching staff? _____
5. To help improve professional service? _____
6. To create good public attitudes toward the schools? _____
7. To report on county_____? state_____? national_____? matters? _____

III. What Do You Print?

1. Is it carefully planned . . . _____
 - a. Under a written or clearly understood set of policies? _____
 - b. By a responsible committee? _____
 - c. By an editor with full authority? _____
2. Reread your answers to I and II above. Reread your last issue. NOW . . .
 - a. Does each piece of copy "fit in with" your readers and purposes? _____
 - b. Will your readers find each piece of copy new, fresh, and timely? _____
 - c. Is each piece of copy complete and factually correct? _____
 - d. Have you covered all items that should reasonably be included? _____
3. Have you checked all likely sources for copy and ideas? _____
4. Do you have editorials_____? a president's message_____? a humor column_____? a word from the superintendent_____? letters to the editor_____? If you have them, do they serve your—and your readers'—purposes? _____

IV. How's Your Copy Written?

1. Is it readable? (Try reading it aloud.) _____
 - a. Does it get right down to business? _____
 - b. Are most sentences short_____? Are they varied. _____?
 - c. Have you overused adjectives_____? passive voice_____?
 - d. Are the individual pieces too long? _____
 - e. Is there any jargon likely to be unfamiliar to your readers? _____
 - f. Is the copy as bright and interesting as you can make it? _____
2. Is your copy carefully edited? _____
 - a. Have you as editor considered every bit of copy as a whole_____? paragraph by paragraph_____? sentence by sentence_____? word by word_____?
 - b. For effectiveness_____? accuracy _____? possible improvement_____?
3. Are the headlines suited to your type of publication? _____
 - a. Are they interesting and lively (enough verbs)? _____
 - b. Are they fair to the stories they head? _____
 - c. Are they large enough to attract reader attention? _____

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V. What's Not There?

1. Have you "ducked" any significant issues? _____
2. Have you sought local angles on your stories? _____
3. Have you included enough names (with first name, initial, spelled correctly)? _____

VI. How Does Your Publication Look?

If mimeographed or offset from typewritten copy:

1. Is the effect clean and neat? _____
2. Do you use two sides or one side? Which is best for you? _____

3. Is your paper of good quality and heavy enough? _____
4. Does your publication look "too solid"? _____
 - a. Are the lines too long for easy reading? _____
 - b. Is there enough planned "white space"? _____
 - c. Is the newsletter too thick—would thinner and more often be better? _____
 - d. Have you used boxes, borders, or other devices to break it up? _____
 - e. Have you any drawings, sketches, or illustrations? _____

If printed—whether letterpress or offset from type:

1. Is your type large enough for easy reading? _____
2. Is your paper the most suitable for your purpose? _____
3. Do your stories fit, or are there many little runovers? _____
4. Are there "widows" or short hanging lines that look awkward? _____
5. Is the newsletter's overall size the best for your purpose_____? Does it allow you some flexibility in makeup_____?
6. Do you use pictures and illustrations? _____

In any case . . .

1. Is your total effect interesting and pleasing? _____
 - a. Do you lean to a dull gray or to screaming contrasts? _____
 - b. If you use color, are you using it well? _____
 - c. Are your general proportions good or awkward? _____

VII. How's Your Art?

1. Is each illustration carefully chosen to make a point? _____
2. Does each illustration tell a story by itself or illustrate copy well? _____

3. Have you cropped your pictures to eliminate wasted space? _____
4. Is the "screen" on your pictures suitable for your paper (ask the printer)? _____
5. Do you give the information a reader needs about each picture? _____
6. Do your pictures fit the column width, or do they look "borrowed"? _____
7. Are they large enough to be meaningful? _____
8. Do they look crowded in by type? _____
9. If you use a cover, does it justify itself?
 - a. Does it say something important? _____
 - b. Does it identify your publication? _____
 - c. Does it give the information a reader expects on a cover? _____

VIII. Who Gets Your Publication?

1. Have you reviewed your mailing or distribution list lately? _____
2. Does it cover the groups you checked under I? _____
3. If you use bulk distribution, does it really work? _____
4. If you mail, are addresses correct and up-to-date (including zip codes)? _____
5. Are you using the best and cheapest mail rates (ask the postmaster)? _____
6. How long after you see your first copy before distribution is complete? _____
7. Do you send copies to your superintendent _____? board members _____? the local library _____? your state association _____? NEA _____? Edpress _____?
8. Do you preserve a permanent file of old issues somewhere? _____
9. Do you plan to use leftover copies to advantage? _____

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10. Does your makeup leave a planned place for the address? _____
11. Do you really look for reader reactions _____? Have you had any readership surveys _____?

IX. What's Your Cost?

1. Are you realistic about your budget? _____
2. Is it high enough for you to do your job well? _____
3. What percent of member dues goes into publication _____? Is this about right _____?
4. Does the publication demand an unreasonable amount of free service? _____
5. Have you weighed costs (and advantages) of alternate methods of production? _____

If you accept *advertising*:

1. Are your rates high enough _____? Is the net revenue worth the bother _____?
2. Does it produce results for the advertisers _____? What's your evidence _____?
3. Does your advertising look like "charity"—"with compliments of"? _____
4. Does your advertising build or lose goodwill for your association? _____

X. Sheer Mechanics

1. Does the newsletter appear regularly and on schedule? _____
2. Does it have a masthead? _____
 - a. Does it show the name of publication and other essential information? _____
 - b. Is it attractive _____? Could it be improved _____?
3. Does it show the full name and address of your association _____? your community and state _____? the most important association officers _____? your own name and

an address for the publication_____? volume, number, and publication date_____?

4. Have you included necessary credits and by-lines? _____

5. Have you conceivably infringed libel or copyright laws? _____