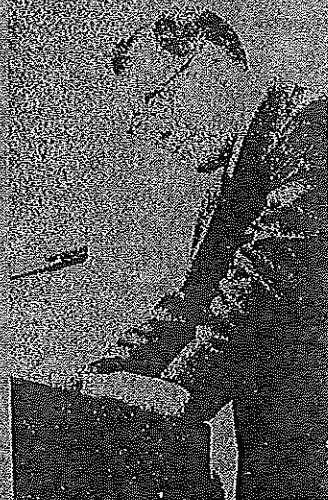


college press review

How Governors see the college press	3
The student press—a negative view	7
by Donald L. Guimary, Portland State University, Oregon	
Community college review	8
by Lillian Lodge, Ocean County College, New Jersey	
Book review	10
From Cayuga's waters to the Yangtze— What college newsmen write about	11
by Melvin Mencher, Columbia University, New York	
NCCPA meets in Minneapolis	17
Legal review—role of the archives	19
by John Behrens, Utica College, New York	
1970-71 recipients of NCCPA awards	20
Maryland Legislative Report on Activity Fees	22
Jottings on the back page . . . about Sandy	24
New editorial lineup	2
Coming in the spring issue	2

National
Council of
College
Publications
Advisers



N. S. Patterson
accepts the
distinguished
service award

see page 20

WINTER 1970-71

VOL. 10

NO. 1

college press review



Published by the National Council of College Publications Advisers at Eastern Kentucky University, Richmond, Ky. 40475. Contents of this issue are views of the writers, not necessarily those of NCCPA or their institutions. Address communications concerning news-editorial content to the editor. Address communications concerning subscriptions or membership to the Executive Director, Dr. John A. Boyd, TMU 401, Indiana State University, Terre Haute, Indiana 47809. The *College Press Review* is published three times during the academic year.

Editor

GLEN A.W. KLEINE
Eastern Kentucky University,
Richmond, Kentucky 40475

WINTER, 1970-71

VOL. 10, No. 1

The spring issue of the *College Press Review* will focus on the law and censorship of the college press. It will include the following articles

- M. G. Fairbanks' article "Copyrighting a Yearbook has Merits, Pitfalls"
- "Classic Cases of Campus Censorship" a paper by Dr. Dario Politella.
- John Behrens' "Legal Review" will consider the college newspaper as a legal corporation.
- "Covering the events of Kent State" by Kent State University publications adviser Ed Fricke.
- Lillian Lodge will take another look at the problems of the two-year college in "Community College Review".
- The student press in Guatemala will be the subject of James Carty's article in "International Student Press Review".
- A combined Research Committee and Innovations Committee report on priorities for the 70's.



John C. Behrens, the new associate editor of the *College Press Review* and regular contributor of "Legal Review," holds the post of associate professor of public relations and journalism at Utica College of Syracuse University, New York.

After earning his B.S. in journalism from Bowling Green State University, Ohio, John earned an M.A. from Pennsylvania State. He has worked on five midwestern dailies and the *Pacific Stars and Stripes*.

John has penned more than 75 articles for such publications as *Writer's Digest*, *True*, *Editor & Publisher* and others. He is the author of the *Magazine Writer's Workbook* published by Dodrill Press.



Miss Marcia Meyers, head artist in the instructional media division at Eastern Kentucky University, provided the finished art work for the new *College Press Review* cover and column heads.

The recipient of a B.S. from Texas Technological University in Lubbock and an M.F.A. from the Cranbrook Academy in Bloomfield Hills, Michigan, Miss Meyers has had work published in *Design for you* by Mrs. Ethel Beitler and Dr. William Lockhart.

Miss Meyers has held numerous positions as a store display designer and currently teaches adult classes in interior design in the Fayette County (Lexington, Ky.) School System.

Glen Kleine, newly appointed editor of the *College Press Review*, is an assistant professor of journalism at Eastern Kentucky University, Richmond. He received a B.S. and M.A. in Journalism from the University of Missouri.

Glen, a former staff member of the *St. Louis Post-Dispatch*, taught and advised school publications in junior and senior high schools prior to coming to Eastern.

At Eastern since 1967, he has developed major and minor programs in journalism. He has also been responsible for the development of a campus chapter of Alpha Phi Gamma and a petitioning chapter of Theta Sigma Phi.



Miss Lillian A. Lodge will regularly contribute "Community College Review," beginning with this issue. Lil, an assistant professor of humanities at Ocean County College, Toms River, N.J., has long been associated with community college journalism.

She earned a B.A., summa cum laude, from Glassboro State College, New Jersey, and an M.A. from the University of Wisconsin.

She is the President-elect of the National Junior College Journalism Association and was recently appointed Vice President for District Affairs of the NCCPA. She was the founder and first president of the New Jersey Community College Association.



Objectivity Emphasized

How Governors see the College Press

Commonwealth of Virginia

November 2, 1970

While I cannot comment about the student press in other parts of the country, I am very proud of the manner in which college newspaper editors in Virginia have conducted themselves during this time of student unrest.

Virtually without exception, they have condemned wanton violence and urged students to remember there is a vast difference between legitimate dissent and lawless destruction.

Partly as a result of our campus press, no institution of higher learning in Virginia was closed during the student upheavals of last spring. This, as much as anything, sums up what a responsible student press we have.

Cordially,
Linwood Holton
Governor of Virginia

State of Connecticut

November 4, 1970

We have been hearing much during the past few years about a generation gap in America which, if it does in fact exist, obviously should be closed.

It has seemed to me, moreover, that there is a tendency to assign the responsibility for closing this gap almost entirely to the older generation.

One is inclined to ask why the responsibility should not be evenly divided, with the younger generation making as much of an effort to understand the views of the older, as vice versa.

College publications, edited by and read by young people, can make a significant contribution toward developing an understanding between the generations by presenting dispassionate reports on the position taken on major issues by all segments of society.

It is right and proper for college publications to serve as spokesmen for students, but if they will do so in a way that recognizes that there are at least two sides to every question, they will serve not only the cause of higher education but also the cause of domestic tranquility.

Sincerely,
John Dempsey
Governor of Connecticut

State of Montana

November 5, 1970

I believe student newspapers are very important in the curriculum of a good journalism school. Campus papers provide students with the opportunity to participate in all phases of publishing. I believe this is essential.

The student editors reflect the attitudes and opinions of the campus in their writings. Occasionally, this is a radical viewpoint to which the people of Montana are opposed. These editorials, however, are subject to the same criteria imposed upon the general press. They must be accurate and credible. It has been my experience that ranting, unjustified accusations and unreasonable comments are not accepted as good journalism by students.

The students themselves demand that their newspapers provide accurate information and reasonable comment on the events and issues in which they are interested.

I believe this is the only control to which student newspapers should be subjected.

Sincerely,
Forrest H. Anderson
Governor of Montana

State of Alabama

December 9, 1970

It is my belief that on many college campuses the basis of protests and at times violent behavior stems from the failure of both college administrators and students to adequately communicate and develop attitudes of mutual trust and understanding. I believe that the student press can be highly significant in helping bridge this gap through fair and objective reporting of all views relative to the issues which can ultimately provoke controversy.

I am convinced that the majority of students and college administrators are fair-minded people and with each endeavoring to constructively face the challenges before them, the educational community can operate in an atmosphere of harmony. The student press can be and should be highly significant since it has for years been a reliable and authoritative voice on many college campuses.

Sincerely yours,
Albert P. Brewer
Governor of Alabama

State of Delaware

November 27, 1970

I believe that one of the root causes of campus unrest is the lack of real communication among faculty, students and administration. Thus the college press has a significant role to play in promoting good communication and understanding on campuses throughout the nation.

The college press—as is true of any press—must be independent and candid if it is to be an effective instrument of communication and of change. But at the same time, a free press has the obligation to be responsible, to be constructive in its criticism. To paraphrase an eminent jurist, free speech gives no one the right to shout "fire" in a crowded theater.

A free and responsible college press undoubtedly can make an important contribution to the cause of high education in America. But those who ignore their responsibilities indeed invite legislators and citizens to withhold financial support in protest.

An even more serious result of an irresponsible press is that it plants unwarranted seeds of suspicion and distrust which aid those who are interested not in improving our way of life, but in destroying it.

Sincerely,
Russell W. Peterson
Governor of Delaware

State of Nevada

November 16, 1970

I do not agree that the student press have contributed very substantially to the massive college protest movement.

I think that nationally there are matters far more basic than this. It is probable that the college editors are following the lead of the liberally oriented national media which have increasingly confused liberty with license.

I would expect protest in college publications in the context that virtually all of our writing is a form of protest. I do disagree, however, with the concept that college students or the operators of national media concentrations have a monopoly on conscience, compassion, honesty or understanding.

The national media seem to be producing a reverse psychology as we look on our country today. They seem to have the concept that anything good is not news and that anything bad is. If the college editors are following the same psychology, they, like their elders in the publishing and other media, are conveying a false impression of their own campuses and of the nation.

Sincerely,
Paul Laxalt
Governor of Nevada

Most colleges and universities felt budget pinches during the 1970-71 academic year. Many attributed this to public and governmental reaction to campus unrest.

Because of the possible relationship of this reaction to the performance of the campus press the opinions of all U.S. governors were sought. One out of four governors responded. Seven were Republicans and five were Democrats.

Appreciation is expressed to Sonja Foley, editor of the student newspaper at Eastern Kentucky University, for her assistance in this project.

State of Georgia

November 25, 1970

I would like to thank you for this opportunity to express my views in the College Press Review on the role of the college press in higher education in Georgia and in America.

I believe that the majority of college publications are of such influence with their respective campus readerships that they can, and should be, used to further the overall goals of centers of higher learning, i.e., education.

As distasteful as it may be to some young people, colleges and universities still are very much a part of "the establishment," and are primarily financed by persons and organizations who believe in the necessity of rules and regulations.

When euphemisms are used to describe criminal acts which occur on campus, whether they are committed by individuals or groups, it serves only to encourage more such crimes and to discourage college support by law-abiding citizens.

The personal glorification of self-styled "revolutionaries" whose known goals are to destroy the institutions of our society as we know it, represents a gross misuse of both funds and trust which have been put at the disposal of college press editors.

The tendency for some college publications to follow the example of immoral, anti-American "underground" garbage peddlers is especially distressing to me. If such measures must be resorted to in order for legitimate college publications to enjoy a fair share of popularity, then I think traditional public financing of the college press is in for some very serious questioning by men and women who control college funding pursestrings, but who do not care to contribute to the further spreading of the so-called "new morality."

In conclusion, I think that the college press can best serve education by encouraging morality, integrity, love of our country, respect for legitimate authority, appreciation of the economic system which has made our colleges and universities possible, and by the acknowledgement of a Supreme Being whose will determines the fate of us all.

Sincerely,
Lester Maddox
Governor of Georgia

State of Nebraska

November 16, 1970

You have solicited my views on how the college press may affect the cause of higher education in Nebraska and in America. The tenor of your letter suggests that many feel that college publications have contributed to the protest movement on our campuses and from what I have read, this appears to be true. I do feel, however, that the college newspapers in Nebraska are quite responsible and although we had some disturbances last spring at the University of Nebraska, I do not feel that blame can be placed with the University publications.

I strongly support the Constitutional guarantee of freedom of the press. This guarantee must extend to college publications even though they are financed by public funds. Editors of college publications will be the journalists of tomorrow. Only by giving them independence in their writing today, to impress upon them the high responsibility they carry as perceivers of the news and developers of public opinion, will they mature into the conscientious monitors needed in tomorrow's press.

*Sincerely yours,
Norbert T. Tiemann
Governor of Nebraska*

State of Missouri

30 November 1970

College and university newspapers have a great value, and even greater potential value, in unifying and informing college students who very easily could become lost in their academic surroundings.

By way of recommendations, I believe college newspapers could come much closer to their potential by forsaking the adoption of personal crusades and turning instead to the patterns set in the broadcast news media by the "fairness doctrine".

Newspapers are not bound by the federal broadcast requirement that fairness be used in presenting a balanced picture of controversial issues including all viewpoints, and that equal time be granted for reply to editorials, but time be granted for reply to editorials, but certainly newspapers are not precluded from voluntarily following such an approach. In practical application, a fair presentation of viewpoints untinged by any personal bias of the reporters or editors would constitute a real service toward the improvement and preservation of higher education.

*Sincerely yours,
Warren E. Hearnes
Governor of Missouri*

"What is most urgently needed is a code of responsibility for college newspapers. This might well be effected by a self-policing role through a national organization such as your own."

**Francis W. Sargent,
Governor of Massachusetts**

Commonwealth of Massachusetts

November 30, 1970

As Governor of the Commonwealth of Massachusetts I have consistently supported the freedom of the press on college campuses. Such freedoms do, however, carry with them a corresponding responsibility. During the past decade college newspapers in the United States have become more sophisticated in their approach to news coverage and often report world news as well as state and local issues. Since they may well be the only newspaper read by many college students, the need for honest efforts at objectivity and fairness in news reporting is essential. In general, I believe that campus newspapers do try to achieve responsible journalism.

Unfortunately, the tragedy of violence on college campuses has produced a changed public attitude toward higher education. The very things that some of the agitators are "protesting" for are going to be hurt if repressive action develops among the general public. I hope that college campuses will not abdicate their role as places where reason prevails. College journalism has a significant role to play in campus issues by seeking areas of modification.

I do not advocate following the line of the extremists on either side of our society. I do not believe in massive repression nor do I believe in violence. If we really start to withdraw our support of education because of campus unrest, it could be the end of America's role as a leader since our future is dependent upon our having the finest educational system in the world. If we start to lower our sights we will be welcoming real trouble. This is a time for those who believe in education to have renewed confidence and to seek continually for ways to effect needed changes by means of reasoned discussion of issues.

What is most urgently needed is a code of responsibility for college newspapers. This might well be effected by a self-policing role through a national organization such as your own. Society relies heavily on medical associations and legal associations to exercise an appropriate role in controlling the conduct of their professions; should journalism do any less?

**Francis W. Sargent
Governor of Massachusetts**

State of Wyoming

November 30, 1970

Wyoming has only undergone one real true "test" of reaction to campus unrest and we were lucky enough to have no violence with this incident. My words concerning the influence of college press certainly won't carry the weight or authority of Governors who have undergone the stresses and strains of near gang warfare on their state's campuses.

However, it is apparent to me that the college press most certainly has a tremendous impact on the thinking and actions of today's student. If this press, whatever design it is—booklet, newspaper, etc.—leans toward the radical element, it is most certainly going to be an aid to the radicals.

Also, the fact remains that the college newspaper—at least in many instances—is a tool of learning for most college and university journalism departments. Thus, it seems the main use of the paper should be to build the writer's abilities, teach makeup and layout, and take an honest look at teaching skills necessary to the student when he goes looking for a writing job.

The only recommendation I might have would be that the college press use its editorial ability only on editorial pages and in by-lined material. It seems there are a growing number of publications—I'm speaking here mainly of the college newspaper—using their news columns to influence and slant the campus news. It would appear that the editors would do their most to see that the news is reported as fairly as possible and that "dissent" and "radicalism" should be maintained in their place, and that seems to be the editorial columns. Perspective of the student body and the amount of radicalism and irate dissent should also be obvious to the readers of college publications. Keep the news honest and clear and continue your editorial efforts toward what you believe needs changing.

Sincerely,
Stanley K. Hathaway
Governor of Wyoming

December 1, 1970

Governor Mandel has received your letter of October 26 and has asked that I reply in his behalf.

The Governor is fully aware that some controversy currently surrounds the policies of student publications on the State's college campuses. He is equally firm in his belief that jurisdiction of these publications rests with college governing boards and the administrators. He does not wish to intrude upon their prerogatives in these matters.

However, it is expected that the Maryland General Assembly, which convenes in January, 1971, will consider this issue. Naturally, the Governor would not pre-judge the legislature's deliberations.

We are enclosing a copy of a recent report from a special legislative council committee on student activity fees. This report should give you more background information on the current situation in Maryland.

Sincerely,
Fred H. Spigler, Jr.

State of California

December 23, 1970

You have asked that I speak about the college press and the campus. I would first comment on the press and its role for society as a whole.

If our free society is to continue to function effectively, it is vital that its citizens be informed. This is a first principle. Faced with decisions to make, the majority can be wise only to the degree that the people are given the relevant evidence. That is equally true, of course, in the decision-making by elected representatives.

In society outside the campus, the citizen gains much of his information from newspapers, radio, and television. And several newspapers, radio and television stations are available to him. These sources, along with word-of-mouth communication and past experiences of the individual, have served us well.

On campus, typically, though not always, there is a single student press which alone reports on and editorializes about campus affairs. In the situation of a monopoly press, the responsibility for accuracy, for providing a variety of points of view, and for keeping up with events of interest to students is extremely high.

On many campuses, the student press is financed by a fee collected from all students. On such campuses, it is true that, in order to be a student, one must support the student newspaper. Often, in public institutions, it is the authority of the state which requires student financial support of the student press.

It appears obvious that the student press can do much to educate a student body about important facts and challenges. It is equally obvious that slanted news or a "one-speak" editorial policy by a newspaper which belongs to all of the students can be very damaging to an institution and to its student citizens.

In recent years, there have been outstanding examples of good student journalism and of bad.

There should be no reason why a campus newspaper cannot adopt and maintain standards that are essential in a free society—and by that I mean fairness, objectivity, and a proper balance. When a campus newspaper is unwilling to meet those standards, it has forfeited its right to freedom of the press.

Sincerely,
Ronald Reagan
Governor of California

Report of the Committee on Student Activity Fees

(A Committee of the Maryland State Legislature)

The Committee on Student Activity Fees was created by the Legislative Council to study the allocation and use of student activity fees by the various State colleges and the University of Maryland.

Eight meetings were held during which testimony was received from many groups representing a cross-section of the college campus and the various college administra-

Continued on page 22

A Negative View

By Donald L. Guimary

The original thrust of this article regarding the present and future freedoms of college student publications was intended to be one of cautious optimism. After some reflection, however, and if the past and the present are any guidelines for the future, a pessimistic future would be more realistic than guarded optimism.

This prognosis is offered on the basis of several conclusions. First, if the recent November elections in which conservative candidates proved their popularity offer any insight into public thinking, the results seem to indicate that the public has had enough of so called frivolous spending of public monies. And higher education, student freedoms, and student publications are part of those alleged frills. Legislators and the public do not hesitate to declare open season on higher education.

My second reason for predicting a dim outlook for student publications is based on recent developments at both the community college and four-year institutions. At one of the West Coast's more dynamic and "progressive" community colleges, the journalism department was totally restructured and the journalism instructor was arbitrarily stripped of his advising, lab and lecture duties. He is now teaching fundamentals of writing and speech for vocational students. The concerned instructors were not consulted in the maneuver. Apparently the college executive became disenchanted with the student publications, and appointed a college administrator as the advisor (who did not want the advising position).

Donald L. Guimary is an assistant professor of journalism at Portland State University. His professional work includes stints with the *Red Bluff Daily News* and the *Redding Record-Searchlight* in California, the *Spokane Spokesman-Review* in Washington, and *The Oregonian*. He served as a stringer for UPI and a PR man for Reed College in Portland.

Professor Guimary earned a B.A. and an M.A. in journalism from the University of Oregon where he is now working on the Ph.D. in mass communication in broadcasting.

Another factor helping to explain my glum viewpoint are a set of continuing experiences at a Northwest four-year institution. One would think that most administrators—at least at that level of learning—would be reasonably tolerant of the student press. Yet several assistants to the institutional president have indicated dissatisfaction with the student editors' performances. The administrators subtly implied that they would like to see the editor replaced by the publications committee with one whose views and philosophies coincided with theirs. Fortunately, the committee has ignored those polite hints. But what would happen if such hints became direct administrative pressures and demands, or if the committee members were replaced with those of differing attitudes?

My last explanation involves the temper of the times. Just as the public appears to be dissatisfied with "such goings on" at schools, and have demanded that legislators "crack down" on students, (witness the chancellor's new editorial guidelines imposed by the Board of Regents at UCLA), the student bodies themselves have become vocal and militant in expressing displeasure at the student press. Many student minority groups—the Women's Lib, the Gay Lib, the Jewish Student Union, the Black Student Union, and so forth—have made impossible demands on student editors. In most cases, the complaints of such groups have either been ignored, or journalistic amends have been made. One could argue that student government pressure has always been a threat to student publications. But the pressure seems to intensifying with the times. And one wonders just how long student editors can placate or hold off the demands of those groups, not to mention those of citizens' groups, elected officials, alumni, administrators, and even those of the printers.

The student press seems to be caught on the journalistic horns of dilemma. To compromise is to lose integrity; to remain firm is to invite legal or political repercussions. It is indeed a precarious situation, and one wonders if eventually the position of student editors might become as difficult to fill as those of a college presidency or the dean of students.

As a journalism adviser said not too long ago at an advisers' meeting in California: "Let's face it. We're all sitting on a powder keg waiting to go off." And the likelihood of its going off increases with the unrestricted temper of the times and with the changing vocabulary of the students. Student frustration and its press is in direct proportion with society's frustrations and unhappiness.

At the other extreme, those familiar or sympathetic with the student press nod their heads in silent empathy. They realize that asking perfection which implies such concepts as "responsibility, objectivity, cooperation" from the student press is an impossible request. A Northwest journalism professor has observed: "Expecting perfection from student journalists is like expecting perfection from a student football team."

Frankly, I find the tenor of these remarks distasteful. Yet realistically, I cannot offer any other conclusions. It is almost like watching a Greek tragedy. One can see the protagonists lining up knowing full well what the outcome will be: Further restrictions on college publications at some schools. But at some of the better schools, a movement is taking place to independently incorporate the student newspaper and move off campus—both legally and physically. But in between those extremes, one suspects that the majority of student papers will continue to staff off demands, existing in a "gray" area—as a student vehicle of expression, as an institutional house organ, and as an instructional medium.

Professor Guimary welcomes responses from other observers of the student journalism scene. He writes, "Indeed, I would appreciate any challenge to these negative remarks."

community college review

by Lillian A. Lodge

Assistant Professor of Humanities
Ocean County College, Toms River, N. J.

While enjoying the status of being the fastest-growing segment of the total higher education picture, the more than 1100 two-year or community colleges in the U.S. face challenges that are uniquely stimulating and, at the same time, frustratingly problematical.

This situation is intensified for the two-year college journalism adviser as he often attempts to maintain his sanity while working with a staff that is, because of the "localness" of the college, very involved with outside jobs and home activities, and, concurrently, because of the opportunity of rising to a position of college leadership quickly, very eager.

Since there is, on the average, one community college established every week in the U.S., the demand for the qualified journalism teacher/adviser on this level is greater than in any other educational institution. One of the first concerns of the community college as it is established is to institute campus publications. Very frequently, because there are not enough trained advisers to fill the ever-increasing openings, a member of the faculty who has had no experience in the field is "chosen" to provide the students with guidance in their journalistic endeavors. He attempts to advise the newspaper or yearbook or, in most cases, both publications, in addition to teaching a class load of from 12 to 15 hours, only some of which are journalism courses. For his total services he receives little or no remuneration or released time.

Publications on the two-year college level very frequently are regarded by the administration as public relations vehicles for the college with the community. Since this kind of institution is oriented strongly toward serving the populace of the local area, the publications adviser is often, in addition, reminded that his journalism vehicles must "keep up the image of the college." It is at this juncture that the adviser can encounter the problem of administrative censorship or disapproval when the newspaper prints something which is controversial or which might bring some adverse comment from any element of the community.

Thus the campus newspaper is looked upon by the administration as a means of communicating with and impressing the community, and by the student body as a means of criticizing and commenting upon all those things which seem to represent "the Establishment." Both sides, as well as the faculty, often have no concept of what journalism is or what functions such a campus publication should perform.

This is the problematical situation in which the junior or two-year college journalism adviser finds himself ensconced. And he, in too many such situations, has only one or no journalism courses in the curriculum upon which to build or with which to educate those both on and off the campus as to the ethics and responsibilities of the profession.

A recent survey conducted by the Junior College Journalism Association (an affiliate of the Association for Education in Journalism) among two-year colleges on a

national basis revealed a picture of the average junior college adviser:

He is an individual who "actively" participates in all phases of the campus publication's production, even to one comment, "I live with the students and the paper."

He is an individual who publishes a newspaper twice monthly, reads all copy before it goes to the printer and has no newspaper production courses.

He is an individual who spends five to ten and even more hours per week with advisership.

He is, finally, an individual who teaches 15 hours a week and receives no extra compensation for acting as publications adviser.

An almost complete involvement by the adviser of a two-year publication is necessitated because of the very nature of this educational institution. Since more than half of any publications staff is graduated each year, it is requisite that the journalism teacher/adviser provide the continuity for his publication from one year to the next and that he constantly train a new staff each September since his returning editors are few and are only sophomores. The maximum experience they could possibly have before assuming a position such as editor-in-chief is two semesters, or three for the student who becomes editor in his fourth semester.

The phenomenon of the two-year educational structure places students as freshmen and sophomores in positions of leadership in organizations which normally, on the four-year institution level, would be dominated by juniors and seniors who have more practice and experience for these roles. Community college students in these positions must "grow up more quickly" and exercise judgment and carry out functions, such as editing a newspaper, on limited training and knowledge. This situation requires closer and more constant supervision by the publications adviser than do corresponding roles in four-year institutions.

Another major concern for the adviser involves the lack of time for participation in publications activities due to the commuting nature of community college students. This is precisely what the majority of these institutions are—community colleges, serving the local area and offering no dormitory facilities. This situation produces a student body which, in a majority of cases, works full-time or almost full-time in addition to carrying 16 or more credits per semester.

Family responsibilities also place a demand on the time of a significant number of community college students who are married and have children. Therefore, the publications adviser is often faced with the problem of editors not being able to stay for deadlines or missing meetings because they have to work or go home to cook dinner for their husbands and children.

Thus the two-year adviser must assume a strong position, one that involves him in a total commitment of time and energies in order to produce a quality publication.

These concerns of the community college adviser offer, at the same time, unique challenges—challenges that can produce an educationally significant journalism program and a quality newspaper which provides communication of the most effective kind within the campus community.

The concept of the two-year college resides in its genesis as a trend-setting institution, one which projects new thrusts into the teaching/learning situation. In the newer ones, there are no traditions to emulate, nor stolid rules and regulations to stifle creativity. There is only a broad

base upon which to structure the college of the decade and the courses and programs which it offers.

This concept, combined with the role that the communications media are performing today, evinces one of the most challenging situations possible in education. The cliché "The sky's the limit" is apropos, and the only restriction is the adviser himself.

To successfully meet the challenge he must begin, then, with the realization that journalism is a demanding, exacting profession, and that the same high technical and ethical standards must be achieved by the two-year newspaper staff that are reached by the four-year staff. He must consequently train his staff members in two years to produce the same quality journalistic products as their four-year counterparts learn to do in double the time.

However, inherent in this situation of training students in two years is the educational benefit of the editors receiving intensive experience in journalism and in the assumption of responsibility. And two-year colleges do produce quality publications as a result.

There is no dual standard for journalism: a two-year and a four-year variety. The profession which serves the communications media has a critical responsibility today, for it must, more than ever, truthfully perform its informational and educational objectives. Journalists must be trained to effectively carry out their role in maintaining the integrity of the media on all levels from the most local to the most national. Journalism education, therefore, must be of equal quality, whether it is taught in a two or four-year college.

The adviser, therefore, must have either professional or educational experience in journalism, or both, so that he can instruct students in all aspects of publications production, from writing news to avoiding libel to making up a page to pasting up galleys and reading proofs. He has to begin with the philosophy of letting a student "learn by doing," and put him right to work as a first-week freshman.

One advantage the adviser in a community college appears to have is that trends reveal 25 per cent of the students in a community college are over 21 years of age, with many falling into the over-30 category. Such an element in a student body provides stability, reliability and dedication. The two-year college concept provides opportunity to a large segment of the population of the U.S. which previously could find neither the time nor the money nor the availability of classroom space to seek higher education.

With the growing demand for people in specialized technical fields such as nursing, with the benefits of the GI Bill and the experience of a few years of maturity after high school, and with the increased requests for more education beyond high school in order to effect social change, the two-year college stands as a pace-setting, innovative institution. It provides heterogeneous programs: general education, liberal arts transfer education, technical training, adult or continuing education, and two-year degree programs in numerous curricula. This diversification in educational opportunity brings about a diversified, interested, energetic student body.

Since many will complete their education in two years, they are dedicated and industrious, taking advantage of all available avenues.

Since others are older, they provide a mature, often contrasting, point of view which offers a contemplative, leveling effect to potential controversial situations.

Since many have varied backgrounds before entering college, they represent an educational experience within the framework of an educational institution.

The journalism adviser has the benefit of a staff composed of diversified individuals, many of whom are older with families of their own, and who are eager to take advantage of this educational opportunity and willing to be innovative, imaginative and trend-setting themselves. The community college newspaper has the responsibility to provide leadership on the campus and in the community the college serves, and since the two-year institutions are the schools that are meeting the challenges of the education of the seventies, the junior college newspaper has the additional responsibility to meet the challenge of the vitality of journalism of this decade and to provide change in campus publications throughout the U.S., both in writing and in makeup and design.

Foresight becomes the keynote for the junior college journalism adviser; with a staff reflecting varied ages and experiences, he discovers their willingness to produce a quality publication and their desire to look ahead and experiment with new ideas and new designs.

A final positive factor for junior college journalism is the rising demand for trained journalists on small town and suburban dailies and weeklies, with local radio and television stations and with the increasing number of PR firms. According to the Audit Bureau of Circulations' figures for the past year, the communications media on the local community level have increased their circulation. It is these local newspapers which are turning to the two-year colleges for people to fill slots on their staffs. Because these newspapers cannot obtain four-year journalism school graduates due to such factors as location and salary, they are hiring students as stringers and full-time personnel with only one and two journalism courses as a background.

The community college trains journalists through either two-year degree programs or through several journalism electives and/or newspaper production labs to fill these newspaper positions. Newsmen with two years of college, or less, fill a preponderance of these openings in the local news media.

The journalists going to work for the local papers have, in the majority of instances, received their practical, broadest training through newspaper production labs or in journalism workshop courses offered as part of the two-year college curricula in many institutions. The class, which may be taken by newspaper editors and staff members, offers from one to three credits a semester to students whose primary responsibility is to utilize the journalistic experience they gain through all aspects of school newspaper production as a prime educational instrument.

The course resembles an internship experience carried out both on campus and off campus since most community college newspapers are printed at a local weekly's or daily's office, and the students do their own pasteup and proofing and correction work at the printer. This cooperative situation also enables the establishment of communications with the local media and permits editors to see the quality of the students' journalistic work on their own premises.

The role of the two-year journalism adviser, then, is a challenging one, but it is also one that places responsibilities upon him that are often greater than his normal, full teaching load.

The JCJA has recognized that a great variance exists nationally among junior colleges regarding the workloads of teacher/advisers. It has therefore clarified, in its "Resolution on the Workloads of Junior College Journalism Teachers," adopted unanimously at the JCJA's annual convention, last August, at American University in Washington, D.C., the dual role of the teacher/adviser and has established guidelines as to the "equitable evaluation" of his responsibilities.

The proposals are that:

The combined duties of teacher/advisers shall not exceed the prevailing average teaching load among teachers in other disciplines. For journalism teachers, a 12-hour load should be the maximum.

Advisership to any regularly-issued student publication should be equated as teaching, at least one three-credit hours course a semester (or one two-credit hours course a quarter).

Assigned additional work responsibilities should be equated appropriately in terms of proportional relief in teaching load.

The JCJA contends, "The quality of journalism instruction and of student publications depends on the establishment and acceptance of these guidelines." JCJA, organized in 1968, believes that junior college journalism teachers must have the same working conditions, salary and respect as their four-year academic contemporaries.

Because of the idea of a "junior" college, the two-year institution has suffered a sense of inferiority by implication. The JCJA is working to improve the situation of community college journalism teacher/advisers nationally and to establish effective two-year journalism programs.

Through the exchange of ideas at national and regional conventions and state meetings, the JCJA and NCCPA attempt to provide a forum and means of communication for two-year college publications advisers to discuss mutual problems—and their solutions—and to communicate with their colleagues on the four-year level. By becoming involved in these professional journalism organizations, the adviser takes a positive step in eliciting knowledge and understanding and cooperation to achieve growth toward, as the NCCPA goals state, "elevating standards for the effective guidance of the student press" and obtaining "the best thinking on the many problems of this highly specialized field" and sharing such information.

Since over 25 per cent of the total college population today is attending a two-year or community college, and since the influence of the media in contemporary society has increased, the community college journalism teacher/adviser's challenge lies in responsibly guiding student publications and journalism programs to insure the informational and educational objectives of a free press and a free citizenry. It is these campus publications which will communicate with over two million junior college students and the communities served by their colleges and provide a large percentage of society with an exposure to and an awareness of the high standards and ethical principles inherent in American journalism.

The profession has "come a long way" in the community college. The concerns of the adviser are very real, but, through organizations such as the NCCPA and the JCJA cooperating in national committees and conventions to provide an awareness of these concerns and avenues for their solution, the adviser can effectively meet the unique challenges of the community college publication and the community college journalism program.

book review

Sentiments in favor of peace and preserving the Union were predominant in the Southern newspaper editorials of 1860. Only one year later, headlines screamed for blood. The Civil War may have been inevitable, "but without the press, the task of those who divided the nation would have been infinitely more difficult," Donald E. Reynolds asserts in his new book, *Editors Make War: Southern Newspapers in the Secession Crisis*. The volume was published on December 28, by Vanderbilt University.

A hundred years ago, editorial independence was in its infancy. The 847 papers of the eleven Confederate states were largely dependent on local subscriptions, many of which remained unpaid. In the struggle for printed existence, editors eventually were obliged to "capitalize upon the fears and prejudices of their readers," with reader and journalist mutually inflaming each other.

Reynolds's chief concern is the evolution of newspaper opinion during that fateful year before the war; he has studied hundreds of newspapers (which he lists in a lengthy appendix and bibliography), sifted fact from opinion, polled the editorial reactions, and substantiated his conclusions with an abundance of direct quotations.

Grist for the editorial mill was already present—economic difficulty, vociferous abolitionism, violent verbal and physical encounters in Congress, and the all-pervading fear of miscegenation. Although solidly Democratic, the South was divided on the key issues of the day, with opinions ranging from moderation and optimism for the future, even under "Black Republicanism," to sabre-rattling and actual militancy. The majority of newspaper editors, however, remained cautious until the Democratic party split into three factions and nominated as many presidential candidates. The resulting cleavage in editorial opinion led as far as shooting and dueling among publishers.

Many a trumped-up charge, with Negroes and abolitionists cast as villains, fanned editorial hysteria. White preachers and slaves alike were hanged by "vigilance committees," during a particularly sordid episode in Texas, with some editors approving the deeds. By October 1860 the South was a "morass of fear and hate," and cool editorial examination of the issues was hard to find. Following Lincoln's election, a "weakening of resolve" was apparent even among Southern Unionist papers. Reynolds tells that the "Union's staunchest editorial defenders in the lower South gave up the fight and became fire-eaters themselves with astonishing speed." After South Carolina's secession in December 1860 and the subsequent attack on Fort Sumter, it was no longer physically nor financially safe to express pro-Unionist thoughts.

Glorious editorial predictions for the future of the Confederacy included the annexation of Mexico, Cuba, and Central America. In contrast, some diehard Unionists sold their papers. Some simply collapsed. A few others resisted to the bitter end. In many ways, war was a relief from the mounting pressures, and editors were not immune to regional frenzy; Dr. Reynolds indicates that news from the North was avoided as if it had no bearing elsewhere. "The Agony is Over," one Southern newspaper wrote as the Civil War began. This and other poignant editorial phrases form the unique chapter headings of *Editors Make War*; not the least revealing is "Prejudice has Usurped the Place of Reason."

From Cayuga's Waters to the Yangtze

What college newsmen write about

By Melvin Mencher
Associate Professor,
Graduate School of Journalism
Columbia University.

With the start of a new decade of college journalism there are disturbing signs that the college activist whose indignation and ire fired the columns of the campus newspaper has gone elsewhere. He may be communing with nature in New Mexico or Vermont, selling trinkets on Telegraph Avenue, or turning on in Madison.

The targets of his journalistic predecessors seem no longer worthwhile: A dean's stupidity, a chancellor's authoritarianism, a curriculum's irrelevancy. How measure these against the mindless march to racial polarization, the slaughter in southeast Asia, George Wallace and Strom Thurmond, ABM, FBI, CIA, Commonwealth Ed and Con Ed? Yes, these, too, were once the subject matter for the college journalist aware of the world around him. But editing a college newspaper and writing for it these days, as one bright youngster put it, is "just an exercise in futility."

This is overdrawn. On state college campuses in California, at former teacher-training institutions in the South, and on the proliferating junior college-community college campus everywhere students are publishing newspapers that do confront campus and world issues. The day before yesterday, and in some cases just yesterday, these newspapers were publishing yards of newsprint whose major concern was campus politics, beauty queen elections, and the fate of the football and basketball teams.

There is, in short, no such thing as *the* college press. The 1,500 newspapers differ as widely as their commercial cousins. There is the campus double of the Iowa weekly whose editor is president of the local Chamber of Commerce. And there are college newspapers, like the *Colorado Daily*, with a 25-year history of political intransigence. There are campus underground papers similar to the *Great Speckled Bird* of Atlanta, and papers of such impeccable objectivity as to make the editors of *The New York Times* wonder what they hath wrought.

Despite these active and forceful newspapers, it is obvious that the campus press is not exempt from the general malaise that afflicts college youth.

This article is adapted from *The College Press Handbook*, a guide to the publication of college newspapers that Professor Mencher is completing. He invites comments on the article and inquiries about the handbook.

A sense of powerlessness affects all of us, and the young are always the most victimized. The college journalist is particularly subject to this feeling of hopelessness, for he always thinks of himself as the pioneer setting forth to tame the wilderness, hacking his way through areas few have essayed.

Some knowledge of the history of the college press might give him courage.

The better college newspapers have been in the forefront of reportorial and editorial activity over the past 25 years. By this I mean that the college newspaper has shown the way to other journalistic enterprises in such fields as civil rights, foreign affairs, and—obviously—education.

The concerns of the college press following World War II can be placed in four major categories:

DISCRIMINATION: With the return of World War II veterans, campus newspapers became concerned with discrimination against Negroes, Orientals, Jews and Spanish-speaking students who were blackballed from fraternity and sorority membership. As the civil rights movement widened and the confrontations between whites and blacks increased, student newsmen broadened their concern to discrimination in admissions, housing and athletics. This was the intermediate step on the way toward an examination of discrimination in the community and the country. In the 1960s a different kind of discrimination was scrutinized by the campus press, that of the educational institution against the student as student.

FOREIGN AFFAIRS: Student editors urged the recognition of Red China and fair play for Castro's Cuba. But the war in Vietnam engaged them as no other international issue had, partially because of student involvement with the draft. By 1969 on most campuses the editors had won support of a majority of their readers for a negotiated peace or complete withdrawal. In 1970, as the new decade began, the campus newspaper generalized about involvements of the United States abroad. As their teachers reconsidered the causes of World War II and the image of the United States as the world's conscience began to fade under the barrage of this new scholarship, editors increasingly condemned foreign involvement. They grouped this country's treatment of its blacks and poor with its foreign policy, describing both as colonialism.

POLITICS: As had been true for decades, the college editors of the post-war years took political positions to

"Editors found fraternal system repugnant"

the left of their readers. The emergence in the 1950s of McCarthyism, and the development of right-wing organizations such as the John Birch Society, spurred campus newsmen to a more penetrating analysis of political life in the United States. As their examination delved deeper, their editorials moved from analyses rooted in partisan politics to attacks on the political system itself. Whereas, in the 1950s an editor could support Adlai Stevenson as the candidate who eloquently gave voice to the aspirations of liberals, his younger brother—now the editor in 1968—saw no difference between Richard Nixon and Hubert Humphrey. Indeed, several editors of Ivy League newspapers endorsed Eldridge Cleaver, a black militant, to demonstrate their revulsion from politics-as-usual. This increasing radicalism caused further attacks on the campus press, and these attacks, in turn, led to more willingness of the university-supported newspaper to give space to conservative points of view. (The role the college newspaper saw for itself was at the polar end from that of the commercial press, which takes a conservative point of view and often must be bent over backward to give attention to the dissidents.) The recognition of the complexity of political issues has had unforeseen results. For example: Some universities support more than one newspaper in order to give students a wide perspective of the news.

EDUCATION: A new awareness of the university as a social institution moved through the newsrooms of college newspapers. This was partly the result of the Berkeley demonstrations of 1964. Long accustomed to dismissing students' lack of interest in their education with the word "apathy," student newsmen began to look more deeply at the dehumanizing influences on the campus and the quality of the education offered them. Unable to move the institution, newsmen and activist students joined to seek more power for students. In the late 1960s this theme received major attention from the country's college editors.

The activism of the college press did not begin in 1945. Social concerns, particularly pacifism, were discussed by the student press of the 1930s. But the end of World War II does mark the start of a broader movement of socially-concerned student journalism on the country's campuses.

At that time, when campuses were flooded with older students, many questions were asked for the first time. Why, asked some of the veterans, does the college permit a social system to exist on the campus whose membership is based on the exclusion of Jews, Negroes and Orientals? Heretofore, the fraternity and sorority system had been as much an unquestioned part of campus life as the bell tower.

Editors reflecting this new scrutiny of the fraternal system found it repugnant. They condemned the local fraternities, their national organizations, and often assailed administrators and trustees who were reluctant to act. The editors thought that in a community of intelligent men and women such obviously undemocratic institutions would fall of their own weight when the truth was pointed out. They soon lost their naivete. They learned an important fact of life on the campus that college students seem to have to re-learn every few years.

This reality is that the institution has important constituents other than students. Editors, then their readers, began to be educated to the existence of alumni groups, donors, trustees, politicians, and regents.

Even when the university adopted a policy requiring fraternal groups to drop exclusionary clauses, groups continued to practice discrimination, as the University of Michigan *Daily* pointed out in 1968. In an editorial, the *Daily* recalled that a Negro woman student had almost made it through the process three years before only to be rejected at the last step of the selection system.

The editorial brought forth a letter to the editor from a member of Sigma Kappa who gave the *Daily* an insight into the influence of the national alumnae organization, which had fought against racially mixed sororities. The local sororities, she wrote, will not act because of money:

If we are truly interested in revitalizing both our membership lists and our position on campus, then, as you query, why don't we simply tell our nationals to go to blazes over the issue of binding recommendations? It is because they control the purse strings. The question in our minds is how far down the road toward autonomy in the selection process can we go before our national hierarchies disown us, thereby jerking the economic props from under us—the props which pay for mortgages, costly maintenance and repair bills, etc.? In that event, who is going to help us stay financially above the water? President Fleming and SGC say they are behind us, but will they assume our debts?

(The college editor knows that one of the best read staples in his newspaper is the letters column, and he will nag groups and organizations in his editorials to bring about revealing replies such as the one above.)

For the many newspapers that had emphasized campus concerns, the transition from fraternity and housing discrimination on the campus to discrimination in the community was natural.

Some newspapers moved more slowly than others. The newspapers that practiced event-oriented journalism were restricted in their handling of the Negro Revolution because of the scarcity of Negro organizations and spokesmen on the campus and in the community whose activities and statements could become the basis of news.

Editors of the newspapers that tried to cope with the limitations of objective journalism in the 1950s recall giving large amounts of space to the activities of the small, almost all-white campus civil rights groups when they protested discrimination on and off the campus. They conceded that in terms of the standard news criteria, the basketball game might have been more newsworthy. But they reasoned that in long-range importance to the campus and to the nation, there was no question that these small, nascent groups were the vanguard of a vast social movement. In this realization, the college press understood better than the commercial press other criteria for judging news, its predictive and social values.

Perhaps the most distinguished service the campus press has rendered over the past 15 years has been in civil rights. Ten years before the Report of the National Advisory Commission of Civil Disorders, several student newspapers led their communities toward the realization that the nation's most important domestic issue is the Negro Revolution.

The *Davidsonian* at Davidson College in North Carolina often spoke for reason and understanding in racial matters. The newspaper's handling of the issue is credited with having had considerable influence on the decision of the Board of Trustees to lift racial barriers to enrollment.

The anti-segregation positions of some Southern student newspapers have led to violent reaction on the campuses. Crosses were burned on the lawns of houses occupied by Melvin Meyer when he was editor of the

Crimson-White at the University of Alabama and of James R. Bullington when he was editor of the *Plainsman* at Auburn.

A front page editorial on race by Bullington that appeared in 1961 was published at the time the legislature was considering the school's budget. Bullington said he was told that unless the university did something about "that nigger lover" its appropriation would be cut. The Board of Student Publications reprimanded Bullington and told him that thereafter he was to consult with the dean of student affairs on controversial editorials. Bullington replied with an editorial stating he had no intention of consulting with the dean, and he served out his year as editor without submitting to censorship.

Few commercial newspapers in the late '50s and early '60s sent reporters up five flights into the kitchens of Negro families, into Negro churches, to the street corners where unemployed men stood the day long. Consequently, most white readers knew little of their fellow townsmen.

But college newspaper reporters were looking hard at race. In 1960, Fred L. Zimmerman, then a 20-year-old reporter for the University *Daily Kansan*, wrote a story that began:

I sat down with a Negro yesterday and asked him how it feels to be a black man in America.

His answers took me inside a world I had never seen—the world of rejection and bitterness where Negroes live.

(Zimmerman had decided to interview a Negro student, Moses Gunn, to try to describe for white students the effects of discrimination.)

"I always feel this racial stigma," he said. "I can't get away from it.

"For instance, I'll be out with a couple of white friends and they'll say, "Let's go down to (name of a Lawrence restaurant) and get a beer.

"When I hear that I get quiet, real quiet. Because I've never been there. Maybe I could get in. I don't know. But there are just certain places I stay away from."

The story was submitted in a national contest for student newsmen. A judge, the editor of a Los Angeles newspaper, one of the country's largest, said Zimmerman's story astounded him. He had never seen a piece quite like it in 40 years of newspapering. Yet, there are 100,000 Negroes in the area the editor's newspaper serves. A few years later some of them let the world know of their existence. Blacks finally made Los Angeles newspaper headlines via Watts.

For years Prince Edward County in Virginia was a symbol of massive resistance to integration in the South.

In 1957, the county abolished public education rather than submit to a Federal Court order requiring the admission of Negroes to the white public schools. It resisted even after the courts intervened in 1961.

In 1963, federal and state aid made it possible for Negroes to attend school again. All other public facilities remained segregated. The twice-weekly commercial newspaper endorsed this resistance.

In October of that year, the 21-year-old editor of *The Rotunda*, the campus newspaper at Longwood College, a state teachers college for white women in Farmville, wrote an editorial urging the 1,400 students at Longwood to sign a petition asking the manager of the town's only movie theater to admit Negroes.

The editor, Donna Mae Humphlett, showed the editorial to the president because she realized it was controversial.

She was told to revise it. Instead, two columns of white space appeared on the editorial page, and centered in bold face type was this:

This space which usually contains the editorial is blank for two reasons:

(1) The tone of the editorial which was to appear here was considered by the administration to be too antagonistic for publication.

(2) The blank space is to remind us that an unsolved social problem exists and will continue to exist until we find a satisfactory solution to it. Such a solution can come about only through the combined efforts of the groups who have created it. May we be willing to put forth that effort.

Four years later, in April, 1967, three other colleges in Virginia joined to condemn the commercial newspapers in the area, the *Lynchburg News* and *Daily Advance*. Sweet Briar, Randolph-Macon and Lynchburg colleges accused the newspapers, both owned by the family of the late Senator Carter Glass, of irresponsibility, particularly in their reporting of the activities of blacks.

"Negro students at area colleges have not received equal consideration from the papers," the editorial stated. "Lynchburg area students entering local colleges are usually given recognition, but if the student is Negro, his name is omitted. Any honors which come to Negro students are seldom, if ever, reported."

Melinda Jane Brown, editor of the *Sweet Briar News* said that the newspapers "hold the Negro population up to ridicule and humiliation.

"Idealistic as it sounds," she continued, "I really think the newspapers in the United States were meant to express worthier opinions—and if the Lynchburg newspapers won't fulfill these obligations, then we'll try to the best of our abilities."

A week later, 70 of Lynchburg's most prominent citizens wrote an open letter condemning the town's newspaper for causing bitterness and frustration among Negroes by "repeated indignities."

The stories that the college press published in this period were examples of superior journalism. For the first time, many readers outside the South could feel the erosion of dignity for the black. The reporters told the story simply. Much of it was first-hand reporting. Few reporters for the wire services or commercial newspapers lived through the story as did these college students.

A midwestern college editor who went to Mississippi one summer described his night of terror when he rode from one town to another in a car driven by a black. He was told that if he, a white, were seen in the automobile there might be trouble. His driver told him to lie down, put a rug over him, and nudged a revolver into his hand.

College journalists saw the faces of the south. Rick Mabbutt, former editor of the University *Daily Kansan*, described them as he saw them. "One was white and twisted with fear, prejudice and hate; the other face was black and filled with pity, dignity, and courage," he wrote.

Little wonder that when they returned to the campus they yearned to tell the story. On some campuses the telling had local implications and friction developed with newspaper advisers and administrators.

Obsessed with the injustices they had seen, student reporters poked into the corners of the college town and found discrimination in employment and saw merchants profiteering on the poor.

The ability of the journalist to anticipate the overt event and to conceptualize from shreds of evidence, is the divid-

"Editors critical of Vietnam war effort"

ing line between hack and professional. The handling of the Vietnam war by the college press shows that it was aware of the press's responsibility to do more than to print what a news agency reported.

The college press added a dimension to its coverage of the war: It described the consequences to the United States of a full-scale military campaign against a small country in an undeclared war. Some editors asked whether there is not some quality of 1984 about a society that can read in newspapers and watch on television napalm bombing and a Green Bay Packers football game with the same interest and concern. They also wondered about the use of the university to support the military.

In 1965, the *Daily Pennsylvanian* in a series of articles examined research for the military that was being conducted on its campus. Following the arduously-researched series, the faculty senate voted to end the university's relationship with such projects. Other newspapers looked into the laboratories, too. Some projects were closed to the press. But by prying, questioning, and closely scrutinizing budgets, such newspapers as the *Michigan Daily* were able to find close university links with the military. On some campuses, the pressure from faculty and students led to an end to such secret research.

By no means did this indicate that most of the students supported the termination of these contracts. In a referendum conducted on the University of Michigan campus in 1968, the majority of students were opposed to the withdrawal of the university from the Institute for Defense Analyses and an end to classified research.

The war in Vietnam also brought to the surface an issue that the college press had ignored for almost a decade—the linking of dissidence with Communism.

College editors have long argued for the place in society of the dissenter. In fact, a few newspapers, notably the *University of Colorado Daily*, have been published in the belief that the newspaper itself must be a source of dissidence on the campus or the university will become mired in the mindlessness of the majority.

The attempt by politicians to link opposition to the Vietnam war with Communism brought angry retorts from most editors. They found similarities between the mid-1960s and the era of McCarthyism a decade before.

The damage McCarthyism wreaked on the campus would seem to be sharp in the memories of academicians. Yet administrators who cooperated with the House Committee on Un-American Activities and other congressional committees in their search for dissent on the campus had to be reminded of the past by the student press. Several universities had made available to the committees names of student and faculty members of the W. E. DuBois clubs, Students for a Democratic Society, the Committee to Aid the Vietnamese People, and those who had participated in campus demonstrations in 1968 and 1969.

The unwillingness of some editors to see their schools become part of the "military-industrial complex" that former President Eisenhower described on leaving office in 1961 was one of the reasons editors opened the columns of their editorial pages to the so-called alienated, the new wave of young critics whose aims were not limited to solving particular problems but whose target is society as a whole.

These columnists caused trouble, for they reject the

values, the culture and the traditions of society. Often the authors were likened to Communists by fellow students, by alumni, legislators and others on and off the campus.

The nation's international commitments and the cold war tended to preoccupy editors through the immediate post-war years and the 1950s, the years of the Silent Generation. But the election of John F. Kennedy and the surge of the radical right brought politics back to the pages of the college press.

Editors liked the youthful President's style, in marked contrast later to their suspicion of the older Lyndon Johnson. And they saw in the emergence of such groups as the John Birch Society and the right-wing Republicans who captured the party for Barry Goldwater a threat to the orderly liberalization of both parties.

Unlike activist editors of the 1930s, who believed a drastic social revolution was necessary, most editors of the 1950s and 1960s were liberal-intellectual gradualists. Editors of a generation ago might have categorized the Birch Society as fascistic. But the editors of the '60s leaned to psychological explanations of the Society's concern with Communism.

The *College Times*, a triweekly at the California State College at Los Angeles, deep in Birch country, had been attacking the John Birch Society. It had, nevertheless, carried a long piece by a sophomore major in government defending the Society. (The editor of depression days probably did not conceive of his newspaper as serving the forum function.)

The *Times* received a letter from John H. Rousselot, director of public relations of the Society, in April, 1965, threatening "appropriate legal action" unless the *College Times* retracted the implication of a cartoon that, he said, "clearly depicts Robert Welch and the John Birch Society as members of the Communist conspiracy."

The newspaper replied with a long editorial that concluded:

For in the final analysis, the Birchers are frightened—not by communism—but by anything they find unpleasant. Their reality is so structured that anything new or threatening is, ipso facto, a communist plot. Anything that ripples the tranquil waters of vegetable minds is a Red menace.

This structuring of reality may fulfill some very real psychological needs but its usefulness in combating contemporary problems, is, to say the least, limited.

For these reasons, the *College Times* will print no retractions as demanded. We might consider it though, if Mr. Welch ever retracts his statements on General Eisenhower.

Despite the warnings of the Senate Internal Security Subcommittee that communists are subverting college youth, editors consider Communism as irrelevant as Fabian Socialism. Whereas most editors of 25 years ago were fiercely anti-Stalinist or were involved in Trotskyite-Stalinist debates, editors now have a much broader view of political affairs. The presence of Communists in the New Left bothers few of the editors who take politics seriously. The enemy, as they define him, came not from the left but from the right. (Indeed, as the nation's commitments in Asia widened, and as there seemed no solution to the problems of race and class, the enemy seemed more like mom and dad, those pleasant middle-class men and women who are unwilling to consider the assertions of their children that the system no longer works.)

The claim on the staff's time and the paper's space of

off-campus matters—civil rights, foreign affairs, and politics—meant less time could be devoted to campus matters. In the mid-1960s Berkeley revealed the depth of alienation of students from their schools, and for a time student editors concentrated on bringing about changes on their campuses.

Students are familiar with the studies that indicate that few, if any, schools measure up to the expectations of high school seniors. If they do not know of these studies, students do know from their own experience that they anticipated much more from academic and extracurricular activities than they discovered on their campuses. But they have not accepted the tedium of college life. They are serious about wanting to improve the quality of education they are receiving to the point of ridding the campus of poor teachers and unresponsive, inflexible administrators. Some of them are challenging ages-old assumptions that teachers are needed to lecture, that grades are meaningful, that the administrative machinery need be complex.

Leading the call for re-examination were a score of editors around the country. Phil Semas, the editor of the University of Oregon *Daily Emerald* in 1966-67 expressed these sentiments in an editorial that began:

What's a university for?

It's supposed to impart knowledge, to educate people. But that's only part of the job. A university also shapes men's minds. A good teacher will tell you he tries to give his students a critical view of the world. He wants to give them a frame of reference in which to look at society.

That second function of the university is probably its most important one. For in that way it is shaping the minds of men, men, who will be the leaders of society. The university thus shapes the society, too. And if it is shaping society then something must be wrong with the modern university, because the society is a mess.

That's the way many students see the colleges and universities they go to. And they don't like it. They want change in the university because they hope it can change men's minds, and by changing men's minds, change society . . .

Students have the power to change their universities. Ever since Berkeley, administrators and even many faculty members on a lot of campuses live in fear that their campus will be the next Berkeley. Students can use that fear to bring about many of the changes they want. They can hold that threat over the school's head. It's coercion, plain and simple, but it will work at a lot of colleges.

There's a danger though. Administrators and faculty often give students half-a-loaf, figuring that it will satisfy them. All too often it does. Students must learn that one or two students on a few faculty committees is not enough. If that's all the students have, then faculty and administration still have control. Students must ask for more. They must stay outside the power structure of the university and set up their own groups to come up with their own proposals for change and then take these proposals to the people who can make the changes. And then they must use every means they have—including riots and demonstrations—to get those changes made.

What kind of changes? Changes that will make the university a place where teachers ask basic

questions about society and get the students asking the same questions. Only when a university becomes really concerned with the problems of the society can it begin to change the society.

It's naive to think that all this can change society overnight—or even ever.

But we can begin.

The students who examined their institutions carried the student press into a new era, one that obviously led to greater conflict with most administrators, for now the criticism became explicit, direct, and unstinting.

At a series of regional seminars in 1965 and 1966, the United States Student Press Association spread the word that it is the responsibility of the student press to assess the education students are being given. Some student journalists were shocked by the idea that they have an obligation to examine critically their teachers and administrators. Even those who were not disturbed by the concept found the job of making their educators accountable a tremendously difficult journalistic task.

"We know that some teachers can't or don't teach," said one student at a seminar in Michigan. "But how can we prove this?"

A sociologist on a panel suggested we send reporters into classrooms. He also urged them to adopt faculty evaluation sheets.

At a journalism conference in Berkeley, students were told to press for an education that recognizes the close relationship between the university and society. Learning would take place in the city council chambers and the streets and alleys of the society as well as in classrooms and libraries. Instead of being handed problems, the student would go out to discover them and to solve them.

"We want an educational system that will produce people who see the life of the mind as directly relevant to the immediate world," he said. "Students in sociology could organize a course or their semester's work around work in the ghetto."

This was heady stuff for most of the student participants, and some objected violently. It was obvious, however, that several would bring their intransigence to bear on the framework of their institutions.

It was just as obvious that students would have to tread carefully, and to take on tasks they were equipped to perform. Although at Harvard and Yale, the *Crimson* and *Daily News* staffs evaluate the faculty in annual guides to undergraduate courses that are institutions on these campuses, elsewhere faculty evaluations have led to trouble for the college press. At the Bernard M. Baruch School of Business and Public Administration, the City College of New York, the editors withdrew hundreds of uncirculated copies of the newspaper containing faculty evaluations when they were warned some of the evaluations of the faculty might be libelous. The libel was doubtful, but there was no question of the tone of the comments that led to the threats of libel suits:

His lessons are completely unorganized. He spends class time rambling on about numerous irrelevant subjects.

Very few principles are developed; homework is not gone over and the class achieves new heights in boredom.

His delivery of the material is poor and he is often inaudible.

The evaluations nettled school officials, and there was even talk of disciplinary action. The editors said they were dropping the project, for good.

"Editors also criticize university architecture"

Student journalists found the educational establishment as sensitive as a Bessemer converter, and they felt it their duty to give the institution a good whacking now and then to put some life into the machine.

They did this by setting up conflicts on the campus, and they kept those conflicts bubbling along: Student against administrator; administrator against faculty member; faculty member against the trustees; everyone against the Legislature. (This nurturing of conflict probably accounts for the "negative" content in student newspapers that many administrators find so disagreeable.)

Administrators, many faculty members, and advisers are infuriated by the Napoleonic complex that makes editors take on the symbols of power without even being asked into the antechamber. They read their campus newspaper and have a vague feeling that someone is nudging their backsides.

For example:

Editors have become critics of architecture. Unlike administrators, most of whom are thankful for any kind of new structure, regardless of color, shape, building material, or esthetic appeal, student newsmen are examining critically the buildings they will occupy.

Students at the State University of New York at Stony Brook condemn with regularity the red-brick buildings that appear to be 1945 Army barrack style. At the University of Kansas when Fraser Hall, the old landmark building, was to make way for a jim-dandy new structure, the student editors were appalled by the plans and said so.

A former editor of the newspaper at Monmouth College saw the plans for new buildings and wrote that he found them "outstandingly ugly and stupidly designed."

On the day a new building at an Eastern college was formally dedicated, with the million-dollar donor in attendance, the college newspaper carried an editorial calling attention to the architectural anonymity of the structure.

Editors also want students to be consulted on the selection of commencement speakers and the awarding of honorary degrees.

At the University of Utah, an editor wrote a strongly worded editorial criticizing one of the recipients of an honorary degree. "Mere success in business is not criteria enough for this honor," he wrote.

At New York University, the newspaper sought to have the administration consult students on the selection of speakers at commencement. This action, and others like it was the outgrowth of the queasiness some students and faculty members felt in 1966 when members of the Johnson administration received honorary degrees at NYU, Amherst, and Brandeis.

But the prize for precision goes to the newspaper at a New York private college that headlined the list of those to receive honorary degrees:

UNIVERSITY HONORS CASH

As they looked about them on the campus, editors saw students spinning out their college careers walking from their dormitories to classrooms to the field-house to the student union to the dormitories to classrooms . . . as though mesmerized. Apathy, the editors said, and looked elsewhere for news. When student editors attempted to rally readers to some cause, they mounted their campaigns

with the taste of failure on their tongues and despair in their fingertips.

Breaking through to students was an impossible task, many editors decided, and so they surrendered most of the students to hamburger haven and the upper reaches of the fieldhouse. They wrote for themselves and their cliques. Instead of being outraged as well as appalled by the trudging students, student journalists copped out.

They did not ask why students sat silently in class instead of participating.

Now that many of them are gone from the college newsrooms, they realize they failed to ask the right questions, and without this a journalist is worthless.

A former editor of the Antioch newspaper said sadly, "What was going on in the classroom? We didn't bother to find out."

The former editor of the *Leader* at the State University College at Fredonia, New York, put it this way:

"I would have liked to have had the paper cover more of the students' lives behind the scenes, where they become human beings who laugh and cry and love and hate, who see life in a special perspective."

A former editor of the Yale *Daily News* said he had failed to make "a careful assessment of the so-called 'Silent Generation' of which we were a part."

There are many reasons editors ignored their campuses and their fellow students in the 1950s and early 1960s. One is the obvious limitation of space. Not everything can be published, and as costs of production climbed student business managers had to seek more advertising. Routine campus news had to make way for national and international news coming in on the news wires that students were using to give their newspapers a professional tone.

Another reason for the drift away from campus news stems from the desire of editors to use their papers as countervailing influences to the commercial press. While commercial newspapers were flailing the bearded peril, Fidel Castro; were warning about a resurgence of the Yellow Peril, Mao Tse-Tung, and were calling for further escalation in Vietnam, some college editors saw themselves as the only voices of reason in an otherwise senseless and dangerous cacaphony.

College newspapers also found it easier to editorialize about Lyndon Johnson's and Richard Nixon's problems than to launch a series on tenure. The former requires little more than the ability to handle scissors to cull the *New Republic*, *Commentary* and *The New York Times* News of the Week in Review—a two-hour job. A campus series takes time and talent, and most college newspapers are short on both.

Probably the reason for the lack of campus coverage is that students do not like to write news stories. They fear, or cannot cope with, the discipline required of the news writer.

Unlike the column, editorial or feature, which they believe follow no set form, student newsmen find the news story difficult to handle. They struggle to locate the lead, worry over holding it to less than five lines of print and battle their proclivity to prolixity. The form is too formal, too rigid for self-expression. (Some of this fear is the consequence of unimaginative instruction in journalism schools.)

In his study of 128 student journalists at a national conference sponsored by the United States Student Press Association, Neal Johnston asked the students for their favorite assignment. The students were not tyros. They

Continued on page 18

16th Annual Meeting

NCCPA Meets in Minneapolis

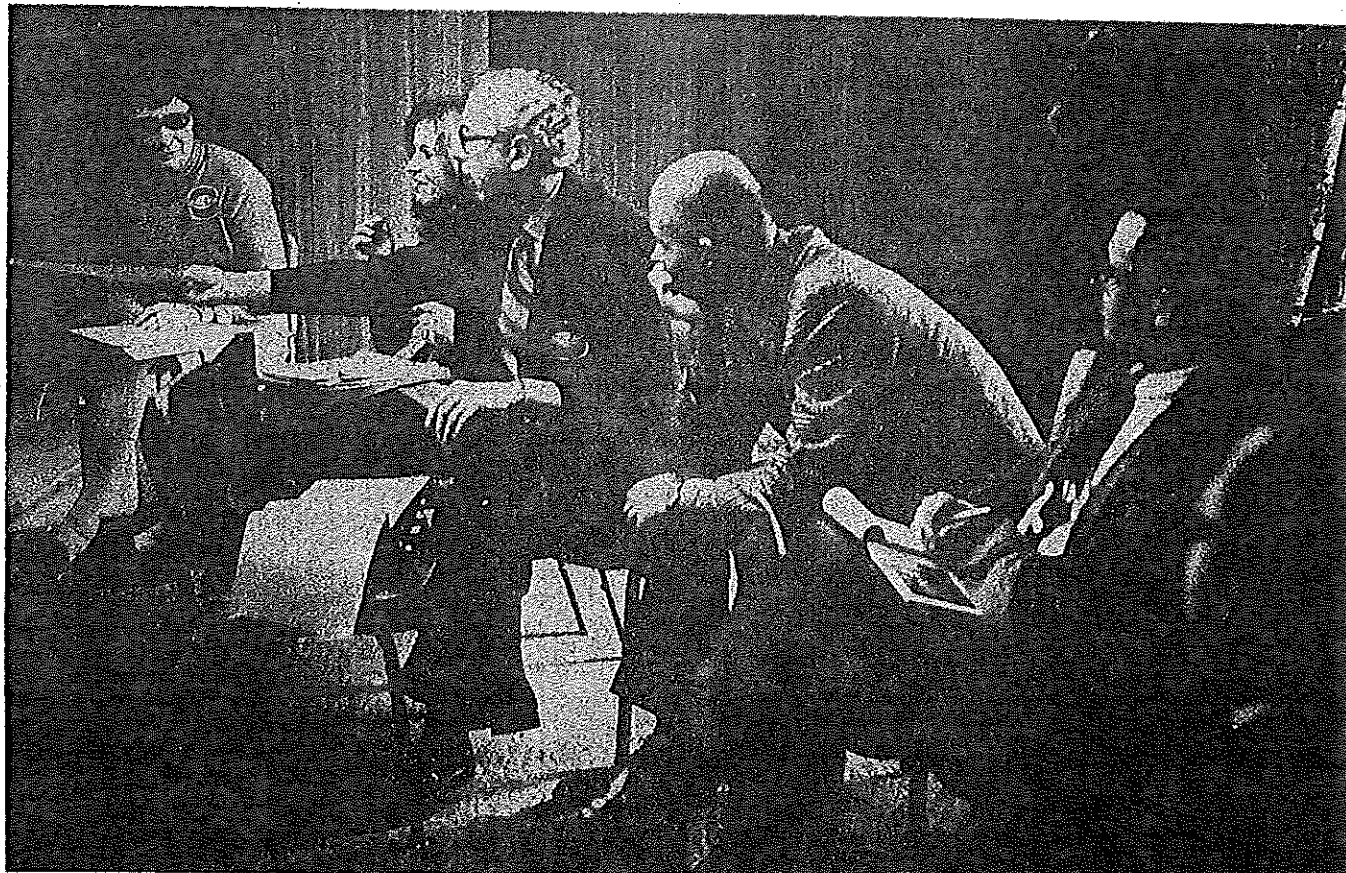
National Council of College Publication Advisers
Minutes of Annual Business meeting, Nov. 7, 1970
Hotel Leamington
Minneapolis, Minn.

Reid Montgomery, president, was in charge of the sixteenth annual meeting. A wire from First Vice-President Donald Feltner explained his absence (a movie of EKV being made that week end). Concern was expressed over Arthur Sanderson's absence caused by ill health. Members were unanimous in desiring that best wishes be forwarded to him.

In the absence of Bill Click, awards chairman, Reid Montgomery announced awards. Life memberships went to those retiring from active advising and teaching: Leonard Pearson, Indiana Central College; Dorothy D. Greer, Washburn University; Sister Margaret Agnes, Mt. St. Joseph; and Wally Frederick, U. of Calif. at Berkeley. On the Honor Roll: Dario Politella, U. of Massachusetts;

E. L. Woodson, Oklahoma State; Donald Feltner, Eastern Ky. University; Hugh McLaughlin, Mesa; Sister Margaret Agnes, Mt. St. Joseph; Warren Mack, De Anza College. Distinguished Advisers:

- (1) Miss Barbara Garfunkel, Miami-Dade Junior College, newspaper adviser in two-year colleges.
- (2) Manion Rice, Southern Illinois University, yearbook adviser in universities and colleges.
- (3) Harry E. Morris, Univ. of Calif. at Los Angeles, business adviser.
- (4) Herman A. Estrin, Newark College of Engineering, newspaper adviser in colleges and universities.
- (5) N. S. Patterson, National School Yearbook Association, service award.



Dr. John A. Boyd, executive director of NCCPA, gives some data to members attending an organization meeting of district directors and

state chairmen. Chairing this meeting was Lillian Lodge, newly appointed Vice-President for District Affairs, who is sitting next to Dr. Boyd.

The business meeting included the following reports:

- (1) John Boyd—treasurer's report
Total 1969-70 Expenditures—\$6546.98
Cash Balance on Hand Nov. 1, 1970—\$6446.36
- (2) Manion Rice—placement bureau
16 persons sought positions
20 institutions sought applicants
- (3) *Roll Call*, edited by Liz Barnes, published by Taylor, distributed at the meeting free of charge to all advisers.
- (4) Shirley Quate, chairman of the *ad hoc* membership committee, with Liz Barnes and Wilbur Kamrath, reported:
 - (a) That regular membership in the Council includes voting privileges and is expressly limited to dues-paying, official academic advisers of junior college, college and university publications;
 - (b) That associate membership in the Council is restricted to dues-paying, non-voting individuals and firms who are professionally associated with junior college, college and university publications, and who support and encourage the perpetuation of responsible journalism and standards of excellence in collegiate publications;
 - (c) That honorary members are non-voting, non dues-paying individuals selected by the Council in recognition of their significant contributions to journalism and collegiate publications.
- (5) Merwin Fairbanks, second vice president, reported concerning the establishment of a foundation, pointing out that such is tax free, can be headquartered anywhere in the country, saves money on postage. The question arose as to why NCCPA does not apply for tax-free status. Elwood C. Karwand of Wisconsin State, Eau Claire, was added to the committee.
- (6) Glen Kleine, editor, *College Press Review*, who recently replaced Arthur Sanderson, announced that he will put out two issues this year after Sanderson gets the first out; it was reported as being ready for the printer. Kleine plans a special issue on photography in the college press.
- (7) George Crutchfield, director of research, reported on a survey of advisers as to activity preference.
- (8) George Evans, innovations chairman, reported on a membership survey his committee conducted in spring, 1970.
- (9) Lillian Lodge, vice president for district affairs, named new and presently active district chairmen. She suggested that the organization work through states and districts to establish a National Newspaper Week during the last weekend in April. This suggestion was unanimously approved.
- (10) Dario Politella reported concerning the Commission on Freedoms for 1970, the 1970 *Directory of the College Student Press in America*, the 1970 John Hancock Award (Charles H. Moore, student editor of *The Ibis*, Lindenwood College, St. Charles, Mo.), "seminar abroad 1970" and "summer workshop" committee.

Included in new business was a suggestion from T. P. Elliott-Smith that NCCPA established an "Advisers' Anonymous" composed of members active in the district or state who would be available for consultation. The matter was referred to the executive committee for implementation.

College newsmen write

Continued from page 16

averaged 2.5 to three years of student newspaper experience. Their replies:

News feature	35 per cent
Editorials	18 per cent
Features	17 per cent
Straight News	11 per cent
Sports	10 per cent
Reviews	6 per cent

Another factor is at work in this list of preferences. Status on the campus comes from features, columns, and editorials, rarely from news stories.

It is true that the years since World War II have seen the development of a variety of journalistic techniques that depart from the journalistic verities of objective, non-involved treatment of the news event. Campus journalists have been—again—in the forefront of this movement toward journalistic freedom. Students who defend this new kind of journalism, now seen at its extreme in the underground newspapers on and off campus, argue that intuition, sentiment, and poetic insight—even fiction—can take readers to the truth faster and with greater penetration than can standard journalistic techniques.

Through the past 25 years this sense of involvement has been the cause of unhappiness, even fear, among administrators of colleges and universities. Some administrators have struck back, and this state of tension between the student journalist and the administrator has been a continuing, common element.

The examples are too numerous to mention. A few: The president of the University of Florida fires the editor of the *Alligator* because the contents of the newspaper were "out of balance." At Ohio State, the concern of *Lantern* editors for "causes" rather than objective campus news coverage leads to years of strain between the newspaper and the administration, with the school of journalism caught between. The *Daily Kansan* and a chancellor eye each other like scrapping pups, the newspaper accusing the chancellor of moving too slowly in civil rights, the chancellor asking for "normal news coverage."

At Texas A&M University, the president's opposition to an editor who sought to represent the new kind of non-military student the former military school was attracting results in the editor's dismissal and the takeover of the newspaper by the University's public relations apparatus. At a Southern University, the editor is dismissed and his scholarship revoked when he publishes an editorial critical of southern ways of thinking. Significantly, at Texas A&M and the Southern school, the dismissals were manifestations of deep-seated problems. An atmosphere of authoritarianism permeated both institutions, and it is not surprising that both are listed among the few institutions censured by the American Association of University Professors.

These examples from the past are a scattering of foam from an ocean of discontent. It seems today that the great tragedy of the period was not so much that the tension existed—for that is a natural state of affairs between the journalist and his sources. The tragedy lies in the posture of administrators and faculty members—defensive and deaf.

Had they heeded the pleas of campus journalists over the past 25 years the university might not now be wondering about its survival.

Legal review

By John Behrens
Curator

Student Press in America Archives
Utica College of Syracuse University

Not long ago, I received a postcard from a junior college newspaper adviser who asked a question that I'd forgotten about in my zeal to gather data for the Student Press in America Archives. "This sounds like a good thing," he wrote, "but what is it and how can I use it?"

I'm sure there are others who, while they've asked themselves the same question, simply haven't written. Consequently, I'm going to use this first column about the archives to explain its purpose and possible uses.

The archives was established two years ago when Dr. Dario Politella, then president of the NCCPA, appointed me curator of a repository for materials dealing with freedoms and responsibilities of the college student press in the Northeast quadrant. It was assumed that at least three other quadrants would be formed. As the Northeast repository took shape, however, we began receiving materials from all 50 states. Last year, in an attempt to simplify and centralize, I was asked to continue my work on student press cases and, thanks to the help of Reid Montgomery, Lillian Lodge, Glen Kleine, John Boyd and Art Sanderson, the archives took on an even larger role. The NCCPA Executive Committee advanced monies for printing of periodic listings and for an offset newsletter called ON RECORD which was written and prepared by members of my Media Practicum class at Utica College.

By July 1, 1970, our efforts began showing solid dividends. In a six-month period, we had collected approximately 27 cases, found a permanent home at the Utica College Library Reference Room and I had also added a work-study student to assist in compiling the materials.

But, while cases were coming in rapidly, little use was being made of the repository. During the same time period, two persons actually requested information from the archives.

A UC News Bureau story about the archives which appeared in more than 15 newspapers in New York, frequent announcements in the *NCCPA Newsletter* and distribution of copies of ON RECORD (which are still available for those who are interested) caused a dramatic change within several months. Since July 1, 1970, approximately 70 people or organizations have used the 35 cases on record.

The cases, which come from research and correspondence as well as suggestions from NCCPA members, are a collection of clippings and other materials. These items are mounted on 8½ by 11 sheets so that they can be reproduced. They are stored in a large filing unit at the Reference Desk of the Utica College Library. College reference librarians will copy material at a rate of 10 cents per page.

To use any of the cases merely write to me in care of Utica College, Utica, New York 13502, and describe the case(s) you're interested in obtaining (be as specific as possible in describing the case because the archives now contains a growing number of institutions with two or more cases). I'll reply with the number of pages in the file and the estimated cost for copying. You can then write directly to the Utica College Reference Librarian, Mrs. Patricia Dugan, or me together with your check, money order or

cash. We're trying to ensure that orders are handled within a week or two.

During the past year, listings of archives materials were offered to readers of *NCCPA Newsletter* on a periodic basis. Because of the size of the current list (10 pages) only new cases will be reported in future NEWSLETTERS.

About 25 per cent of the recorded cases are considered complete; that is, a campus student press issue or incident and subsequent events where a specific form of action took place to settle the matter. Another 25 per cent of the materials are studies and documents about the student press and the remaining 50 per cent are issues and events that remain unresolved.

How can the materials be used?

That can be best answered by your interest in the problems you face as an adviser, editor or interested observer of the student press. Some of the 72 users have mentioned a variety of things. Several, for example, have requested copies of the Ithaca College incorporation papers because of interest in the subject on their campuses. Others have asked for the file on the suspension of the Wayne State *South End*. And still others have obtained copies of material from the case that occurred at Fitchburg State (Mass.) where a United States District Court ruled that a state college president cannot dictate or censor a student newspaper by withholding funds.

But more important now is the need to use the archives as a clearing house. I'm sure you're aware of its potential. But I need your help to continue. If a student press issue takes place on your campus, clip the information, add whatever you believe pertinent and send it to me. Ask your student editor, publications board chairman or others involved in the issue to provide me with details and background.

OFF THE RECORD

Miami University (Ohio) Middletown campus Director, Dr. Eugene Bennett, announced recently that an issue of the student newspaper *KAOS*, had been suspended because of an alleged obscene photograph. The campus administration suspended *KAOS* as it was about to be printed, Dr. Bennett said. The Campus Communications Board, a committee of students and faculty, has been directed to recommend standards which will assure "observance of good taste and mature judgment," Dr. Bennett said and he added that the paper would not resume until the standards were accepted.

A book on campus unrest with interviews with European editors and student leaders has been published by St. Mary's University of San Antonio, Texas. The 179-page book, edited by Arthur L. Goerdts, S.M., an associate professor of English at St. Mary's, explores the size and shape of the European student press by interviewing student editors, press officers of student unions and university public information officials in 13 countries. The book is now available in the archives or copies can be obtained by writing Arthur Goerdts, S.M., editor, St. Mary's University, 2700 Cincinnati Ave., San Antonio, Texas, 78228. The price is \$3.

Among the colleges and universities that severed ties with campus newspapers and arranged for separate publishing groups during the past 24 months are Indiana, Boston College, Purdue, North Carolina, Colorado, Minnesota and Ithaca College. If you know of others that made similar arrangements, please send me the information so that I can pursue the matter.

1970-71 Recipients of NCCPA Awards



Smiling and admiring their newly won plaques are four of the recipients of NCCPA Distinguished Adviser and Distinguished Service awards. They are (from left) Harry E. Morris, Miss Barbara Garfunkel, Dr. W. Manion Rice, and N. S. Patterson. See citations below.

The Award Committee submitted the following citations to be read at the awards convocation on November 7, 1970 in Minneapolis, Minnesota.

In selecting advisers to honor this year, the Awards Committee has attempted to identify persons who have demonstrated an extremely high degree of competence in advising students who write and edit publications regardless of whether those publications have won awards. Again we have largely ignored published articles and books by nominees and their civic and professional activities. We feel that these other activities have their own rewards and that the Distinguished Adviser Awards should be representative, as much as is humanly possible, of excellence in the advising function.

Dr. Herman A. Estrin

A tireless worker for the nation's student press who has been praised for his advising expertise and effort by both students and colleagues, Dr. Herman A. Estrin of Newark College of Engineering is cited as the 1970 Distinguished Newspaper Adviser in Universities and Colleges by the National Council of College Publications Advisers.

One of his student editors wrote, "I've

found Dr. Estrin's advice invaluable and his patient goading just irritating enough to drive me on." He also wrote, "Dr. Estrin has instilled the publications he advises with an almost fierce sense of freedom. He has taught them never to submit to the pressure or censure from any group or individual. But, he also makes them prove that they deserve that freedom."

His role as an adviser in a professional college that does not offer journalism instruction involves extensive personal contact and extra hours of effort. A colleague observed that by combining his talents and enthusiasm, Dr. Estrin has developed dedicated news staffs from raw, often unenthusiastic students. Beyond his professional responsibilities, one student noted, Dr. Estrin has taken a personal interest in the individual members of the staff.

Dr. Estrin's enthusiasm for student publications and their value to both the institution and the student has extended beyond his own campus through his founding role in the New Jersey Collegiate Press Association and his extensive contacts with advisers nationwide.

Miss Barbara Garfunkel

"The lady wanted to be a reporter and she worked without pay at The Miami

News during her college years just to get experience." That's the way Jack Roberts, a former student of hers, began a column about Miss Barbara Garfunkel of Miami-Dade Junior College, who is cited as the 1970 Distinguished Newspaper Adviser in Two-Year Colleges by the National Council of College Publications Advisers.

There was no reporting job for Miss Garfunkel when she was graduated from college in 1935, so she became an English teacher at Miami High. Today she can look back on 33 years as a newspaper adviser, 32 of which newspapers she advised won the top national award. During her last 10 years at Miami-Dade, another honor was won by her staffs, a Pacemaker award, in competition with four-year colleges, from the American Newspaper Publishers Association.

Miss Garfunkel's dedication and skill as an adviser are proclaimed by her former students who include reporters, columnists, editors and executives such as Howard Kleinberg, managing editor of *The Miami News*, and John McMullan, vice president of the *Philadelphia Inquirer*.

Although she retired last June as adviser of the *Falcon Times* at Miami-Dade North, Miss Garfunkel has become an adviser again this fall at the south campus.

Harry E. Morris

An adviser to seven student publications who has both seen and fostered great changes over the last 25 years, Harry E. Morris of the University of California at Los Angeles is cited as the 1970 Distinguished Business Adviser by the National Council of College Publications Advisers.

Morris has devoted most of his life to UCLA since entering as a freshman in 1929. His work before World War II was primarily in the athletic ticket office. After working at Lockheed Aircraft during the war, he returned to UCLA and was appointed publications manager. He has assisted in the growth of publications, and in 1962 supervised the changeover of the UCLA Daily Bruin from letterpress to offset at an investment of more than \$50,000. His responsibilities also include Southern Campus, the yearbook, and the student telephone directory, professor evaluation booklet, campus humor magazine, literary magazine, black students' newspaper and the activities of the Associated Students of UCLA Communications Board.

Described as a "warm, tolerant human being, sensitive and receptive to student editors' ideas," Morris "respects the students' integrity, making sure their publications are solvent and then going out of his way to see that the final product—however ridiculous it may seem—is exactly what the editor had in mind."

It is a pleasure to cite Harry E. Morris as the 1970 Distinguished Business Adviser.

N. S. Patterson

At a time when photo-offset lithography was in its infancy and considered by many to be an inferior substitute for printing, a journalism professor in Texas not only adopted it for his university's yearbook but also established a yearbook service especially for offset-printed yearbooks. That was in 1950.

Twenty years later, virtually all yearbooks are printed by the offset process, and the association he founded, The National School Yearbook Association, has approximately 2,500 members and its magazine, *Photolith*, circulates to approximately 3,500 school and college publications advisers and staffs.

As director of the association and editor of the magazine, N. S. Patterson has contributed significantly to the continual raising of standards of American yearbooks in both universities and high schools and has fostered improvements

in the printing industry that serves those publications. Countless persons have learned to be better advisers and editors from both Patterson's publications and his personal attention to requests for assistance and information.

What was a prophetic move in 1950 is an established tradition in 1970. But that tradition has not become ossified. Just this year NSYA introduced an art-photography-design critique for those yearbooks that attempt to use modern design and photography techniques with a minimum of copy to cover the year.

To serve college and high school newspapers, Patterson established a companion organization, National Newspaper Service, in 1960.

A graduate of Baylor University, Patterson organized the journalism program at the University of Houston in 1940 and was head of journalism and director of public relations there until 1953. He became a part-time faculty member of the University of Missouri School of Journalism in 1955 and was director of the Missouri Interscholastic Press Association while continuing to direct NSYA. He moved the association's headquarters to Memphis, Tennessee, in 1962.

For his vision in estimating the eventual role of offset lithography in student publications, his leadership in establishing an organization for those publications, and his unselfish devotion to helping raise standards of student journalism, the National Council of College Publications Advisers presents N. S. Patterson, founder and director of The National School Yearbook Association, its Distinguished Service Award for enduring contributions to the nation's student press.

Dr. W. Manion Rice

A man who "devotes himself to the student and tries to teach the student everything that possibly can aid his future in journalism," Dr. W. Manion Rice of Southern Illinois University is cited as the 1970 Distinguished Yearbook Adviser in Universities and Colleges by the National Council of College Publications Advisers.

Under his advisership the last 11 years, *The Obelisk* has won eight top national ratings. In a capsule summary of his philosophy of yearbook advising, Dr. Rice says that the yearbook must be as thorough in coverage as possible and fair to all groups. No public event related to the school, good or bad, must be omitted. Students should be editors, but at times they need suggestions, directions, advice and small details checked.

The modern yearbook must resist the efforts of any group to capture it and turn it into a volume of literature dedicated to the propagandizing of that group's views, however high-minded. A good yearbook is financially solvent, and it combines color, pictures and words for a historical record of big events and little moments which become more valuable each year.

The student editors who supported Dr. Rice's nomination all viewed him as a friend and confidant to whom they could take problems and mentioned that "he always does whatever he can to benefit the publication, the students and journalism."

Honor Roll of Advisers

Last year The Honor Roll of Advisers was established with seven persons receiving the honor. This year the following advisers have been selected for the Honor Roll:

Sister Margaret Agnes, S.C., College of Mount St. Joseph-on-the-Ohio
Donald Feltner, Eastern Kentucky University

Warren A. Mack, DeAnza College
Dr. Hugh W. McLaughlin, Mesa Community College

Dr. Dario Politella, University of Massachusetts

E. L. Woodson, Oklahoma State University

Life Memberships

As a means of recognizing and honoring persons who are retiring from active advising and teaching and advising, the Executive Committee and the Awards Committee initiated a new award; a life membership in the National Council of College Publications Advisers and a certificate attesting to this fact.

Four persons have come to our attention as having retired at the end of the 1969-70 academic year or prior to the close of the current academic year.

Persons retiring in 1970 whom we honor today are:

Sister Margaret Agnes, S.C., College of Mount St. Joseph-on-the-Ohio
Walter Frederick, University of California at Berkeley

Mrs. Dorothy D. Greer, Washburn University

Leonard E. Pearson, Indiana Central College

The NCCPA headquarters invites you to notify it of any persons who have been inadvertently overlooked as well as persons who are retiring this year and should be honored at next fall's convention.

Maryland Legislative Report

Continued from page 6

tions. This report contains a summary of the findings of the Committee and its recommendations to the Legislative Council.

Student activity fees are mandatory fees collected from students at the University of Maryland and the six State colleges. These fees are used to finance various student activities such as lecture series, concerts, year books, student magazines and newspapers. The student activity fees are set by the Board of Regents at the University of Maryland and the Board of State College Trustees for the other State colleges. These fees are usually set upon the recommendation to the governing bodies by the student government associations of the various schools. Other mandatory students fees at the University of Maryland include instructional fee, athletic fee, auxiliary facilities fee, laboratory fee, and a recreational fee.

Generally, the present procedure has been for the student government associations of the various State schools to receive the total funds derived from the student activity fees and with minimum supervision to allocate funds for various activities. The Board of Regents, as well as the Board of State College Trustees, while having the power to require approval of the student government association's budget have delegated this power to the various student government associations.

The various representatives of the student government associations, as well as Chancellor Bishop of the University of Maryland, and Mr. Edmund Mester of the Board of State College Trustees, testified before the Committee in favor of maintaining the mandatory student activity fees. The only group to testify in opposition to the mandatory fee was Y.A.F., the Young Americans for Freedom. Their objections to the fee appeared to be directed against the allocation and use inequitably of the funds rather than their mandatory nature.

Testimony from various sources indicated that generally the funds derived from student activity fees were necessary to provide many activities which would otherwise not be available to college students. Many of the administrators felt that the activities provided were necessary to enable the students to receive a well-rounded education. It was pointed out to the Committee that not only do these fees finance certain additional services, but that these activities are necessary to retain accreditation for the University of Maryland. The Committee was informed that if such fees were abolished other similar mandatory fees would also be abolished and the loss of revenues would necessitate the rise in tuition to make up the deficit.

Events financed by student activity fees are open to all students of that institution. The Committee was informed that an effort is made by the student government in considering its allocations to provide a broad spectrum of activities, so that while the fee is mandatory the student will have a vast range of activities from which to choose. This was especially important, the Committee was informed, at those schools located away from the larger cities such as Frostburg State College. Testimony was received by the Committee that if such fees were made voluntary, many valuable programs which now are provided would disappear because of their relatively high cost per capita.

The Committee directed its attention toward the publications at the University of Maryland because of their highly controversial nature. The nature and content of certain student publications on that campus has created concern among members of the student body and the general public. The Committee was informed that on the University of Maryland campus, there is a student publication board, consisting of 18 people, one-half of whom are faculty, and one-half of whom are students. This board has the authority to select the editors of the various publications, but provides no continuing supervision. The editors of the various publications after their appointment are allowed to select their staff.

Chancellor Bishop stated that presently the school administration has virtually no authority over the student publications. This is based upon various court rulings holding that a university may not impose pre-censorship upon a publication and any attempt to write rules for guidelines to do so carried with it difficult First Amendment problems. The University of Maryland, therefore, is now in the anomalous position of being the publisher and providing funds out of the student activity fees but with little, if any, control as to how the money is spent and what is printed in the various publications. The University is legally responsible for what is printed, however, the legal questions have made it particularly difficult to control what is, in fact, printed in the paper.

Mr. Richard W. Case, Vice-Chairman of the Board of Regents of the University of Maryland, testified that the Board of Regents has voted to separate the publications from the University of Maryland. A special Commission has been created to inform the Board of Regents how to divorce the publications from the University, so that the University would no longer be the publisher. This divorce, it was indicated to the Committee, would be through the creation of a nonprofit off-campus organization where the Board of Directors would control the publications. In this way, the laws of the State would apply to this nonprofit organization and its Board of Directors would control the content of the publications as is done in any newspaper, thus the University would no longer be the legal publisher.

It was indicated to the Committee that this separation would eliminate the subsidizing of these publications by the student activity fees. The Committee endorses this recommendation to the Board of Regents of the University of Maryland and awaits the final report of the special Commission to the Board of Regents before February 1, 1971.

The Committee had considered proposing legislation to prohibit the use of student activity fees to support publications at the University of Maryland. However, the Committee in light of this proposed action by the Board of Regents has decided to forego any legislation depending upon the final decision of the Board of Regents.

The Board of Regents in public meeting adopted the recommendations made by the special committee. However, due to testimony and statements from the students including the President of the student government who announced that this would force the dissolution of the Student Government Association and create unrest the Board reconsidered its action and voted to consider the matter at a later meeting in January 1971. It is the opinion of the Committee that the Board was justified in reasserting the authority and responsibility which was originally vested in it as the governing body of the University.

The Committee feels that in light of the Attorney General's Opinion which cites the Board of Regents as always having this power and the additional authority to impose general guidelines and restrictions which would govern the allocation of the student activity funds that this authority should be exercised. The Attorney General's Opinion is attached to this report. An intelligent and judicious use of the budget review authority will help to provide an impartial and equitable use of the funds derived from the student activity fees. The Committee feels that such budgetary controls would help to guard against any arbitrary use of student activity fees by student governments not representative of the wishes of the majority of the students. It was apparent from the testimony before the Committee that this action is not taken to destroy or subjugate the student government to the will of the Board of Regents. However, the Committee feels that the funds that are collected are of such magnitude that they require additional budget review above and beyond the exclusive control of the student government association.

October 21, 1970

Mr. George D. Webb, II
Legislative Analyst
The Legislative Council
16 Francis Street
P. O. Box 348
Annapolis, Maryland 21404

Dear Mr. Webb:

Reference is made to your letter of October 6, 1970, requesting our opinion as to what authority, if any, the administration or Board of Regents of the University of Maryland has over the use or allocation of student activities fees.

The monies in question are derived from a mandatory fee imposed upon all students enrolled at the University of Maryland. The fees are deposited in the State Treasury, in a special fund account for the purpose of financing self-supporting activities. Authorization to maintain the special fund account appears in Item 13.05.00.14 of the Annual Budget for the State of Maryland as enacted from year to year by the General Assembly and as set forth in the General Sessions Laws. It is our opinion that the fees constitute State funds although they may be used only to support student activities at the University and may not be invaded for general educational or operational expenses of the University. *City of Morgantown v. Ducker*, 168 S.E. 2d 298 (W. Va. 1969).

We can find nothing in the law or in the budget which prohibits or restricts the University from assuming direct responsibility for the allocation of funds derived from student activity fees. The present budgetary appropriation is for the general category "student activities", with the only explanation appearing in the Maryland State Budget as follows: "This includes the Student Government Association which publishes a newspaper and a yearbook and supports such activities as the theatre, radio station, orchestra, glee club and chorus from a special student fee and other income." Beyond this general guideline, we believe it to be a matter for University discretion as to what specific allocations will be made.

It appears to have been the general practice of the University to permit the Student Government Association full freedom in deciding allocations of funds to various student activities. There is, however, nothing to preclude the Board of Regents from revoking this rather broad delegation of power and requiring approval of the Student Government Association's budget by the Board itself or by a designated member of the University Administration. To do so would be within the authority granted the Board of Regents to exercise with respect to the University "... all the powers, rights, and privileges that go with the responsibility of management..." Article 77A, Section 15, Annotated Code of Maryland.

Additionally, we believe that the Board has authority to impose general guidelines and restrictions which would govern the allocation of the student activities fund. Such guidelines might include prohibitions to restrict the use of funds for certain general categories of activities which the Board did not deem to be in the best interest of student life or which are unrelated to the welfare of the student community.

There is a considerable body of law, however, to the effect that where the Board of Regents or appropriate University officer has approved an allocation of funds from the special fund account for student activities, it may not arbitrarily cut off funds in a particular instance where to do so would constitute an infringement upon an individual's civil rights. For example, while the Board may generally forbid the expenditure of funds to pay stipends to outside speakers, once an allocation is made to the Student Government Association for stipends to outside speakers, the University may not intervene to prevent the appearance of a particular speaker. *Stacy v. Williams*, 306 F. Supp. 963 (D. Miss. 1969); *Brooks v. Auburn University*, 296 F. Supp. 188 (D. Ala. 1969). Similarly, once an allocation is made for publications, the University may not impose pre-censorship of a publication. *Korn v. Elkins*, United States District Court for the District of Maryland, decided September 17, 1970, Civil Action No. 70-47-N; *Hammond v. Antonelli*, 308 F. Supp. 1329 (D. Mass. 1970). As it is difficult to conjure up hypothetical situations to which these general principles may be applied, we suggest that the guidance of this office be sought on a case by case basis as the need arises.

We wish further to add that as the fees in question constitute State funds just as all other monies collected by State agencies, they are subject to audit and supervision by the Comptroller both before and after allocation and expenditure, and regardless of who exercises the power of allocation.

We shall be pleased to offer any further assistance which the Legislative Council or the University of Maryland requires to resolve questions on this matter.

Yours very truly,

Francis B. Burch,
Attorney General
Estelle A. Fishbein,
Assistant Attorney General



Jottings on...

the BACK PAGE

... about sandy



Dr. Arthur Sanderson

Dr. Arthur Sanderson, or more affectionately known to his colleagues as Sandy, has relinquished his post as editor of the *College Press Review*. It took a heart attack to slow him down.

The National Council of College Publications advisers owes Sandy a huge debt of gratitude for his 11 years of service as editor of the *College Press Review* and his service as executive director of the NCCPA from 1955 to 1966.

The son of an English missionary and newspaperman in China, Sandy was torn between the ministry and journalism. He got as far as becoming a Methodist lay preacher before becoming a newspaperman.

After earning B.A. and M.A. degrees in English from the University of Montana, he devoted two more years to graduate study in English and American literature at the University of California, Los Angeles. Sandy earned the Ph.D. in Mass Communications at the University of Iowa.

He served as weekly editor-publisher in Montana and as a reporter, state editor, and news and makeup editor for several daily newspapers.

His demand for constant quality and his familiarity with the student press earned for him the post of general manager and head of judges for the National Scholastic Press Association and the Associated Collegiate Press at the University of Minnesota for three years. For seven years he served as chairman of the board of judges and director of the Quill and Scroll high school newspaper critical service.

Sandy taught English and journalism at the universities of Montana, California, Minnesota and Iowa, and at Concord State College in Athens, West Virginia. While at Iowa he was the news editorial supervisor to *The Daily Iowan*, one of the top award winning student newspapers in the nation.

Now serving as chairman of a mass communications department with more than 200 journalism majors, Sandy also directs campus publications at the University of South Florida. In the latter capacity he advises *The Oracle*, a five-year-old biweekly student newspaper that has twice been the recipient of the Pace-maker award from the American Newspaper Publishers Association.

While we would hope that Sandy would be getting some well earned rest now that he has relinquished his editorial post with *College Press Review* we suspect that his rapidly growing journalism program will keep him out of mischief.

Sandy, we wish good things for you.

college press review

Box 500
Eastern Kentucky University,
Richmond, Kentucky 40475