

Chapter 3

The Theme or Pattern of the Book

SOON AFTER THE STAFF has been selected and before work is started on the page-by-page dummy of the annual, careful consideration should be given to the theme to be used, if this matter has not already been settled. The theme is the central idea used to give atmosphere — a uniformity of treatment which keeps the book from being just a collection of pages.

Selecting the Theme

The theme can be as simple a thing as the format, the architecture, the pattern or the general makeup of the book. In this sense all well-printed and planned books can be said to have a theme. Webster's *Collegiate Dictionary* has a definite pattern or theme. The cover has a simple design with an ornate "W" enclosed in a laurel wreath stamped in the lower right-hand corner. The same family of type is used on the cover and title page. The copyright, contents and preface pages are harmonious in type face and treatment. A definite orderliness is followed on all the pages of the book. The format of the pages is uniform throughout, each page being divided into two columns, and the words arranged in alphabetical order. Each word to be defined is set in boldface type, followed by the standard pronunciation, definitions and other material — always in the same order and with the same treatment in type.

Thus even a dictionary has a theme or pattern that anyone familiar with reading and books can readily follow.

The theme has been more highly developed in certain types of books because the material they contain lends itself to elaborate treatment. Some novels, children's books and annuals have gone to great lengths in developing themes to give certain atmosphere or to enhance the beauty of the books. Overemphasis of yearbook themes, however, places too much importance on a single phase of the book. Again it is important to remember that the chief functions of an annual are (1) to print pictures of all students and (2) to tell of the students' accomplishments and activities. If the theme contributes to this end and adds to the beauty of the book, it has made a worthwhile contribution and more than justifies its cost.

Division Pages

The annual can be divided into as many divisions, books or chapters as may seem desirable to classify properly the material being presented. Small books usually have no more than four divisions. These are: The School, Activities, Organizations and Classes. Large books frequently have eight or more divisions. If the chapters are long, they may be further divided by subdivision pages. For example: the division on sports may have subdivision pages for football, basketball, track, baseball, minor sports and intramurals.

Developing the Theme

The theme that reflects the individuality, atmosphere or spirit of the particular school

for which the annual is produced is much more effective than a theme that could be used in any of a hundred different schools. Care should be given to selecting a theme that will tie-in with the school and one that can be easily and effectively worked out with the talent and resources available.

The theme is to the book what landscaping is to a home. It should not be overdone. It should be introduced strongly in the opening pages of the book, used on the division pages and perhaps also on the cover and end-sheets. In most cases it should not be used on other pages of the book except as it may influence the layout or general format of the book. In general, the pages of a yearbook are made less interesting and attractive if they are cluttered with special borders and designs that are repeated page after page.

The chief aims of the book must ever be kept in mind and the theme subordinated to this end. A home should not be obscured by too much landscaping, and the annual should not be made ineffective by too much emphasis on theme development.

Opening Pages

The opening pages of an annual are an introduction to the book. They are not something peculiar to yearbooks but are found in all well-printed and edited books. They give the name of the book, where, when and by whom published. Quite often they contain an introduction or preface, copyright, dedication and table of contents.

A small yearbook probably would not require more than four opening pages—the title page, dedication, foreword and contents. Larger yearbooks often have eight or more opening pages: page 1, subtitle; pages 2 and 3, title; pages 4 and 5, dedication; pages 6 and 7, foreword; and page 8, contents. There are many variations that can be made in these pages. When a yearbook is copyrighted, the notice of copyright must appear either on the face or the reverse side of the title page. There is no definite order in which these pages must appear, except that the subtitle or title page (if the subtitle is omitted) should appear first and perhaps the contents page should be the last page in the section.

If the opening and division pages are to be printed in two or more colors, they should be planned so they can be printed in forms of 4, 8, 16 or 32 pages, thus effecting a substantial saving. Division pages printed in colors are usually printed in forms of 8 or 16 pages and then cut apart and tipped-in the book at the proper place. Care must be taken in planning the book to arrange it in such a manner that the pages to be tipped-in will appear either at the end or in the center fold of the forms which are printed in black.

There is no definite arrangement order for the divisions of an annual so long as they are logical and carry the story forward in an interesting manner. Some yearbook authorities feel that the division presenting the views, administrators and work of the school should be the first chapter in the book. This seems quite logical because the presentation of this material sets the scene for the rest of the book.

Arsenal Cannon Theme

Just how can the staff of the annual go about selecting and gathering material to produce an interesting and attractive theme? Miss Ella Sengenberger, publications director, Arsenal Technical High School, Indianapolis, Indiana, tells how the staff of the 1954 *Arsenal Cannon* gathered material to produce a historical theme. Miss Sengenberger says in part in the *Scholastic Editor*:¹

When the members of the staff for the 1954 *Arsenal Cannon* yearbook were selecting a theme, they moaned, "How can we tell something different about our school? We've had 'Let's Take a Tour of Tech,' 'Crossroads of Learning,' 'The School of Tomorrow,' . . . and other comparable stories. What's left for us to tell?"

Finally Discovered Theme

And then, they discovered that they did have a theme; that no other staff, although it had touched on the historical background of the school grounds, had ever really placed enough emphasis on it. Here was the ideal story for them to tell. They would link the past with the present.

Did Research First

Before they began to develop the opening section they looked through files of old pictures and read all that they could about the early history of the grounds,

¹ Ella Sengenberger, *Scholastic Editor*, April, 1955.

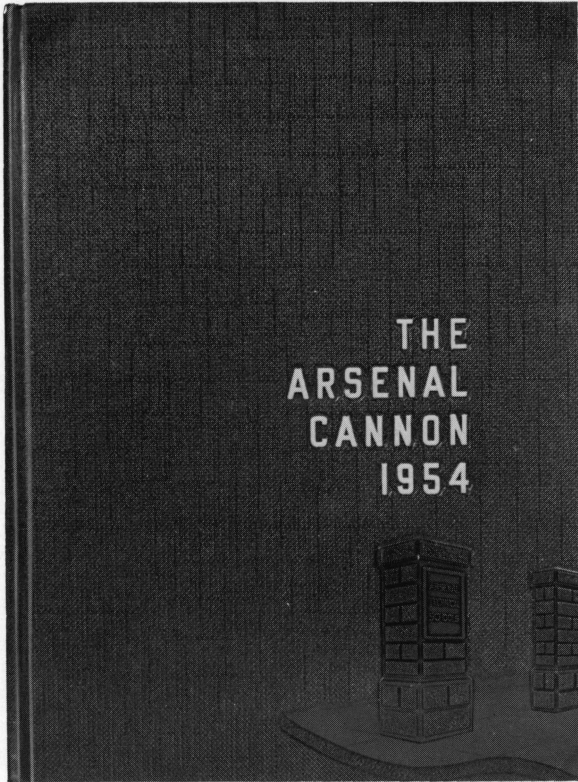
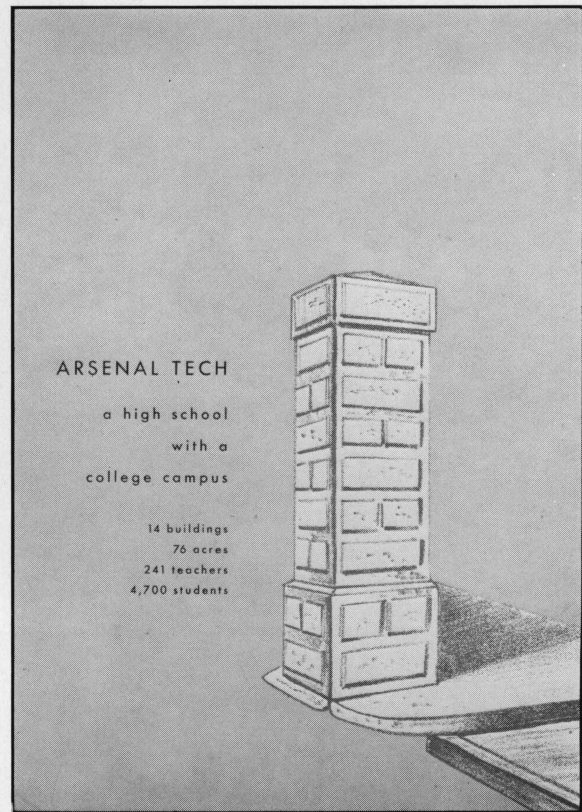


FIGURE 3.1. The cover of *The Arsenal Cannon* is made of green fabrikoid over stiff binder boards. The name of the book is embossed in white and the pillars at the entrance to the campus also are embossed.

FIGURE 3.2. Page 1 of the book can be classified as a subtitle page giving the name of the school and other interesting facts.



from 1864, when the government took over the 76-acre heavily wooded site for an Arsenal, through 1903, when the grounds were abandoned by the government and sold at a public auction.

As they read, they jotted down notes of unusual events and of the original uses of the buildings. Then they made a list of those that might best fit into their story with ideas for pictures, drawings and copy. Later, some of these had to be discarded because of lack of space, but the best were kept. However, all of their notes helped to give them an over-all picture of the past.

Fifteen Pages for Opening

Staff members devoted the first 15 pages of the yearbook to developing the theme—introducing readers to the school, and, at the same time, linking the historical past with the present by pictures, drawings, heads, captions and copy. They planned on large pictures and brief blocks of copy.

Their theme statement, as it was finally written, read, "Since the Civil War and the Spanish-American War, the 76 acres at 1500 E. Michigan have been an Arsenal: first an arsenal for democracy and now an arsenal of learning."

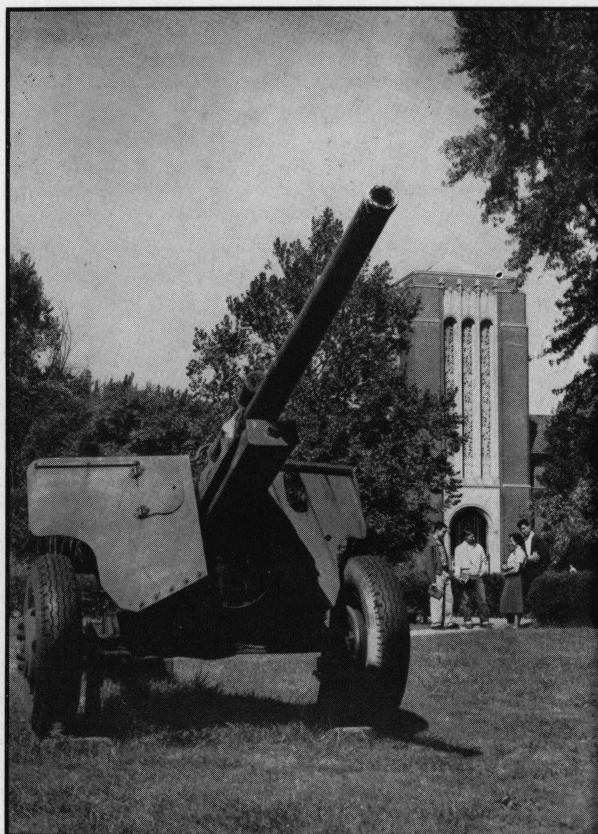
How the Theme Was Presented

The cover and several of the opening pages and division pages of *The Arsenal Cannon* are reproduced in miniature in Figures

3.1 to 3.5, inclusive. The pages shown were printed in orange and black—the drawings in orange and the photographs and type in black.

Theme of the Nor'easter

The 1955 *Nor'easter*, published by Northeast High School, Kansas City, Missouri, uses a distinctive type face on the cover, opening and division pages to achieve a pleasing and harmonious effect. Pictures of the school building and action shots of student activities are combined with pen and ink drawings to add local color and interest to these pages. Although the book is printed in one color only, the use of the special type for all opening and division pages, together with good photographs, makes these pages stand out and

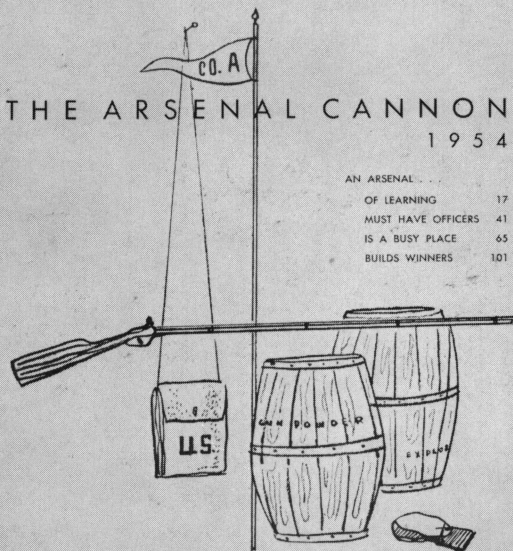


SINCE THE CIVIL WAR AND THE SPANISH-AMERICAN WAR THE 76 ACRES AT 1500 E. MICHIGAN HAVE BEEN AN ARSENAL: FIRST AS AN ARSENAL FOR DEMOCRACY AND NOW AS AN ARSENAL OF LEARNING . . .

THE ARSENAL CANNON

1954

AN ARSENAL . . .	17
OF LEARNING	41
MUST HAVE OFFICERS	65
IS A BUSY PLACE	101
BUILDS WINNERS	



THE YEARBOOK OF THE STUDENTS OF ARSENAL TECHNICAL HIGH SCHOOL, INDIANAPOLIS, INDIANA

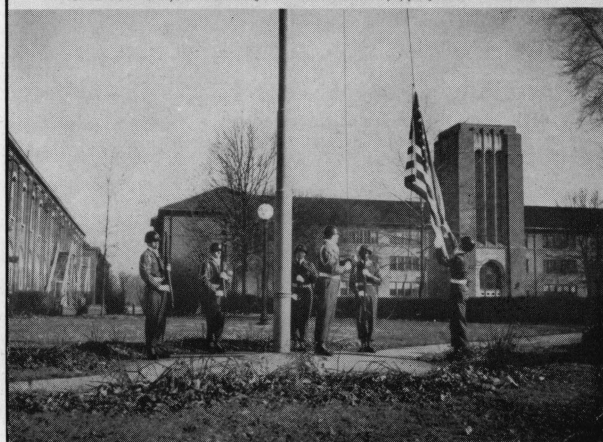


THE BARRACKS STILL ECHO TO MILITARY COMMANDS



Years have passed, bringing many changes to the grounds which once thrived with military life, and yet the Barracks remains unchanged. The other buildings, like people, have nearly forgotten their past; the Barracks alone remembers. Here, rooms still ring with military strategy, and young men, wearing not Civil War, but ROTC uniforms, climb the high porch steps and tread the old halls which echo with memories of an age gone by.

JUST AS in Civil War days, the American flag is raised and lowered each day by young cadets.



OFFICERS' COOKS GIVE WAY TO YOUNG JOURNALISTS



ONCE the Commandant's kitchen, this room now houses the yearbook staff.

Candle-lit chandeliers glistened, flames danced in the marble fireplaces, and servants labored over the kitchen cook-stove on the long-ago evenings when the West Residence, home of the Commandant, was the scene of many a gracious party. Although the lights of the West Residence, today the home of the Arsenal Cannon, are now electric, dusk often finds them aglow as harried journalists strive to get the paper out "on time."

THE bustling city room of our weekly staff was a dining room.



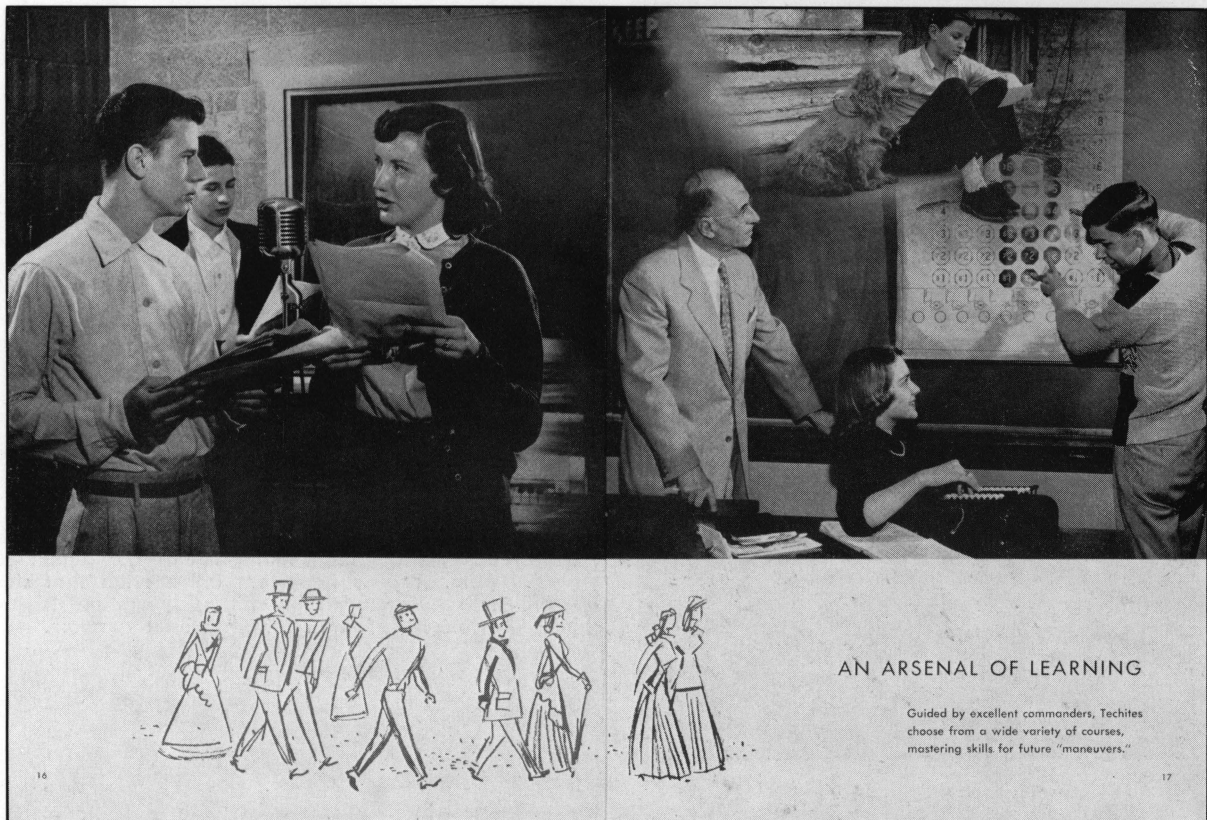


FIGURE 3.5. The first two-page division continues the historical theme by the use of the drawing at the bottom of the pages. The photographs demonstrate the importance of getting superior pictures to emphasize the division pages of the annual.

gives adequate emphasis to the theme. Figures 3.6 to 3.10, inclusive, show how the theme is developed.

Royal Purple Uses Red

The 1955 *Royal Purple*, published at Kansas State College, Manhattan, Kansas, gets its name from the school colors, royal purple and white. The annual staff often uses these colors on the cover and opening and division pages of the book. The staff of the 1955 book broke away from this tradition and used red and black on the opening and division pages with pleasing results. The development of the theme is shown in Figures 3.11 to 3.16, inclusive.

Theme of the 1955 Sooner

The opening pages of the 1955 *Sooner*, published at the University of Oklahoma, are in red, green, gold and black. The theme or pattern of the book definitely is established

FIGURE 3.3 (above, left). Pages 2 and 3 combine the material often carried on separate title and contents pages. The picture of the cannon with one of the newest buildings on the campus exemplifies old and new uses of the land: "First an arsenal for democracy and now an arsenal of learning." The excellent drawings of the powder kegs, musket, knapsack and the guidon of Company A enhance the beauty of the pages and give proper emphasis to the theme which is to follow.

FIGURE 3.4 (below, left). Pages 8 and 9 demonstrate how the theme can sometimes be carried effectively on pages other than opening or division pages. The photographs and copy on these pages tell an interesting story of the old and new uses of the buildings.

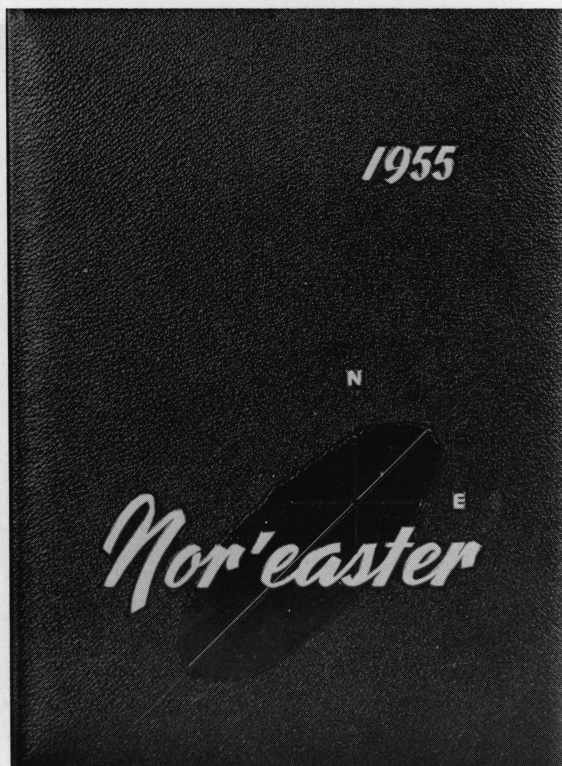


FIGURE 3.6 (left). The cover of the **Nor'easter** is of black morocco grained fabrikoid, and the lettering, "1955 Nor'easter," is embossed in a striking shade of pink that gives good contrast. The small debossed design of the compass (course northeast indicated) adds an interesting touch.

FIGURE 3.8 (right). Pages 2 and 3 give the title of the book, year published, publishers, volume, city and state. This is important information that should be found on the title page in all books and is sometimes erroneously omitted from school annuals.

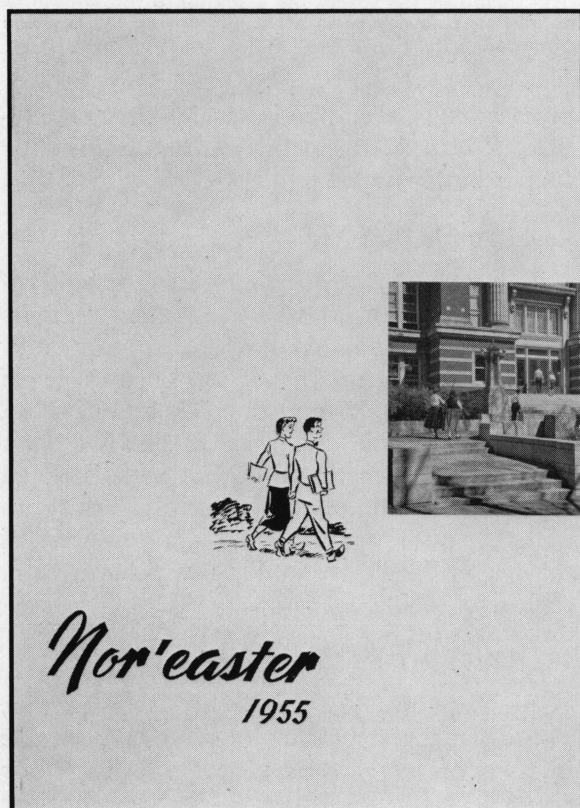
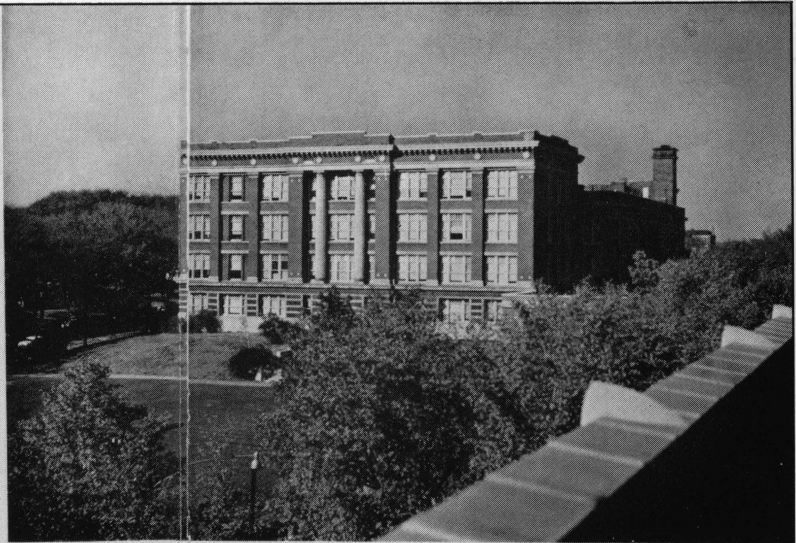


FIGURE 3.7 (below, left). Page 1 of the book carries the usual information found on all subtitle pages. The small photograph of the entrance to the school building is a pleasing introduction and an invitation to "come in."

FIGURE 3.9 (below, right). Pages 4 and 5 acquaint the reader with the purpose and outline for him the arrangement of the material that is to follow. The heading, "Many Vikings . . ." is used instead of foreword and "At Northeast . . ." is substituted for the usual contents. Both are appropriate and help to lend individuality to the theme.



N
E

Nor'easter 1955

Published by the Nor'easter Staff of
NORTHEAST HIGH SCHOOL
Volume XLI Kansas City, Missouri

Many Vikings . . .

. . . will long remember that unbeatable Northeast spirit, that unquenchable school pride, that desire to pile honors upon honors as an inseparable part of their school life at Northeast. . . But high-school days do not last forever. The seniors graduate; and next year even some of our juniors and sophomores will go to the new Van Horn High School, leaving Northeast to the many Vikings who will follow and keep up its spirit and its pride in accomplishment. . . Between these covers is a partial record of this school year at Northeast. We hope that it will recall many happy memories.



At Northeast . . .

Our Faculty
Our P. T. A.
Our Juniors
Our Seniors



Strive to Make our School "Tops"

Our Organizations
Our Music
Our Athletics



Display our Viking Spirit

Our Homerooms
Our Various Classes
Our R. O. T. C.

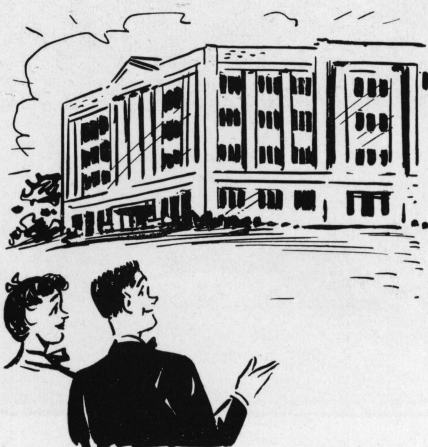


Are Designed for Learning

FIGURE 3.10. The first division pages are shown actual size and continue with the now well-established type face used on the cover, opening and division pages only. The attention-compelling photograph of good technical quality adds much to these pages.



Our Faculty
Our P.T.A.
Our Juniors
Our Seniors



Strive to Make



Our School "Tops"



FIGURE 3.11. The cover of the **Royal Purple** is a smooth-grained red fabrikoid over heavy binder boards. The parallel lines and "Royal Purple" are embossed in gold and the words "1955 KANSAS STATE COLLEGE" are deeply debossed, giving excellent contrast between the two elements.

by the use of the four-cornered star on all opening and division pages. The distinctive sans-serif type used for headings also helps establish the pattern. All of the pictures used on these pages were arranged and photographed with great care and carry a tremendous impact. Figures 3.17 to 3.24, inclusive, show how the theme is developed.

Theme Possibilities

It would be an almost endless task to classify and describe the hundreds of themes that have been used by annual staffs. A list of themes used in yearbooks entered in the National Scholastic Press Association's Critical Service has been arranged and discussed under 24 plausible headings, by Fred L. Kildow while director of the association.

Here is a condensed and partial list of some of the more popular themes reported in that survey:²

1. Themes based on the *school* and its activities are probably the most universally used.
 - A. Photographic themes using pictures of the school and its activities are easily developed and understood by the readers.
 - B. Plans and themes developed from traditions; seals or mottoes of the school; the school song, cheer or mascot; a significant art piece, painting, sculpture in the school or on the campus are used effectively.
 - C. Schools named for famous men suggest innumerable theme opportunities: for example schools named for Edison, Washington, Lincoln, Roosevelt, etc. can use illustrations depicting the lives of these men.

² Fred L. Kildow, *The Yearbook Manual*, pp. 8-12: National Scholastic Press Association, University of Minnesota.

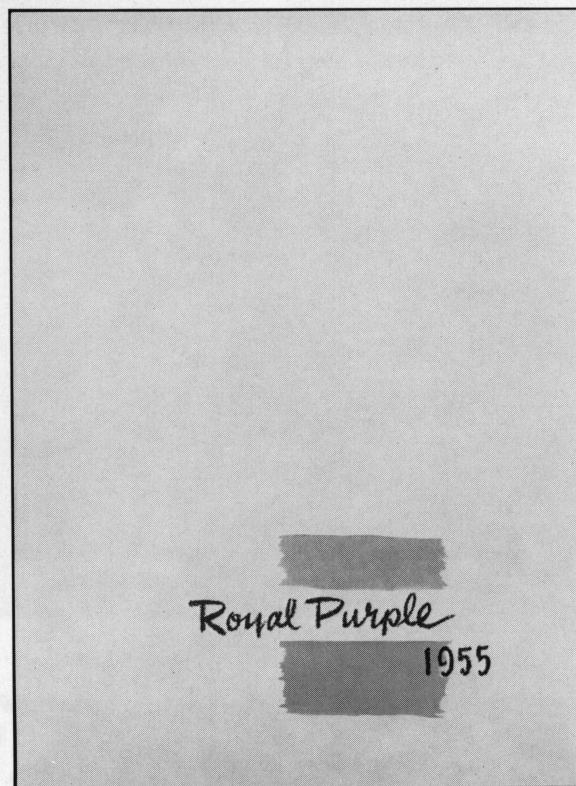


FIGURE 3.12. The subtitle page employs the same lettering used on the cover and other special pages and is printed in red. The two brush marks are in light gray and harmonize with the end-sheet material.

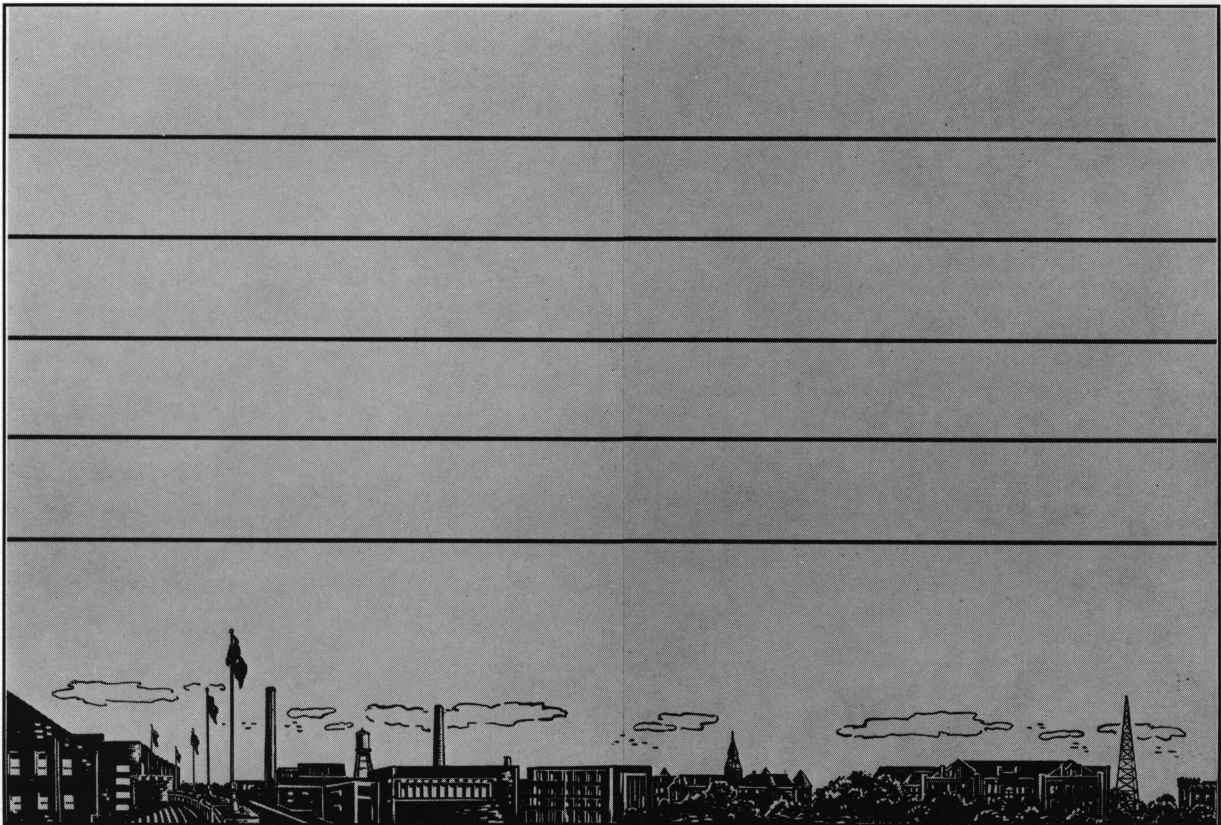


FIGURE 3.13. The end-sheets are light gray, and the parallel lines and the skyline drawing of the college are printed in red.

- D. The school's important anniversaries — twenty-fifth, fiftieth, etc. — are occasions that the staff should exploit in planning the annual.
 - E. Special events in the life of the school can be used as a theme for the annual. Erection of new buildings, abandoning of an old school, a fire, a flood — all offer once-in-a-lifetime opportunities.
 - F. Outstanding success in school activities: education, religion, athletics, music, forensics, dramatics, publications, etc. — afford excellent opportunities for logical themes.
 - G. Student life, depicting what students do, has been used in hundreds of books.
2. Themes based on *the community, the town, the state and the nation* offer many interesting and worthwhile plans for school annuals. Theme possibilities could be listed under the same outline but applied to the community instead of the school.
 - A. For example, a photographic theme of the city could be developed in much the same manner as if the school or campus were used.
 - B. Other possibilities are the industries, location, special events, special accomplishments in government or civic activities, anniversaries, history, name, important citizens, etc.
 3. *Miscellaneous themes.* Many of the themes listed by Mr. Kildow defy classification in an outline as brief as this one, but a few of the more interesting possibilities are mentioned under this category.
 - A. Timely tie-ups, occasioned by contemporary events such as the presidential elections, World's Fair, 500th anniversary of printing or the Byrd expedition. World War II was responsible for many patriotic and military themes.
 - B. Modern inventions, the movies, television, tanks and airplanes have been much used.
 - C. Large universities and colleges that draw students from the entire state can develop themes based on the history of the state, its industries, special events, accomplishments in different fields of endeavor, location, state song, state flower, great men, anniversaries, etc.
 - D. Schools such as the military and naval academies could base their themes on the armed services, loyalty, preparedness, or on the nation as a whole. A high school could use the nation as a theme if it happened to have the proper tie-up with nationally prominent men or events.

- C. Characters from mythology, lives of great men, time, "catchphrases," hobbies, keys, magnets, rhymes, progress and travel offer possibilities.

Interesting Chapter Headings

Well-written and catchy names for the several divisions or chapters of the book will arouse the interest of the reader in what is to follow. A recent college book used these chapter headings which illustrate this point. The names of the chapters and a summary of the material included in each are:

- Chapter I. The Hill Called Home (16 pages of campus views).
- Chapter II. Guidance and Government (40 pages of administration, deans, heads of departments, classrooms and laboratories, articles about each school. Also 8 pages showing activities of student government).
- Chapter III. There Will Be a Meeting (60 pages of general organizations).
- Chapter IV. In Special Recognition (16 pages of honorary organizations).
- Chapter V. Come All Ye Faithful (16 pages of religious organizations and activities).
- Chapter VI. Bed, Board and Brotherhood (48 pages, fraternities, dormitories and rooming houses).
- Chapter VII. Cheers and Challenges (60 pages, all sports).
- Chapter VIII. Time Out for Talent (32 pages, extracurricular activities).
- Chapter IX. The Parchment Parade (40 pages, senior section).
- Chapter X. Progressing — to a Certain Degree (72 pages, underclasses).
- Chapter XI. Aids to College Living (38 pages, advertising and index).

The division pages in this book were printed in one color so they could be inserted at any point in the book desired by the editor.

The Theme Should Wear Well

In selecting the theme the staff must bear in mind that the annual has a life-expectancy of many years. The plan should not be one that will be out-dated in a short time or look silly to the reader a few years after publication. Photographs, art work or lettering used in the opening and division pages should be outstanding in quality, or they will repel the owner of the book instead of adding to his pleasure of ownership. A book that used a beautiful and simple type display on the opening and division pages will wear much better with the owner than a more elaborate one that used conflicting colors, poor photographs, inferior art work or crude lettering.

The theme should be in harmony with the character of the school. A book produced in the form of a diary would not be appropriate for a boys' school (most boys do not keep diaries). And by the same rule, a book using football as a theme would not be in character for a girls' school.

The theme must be studied carefully by the staff, and an outline of how it is to be used must be made. The theme should neither dominate the book, nor distract the reader from the important purpose of the annual.

FIGURE 3.14 (above). All the copy on both pages and the artist's drawing on the left page are printed in red. The photographs are in black, and the tint on the right-hand page is gray.

FIGURE 3.15. The next double-page spread shows the mammoth field house during commencement. The drawing and the "Contents" are printed in red. Note the page number of each division or chapter in the book is given for the convenience of the reader.



Published by
Student Publications, Inc.

KANSAS STATE COLLEGE

Manhattan, Kansas

PHYLLIS RUTHRAUFF, Editor
MARY E. LAMBERT, Business Manager



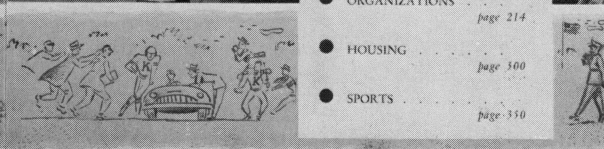
Royal Purple

1955



Contents

- FEATURES page 6
- CLASSES page 66
- ORGANIZATIONS page 214
- HOUSING page 300
- SPORTS page 350



Features

YEAR AT A GLANCE

* Thinking back on the last school year, you uncovered memories of enrollment and all those I.B.M. cards . . . the first rousing football game with Colorado A & M . . . Homecoming aches and pains . . . chilly Christmas parties . . . then March winds blew in and with them came Y-Orpheum . . . rushin' week ends . . . Interfraternity Sing . . . and finally you were handed a sheepskin and bade a bon voyage in life.

That's just why this section was planned for you . . . to review quickly what you'd done and seen from enrollment in September 1954, to graduation in May 1955.

The administration helped make the year the success that it was; so they were included in this quick summary. Without them many of your events . . . club meetings, other extra-curricular activities and professional advice . . . would have been impossible.

FIGURE 3.16. These **Royal Purple** pages are reduced slightly from their original 9 by 12 inches to fit this book. As printed in the **Royal Purple**, a small red tint block appeared under the heading, "Features" and the small drawing of the two dancers as well as the cutlines appeared in red, the remainder of the two pages was printed in black. The copy gave an interesting outline of the material to be covered in this chapter.



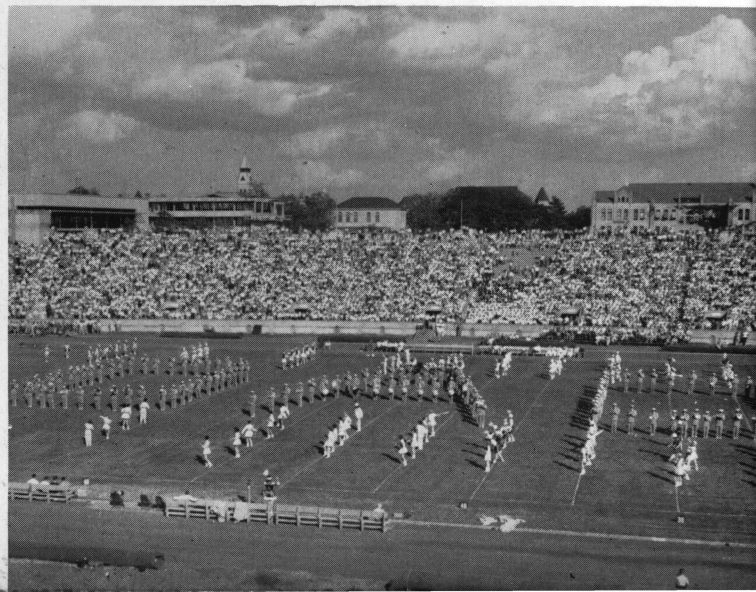
... sing, dance gypsy



... welcome folks



... Aggie jamboree





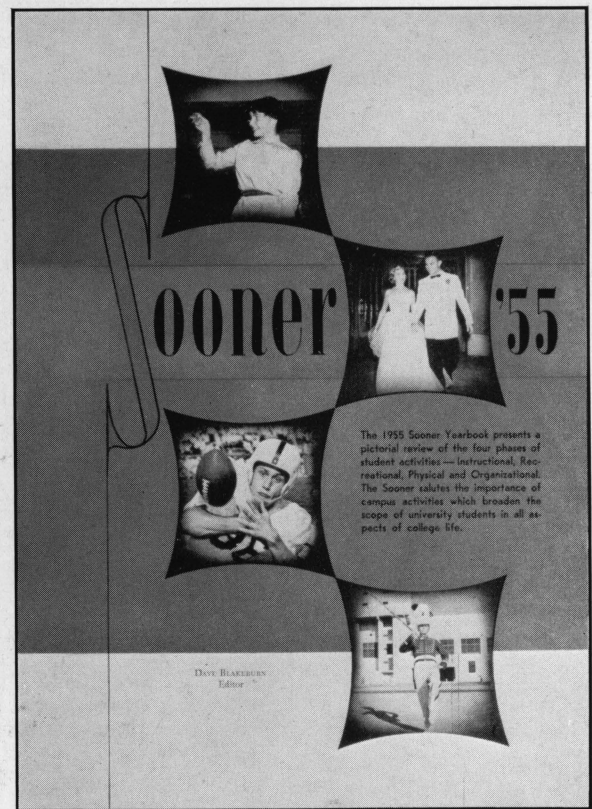
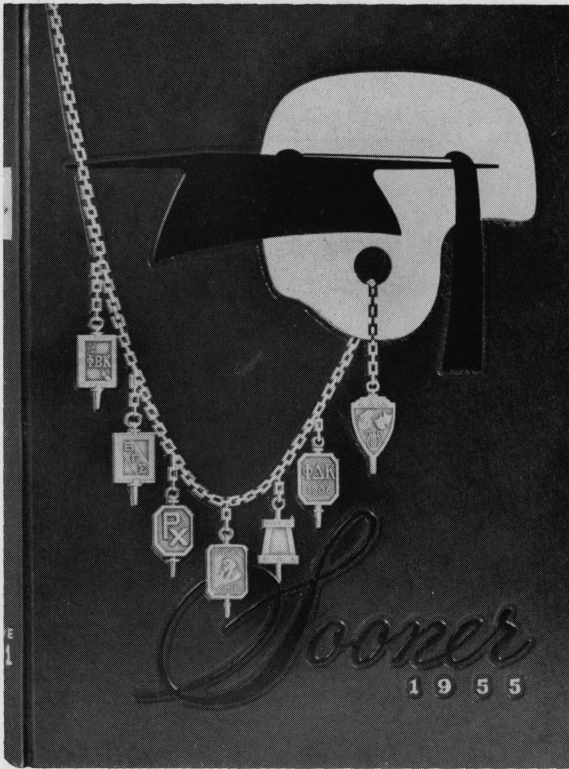


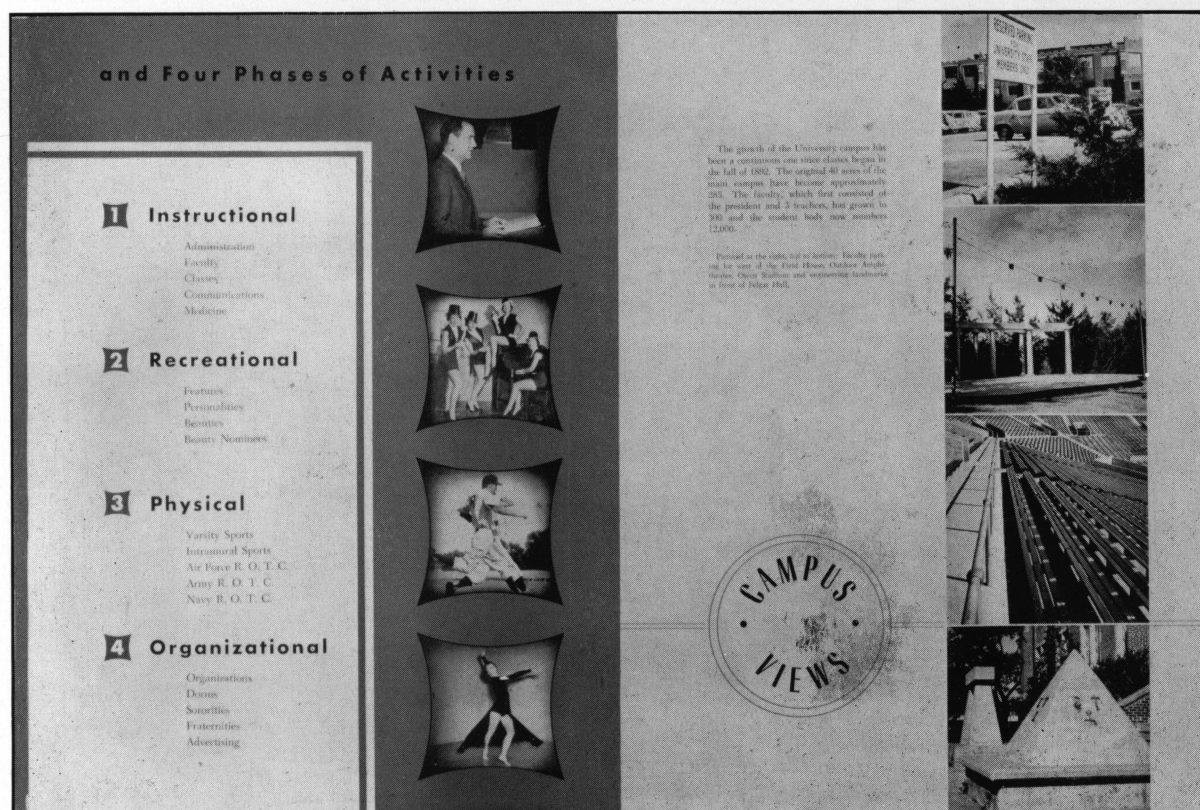
FIGURE 3.19. The title page continues the same style of layout, and each picture is identified in small type on the right-hand page. This identification of the pictures adds much interest for the reader.





FIGURE 3.20. This two-page spread is made more interesting by the cutlines in the left-hand corner of the first page. They are: "The south oval is the scene of the daily noon hour rush. The statue of the late OU President Bizzell is one of the campus beauty spots. Dale DePuy and Barbara Berrier pause in front of the Law Barn where many students burn the midnight oil. Anthony Smith stretches high for a smash serve on the tennis court. Dr. Lawrence M. Rohrbach and Dr. Leroy L. Rice experiment with the effects of radioactive material on tomato plants."

FIGURE 3.21. The contents page is shown on the left and a subdivision page on the right. In addition to identifying each picture, the editor gives the following interesting information: "The growth of the University campus has been a continuous one since classes began in the fall of 1892. The original 40 acres of the main campus have become approximately 285. The faculty, which first consisted of the president and 3 teachers, has grown to 300 and the student body now numbers 12,000."



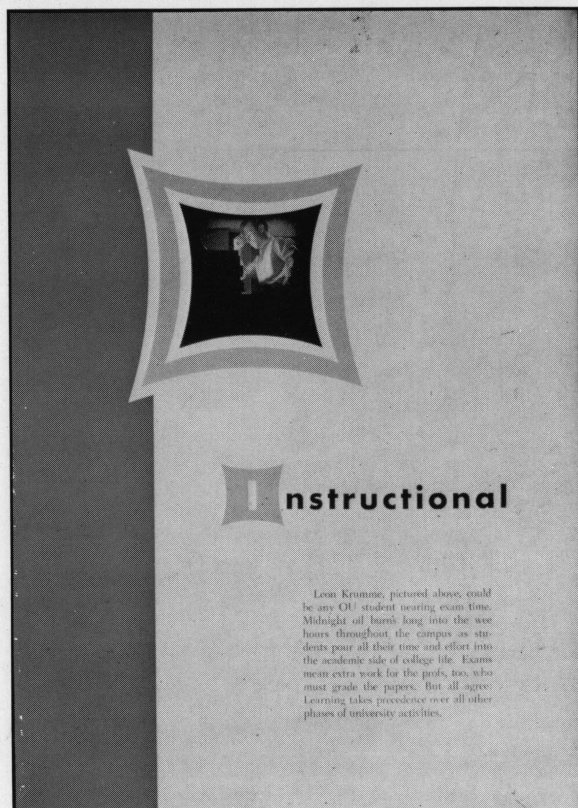


FIGURE 3.22. The **Sooner** used four-page division pages printed in green and black. This is the first page of the four-page division. Note the continued use of the four-cornered star.



FIGURE 3.24. This is the fourth page of the division. It uses the four-cornered star on the initial letter of the title only. The cutline is: "Dr. Percy Buchanan, authority on the Far East, displays some souvenirs of his travels in Asia."

FIGURE 3.23. This is page 2 and 3 of the four-page division. The copy in the right-hand corner reads: "Dr. Paul MacMinn, Dean of Students, offers some pointers on team work to members of the leadership class. This weekly period was devoted to helping students to do a better job now as campus leaders and later as citizen leaders."

