

ON THE SCHOOL NEWSPAPER

1. In a great many schools, the older children began to publish newspapers. The names and origins varied. Unfortunately, the end was the same — after the first few issues, the newspaper ceased publication. I watched the zeal at the beginning and the dejection of failure. I regretted the wasted effort and eagerness. It seems to me, however, that these unsuccessful endeavors have left their mark. They provided experience, something must have been learned from them. But it would have been much better, of course, if the school newspaper could have gained a foothold.

I firmly believe in the need for newspapers for children and youth, meaning papers in which they themselves are the contributors, and which tackle subjects salient and interesting to them — not just weeklies printing fables and pretty verses. And the children and youth must themselves say in their school newspapers what they find important. So I intend to offer in this pamphlet a few hints and warnings likely to prove useful to those with an urge to publish school newspapers some time in the future.

2. The class. Forty boys or girls. The first pitfall into which the young editors trip, it seems to me, is that they rely not on all classmates but only upon a definite, rather small group. They say: "We three are going to produce a paper for the remaining thirty-seven." They count on a few others joining in later, and that will do. Who are those whom they recruit into their midst? The capable, with a facility for writing, and also those who immediately express readiness to collaborate, promise God knows what, and are full of wonderful ideas right from the start.

If there are three to begin with, one or two of those three must drop out before someone new comes in. Of the three, one may become sick, leave, take offense, get discouraged or prove unsuitable for the job. It is a big mistake to commence with the most capable and with those who easily fall in line. For these are precisely the least persevering or the most ambitious and, therefore, the least reliable. No paper in the world bases its existence upon outstanding contributors but rather upon conscientious, punctual, accurate workers. A capable demagogue, a capricious top pupil, a conceited "poet" should be welcomed as occasional collaborators, but the editorial board must consist first and foremost of men who do not fall ill, do not cut classes, who are never late, who keep their word and are not conceited.

3. Roughly half the class should be on the editorial board. The work should be so spread that no one can give the excuse of lack of time. Each must be given only as much work as will leave him in position to double for another who may turn capricious or be unable for this or that reason to discharge his commitments. There can be nothing worse than to be dependent on an individual. It is inherent in human nature that if someone knows that he is indispensable he begins to take liberties, and if he knows that he is replaceable he is the more ready to make concessions.

Too many collaborators also involves dangers. Some of them may hatch a plot. One who has taken offense will not only himself desert but will also conspire, persuade others to rally around him, try to foment trouble. Bear this in mind, too. Never say: "Please yourself; you don't do much, we'll get along without you."

Every enemy is dangerous. A school newspaper must have ten friends, twenty sympathizers — then among the remaining ten standing aloof it can afford two resentful or offended. Two, but no more. Two, though not at the very start, but only when the paper is already firmly on its feet.

4. There is a current phrase among young people: "You have to beg him, go to him hat in hand"; and again: "I don't want favors, it's all the same to me." I must warn that even if in private life such an attitude may be praiseworthy, in public work it is immature and stupid. If you are in no position to order, then you must bow and scrape. You are dependent on a favor, and it is not all the same to you. Not only your private concerns are involved, it is also public business. You get everybody worked up, appear to have plans, and then you back out and make a fool of everybody, but above all of yourself. You blame others for the failure but it is you who are to blame because by your rough manner of acting, a rash word, ruthlessness, want of tact, you have caused bad blood. People are of all kinds, it is difficult to change a man. Therefore, reason dictates that we take everyone for what he is and make use of him, not reject, pick and choose, and, in the end, remain all alone sulking with a grievance.

This is serious work and not an organizational pastime. If anyone organizes a newspaper, he should be prepared to face difficulties, troubles, and short-term setbacks, meet with unpleasant people, bear responsibility not only for his own but also for their actions. It can't be helped. If anyone is seeking a pastime, let him go to the theater but not tackle a job which calls for effort and conscientiousness, and promises nothing but the inner satisfaction of being useful.

5. What is the benefit from a school newspaper? Immense! It teaches a conscientious

discharge of voluntary commitments, work in a planned manner, based on the combined effort of various people. It teaches courage in voicing one's opinion and how to conduct a decorous controversy on the basis of argumentation rather than bickering. It gives honest publicity in place of rumor and gossip. It emboldens the meek, pricks the bubble of excessive cockiness, calms and guides public opinion. It is the conscience of the community. You have a grievance — write to the paper. You are upset — write. You charge me with deceit or ignorance — alright, let's discuss it openly, in the presence of witnesses, in writing, and create a document that we cannot repudiate.

The newspaper is a link which binds the class or school. Through it complete strangers come to know each other. It puts a spotlight on those quiet and thoughtful ones who in solitary silence can express themselves on paper but whose voice is lost in a vocal dispute.

6. How should the work be divided? Well, the paper must have sections, present features and brief current news items. Every contributor and member of the editorial board should have a notebook to record whatever concerns his section. One should take down the names of absentees, latecomers. Another — -he name days and birthdays of classmates. A third — information on class tests. A fourth — information about the short breaks. A fifth — the main break. One should collect information relating to mathematics, another to language. And so forth. Someone may take charge of the book column describing books read during the week, and by whom; who went to the theater. Another may collect information concerning the teaching staff. Someone else — discipline. Yet another — Quarrels and Fights. Or merely: who forgets his school books, exercise books and pens. Finally: Miscellaneous News. Though I have specified some twenty sections, this does not mean that there should be precisely those, no less and no more. That is just an example to demonstrate how the work can be split up, and that even one who has no great taste for writing can take charge of a section. Probably new sections will emerge, others will die a natural death. It may happen that a participant will hand the editor-in-chief his notebook marked: "Nothing of interest." If this happens often you will soon see who falls short of honest informing by failing to take down information which may be of some value. You will also find those who spend themselves excessively on questions of lesser interest to the public. A pledge may be inscribed on the flyleaf of the notebook:

"I undertake to hand this notebook to the editor-in-chief every Saturday during the first trial month, even if nothing is recorded during the week."
Signature, date.

After the first trial month, the undertaking may be extended to cover a period of three months.

A footnote: "In case of sickness, I undertake to send in the notebook."

7. The editorial board should discuss at its meetings the ways and means of most attractive presentation of current news and improvement of every individual section. The thing to be avoided at meetings is unconstructive criticism. Criticism is unconstructive when it merely states what is wrong without showing how to correct or improve it. No newspaper is so good that there is no room for improvement. But: "A bird in the hand is worth two in the bush." Time was when men used to light their homes with resin-smearred wooden torches, then came candles, oil, gas and electricity. The old was retained until they devised something better. The school itself is not perfect, though many persistently deliberate on how to make it better. But what would happen if all the schools were closed down because they are imperfect? Nor are the teachers ideal, but we have to put up with them until better ones are found. To tell a contributor who is not particularly conscientious: "If that's how you're going to work, better not do it at all," is very easy but not very wise. To say: "This section is uninteresting," is easy, but something must be found to put in its place or there will be a void. Even if one whole issue of the paper has turned out badly, the next one may always be better. Perhaps things will improve in three months.

Let no one get upset at criticism, because, in the first place, what one may find not to his liking, another may like. Secondly, criticism does not discourage the wise, on the contrary, it is an incentive to greater efforts. Let no one be ruled by anger at meetings. Someone may stand up and say cruel and unpleasant things. Maybe he is simply like that, not his fault that he was born so. Perhaps he has some secret reason why he does not want the paper to appear— it may disturb him and he wants to break it up. Publicity is not to everybody's liking. He prefers to prowl on the quiet. It would be, therefore, unwise to let him get the upper hand.

*Concordia res parvae crescunt, discordia maximae dilabuntur*³¹ — so says an ancient Roman proverb.

So think, weigh, build one, thought on another, seek the right course, and do not despair that both man and his works are flawed.

³¹ Agreement enhances small matters, disagreement destroys the greatest.

8. In addition to what are called current topics, the paper must keep a reserve. The value of the paper lies in the content of the editorial file. And it is precisely here that young people blunder. An experienced editor puts away some of the articles, does not put all the best into a single issue. He is like a good housewife who takes care always to have the pantry full, puts on the table a tasty snack every day but at the same time keeps an emergency stock against someone's dropping in, has something saved for the time when stores are shut. Young people tend to move heaven and earth to have the first issues interesting and broad. Moreover, they are in too much of a rush to get the first issue out. There I said: "Don't argue." Here I say: "Don't rush."

That's right, don't rush. Supposing we have decided that current topics will take up half the issue; there is plenty of time to prepare the other half. I should say that four issues should be prepared in advance (except for current topics), before the first is published. Of course, expectant readers will grow impatient, perhaps even joke. More than one will say: "Talk, talk, and no paper." The French say: "He laughs best who laughs last." Let them joke and laugh now, while you go on with the job slowly and thoroughly. This one or that may get discouraged — never mind: "Straw fires don't burn long." And the wiser will learn to wait. I know from my own experience that the most impatient contributors, if they write a piece and do not find it in the next issue, think immediately that they are being ill treated. It is not so. The paper must strive for variety — longer articles must be interwoven with shorter ones, serious with light, more difficult with easier. Say there is a performance or an excursion arranged by the school.

As many as four have reported on this subject. What is better, to give all four articles in one issue or produce them one by one? If anyone says: "Until you publish that other thing, I wouldn't write any more," he should be told that he is wrong. We have all read one time or another advertisements of novels and articles which are printed months later. Adults understand this, young people must learn it.

It is even possible to announce that the first issue will not appear until those who have already submitted one article send in another — "for the file." Even more stringent rules may be drawn up — every contributor must have two articles permanently in reserve.

A newspaper is like a bouquet made up of various flowers. The greater the variety to choose from, the better the bouquet.

9. Must the editor of the paper himself be a contributor? Not necessarily. It is good

if the editor can write, in case of an emergency when no one else can be induced to do the job in time. But there is a danger that a writing editor will reject a contribution in the belief that his own is better. Even a bad article is not worthless — it may serve to encourage someone. If I were the editor of a school newspaper, and if someone in the class were considered to have but little ability, I would approach precisely him. And if anyone started making jokes and wisecracks, I would write in the next issue that he had no right to act this way, that it was wrong and stupid. Perhaps I would write in even stronger terms, without mentioning the name. Generally speaking, great care should be exercised over names in a newspaper, especially as regards unflattering references. And no such articles can be anonymous, they must be signed. Sometimes, the editorial board appends a comment to the effect that although a certain article is printed in the interests of freedom of the press, the editors do not associate themselves with it, or consider it unfair.

The editor must be extremely calm, tactful and considerate, following to the dominant principle of avoiding whatever may arouse resentment and set people against the paper, neglecting nothing that might gain it friends.

A newspaper dealing with school affairs must now and again make reference to the teachers. It has the right to speak up on matters concerning regulations and discipline. However, I should not advise approaching such matters in the early days. At the same time, it is undesirable for the paper to adopt a servile attitude toward the school authorities. But, aspiring to universal respect, the paper should offer balanced opinion on all issues, and serve to benefit the teaching staff as well. Only then will it be able to weather criticism, and count on the teachers' support. Tact and impartiality must be the editor's chief concern.

No less important is it that the editor should grab every thought, every idea and suggestion which may make the paper more varied. The reader likes the regular columns in his paper but he also likes variety, surprise, something novel.

If the paper is not regularly illustrated, a holiday or jubilee extra number with sketches may be published. In one issue, a prize puzzle may be inserted, in another a joke, a suggestion for an excursion, a performance or any other entertainment. This is the rule in all great newspapers. One of the Paris dailies displayed a bottle containing peas in the show window of its buildings: "A prize goes to him who correctly guesses how many peas there are in the bottle." The bottle was filled and sealed publicly, and on a specified day the count was made in public, too. Two readers were said to have gotten the right answer — a cab driver and a member of parliament.

10. Competitions greatly enrich the editorial file. The editorial board either specifies the subjects or gives a loose indication — a competition for a poem, for an article on a political or economic theme, for a joke. A prize is awarded to the entry which receives most votes from readers.

I can suggest a few subjects, offered not as models but only by way of example: 1. My adventure in the streetcar; 2. How I lost my way (in the woods, in town); 3. My interesting dream; 4. What I would do if I were to win a million zlotys; 5. People I frequently meet on my way to school; 6. What makes me most angry; 7. The five nicest names for men and for women; 8. What would I do if I were given a free hand; 9. Suggestions for a school concert; 10. The ideal school.

Subjects four, six and seven are in the nature of a public opinion poll. Opinion soundings are very popular in the United States. Thousands of replies have been sent in to some poll questions.

It is, in fact, interesting what names are most liked by people, what vices and virtues they consider the most important, what makes people angry, what they believe happiness to be, which popular writer has the most fans.

Before the war³² a certain paper polled the public about the most popular Polish novel. Sienkiewicz's *Ogniem i mieczem* (*With Fire and Sword*) won hands down.

Sometimes such polls reveal most interesting facts, sometimes amusing ones. For example, in a certain school I asked what profession readers would choose. One wanted to be a doctor, one a teacher, another an engineer, and little Joey wrote that he would like to be a magician. Everybody laughed. The aspirant to magic powers was unidentified since the questionnaire was anonymous. So I asked whose aspiration it was: if he liked to do so, he might speak up. Joey rose: "I wrote it." Was it a joke? Far from it. The question was not: "What profession will you or can you follow?" but: "What profession would you choose?" Joey was awarded a prize, and he had given us a most interesting subject for the next questionnaire: "*What would I do if I were a magician?*"

To question "What makes me most angry?" one boy answered: "I am angriest when I tell the truth and am not believed; for instance, I am looking for my cap which has gotten lost somewhere. And someone comes up and asks where Krucza St. is. I tell him that I am too busy, I'm looking for my cap. He answers: 'You say that because you don't know.' Or someone asks to borrow something, an eraser, something

³² Refers to World War I

of that sort. You say you haven't got one, and he doesn't believe you. I could kill him for that!" It is a fact that since that time I have been much more careful in telling anyone that I do not believe him, unless I am absolutely sure that he is lying!

To the question: "What sort of person do I dislike most?" one answer was: "Those who are inconsiderate; you tell them to go away and they stick around and make a bigger nuisance of themselves."

11. I should like to mention prizes. What sort of prizes are to be awarded? The editorial board of a school paper can hardly ever be affluent, so that the prizes cannot be costly. Experience has shown that a souvenir postcard makes a very pleasing prize. A card with a suitable picture on it is selected and a sheet of paper glued onto the other side with an inscription roughly to this effect:

"Pursuant to a decision of the Competition Judges dated ... , a souvenir postcard is awarded to ... (full name)."

(date)

(signatures)

or:

"Pursuant to a decision of the Editorial Board of (name of paper) this souvenir postcard is awarded to (name)."

What the postcard has been awarded for may be stated. "For participation in a competition." — "To mark one year (six months) of collaboration — his tenth (twentieth) article."

As a form of encouragement, there may be a mention in the prospectus that a jubilee postcard will be awarded for writing twenty or twenty-five articles.

Restraint should be practiced in awarding the postcards. Indiscriminateness tends to depreciate, or it may happen that every contributor will demand a reward for any little work done and, failing to receive a postcard, will refuse to budge in the future. It should be made clear that a postcard is not a prize but a souvenir. Anyone who dislikes the paper, has no respect for it, what is a souvenir to him? To anyone who really wants to remember, a single postcard is a precious souvenir. Care must be taken not to give cause for a charge that the editor and a narrow circle of friends look primarily after themselves. Therefore, it is better to make it known in advance that the editor, for example, will receive a postcard after a year; a member of the editorial board and °, a regular contributor, for every ten or twenty issues. It is necessary to make sure in good time that no one may get a postcard more than two or three times during the year, and that recipients must conscientiously fulfill their duties and zealously contribute to the success of the paper.

One more point here. A postcard serves to advertize the paper; therefore, try to have postcards awarded to as many people as possible. Consequently, in cases of doubt, priority should be given to one who has not had a postcard before. Another idea is to hold a drawing every three months for those who have not so far received souvenirs.

This is a matter calling for considerable tact and care.

12. A single copy of a school newspaper is published. Transcription is the work of the editor-in-chief. But before I say any more about that editor-in-chief, I must call attention to one important question.

There are people with a great facility for writing. They like to write, they want to write. Some write their own material, others plagiarize. And there are those who do not like writing. In the same way, some like to play a musical instrument, others to sketch, still others to memorize, to solve arithmetical problems, to sew or sing, to help with the housework, or look after little children, to read books or tend flowers. It's fortunate that not all have the same preferences. But great is the tragedy that today's school still fails to take into consideration all of man's capabilities and likings. What can we do about that? People keep pondering but have not thought out anything as yet. And to this day, there is respect at school for those who easily and gladly do creative writing. So much so that anyone who cannot write and does not like it is thought a fool. And mighty proud of themselves are those who can write at length and competently. This is a big mistake. It embitters and harms many who are intelligent and useful men but are clumsy with a pen, as others are clumsy at music, gymnastics, chess, or declamation. For, I repeat, it is just as well that not all have identical eyes, hair, thoughts and emotions. How frequently a friendship is struck up between one who is merry and one who is melancholy, a dark and a light person, a doctor and a teacher! True, every man can write a letter, describe some adventure or event, and even if he does not like writing, it is right and proper that the school should make him do it. For every man must and should do at times what he dislikes and even what he cannot do well, if it be necessary and useful.

I have said all this so it may not sound strange that I do not consider a good, interesting and witty writer to be worth more than those who write nicely.

13. In the Middle Ages, before the days of print, the copyists enjoyed no less respect than scholars and poets. The relationship of a manuscript to print is that of a freehand portrait to a photograph, embroidery to machine work, singing to a gramophone record. Neat handwriting is also a gift and, let me add, a gift that is

all too rare.

Therefore, if a school newspaper cannot base its existence upon exceptionally capable contributors, let it not be unduly bothered if the editor-in-chief has no particular calligraphic talents. We come back to the starting point. Let him with the most beautiful handwriting undertake to copy the jubilee, holiday or illustrated issue. But as a permanent arrangement, the editor-in-chief or his deputy — the most conscientious, honest and accurate in the class — should be asked to do the work. For the most responsible job is that of the editor-in-chief. Whoever has seen how much care is taken in handling a rotary press for printing newspapers will grasp how much respect is due to the editor-in-chief of a school newspaper. He is not a machine indifferent to what it prints. Week by week, he must make a copy of the paper, including the commas, whatever is less interesting or entirely uninteresting, which readers just skip through. He would be like a machine if a machine had a soul.

His work passes unnoticed; it is not merely the work of the hand that writes but also of the eye that spots, of the ever alert mind watching that every sentence is rounded, of care not to make a mistake. Here, the letters closed up a little to keep within the space allotted; there, larger ones in the headline; and then, the breaking of words, and making sure that the page ends neatly.

Pay attention to the artistic appearance of the paper but also give the editor-in-chief time to acquire experience. Do not expect everything to be flawless; here, a missing page, there, a deletion or omission. Such things not only may but must happen; particularly at the beginning.

Be grateful to him, indulgent, and remember not to pile too much work on him. The editor-in-chief is entitled to reject an illegible, untidy text dotted with corrections. The writer's duty is to consider the editor-in-chief.

14. To the best of my recollection, the majority of school newspapers stopped appearing because nobody could be found willing to copy the articles. This should be borne in mind.

The editor-in-chief should have a deputy, must have assistance. Longer articles for issues prepared in advance may be copied by the writers themselves. It is a good way to teach them to write more concisely. Let the editor-in-chief draw up the time schedule carefully, and say what the size the newspaper is to be — a complete exercise book every week, or an exercise book to last for two issues. This is important. Inexperienced enthusiasts frequently undertake burdens which later on they find themselves unable to carry. The time required for transcription of a page should be checked with a stopwatch — how many hours for the transcription of the whole

issue, how much time can be devoted to the paper every day.

There are cases on record in which every issue was copied by a different hand. There is something to be said for this, but it is risky at first. If this method is preferred, well and good, but there must be one individual, the editor-in-chief, who bears responsibility for everything. It is absolutely essential to separate the editorial work from the administration. The editor-in-chief will never be able to find time enough to do everything and will end up by neglecting something or other. And remember that it is the beginning of the end when the paper stops appearing on time. At first it is only a day late, then a few days, a week — and finally it fades out. A paper, like man, may die suddenly, or it may pass away after a long illness.

I know of a case in which the parents, seeing that their son, a zealous editor-in-chief, was neglecting his studies, forbade him to transcribe the paper. Such an eventuality must also be taken into consideration.

This is exactly why I say that the publication of the first issue should not be rushed through before all the details have been fully discussed.

15. Nor is that all. The paper must have funds. Notebooks for regular contributors, exercise books (at least five) for the newspaper, pens for the editor-in-chief, perhaps a few souvenir postcards. Here I advise collecting the required funds in the form of voluntary contributions. The paper's budget should be drawn up in advance, receipts issued for money collected and everybody warned in advance that the whole venture may prove a flop. Let everyone be alert to the risk. Make the situation clear, then there can be no justified grumbling. Adults are well aware of the fact that the finest calculation may lead nowhere, that every new venture involves a certain risk. Only the inexperienced cry shame if they lose. But let there be no frivolousness, ill will, or dishonesty on the part of those responsible for contributed funds. The treasurer and a commission of three authorized to make purchases should be appointed well in advance so that disputes may be avoided. One definite type of souvenir postcard (with flowers, say) should be prescribed, in order to avoid conflict when one receives a prettier card than another.

The utmost care will not eliminate the dissatisfied and the plotters. However, we must not foolishly place in their hands the weapons with which to fight us. If they attack us, it will be clear either that they want to pick a quarrel or that they are the kind of people whose disgruntled nature never allows them to be satisfied with anything. The argument I consistently use when confronted with such people is:

"You don't like it, you're quite right. Neither do I. Things could be much

better. But, I haven't yet found a way; if you can suggest anything, I'll be very grateful."

16. A few words about the assistance of adults in editing the paper. Assistance is desirable but not indispensable. The best way is to ask the teacher to check every issue after transcription, and at the end, under the heading Errata, correct the grammatical and stylistic errors. The paper should preserve the freshness and originality of school-children's style. For it is not so very unlikely that in the future young people will develop a style all their own, like village folk, scientists, artists. The language of youth may prove more colorful, attractive and lively than the journalese used by adults. The school vocabulary has appealing idioms and words of its own.

Imitation of the style of adults, occasionally found in compositions, frequently annoys and amuses. The newspaper has the chance to free itself of that.

The school teacher may contribute the leader articles. Now and then, she may use some competition subject for a test paper. This would enrich the editorial file. Of course, the theme must be suggested by the editorial board.

Take care not to become wholly dependent on adults, whose major fault is that they are seldom able to collaborate with young people on the basis of mutual understanding. In the last resort they demand obedience while appearing to stand for absolute freedom. I refer to adults in general and not the rare exceptions.

17. Who should receive the copies of the newspaper after they have been read? Another point to be agreed on in advance. They may go to the school archives for the next generations of pupils to draw upon. They may be presented to the subscribers by drawing lots.

And other questions need to be discussed: lending the newspaper for reading at home, copying certain sections of it for keepsakes. And what is going to happen to the assets of the paper should it be discontinued? Are they to be handed to the school, distributed by way of a drawing among the whole class or the editorial board, or presented to the most deserving chosen by ballot.

1. I suggest that two [sic] meetings be held. The agenda of the first meeting should be as follows.
2. Statement of the purpose of the meeting (the founding of the school newspaper).
3. Election of chairman, who will take down the names of those who wish to speak and call on them in turn. (N.B. If someone is chosen as chairman, it is

silly to pretend to be modest and unwilling to do the job.)

4. Reading of this pamphlet.
5. Discussion on whether a newspaper should be published at all, how often, should teachers be asked to help, and, if so, which teachers.
6. Enrollment of those wishing to participate. The second meeting. Attended only by those enrolled.

Agenda:

1. Election of chairman and secretary of the meeting (the secretary must write a short account of the meetings for the (first issue of the paper).

2. Division of duties:

a) discussion and allocation of the various columns devoted to current topics;

b) fixing subjects and deadlines for contributions to the first four issues;

c) election of editor-in-chief and two subeditors.

3. Financial matters:

a) fixing a single contribution to serve as a capital fund;

b) fixing of a permanent monthly fee;

c) election of a treasurer.

18. After those two meetings, a prospectus of the paper is published. It states what the newspaper is to look like, what its funds are, who is to work on it. The prospectus will end with an appeal to those who, perhaps through lack of faith in themselves or inborn shyness, still hold aloof from the paper. They are urgently requested, though somewhat belatedly, to take part in the third meeting.

Agenda of the third meeting:

1. Reading the minutes of the first two meetings.
2. The treasurer's report on income and expenditure.
3. Report by the editor-in-chief on the content of the editorial file.
4. Expanding the membership of the editorial board, final division of duties, and signing of pledges for the trial month.

Point five might be a walk to Lazienki Park or Aleje Ujazdowskie.³³

I should not advise fixing the date of the first issue beforehand. Should anything be delayed, it is better to postpone a little even though the current news may become a trifle dated.

Similarly, leaving the date for the first issue open is helpful in case some misunderstanding or dissension arises, or if it becomes apparent that a large number are opposed and indifferent. It is much better to hold still another meeting, even though some may say: "Oh, hell! We meet and meet, and do nothing."

19. Some will be surprised that I conclude this pamphlet with this final advice.

After reading my views, you are free to say:

"We are not going to pay attention to all these tales. The old bore thinks that children and young people have no perseverance, can't do anything. We'll do as we please. Let get going quickly and with enthusiasm. What is there to be afraid of? It must work. God helps those who help themselves — *audaces Deus juvat!*"

A request from the author. Young people publishing school newspapers are cordially requested to send their comments on this pamphlet to the author in care of the publisher.

³³ These are among the pleasant landmarks of Warsaw.