letins included in this study, the student scorers considered those pub-' lished by Bucknell University, Wilson College and the Massachusetts Institute of Technology superior in respect to the criteria listed. It is interesting to note that the first two of these violate some of the principles suggested by Table III. Each devotes considerable space to the listing of the names and addresses of students. The monotony of the type in course descriptions, that is, the lack of variation in size and face, is also quite obvious. The absence of a running head in the Wilson catalog prohibits its classification as a fully completed book. In spite of its size, the Massachusetts Institute of Technology catalog is a well-organized and attractively arranged bulletin. Its pictures are well chosen and its selection of type faces is very acceptable. It provides air and margin on most of the pages, although more contrast in type could be used in the course description section.

The committee selected the publications of Columbia University as the best examples of good typography. The treatment provides a readable page without sacrificing too much space, and the course description pages are excellent. The inadequacy of course descriptions was frequently mentioned by the student raters.

Although it is not consistent in its treatment of course descriptions, the engineering catalog of the Carnegie Institute of Technology has some very excellent examples of adequate course descriptions. The appearance of these pages could be greatly improved, however, by employing a variety of type.

<div align="center">

SUMMARY

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In summary, then, it appears that even though there is a difference of opinion between the ratings presented in Table IV and the evaluations of the committee, there is agreement upon some weaknesses which are present in most catalogs. Some of these are suggested by Tables II and III and by several of the comments which are presented herein.

These weaknesses might be overcome by the observation of several simple rules in catalog construction. They are:

<div align="center">

The Organization o f the Catalog

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1. Avoid verbosity and indefiniteness. The catalog should contain clear and concise statements concerning admission, fees and general costs, courses and curriculums, and extra-curricular activities.

  2. Check the course descriptions. They should be full and explanatory.

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use of bold face type for the course title and six-point type for the

descriptive, material seems to be ,preferred. Allow plenty of air between

The Format

1. Give the type plenty of air. Maintain a maximum margin on all sides

of the page and break up solid copy with headings and leaded
paragraphs. 2. Type ranging in size from eight to twelve points will
respond well to catalog treatment. The size and the leading depend
entirely upon the amount of copy on hand. There are many good type
faces; the preferred seem to be Bodoni, Caslon, Garamond, Kenntonian,
Modern and Granjon.

item is desired. It is well, however, to adhere to the same type face.

4. Have a masthead for each page referring to the subject matter on that page. This
helps the reader to locate the subject matter he is seeking.

5. Consider the inclusion of photographs. Many students like a few
photographs in the catalog to give a feeling of informality.

6. Avoid glossy paper. A