

college press review

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National
Council of
College
Publications
Advisers



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remembers
life as
an editor

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FALL, 1971

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college press review



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The winter issue of the *College Press Review* will feature the following articles:

●Coverage of the 17th Annual Meeting of NCCPA.

●J. William Click, our new NCCPA president—a personality profile.

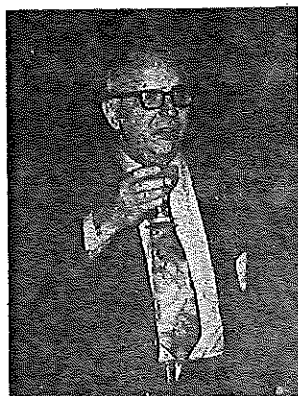
●"Accreditation of the community college journalism program" by Lillian Lodge.

●Verna L. Jones asks "Is today's press fulfilling its awareness function?"

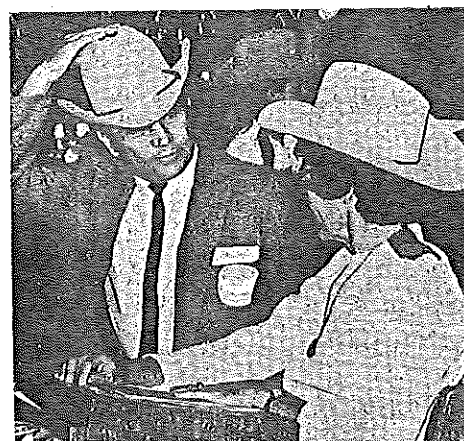
●"When should an adviser say no?" by Peter C. Lang

●Michael A. Oliker's article "The college newspaper: A descriptive definition."

1971 NCCPA Convention



Photos by Bob Vincent,
Taylor Publishing Company



Dr. Montgomery leads a toast to SMU, luncheon host, and Taylor Publishing Company, host of the barbecue and donor of Texan Bull Rider Hats.



Recipients of 1971 Distinguished Adviser Awards are (from left in front row) William C. Woolfson, Daniel E. Thornburgh, Louis J. Berman, Dr. Dario Politella, Lillian Lodge, and Kay Ryall Miller. (From left in the back row) Dr. Reid Montgomery, J. W. Click and Vernon McDavies.

A Place for Poetry

Jesse Becomes an Editor

by Jesse Stuart

After I was turned down when I tried to enroll in Berea College in September 1926, I was told there by Dean Hendrix about a college in East Tennessee, Lincoln Memorial University, a school that might accept me. I didn't waste any time going on to find a college. I went to Harrogate, Tennessee that night.

When I dropped into a line where students were registering next morning—last day of registration at Lincoln Memorial University—Dean Lewis, who was from Berea College and now acting President of Lincoln Memorial allowed me to register and enter Lincoln Memorial on \$29.30.

"But you will have to take a half schedule, work a half day and go to school a half day," he said.

"Please try me on a full schedule and let me work all the spare time I have," I said. "See if I can't pass my school work. I would like to try to work my way here and do a few other things!"

Dean Charles D. Lewis looked at me and then he said: "I'll take you on your face! You've got an honest face!"

Now, Dean Charles D. Lewis didn't know what was behind me. He didn't know that I was descended from a Scottish family that had been engaged in Clan Warfare on the Big Sandy River—that my family, according to historical genealogists later had connected us with ever war America has fought from the French and Indian Wars to Viet Nam. He didn't know I'd had military training, that I was a good young soldier expert rifleman, that I had worked with a street carnival from which I was fired—and that I was a trained blacksmith at the American Rolling Mills.

Dean Lewis didn't know that I had in my trunk approximately five-hundred poems and numerous articles and stories I had written in high school, at the street carnival, in the army barracks and in the steel mills. I had a big section of an old battered trunk reserved for my manuscripts. I also had in my trunk something else—something I wish I had kept. I had a wire clothes hanger filled with reject slips. Try sometime and see actually how many

hundred rejection slips you can get on a wire coat hanger. Not one, magazine or newspaper editor would have anything I had written. As fast as I sent them they were returned. Many were not returned and I sent self-addressed, stamped envelopes. But I had second copies of these in my trunk.

Now, I worked practically a half day all through the week, all day Saturday and Sundays if they wanted and needed me. My work record at LMU is a good one—work I thought at LMU, although students complained, was terribly easy. They'd not worked in the steel mills, swinging a twelve pound sledge hammer ten hours at night. They'd not worked with a street carnival and pulled up tents and moved from town to town and had to face the hostilities. They'd not carried sixty-pound packs plus a rifle on thirty mile marches, either. They'd not known the rigors of that day and time of army infantry training. I had known these things before I was nineteen and entered Lincoln Memorial. All of this had been part of my training.

So what was the work of laying a waterline from Cujos Cave in Cumberland Gap, Tennessee over to Harrogate and Lincoln Memorial. I was one of the early crews who did this. I was one of the "bull gang" who drilled into the East Tennessee limestone, blasted it loose with powder charges, ground it in a crusher to make the Lincoln Memorial walkways and sell the rest to the Tennessee Highway Department. Then, I was one of the boys who never refused to help clean the manholes when the sewers jammed. I went down in them and helped put them straight. So I say I was a good worker at Lincoln Memorial and I was. I also, with the help of Parker Sears, a boy from Atlanta, Georgia, washed the pots and pans after each meal at Lincoln Memorial. Parker washed them and I dried them. I knew where everything went. And I could almost throw them in place.

My high school training had been in one of the best small high schools in the United States. We had all degree people from 1922 until 1926—and our superintendent who taught in the high school was a Ph. D. from University of Missouri. His wife, who taught me English, had majors in English, Journalism and Music from University of Missouri. With my training I could have entered Harvard, Yale, Vanderbilt. At Lincoln Memorial my training in secondary school work was considered exceptional.

So everything went well for me at Lincoln Memorial. I was working all my way. And I was making A's and B's. If I didn't have time to write a theme all I had to do was to turn in one of my old high school themes, which I had brought with me and it would get an A for me. They'd gotten A's in Greenup High School. All was going well

Jesse Stuart is poet laureate of Kentucky. He lives in W-Hollow on the farm where he was reared and among the people about whom he has written. He has a devoted following who hail him as one of the great writers in American literature.



His *Man with a Bull-Tongue Plow* and *Hold April* have established him as a poet. Included in his prose are such works as *Taps for Private Tussie*, *The Thread That Runs So True*, and *Daughter of the Legend* which have established him as a local color artist.

Some 300 short stories about the people of the Plum Grove Hills have won him recognition as a short fiction writer.

Gardner nominated me for editor. "But students voted for a very pretty girl . . . and shortly after she was elected she became extremely nervous."

for me. But this wasn't it. This wasn't what I wanted. I wanted publication of some of my work.

Now when I entered Lincoln Memorial, I took a look at copies of *The Blue and Gray*, the college newspaper. I knew it was for me. No problems now! I knew I would be published. Mr. So-and-So let me name this editor, who had graduated the summer before I arrived in September and was editing a first number or numbers until a new editor could be elected, I felt sure would accept one of my poems. So I selected twenty-five poems, hoping to have one or more accepted. When the new *Blue and Gray* was published I didn't have a poem in it. In fact, my twenty-five poems were returned to me. This infuriated me.

Now, I had another idea. I had a roommate, Mason Dorsey Gardner, Duck River, Tennessee, who was a mathematical genius—which complimented my interests; I could write themes, stories, articles and poems which complimented his interests. We could be and we were a help to each other. I was very lucky to have this delightful young man for my roommate.

Now, Gardner was a good public speaker. He had planned, I believe, to be a minister. I asked him to nominate me for Editorship of *The Blue and Gray*. Gardner gave a flowery speech for me. But students voted for a very pretty girl, who beat me by about six to one. And shortly after she was elected she became extremely nervous—I believe she had to leave school for a semester. Then we had the second election. I asked Gardner to nominate me again. He nominated me with a more flowery speech than the first had been. This second time I ran against a beautiful girl. Later, she was Miss Lincoln Memorial University. She beat me about five to one. Strangely enough something happened to her. She became extremely nervous. She had to resign her editorship. The English Faculty at Lincoln Memorial University noted the peculiar situation and that I had been the man twice defeated, took the situation over into their own hands and made me the editor of *The Blue and Gray*. I was a jubilant young man. I suppose I was the first, and, perhaps, the only editor not elected by student votes.

Now, the first thing I did was to publish my first poem, "The Cumberland Call," on the front page of *The Blue and Gray*. And I felt better. This was the beginning for me. Any young, ambitious man or woman likes to see himself or herself published. He or she likes to see his or her name in print. I did. I gloated over it. I sent copies of the paper to my former teachers, friends at home, and to the fellows with whom I had worked in the steel mills.

I was the editor of Lincoln Memorial University's *Blue and Gray*. This was the first time I had ever been an editor in my life. And as I have said, I had one of the most talented English Teachers in America in Greenup High School—one with majors in Journalism, English and Music from University of Missouri. And the University of Mis-

souri at this time had one, if not the best, school of Journalism in America.

When Mrs. R. E. Hatton gave us a writing assignment once a week, in our English class, she let us choose our subject and write the story. I had been taught one day a week creative writing by a professional journalist. Two of the stories I wrote for her are today in textbooks. One of these, "Nest Egg," was written after I had had twenty-two months at Plum Grove, a one-room rural school. It made an A for me with Mrs. Hatton. In my lifetime I kept in touch with the A's it made for me and others under the different English teachers, regular school years and summers and at Lincoln Memorial, Peabody College, different summers I was there and my graduate year at Vanderbilt. I learned Mrs. Hatton was right when she said it was A work. It made for me and others twenty-eight A's.

When I was going into World War II, I retyped "Nest Egg," sent it to *The Atlantic Monthly*. It was accepted, published and later used in Watts and Cargill College Reader—used in most of the big universities and colleges in America. What if students and teachers who used that book had known a boy with twenty-two months of elementary school and one year in high school and sixteen years old had written it. The other story that exists today in a textbook that I wrote for Mrs. Hatton, "Snake Teeth," was written in my Sophomore year. But it hasn't gone around the world as "Nest Egg" has gone.

At Lincoln Memorial University, I was enrolled in an English class—called journalism—taught by Harry Harrison Kroll. "Get that story on paper," he said. "Write the wildest stories that ever happened in your community. You can't get them wild enough. Get all the old scandals. Let them kiss and love but no four letter words. Be more skilled at writing than to use these. Do them by implication. Write between the lines. Get them down so they won't die! Write like you talk! Just tell the story! Get it on paper!"

Harry Harrison Kroll, an ambitious young man, our teacher, wanted to be a short story writer and novelist. He had not published a book then. While at Lincoln Memorial he published two and was fired. He went on to write more than twenty books. But I am getting ahead of my story. For this man in two years at Lincoln Memorial University, I wrote stories (poems excluded) that later made forty-three publications, including *Esquire*, *Harpers* and *Colliers*. The majority of my short stories in *Head O' W-Hollow*, my first short story collection, were written in Harry Kroll's class. *Tim*, a small book and a collector item was written in his class.

This was an exciting time in my life and at Lincoln Memorial University, I doubt Lincoln Memorial has ever had another time like this. I was not the only one writing. It seemed to me everybody in Harry Kroll's English classes was writing—James Still, Don West, Katherine Harris, Roland Carter, Ivory Daughtery, Winnie Palmes, Helen Hatfield, Louise McCamy, Paul Kykes—really, I don't know how many students at Lincoln Memorial joined the muse of fire. It has been too far away and long ago.

But I didn't have any trouble of getting material for our *Blue and Gray*. In fact, I got too many articles, too many poems, too many news items. My problem was cutting down my material for the space I had. We had a great exchange of papers. Now we were a small school—less than 300 enrolled—and we exchanged papers with state universities all over Southern United States. Among

small schools, I think, we surpassed all of them. Our original poems, brief stories and news items with our art done by Lincoln Memorial students. We had an original paper—a very original one—if not just a little different from the regular patterned type of paper. The only paper I remember I envied—one of the best ever published in the South—a paper I pondered over in our exchange came from Auburn College than and Auburn University now—a place where I've never been in my life. I think we published in our *Blue and Gray* some of the best student poetry written in the late 1920's.

Many young editors of college and university papers will be criticized, I suppose, for various reasons. But my criticisms were most peculiar and very odd ones. I was criticized for using too many of my poems. Who not? When I entered Lincoln Memorial I had five hundred and I wrote them by the dozens when I was a student there working all over that campus—walking all over that campus. Not a building there in my day and time I've not helped repair—and two I helped to build. I think my footsteps must be imprinted in Lincoln Memorial campus earth. I battled for my paper. And once when I thought I was criticized unjustly for one of my "graveyard poems" I had published I asked a colleague (I had used his material) to go behind Duke Hall of Citizenship and we would settle the issue with our fists. He backed down. I was really ready to take him on.

Now the graveyard poem I used was titled "Mountain Funeral." I had been at Lincoln Memorial with a routine of study and work for one year. I'd not been invited out but I got an invitation by college students to go to Sneedville in Hancock County, Tennessee. This was a great trip. It opened avenues for a future book. I didn't know this then. But this trip introduced me to a strange race of people—people who don't know who they were—the Malingeons! And I've written the only book about them. Again I'm getting ahead of my story. But this is the story of Journalism and creative writing. It all ties up. One thing brings on another.

On our way to Sneedville, Tennessee, the five of us stopped at a mountain home where there was a funeral. I was greatly disturbed about the man who had passed on. He was a man I'd not seen except in death. But I saw his farm, his mules he used for plowing, and the wood-block where he had left his ax. And before we had left this house I had the poem "Mountain Funeral" written which I first published in the *Blue and Gray*. Later it was published in *Harvest of Youth*—my first book of verse privately published by me in 1930. "Mountain Funeral" was later published in the *New York Times*. Also, it has been selected, but not published yet, as one of the great poems of the world and its history behind it. Maybe my history behind it put this poem in this category. So, this is one of my graveyard poems I published in the college paper I was editing and inherited the wrath of certain students.

Editing a college paper was one of the most rewarding and greatest experiences I had on my way to become a writer. I edited the paper—a good original one—and let the critics rave. I didn't care too much. In my senior year I had too much work to do in other activities and I gave up editorship after two years. I finished college in three years and two summers with a 2.2 out of a possible three, for I was in a hurry. I left Lincoln Memorial with a diploma and more manuscripts in my old battered trunk than I had clothes.



Formula Provided

Yearbook Specifications Need Updating

BY JOHN A. BOYD
Indiana State University

Yearbook production has changed a great deal in the last few years, yet most specifications are written as they were 10 or 20 years ago.

Designating the use of Linotype, for example, could confuse the issue and in some instances would increase the cost of the book quite measurably. Most of the newer computerized photographic composition systems of "cold" type produce sharper and clearer lines of type than any proof from from "hot" Linotype composition and the cost is generally less.

Not only have composition methods changed, practically all areas of yearbook production are changing, so last year's bids cannot be used successfully for this year's book.

With these changes in mind, this article will attempt to point out different areas to study and will comment on some of the problems involved.

Those still producing a letterpress book may not find this study too important, but since more than 90 per cent of the college yearbooks are now produced in a few large plants by photo-lithography (offset), it is time more advisers and staffs realize they are dealing in a market of mass-produced products. It is time to study what they are getting and what they want.

At almost every plant this type of comment was made: "They make out their specifications and yet they are not sure what they want." The point is that almost all staffs send out bids before they have really planned their books.



Dr. John A. Boyd
Executive Director
National Council of
College
Publications Advisers

This article is based on a series of interviews conducted at the major yearbook company plants or at journalism convention exhibits. Companies listed in the 1967 *Directory of the College Student Press in America*, pp. 4-5, were sent letters explaining the study and asking for an interview or information by mail.

Seven plants were visited and six away-from-plant interviews were made. Added correspondence was filed from five other plants.

Company representatives made comments on the first draft sent them and most of their ideas are incorporated in this article.

Although it was impossible to present all points of view, this article tries to make it clear that the yearbook publishing business is changing rapidly and that the adviser needs to keep up with these changes.

So to do the job right, the staff will need to go to work at least a year and a half before delivery date.

It was recommended that members of the staff plan the book in detail so they can know exactly what they want. These are the areas they should study:

1. **Page Size.** The only comments brought out here were to stick to sizes that the paper will cut without too much waste and be sure a cover manufacturer can make a cover for the book. This condition does not necessarily confine "creativity"; it actually helps to define reality.

2. **Number of Copies.** There should be no problem here.

3. **Paper Stock.** It was generally agreed that no matter how much knowledge a person may have on paper, there is much more to learn. Here is an area that most publishing house representatives seemed to think quite important. A difference in paper could make a difference in thousands of dollars in a bid of a large book, it was pointed out.

Yet most representatives said it is not good to name a paper or to ask for its equivalent. It was suggested that the school submit two or three known quality samples with the specifications and to have the companies submit their papers and prices.

This method, of course, would necessitate an ability to evaluate the paper samples.

It should be realized that publishers purchase basic stocks in such quantities that the school benefits when one of the basic stocks is selected. Specific sheets that have to be bought in small lots, of course, will come high.

It was also mentioned that the adviser should ask for tear sheets of the different printings so it will be possible to check on the quality of the paper as the printing progresses. These tear sheets could not and should not be used as proof sheets because the printing has been completed.

Paper specs, it was agreed, should not be based on the past. Paper keeps changing and improving. Find out what the different companies use and compare them for what you want in your book.

4. **Ink.** There isn't much of a problem here.

5. **Type (or composition).** As was stated earlier, a great deal of improvement has been made in "cold" typesetting. However, most staffs want to avoid the typewriter look; they want copy to be set in "type." Some have stated it this way: "Typewriter type or its equivalent will not be accepted."

The manufacturer or publisher will interpret such a statement as meaning the staff does not want a type that has each letter equidistant from its neighboring letters, as a typewriter types. It is the equispaced concept that is not wanted; the typeface itself may be desirable. Most staffs want justified lines also.

Other considerations: (a) What type is available in body and in head type? (b) What sizes? (c) Is a companion face (italic or bold) included? (d) What does the type look like?

Most of the yearbook plants offer simple unit spaced "electric" type up to the fototronic computerized composition. Samples of each should be studied. The costs do vary.

It is imperative, therefore, that the staff understand the processes and know exactly what type is desired.

6. Picture Reproduction. Generally, most offset companies today are reproducing "sharper" pictures than the letterpress printers. The important thing in this area is to get away from gang shootings, photographing several pictures at the same time. It is better if each picture is tested for correct exposure and that the pictures are shot individually. Portrait panels and many candid, of course, are exceptions.

7. Proofs. In offset work, the term "proof" is not so clear as in letterpress production. Seldom is a "galley" proof made to be corrected because it is just as simple to correct the whole page. Most of the companies make a pasteup of the page and make a copy (from a "copy" machine), generally called a page proof.

Although the different kinds of proofs vary greatly because of the method of making and the paper used, generally, any of the proofs serve the desired results; show the whole page or page-spreads as they were pasted up; thus any corrections can be made on the pages.

In this area, too, it is important that the staff knows what it wants and how to work with what it gets. It can be expensive, for example, if the staff demands "proofs" of the stripped negatives and then makes corrections. Obviously, such a procedure would require the making of new negatives.

8. End Sheets. These sheets help to hold the book together, so some thought needs to be made about them. Most of the companies have two or three basic sheets they have on hand (any others, of course, will be more expensive).

Weight, die cuts, plain embossing, printing, added color, change of image on back sheets, etc., play a part in the costs involved.

9. Scheduling. It may be of some help to indicate to the printer the percentage of copy (or number of pages) the staff will send in by certain dates; however, the final scheduling must be made in detail so there is no misunderstanding about deadlines.

Some companies have not designated that deadlines for copy should be by signatures, but it stands to reason that if the school just sent in completed pages, it would be possible for the school to almost complete the book before any one signature was completed. To meet the desired delivery date the company needs to print many signatures in advance.

The important message here is that the staff cannot expect the book to be delivered on time if the scheduled deadlines are not established and met.

10. Binding. Since most yearbooks are casebound with several signatures, there are just a few ways to bind the book: (a) Smyth sewing, considered the best, sews through the centerfolds of the stacked signatures, (b) side sewing, considered undesirable in larger books because the pages will not stay down flat when opened, sews along the binding edges of the signatures, (c) side wire stitching fastens the binding edges by wire staples and leaves the book so tight that it cannot open out flat, (d) adhesive (sometimes known as perfect binding) fastens the signatures by adhesives (used mainly in the paperback field), and (e) the loose-leaf binding or spiral-type binding for individual pages.

11. Covers. Covers are sometimes separate contracts; however, if a cover is to be included with the bids, it is important for the editor and/or the staff to know exactly what is wanted. Such action means reading on the subject and talking to a number of company representatives.

These items, at least, need to be considered; (a) if hard-case, kind and size of board; (b) kind of fabric; (c) use of grain and/or overtones; (d) standard embossed or original embossed, or method of printing or stamping, (d) color (s); (e) design on front, spine, and maybe on back cover.

12. Delivery and Payment. It should be realized that the shipping date is contingent upon the last deadline. It should be remembered, too, that most companies figure that shipments are F.O.B. plant and will be shipped C.O.D. unless other arrangements are made.

As for payment, different plans are used. Most state schools have a policy on how payments are to be made. Generally, however, the school agrees to pay a certain amount for each book ordered at the time of the first copy deadline, an additional amount at the final copy deadline, and the remainder following the delivery of the books.

13. Service. Each school has its own way of producing its book. Some want the company to make the detailed layouts from their outlines or "ladders" or thumbnail sketches. Some may want the company to run a series of workshops for the staff. Once in a while a staff will want the company representative to act as a second adviser or as a technical expert.

All of these things, and many more, need to be considered and expressed in the bid so there is no question what the school wants the company to do. It has been pointed out that a free trip to the plant or a free meal from the company representative is not service.

It may be important here, also, to find out what supplies, materials, books, etc., the company will furnish the staff.

14. Additional Charges. It is often necessary to find out what it might cost if the staff wanted something beyond what is quoted in the base price. It is usually considered good practice to find out what additional copies of the book would cost as well as the cost of fewer.

Then there is the use of color that needs to be spelled out. Perhaps it has been considered that a special section might be printed on a different paper or with another kind of ink. In other words, all the additional costs should be anticipated.

15. Extra Charges. These charges are not additional; they are charges that go beyond the base price. Sometimes they are in small type in the contract and sometimes they are not mentioned. The school needs to know what these extra charges are. There are such charges as page pasteups, for example. This one item, at \$2.50 a page, could nick any budget if it was not expected.

Here are a few items that should be considered: (a) index or directory pages, (b) editor changes or additions, (c) bleed pages, (d) mounting of class panels, (e) mounting of group panels and similar composites, (f) making full-size layouts from staff's thumbnails, (g) reversals, overburns, tints.

There should be a place in this section for the company to specify any other extra costs.

16. Miscellaneous. Here's the area to put in such items as performances (list of books published for schools of similar size), what person will service the book (with his background), and possibly a schedule of copy requirements for a specific delivery.

These above areas were most frequently discussed and mentioned by the various company representatives interviewed. Beyond these areas, however, were some comments that seem to be pertinent and worthy of further study. Here are some of these comments at random:

*Some bids are made so only one company can really bid. That's not fair to the school or to the company.

*Do bids have to be opened up each year? Couldn't you check other printers to see if prices are out of line?

*How can we override lowest bid? Lowest bid may not be the best bid.

*Some schools want to know such unqualified things as how much would 15 pages of color cost without specifying size or on how many flats.

*We need six weeks to submit a bid, and some schools

send us a 20-page document of specifications and expect us to set a price in two weeks time.

*Performance bond is just one way. What about a bond for the company (from the school or staff) to assure the company that deadlines will be met?

*We had an association of yearbook publishers, but the government broke it up with its price fixing investigation. So we need an outside agency to help regulate the industry. Perhaps NCCPA could list firms with their equipment, finances, etc., and even approve the representatives by a testing arrangement.

The following two yearbook bid forms are printed here just to indicate what is usually included. Neither document is perfect, nor will the perfect form be soon in appearing. After all, each school is different, and change is always with us.

Example I

NOTICE OF ADVERTISEMENT FOR BIDS ON THE PRINTING OF AND/OR COVERS FOR THE YEARBOOK OF _____ UNIVERSITY, _____

Proposals for the printing of and/or covers for the 1972 Yearbook of _____ University, located in _____, will be received at the Purchasing Office of the University until _____ on the _____ day of _____, 1971 and then will be opened and read.

Bids will be received for approximately 5,000 copies to be printed as set forth in the general specifications which may be obtained at the Purchasing Office, _____ University, _____

Proposals to be made on Form 96, as prescribed by the State Board of Accounts.

Each proposal in the amount of \$5,000.00 or more shall be accompanied by an acceptable check, bank draft or bid bond made payable to the order of _____ University of an amount not less than 5% of the total bid submitted.

Bidders receiving awards amounting to \$5,000.00 or more shall be required to provide acceptable surety in the form of a bond, certified check or bank draft for the full amount of the award.

The _____ University Board of Trustees reserves the right to reject any proposal or all proposals, to make any combination thereof, and to waive any informalities therein, and to return unopened any proposal received after the time fixed herein.

No bid may be withdrawn after the opening of bids without the consent of the _____ University Board of Trustees for a period of thirty days after the scheduled time of closing bids.

UNIVERSITY BOARD OF TRUSTEES

By:

(Name)

Vice President and Treasurer

University

PROPOSAL I
(Printing the Yearbook)

I. SPECIFICATIONS

Book Size: _____ Number of Copies: _____ Number of Pages: _____ (signatures)

Process: Lithography. Pre-screening of continuous tone copy not acceptable.

Paper Stock: _____

Bidder to specify paper to be used: _____

End Sheets: To be 65 lb. No. 1 white Antique (Beckett or Equal)

Design for each end of book: _____ (yes) _____ (no)

Proofs: Page proofs to be submitted for staff approval before press run.

Composition: Bidder must be able to furnish Type Specimen Book showing complete range of type available to staff.

Photographs and Editorial Copy: To be furnished by _____ yearbook staff.

Binding: To be case bound, Smyth sewed, rounded and backed, supered and lined headbanded with mercerized headbands.

Specified time scheduled for copy to be worked out with the staff.

In accordance with specifications, Bidder should itemize costs as follows:

I-A BASE PRICES

1. Base price total will be _____ using 80# base No. 1 white enamel:
2. Additional or fewer pages in multiples of 8 based on specified number of copies, each (using 80# base No. 1 white enamel): \$ _____
3. Additional copies (with due notice) based on specified number of pages, each _____ (using 80# base No. 1 white enamel): \$ _____

II. ADDITIONAL CHARGES

To be made for the following if requested by the staff. (Based on specified number of copies)

1. Second Color:
 - (a) One page in 8-page flat \$ _____
 - (b) Additional pages in same form, each \$ _____
2. Four-Color Process:
 - (a) One subject (9 x 12 or smaller) in same form, each \$ _____
 - (b) Additional subjects (9 x 12 or smaller) in same form, each \$ _____
3. Printed End Sheets:
 - (a) One design, one color \$ _____
 - (b) Two designs, one color \$ _____
 - (c) Four-Color Process, one subject \$ _____

III. EXTRA CHARGES

1. Index or directory pages, each \$ _____
2. Editor changes or additions \$ _____
3. Bleed pages, each \$ _____
4. Mounting of Class Panels \$ _____
5. Mount of group panels and similar composites \$ _____
6. Making of full size page layouts from staff's thumbnails \$ _____
7. Any other extra costs \$ _____

In addition to the above, the Bidder should include the following information:

MISCELLANEOUS

1. Submit a schedule of copy requirements for delivery of book by _____
2. Submit a complete description of services offered to the staff included in Base Price submitted above.
3. Performances: (Primarily College Yearbooks produced in past two years. Include names of faculty advisers.)
(1) _____ (4) _____
(2) _____ (5) _____
(3) _____ (6) _____
4. In the event this bidder is awarded contract, who will service this book?

Include list of schools this representative has serviced in the past two years.
(1) _____ (4) _____
(2) _____ (5) _____
(3) _____ (6) _____
5. Terms: _____
6. Shipment to be F.O.B. _____ University, _____
7. Book to be delivered by _____

PROPOSAL II

(Covers for the 1971-72 _____ Yearbook)

I. SPECIFICATIONS:

Number of copies _____ Hard case covers with extra heavy board. Indicate thickness and kind _____
Trim size of page: 9" x 12" binding long. 368 pages of 80# coated enamel stock.
Binding style to be Smyth sewed, rounded and backed. Rough original design, copy, and backbone copy to be furnished.

II. PRICES

1. Leatherette
 - a. Embossed Design, No Color—No grain \$ _____
 - (1) One color applied : \$ _____
 - (2) Two colors applied \$ _____
 - b. Stamped \$ _____
 - c. Printed \$ _____
 - d. Grain on Cover \$ _____
2. Cloth With:
 - a. Letter Press \$ _____
 - b. Silk Screen—one color \$ _____
 - c. Silk Screen—two colors \$ _____
3. Unit cost for possible extra orders (other than the original \$5,000: \$ _____
Above price to include cost of embossing dies up to _____

III. SPECIAL SERVICES

1. Services and Materials furnished staff members:
2. Include in bid other items or suggestions to be stated specifically:
3. List discounts and/or terms:

Net price to include F.O.B. _____ University, _____

BIDDING TO BE SUBMITTED AS FOLLOWS:

PROPOSAL A....Printing and Binding, base bid\$
 (Bid to include printing and binding only)

PROPOSAL B....Covers\$
 (Bid to include Leatherette grained-Embossed design
 two (2) colors with original design)

PROPOSAL C....Combination of Proposals A and B\$

The Purchaser reserves the right to reject any or all unit prices on the schedule above which the Purchaser considers excessive or unreasonable.

Enclosed herewith find certified check, cashier's check, bank draft, or bid bond for \$_____, being 5% or more of the maximum bid herein, made payable to _____ University Board of Trustees, the proceeds of which are to remain the absolute property of said _____ University Board of Trustees if _____ (name of contractor) shall not within ten (10) days after notice of acceptance of the within bid, enter into a written contract, and secure said contract by a bond for the full amount of the contract to the approval of the proper officials of said Board of Trustees.

IN TESTIMONY WHEREOF, The Bidder (an individual) has hereunto set his hand this _____ Day of _____, 19____.

 (Bidder)

IN TESTIMONY WHEREOF, The Bidder (a firm) have hereunto set their hands this _____ day of _____, 19____.

 (Firm Name)

 (By)

 (Individual Names)

IN TESTIMONY WHEREOF, The Bidder (a corporation) has caused this proposal to be signed by its President and Secretary and affixed its corporate seal this _____ day of _____, 19____.

 (name of corporation)

 (President)

 (Secretary)

TERMS OF ACCEPTANCE

The above bid is accepted or rejected this _____ day of _____, 19____,
 subject to the following conditions: _____

 (Signed)

Attest: _____

Example II

SPECIFICATIONS AND INVITATION TO BID

For the _____ Published by _____

You are invited to submit a fixed price quotation for the _____ in accordance with the terms and condition of the following specifications, which shall become a part of the Publication Contract:

A. NUMBER OF COPIES AND PAGES:

Quotation based on _____ copies, _____ pages, page trim size to be _____

B. PAPER STOCK:

Quotation based on the selection of a premium grade of eighty pound hi-gloss enamel, eight-pound dull finished enamel, or eight-pound textured enamel. This selection is to be made by the yearbook staff.

C. BINDING:

Books are to be Smyth sewn in sixteen-page signatures with book-binders pre-stretched nylon thread. Books to be rounded and backed with both super and krash, and to have headbands.

D. COVERS:

The covers to be furnished by the printer with the cover cost included in this quotation. The cover should be a hard-case embossed cover with two applied covers. The school should have a wide choice of grains and colors from which to select. There is to be no restriction on design; however, the staff understands that die charges may be incurred. The amount of these charges will be dependent on the degree of detail in the design. Charges for die work should be quoted in advance.

Additional Charges:

Hot foil stamping

Silk Screening

Photo or art lithographed

Overtoneing

Metalic applique

Top Stamping

E. ENDSHEETS:

Quotation to include special one-design four-color endsheets.

F. TYPOGRAPHY:

Quotation to include a wide variety of Linotype faces for body copy, picture captions, and headings. The printer should supply a type specimen of all type faces available with his quotation.

G. PAGE LAYOUT:

The printer shall perform all operations of type paste-up, picture trimming, and mounting. The school is not required to perform any of the paste-up detail.

H. PICTURE REPRODUCTION:

All photographs to be reproduced in the book shall be individually evaluated for correct exposure in order to achieve the best possible reproduction, except for portrait photographs which may be mounted together in panels.

I. PAGE PROOFS:

Quotation to include individual page proofs of all pages. The proof shall be of sufficient quality so as to indicate not only correct position of type and photographs, but shall also indicate actual reproduction quality of halftones.

J. COLOR:

Quotation to include six 4-color process reproductions from $2\frac{1}{4} \times 2\frac{1}{4}$ transparencies printed in the same eight-page form. The copy and transparencies will be submitted to the company on November 15. (The staff will not accept the restriction of a common enlargement for all four-color reproductions)

Cost of additional 4-color reproductions in same form.

First 4-color reproduction in different form.

Cost of spot color in one eight-page form (per page).

Cost of duotone in one eight-page form (per page).

Cost of tintblocks in one eight-page form (per page).

Cost of headline color.

Printing charge on six 4-color process reproductions in same eight-page form.

Additional reproductions in same form.

First four-color reproduction in different form.

Other color possibilities.

K. DUMMY:

The printer agrees to furnish a series of double-page spread layouts to be incorporated into a working "dummy" for each spread in the book. These layouts must be professionally done by a company artist. The school reserves the right to use or alter any company layouts at the discretion of the staff.

L. LIST ADDITIONAL CHARGES (and explain) for such things as overburns, reverse type, verticle heads, bleed pages, art work (professional), mortises, etc.

M. DEADLINES:

The printer must agree to a deadline schedule assuring shipment of the completed yearbooks by _____
Quotation includes receipt of completed yearbooks F.O.B.

Completed yearbooks to be received no later than _____

To the extent that it is possible to do so, work will be submitted to the company in signatures.

N. ADDITIONAL MATERIALS OR SERVICE OFFERED BY PUBLISHER:

The _____ Staff reserves the right to reject any bids from companies which, in the opinion of the staff, are not of good reputation and do not meet standards of general excellence. The staff is not necessarily obligated to accept the lowest bid, but will consider other important factors such as quality and service.

Total price _____

Cost for _____ additional or _____ fewer copies _____ per copy.

Cost for _____ additional or _____ fewer pages _____ per copy.

ACCEPTED BY:

SUBMITTED BY:

The _____ University Board of Trustees reserves the right to reject any proposal or all proposals, to make any combination thereof, and to waive any informalities therein, and to return unopened any proposal received after the time fixed herein.

No bid may be withdrawn after the opening of bids without the consent of the _____ University Board of Trustees for a period of thirty days after the scheduled time of closing bids.

UNIVERSITY BOARD OF TRUSTEES

By:

(Name)

Vice President and Treasurer

University

NON-COLLUSION AFFIDAVIT

The bidder, by its officers and _____ agents or representatives present at the time of filing this bid, being duly sworn on their oaths say, that neither they nor any of them, have in any way, directly or indirectly entered into any arrangement or agreement with any other bidder, or with any public officer or official of such _____ whereby such affiant or affiants or either of them, has paid or is to pay such bidder or public officer any sum of money, or has given or is to give to such other bidder or public officer anything of value whatever, of such affiant or affiants or either of them has not directly or indirectly, entered into any arrangement or agreement, with any other bidder or bidders, which tends to or does lessen or destroy free competition in the lettering of the contract sought for by the attached bids; that no inducement of any form or character other than that which appears upon the face of the bid will be suggested, offered, paid or delivered to any person whomsoever to influence the acceptance of the said bid or awarding of the contract, nor has this bidder any agreement or understanding of any kind whatsoever, with any person whomsoever to pay, deliver to, or share with any other person in any way or manner, any of the proceeds of the contract sought by this bid.

Subscribed and sworn to before me by _____

This _____ day of _____, 19____

My commission expires:

community college review

WHAT TO PUT IN THE JUNIOR COLLEGE NEWSPAPER

By HARRY COPELAND
Gulf Coast Junior (Florida) College

Every junior college adviser faces the problem of what the junior college newspaper should publish. He also faces the problem of how to handle the material. Let's examine both of these.

First of all, the question arises: "What is news on the junior college campus?" and the answer is that what is news anywhere is news on the campus but uniquely adapted to the kinds of programs, projects, activities, and developments that are peculiar to the junior college.

Pursued further, news is anything reported of interest to a sufficient number of readers—the readers, in this case, being junior college freshmen, sophomores, adult students, faculty, administrators, the college advisory committee, college-minded citizens, and concerned taxpayers.

What makes news of interest to these readers? Timeliness, or immediacy; proximity; prominence; conflict; human interest; and consequence. Applying these foregoing characteristics to the junior college setting, what do we find makes news? The classroom, the clubs, the campus organizations, the student center, intramurals, and both major and minor varsity sports.

New equipment for science, language, or reading laboratories makes significant coverage, especially if the writer shows how this equipment will enhance teaching in these classes.

Other newsworthy classroom developments would be a new technique used by the instructor, special projects undertaken by a class or individuals, or a new course itself, if it is unusual enough, or the approach is fresh enough.

At Gulf Coast Junior College [at Panama City in Florida's panhandle] we have an instructor who introduced a new technique, at least at GCJC, in sparking his freshman orientation class. The instructor employed a self-made color movie of significant persons and places on the campus to re-enforce a unit on helping new students fit more easily into college life.

News was discovered in specific projects undertaken in art classes; in field trips to local media by mass communications students; the paper mill by business club students; and to the jetties by marine biology students. Two more stories captured the provocative and timely qualities of two novels studied in freshman English classes: *The Adventures of Huckleberry Finn* and *Fathers and Sons*. Toward the end of the year, the *Gull's Cry*, campus newspaper, ran an adventure story, an interview article, and an editorial about a three-day seminar, and a similar one for the fall term, on marriage and family living.

What makes each of these developments newsworthy? Immediacy, unusualness, consequence, and proximity.

Clubs and organizations also provide ample material for news stories. New officers are elected; a member of a local club or organization is elected or appointed to a state or higher post; a club, or one of its members, wins an award or initiates a new project; new members are inducted; a club queen is chosen; apathy exists in elections—the list is long.

At Gulf Coast we try to give every club coverage of its newsworthy enterprises. We ran a story on the nursing club member who was named to a state post as chairman of the nominating committee. We ran a story on several new service projects undertaken by Circle K, men's service organization. When the national honor society tapped, the newspaper ran the names of the new members; and when the invitation to hold the 1970 honor society national convention here was accepted, the newspaper reported the news. When the local forensic group won individual and team awards, we carried the names of the members and the awards they won.

A prominent, highly personable speaker before the engineering society became the subject of a front-page story that featured, not only what he had to say but also interwove these facts with interesting impressions of his personality.

For example:

The speaker continued, while twisting a silver coin between his fingers: "We do not make many mistakes in arithmetic, nor do our competitors. Most of the mistakes made by consulting engineers are business mistakes, mistakes in management or communications. These are the mistakes we are learning to avoid, and this, in large part, accounts for our success."

A former magician's aide, hence the silver coin while he talks, the small, dark-haired man stood behind the lectern, seldom moving anything other than the silver coin. He is a jovial man—quick to laugh, able to tell amusing jokes, and ready to pay compliments to any female who may be in his presence.

In features one of the more interesting stories published was an interview with the oldest student on campus, a retired naval officer who could relate suspenseful World War II experiences as well as later explorations into the political arena as a Republican candidate.

Another feature was a story on a family—father, mother, and son—all attending Gulf Coast Junior College.

A third feature dealt amusingly with the shuffling of teachers and students in one class in English at the beginning of the second semester.

A fourth story "wept" satirically over the trials of footnoting in research papers. The article was ably complemented by a picture of a frustrated student at the typewriter with all her materials wildly scattered about her.

A student's unusual hobby of collecting sports picture cards, the newspaper photographer hobbling around on crutches taking pictures, another student writing of his collection of guns, revealing imaginatively his knowledge and love for them—all of these are stories worth reporting.

Searching out the unusual for a series of stories on an upcoming production, or an informal "visit" with the homecoming queen or some other campus celebrity are more possibilities.

At Gulf Coast, the student newspaper ran an advance series of stories on the college production, *Carnival*. In one story the fact that a campus-community orchestra was being used for the first time was featured. In another story, the writer backgrounded the significance of some lyrics in the musical.

The list of ideas for news, news-features, and features can be added to indefinitely—from sports, the classroom, productions, the library, club activities, etc. An alert, imaginative, probing adviser, bolstered by an equally alert, imaginative, and probing student journalism staff can reap an abundance of ideas.

Conclusion

Idaho State's Quite Revolt

By JACK W. GROUTAGE
Idaho State University

Can a student newspaper on a state university campus operate without being controlled by an autocrat or an oligarchy, and without overt influence by the administration?

On the Idaho State University campus at Pocatello the current answer is yes, so far, as a result of ISU's Quiet Revolt of two years ago.

To recap:

The Quiet Revolt ["Quiet Revolt at Idaho State," *College Press Review*, Vol. 8, No. 2, Fall, 1968, p. 16] came to a head with the semester's final issue of the ISU student newspaper, the *Bengal*, on May 15, 1968. It was a revolt of the newspaper's editorial staff—four editors and the adviser—against what they considered unnecessary, unprofessional, irresponsible actions on the part of the editor-in-chief. It resulted, legally under the *Bengal* section of the ISU Communication Directive, in their publishing a newspaper that the editor disliked and tried to withhold from circulation.

But, semester and academic year end wrote 30 to the problem, at least until fall semester, 1968. Then, further efforts were taken to try to reach a permanent solution. Now, two years later, this appears to have happened.

The stated aim of many sectors of the entire campus community—students, faculty and administration—was to have a *student* newspaper, in *fact* as well as *theory*, that wouldn't commit suicide. How has it remained alive and lively for two years and also remained a truly *student* newspaper? Here are some of the major contributors:

1. A campus consensus, difficult of operation but rigidly adhered to despite these difficulties, that the *Bengal* is a *student* newspaper;
2. Adoption of a new ISU Communication Directive that implements and assures this type of operation;
3. Refusal by campus consensus, student and other, to allow this status quo to be destroyed.

How have these major policy guidelines been carried out on the Idaho State campus these past two years?

First, and perhaps most important, is the actual acceptance on the part of University administration that ISU students should, and *can*, operate their own newspaper. Without such an acceptance, a solution would be very

difficult. ISU's administration, from the appointed state Board of Trustees through the office of Dr. William E. Davis, ISU president, and other administrative offices and bodies, not only agree to this philosophy. More important, they live with it.

Second, perhaps equally as important, is actual acceptance of this operating philosophy by the 7,000 ISU students, transformed into day-to-day operation through their elected government, the Associated Students of Idaho State University (ASISU).

Starting with these bases, the third implementing factor was created and put into operation—ISU campus publication administration.

Idaho State's ASISU publications are the weekly newspaper, the *Bengal*, and the yearbook, the *Wickiup*. They are operated as much as possible as are professional publications. This includes being owned by the Associated Students. They in turn have a board of directors acting as publisher; the Communications Board. This board hires an editorial board, the publication's editorial staff members.

The line of authority has been strictly adhered to these past two years, with the student senate of the Associated Students acting as the official voice of the owners. Efforts are made to follow the "chain of command," the line of authority, and operating regulations, the Policy Directive for the Communication Media of the Associated Students of Idaho State University.

ASISU operation, Communications Board operation and *Bengal* staff operation must follow the directive to be legal. All are guided by the basic philosophy—students run their publications.

Both the directive and the board are designed to implement this philosophy. Directive revisions, made a year and a half ago by the required two-thirds majority or more, were aimed at strengthening this type of operation.

Just how do ISU students operate their own publications?

First—they try to make them self-financing through advertising and sales. The *Bengal* has approached this goal a number of times and should reach it this academic year or next.

Second—the student body, through its representative student senate and appropriate committees, controls completely publication finances.

Third—the board of directors, the Communications Board, is student controlled. The board is the first joint faculty-student board at ISU (there are many others now), created about four years ago under President Davis' auspices. It has nine voting members, five students and four faculty members. The chairman is the Journalism

Jack W. Groutage is assistant professor of Journalism at Idaho State University. Two years ago he was "man in the middle" in a publications fuss, writing for us an article titled "What Should a Student Newspaper Be?" He still is Journalism professor, publication board member and *Bengal* advisor. But there is one difference. Now, he is adviser after being requested by the staff to take the job.

Department chairman, who votes only to break ties. It also has a student chairman, selected by the student senate, who "shall take the chair in meetings in the absence of the faculty chairman, but shall not then vote except in case of tie." Thus students can control the board with their five-vote majority, if they wish. There is no higher authority other than University administration.

The Faculty Affairs Committee, its members chosen by faculty vote, names the four faculty members to the Communications Board. The ASISU president appoints the five student members to the board, with advice and consent by the student senate.

The Communications Board—student controlled—hires the editorial board of the *Bengal* and the *Wickiup*, top salaried members of the two staffs, for one or more semesters.

To prevent cliques, emotion—or both—from capriciously removing editorial staff members who might displease students or faculty, the revised directive allows such firing only on *two-thirds vote* of the board. And, such removal is tightly controlled by the new directive, requiring formal filing of charges, a formal hearing and legal representation (if wanted) for the staffer so charged.

V. Removal of staff:

The burden of proof shall rest upon the members of the board bringing the charges.

This hiring-firing section was carefully drafted and considered as a result of the 1968 revolt and a wild 1964-65 academic year. Five years ago, the Student Senate had complete and direct control of publication staffers. As a result, the *Bengal* went through a series of four editors in a few weeks, some serving for only one issue, until senators read their initial efforts and promptly fired them. It was campus politics in raw action.

The new directive avoids such precipitous, emotional, anarchistic over-reaction on the part of *any* ISU publication authority.

By the same token, it avoids authoritarian power on the part of any single member or minority clique of the publication staffs themselves—except, of course, in day-to-day editorial operation. Paragraphs A, B, C and D of Section VI of the directive lay this out thusly:

VI. Newspaper

- A. Staff members appointed by the Board shall include all paid editors, the business manager, circulation manager, and others necessary to the successful operations of the newspaper.
- B. The Board will appoint the editor and then ask his recommendations before appointing other staff members.
- C. The Board further appoints all paid editors and the Faculty Adviser as an Editorial Board to determine *day-to-day editorial and operating policies* (italics added) in accordance with this directive.
- D. The editor should understand that he is responsible to the Board for maintaining the contents of each issue of the newspaper in accordance with this directive and the decision of the Editorial Board. Individual staff members are—in turn—responsible to the editor for their departments and editorial content under their direction and supervision.

"... the *Bengal* went through a series of four editors in a few weeks, some serving for only one issue, until senators read their initial efforts and promptly fired them."

Thus: 1. No editor, including the editor-in-chief, has dictatorial control. In effect, final control lies with a majority of the editorial board—top staffers, including the adviser. Operation by committee, perhaps, but never by a dictator.

2. The adviser is chosen by the editorial board, with advice and consent by the Communications Board. As shown by the following directive paragraph, there is *no* prior censorship of the publications, a prohibition covering the adviser as well as anyone else. The pertinent paragraph:

VII. F. No one outside the *student staff* (italics added) shall delete, dictate, alter, or revise the content of a student medium except that in questions of possible libel, the staff may present the questionable material for the consideration of the board.

And it can be added that the adviser is often consulted on question of possible libel and/or taste.

In summary:

1. Idaho State University student publications are student owned, student operated, under a year-old communication directive and a student-controlled Communications Board.

2. There is no prior censorship of *Bengal* (the newspaper), or *Wickiup* (yearbook) content, which is entirely student-controlled.

3. There is no Journalism Department control of student publications, although the chairman of the Communications Board is also Journalism Department chairman and one other board member is a Journalism professor. Both are appointed by the Faculty Affairs Committee.

4. The faculty adviser is chosen by the staffs, and may or may not be a journalist.

5. No single publication editor or manager has complete, autocratic control. Each publication has an editorial board, which—in effect—operates the publication by consensus.

Results to date include:

1. This semester's *Bengal* editor, chosen by a 5-4 vote of the Communications Board, is not a Journalism student. Under the directive requirements for such offices, he met background needs with previous professional news work in the Armed Forces. The directive requires the top editor to have attended certain Journalism classes, pass a qualifying test, or have had comparable professional experience. Current Editor Ron Bruce was hired on the latter. He may enter Journalism or Communications as a profession. He also is the first *Bengal* editor-in-chief of African ancestry.

2. All other editorial board members are either Journalism majors or have taken some Journalism courses. However, this is not a requirement.

3. After considerable consideration and planning, this fall the *Bengal* changed to tabloid format. It will be printed on campus, at the Graphic Arts shop of the Vocational-Technical School, on high quality, white 50-pound stock. For many years it was printed either at a Pocatello or Blackfoot (22 miles north) newspaper plant.

4. Emotional over-reaction by individuals or segments of the campus community are handled by means of the directive procedures. For example, a recent series of complaints were considered and screened by the student senate, then passed on to the Communications Board. The result was an open, vis-a-vis hearing before the Board. All but one of the complaints was dismissed for lack of support or proof. The valid complaint, of careless or possible biased coverage by the *Bengal* in two instances, was discussed. The result was an admonition by the Communications Board to the *Bengal* that more professional, responsible care be taken on controversial coverage in the future.

Six years ago the Student Senate could have, and might

have, fired all *Bengal* staffers out of hand, without a hearing, in such a squabble.

6. One of the traditional guides to newspaper acceptance, advertising lineage, has climbed since September and continues upward.

7. The staff continues to make concerted efforts to cover the campus scene better with each issue—one of Bruce's stated objectives—while improving format and contents.

8. So far, at least, ISU's Quiet Revolt of 1968 seems to have produced better student publications, owned and operated by students.

Legal review

By John Behrens

Curator

Student Press in America Archives
Utica College of Syracuse University

What kinds of reactions can the college newspaper expect from the community when it offers unpopular editorial opinions or obscenities?

Increasingly negative, judging from the cases in the Student Press in America Archives. Five studies, in particular, are good examples of how community sentiment can place pressure on the college administration, municipal law enforcement agencies and other authorities to take some form of action.

The trend appears to be toward more repressive acts as the public crystallizes its attitudes toward students.

Such an experience occurred at Clarion, Pa., two years ago. Sherry Lehman, then editor of the Clarion State College *Clarion Call* wrote an editorial, based upon information given her by a priest, that criticized the Clarion County jail, its rules and lack of facilities. A Common Pleas judge and the county district attorney called the editor to a court hearing to interrogate her about the editorial. As the *Pittsburgh Post-Gazette* said later: "The pretext for the official cross-examination . . . was to gain information. But the actual effect was to intimidate a writer who dared to be critical of jail conditions and, by implication, of public officials."

The hearing ended as suddenly as it began, with the judge telling the editor she didn't have the facts.

At Rockland Community College last year an Easter poem in the student newspaper caused a county legislative committee to investigate and a conservative party chairman to condemn administrators who condone printed poems of poor taste. The Rockland president defended the students' right to free speech. However, a code of ethics, instituted later, stated that the adviser would have the responsibility to determine if material was of such bad taste that it would be placed before a publications board for a final decision.

An attempt by the University of Akron student newspaper and literary magazine to publish four letter words in their Spring issues last year (which were deleted at the request of publications board chairman) caused an Ohio senator and University of Akron professor to urge tighter control of campus publications. While a few Ohio newspapers editorially criticized the senator's statement and position, a number of citizens and some officials supported the comments.

Another case may not, in fact, be a case at all today.

It involves a former Ohio University coed who was arrested for distributing a flyer warning students that certain Athens police officers would "trump up" drug charges to lock them up. She was charged with criminal libel—a rarity in law in any state—and taken to a municipal court. Police did not arrest the person who wrote the handbills. The ex-student, who was not a journalism student or a member of a campus publication, later apologized and charges were dropped.

The final case of community reaction against a campus publication occurred when the Rochester Institute of Technology *Reporter* printed photos of a nude draped with parts of the American flag. County law officers, reacting to complaints, arrested the photographer, editor and adviser of the *Reporter* and accused them of violating the rarely used display of flag clause in the General Business Code of New York.

But campus media are striking back, especially when they're victims of unjustified attacks. Such an instance occurred earlier this year when the editorial staff of the Ocean County College's *Viking News* charged the weekly *Tom Rivers Reporter* with irresponsible journalism. The *Reporter* used a front page story to probe a campus censorship problem. Said *Viking News* adviser Lillian Lodge: "We have here a case of making something out of nothing; of drudging up and sensationalizing a case that had been dead for over ten weeks. We try to teach and practice good journalism; and we find it violated right before our eyes."

A few student journalists could probably find explanations and/or defenses for each of the first five cases I've mentioned. The arguments normally offered are that the newspaper should lead its readers toward accepting new attitudes or at least reflect reality. The fact is, however, that reality tells even the most casual observer that the total audience is more important than portions or intimate groups who are trying to influence editorial thinking. The successful editor, the archives cases disclose, is still the one who attempts to compromise with a constant eye on the larger, silent majority on campus and in the community. To assume, as some student editors have done in recent years, that audiences other than their own peer group are not audiences at all is as unreal as expecting a job upon graduation simply because you graduated.

international student press review

From the Caribbean to Argentina

By Professor James W. Carty, Jr.,
Chairman, Communications, Bethany (W. Va.) College

Argentina is the only Latin American country with a student-edited newsletter circulated over a long period of time to all of one nation's universities. It is *El Servicio Argentino de Prensa Estudiantil*—that is, Argentina Service of Student Press—started in 1962 and known as SAPE.

This excellent publication has been made available to communicators in other lands. Its back issues should be studied carefully in all schools of the Americas, and especially such places as the Dominican Republic, where the two journalism institutions first began their issues in 1970.

The long-time director—or editor—of SAPE, Orlando José Farao, is an economics student of the National University of Buenos Aires. He has experience with magazines in his homeland.

It is to be remembered that the world-wide movement for student reform of universities commenced at the National University of Córdoba in 1918. The Córdoba Manifesto, and other activities, marked the formal beginning of student political activities in Latin American Universities.

About 300 copies of the SAPE newsletter are distributed to 25 universities—nine national, four provincial, and 12 private—in 12 localities of that nation and in other schools abroad. Twenty student journalists of Argentina serve as correspondents in Córdoba, La Plata, Mendoza, Misiones and San Juan, and additional ones in the United States, Canada, Mexico and Holland.

My examinations of several issues—dating back to Number 9 in December, 1963—indicate that SAPE has presented the most objective student journalism consistently in Latin America. This organization has been concerned with setting forth straight news in a crisp, concise manner.

Short articles, encompassing a three- or four-sentence paragraph, describe student activities in Argentina and elsewhere in unemotional language. They do not reflect bias, nationalism, or anti-isms.

The SAPE publication is a single-spaced one on legal size paper, 13¼ by 9 inches. Issues generally are 4 pages in length, but have gone to 8 on occasion. Sometimes the lead article covers most of page 1; inner sections cover the internal educational situation of the country, and the last page is devoted to foreign news.

Professor Carty is chairman of the Communications Department of Bethany (W. Va.) College. He has taught in several Latin American countries, including the Dominican Republic, and is making a comparative study of their student press.

Farao organized and directed the first and only national seminar of the student press June 16-19, 1965. Thirty students, representing nine journalism schools in seven cities, attended.

SAPE was organized August 13, 1962, in La Plata, with dual national and global objectives. Aims included providing news, graphic material, advice for the student press; organizing conferences, and establishing broader relations with the international student communicators.

In most Latin American countries, student publications largely concentrate on emotionally-oriented think essays—anti-North American, nationalistic pieces. They would do well to emulate the model of SAPE.

Meanwhile, two publications have been initiated in the capital city of Santo Domingo in the Dominican Republic, the Caribbean island first visited by Columbus.

One is an internal publication begun by the new Dominican Institute of Journalism for its 80-plus students. This school, which was opened on March 1, 1969, has a one-year concentrated program that seems more professional and accomplishes more than most Latin American J-schools in four years.

Whereas many Latin American communications departments have no lab equipment and are based on theory, this Dominican institute has new typewriters. It requires rigorous practical exercises.

The school's first publication, a two-page mimeographed sheet prepared in 1970 by students, offered news of the students and faculty, which includes national cabinet members, and plans of the director, Dr. Salvador Pittaluga, a TV commentary and advertising-public relations consultant.

Plans are to continue this internal house organ on an occasional basis, and occasionally give wider distribution to tell of the group's social involvement. For example, the institute has taken part in a variety of service projects, as supplying books and other resources for the local prison.

Since this institute constitutes the finest student journalists of the country, it is hoped they will do more systematic and regular issues with both news and interpretative articles.

The students and teachers of the J-school of the National University of Santo Domingo also issued their first publication, *Universitario*, (University), in 1970. This eight-page tabloid contained articles about all departments of that university and interviews with authorities about their plans for this left-wing center.

They plan to distribute copies throughout the country to counteract the negative image this national university has in the eyes of many moderates and conservatives. A few years ago, moderates broke off from the school and established La Universidad Pedro Henríques Ureña, in honor of one of the great creative writers and defenders of Spanish-American culture.

The national university has limited funds, so the regularity of issue of the new J-publication is uncertain—probably it will come out every two months. But apparently it seems destined to follow in the line of the traditional Latin American student publication of this century—largely devoted to interpretive think pieces, mixing of fact and opinion, endorsement of the Soviet line, and attacks on the United States.

Improvement of faculty and students and change of philosophic orientation are needed if it is to make much impact on Dominican political and economic leaders.

book review

Defamation and Public Officials: The Evolving Law of Libel

By CLIFTON O. LAWTHORNE (SIU Press) \$15
Reviewed by LON HOCKER

This book is a history of libel law and that law's reflection of and effect upon developing concepts of liberty, from colonial days to the present, with a worried glance at the future.

While the book is not physically large, it is immense in scope and detail, and the research necessary to create it, staggering. An idea of the work which went into writing it can be gathered from some statistics. Of footnotes, there are 45 pages authenticating only 284 pages of text. There are five condensed pages of bibliography, ten double-columned pages of citations of cases referred to in the text, and ten double-columned pages of index. It is no wonder that its price is \$15.

The question immediately presents itself to the reviewer: For what audience is this book published?

"Defamation and Public Officials" is one of a series of publications of the Southern Illinois University Press under the caption, "New Horizons in Journalism," edited by Howard Rusk Long. Its author is Clifton O. Lawthorne, a former newspaperman and writer, a Ph. D. from S.I.U., a journalism educator and now chairman of the Department of Texas Christian University.

According to the jacket, the work "was designed principally for journalism, and others in the field of communications as well as students of journalism," with a mention for the general public and lawyer. But working journalists and working lawyers rarely have the interest or the time to inquire beyond the law applicable to their own problem, in their own state, and at the specific time of the writing. The work is too technical and detailed for the "general public." We can expect amateur and professional historians and sociologists to be interested in the extraordinary correlation between the development of the law of libel and that of political liberty in this country over the past 300 years, which is the principal message of the book.

It is a text for journalism students at the college and post-graduate level that the book must be judged. Each chapter is followed by a summary of what we have just read. This is distracting and annoying to the casual reader, but doubtless would be most valuable to a student preparing for an examination or a discussion on which he is to be graded. As such a text-book, it is surely without equal, both for exposition and for exposure of source-material.

The book starts with the English law of libel which was enforced in the American colonies in the eighteenth century, by which one could be fined and imprisoned for publishing a criticism of a public official, in a criminal trial at which the only question was whether the

defendant had published the writing. It was then no defense that the publication was in good faith and in the public's interest, or even that it was true; for it was regarded as a sort of treason.

It traces the emergence of a more liberal attitude in the Colonies in pre-revolutionary times, among American judges and juries and through dozens of cases, such as the celebrated exoneration of the New York publisher Peter Zenger in 1735, and follows the slow and scattered acceptance of the idea of truth as a defense to libel.

The author points out the virtual disappearance of criminal libel prosecutions in the wave of democracy which swept the new nation following the revolution, and the excesses of villification which became a staple of political campaigns at the end of the eighteenth century, and which, in a public revulsion, led to a return to the repression of the English common law of libel and the enactment of the Sedition Law of 1798. He shows the switch from criminal prosecutions to civil damage suits as the means of redress of a libelled official, again illustrating his thesis by a description of many cases involving famous men. He closes the era ended by the second world war with a state-by-state summary analysis of local libel laws, again with citation of cases.

The book describes the thunderbolt which struck the nation's libel law in the Supreme Court's 1964 decision of *New York Times v. Sullivan*, in which the states' previously heterogeneous libel laws were forced to conform to constitutional standards laid down in the opinion. The Court there held that freedom of speech and press in the federal constitution was imposed on the states by the due process clause of the Fourteenth Amendment, and required that no public official could recover damages in a civil libel suit unless she could prove that the publication was made with knowledge that it was false, or in reckless disregard of whether it was false or true.

The effect of the New York Times decision is brought down to date, i.e., to Jan. 1, 1971, including the expansion of the application of the rule from public officials to candidates and others who advocate public action.

The book ends with a caution against too great license, with a possible reaction of repression.

As a philosophical history of American libel law, it is exhaustive. As a literary adventure, it is exhausting.

(Lon Hocker is former president of American College of Trial Lawyers.)

Any reader desiring to review journalism books is invited to write the editor, *College Press Review*, Box 500, Eastern Kentucky University, Richmond, Ky., 40475. Reviewers may keep the book and will be given complimentary copies of the *Review*. Unsolicited book reviews are also welcomed.

College Editorial Reaction

The Flight of Apollo 11

By GLEN KLEINE
Eastern Kentucky University

Suddenly last summer we were on the moon. The commercial press was filled with stories about Astronauts Armstrong, Aldrin, and Collins. The college press too gave this historic event their attention but limited summer school staffs were hard pressed to provide the kind of coverage the event might have been given during the regular academic year.

James Cameron in the *New Statesman* observed that the media when "confronted with genuinely significant and even vital events, reduced them intuitively to a sort of basic piffle." The space news coverage of the college press was for the most part at this level. A far greater portion of the college press editorially asked the hard questions about the space program than did their commercial colleagues.

Of the 22 college newspapers providing editorial comment, the major concern was the relative priority given to the U.S. space effort. Of the 15 editorials commenting on the priorities of space exploration, only two newspapers supported the high priority given it at the time of the moon shot.

Ben Harding, editor of *The Oklahoma Daily*, University of Oklahoma, at Norman, writes, "Now some would-be thinkers of our country are screaming for the space program to be curtailed and some of the billions of dollars diverted to other interests. THIS WE CANNOT DO . . ."

"Many off-shoots from the space program are yet to be realized. When they are we must be taking new steps that will provide for new off-shoots. We cannot afford to sit on our tails."

The University of Washington Daily, Seattle — "Because more funds are desperately needed for domestic reform in this country, some have suggested diverting funds from the space program into the domestic arena.

"Such a move would be unwise.

"The money spent in the NASA program has reaped ample rewards in national pride and in the advancement of technology. The tremendous increase in scientific knowledge and the future possibilities of interstellar exploration and even colonization should silence demands to forestall the space program by siphoning its funds.

"Perhaps the main cause of the shortage of domestic funds is the enormous defense budget, currently \$78 billion annually. An estimated \$35 billion is funneled directly into Vietnam."

Most college newspapers were, however, outspokenly critical of the high priority given our space program.

Daniel Zwerdling in a signed editorial in *The Michigan Daily*, University of Michigan, Ann Arbor, writes, "We would be far more humanitarian to stop our dollars from leaking into the space void and invest them in the misery of our own planet."

The Florida Alligator at the University of Florida, Gainesville — "It's rather ironic that in a day when science technology is so advanced that men can be sent through thousands of miles of space and be landed safely, that social technology, the technology of living together, is in such a pitiful state. It's strange there is still war on this, the day mankind has gone to the moon in peace."

Crimson and White at the University of Alabama, University — "Unbelievable. Man on the moon and man with no food. This conflict—humanness vs. technology—will become more apparent in the years to come. After Apollo 11, the end of the space effort is nowhere in sight, just like the end to poverty."

The Oregon Summer Emerald, University of Oregon, Eugene — "While some Americans were watching the fruits of the \$2 billion overall Apollo program, others were suffering more than ever. Last week, it was revealed that over 5 per cent of the dog food purchased in the United States is consumed by humans. . . ."

"More than half of those now living on earth are malnourished. Five hundred million live in a state of constant hunger. Population threatens to terrorize the

July 20, 1969 is destined to be remembered as one of those benchmarks of history. It differs from the infamous dates of November 22, 1963 and December 7, 1941, but it had the same potential of becoming a day of national sorrow. In retrospect, it might have been a time of tragedy like June 30 of this year when three Russian cosmonauts suffocated in their craft. As it turned out, July 20, 1969 was a source of pride for most and a time for national reassessment for others.

College newspapers which were published immediately before and/or after were evaluated in early 1970 and this article is based on editorials published at that time. This article was originally intended for publication during the 1969-70 academic year. It had been set in type, but a heart attack prevented the former College Press Review editor from publishing the Spring issue in 1970.

While this article is dated, it provides an even better means of evaluating the college editor as prophet.

It is apparent that college editors anticipated the mood of the nation. This national attitude has manifested itself in many ways.

●NBC estimated that 45 million people watched the flight of Apollo 14. This was only half the number that followed the flight of Apollo 11.

●In a 1970 Louis Harris Survey it was discovered that a strong majority of the public believed that domestic needs should be given much of the funds previously allocated to space. That year 56 per cent felt the space program should be the first to have spending cut. This was an increase of five per cent over the previous year.

●Congress responded by cutting funds for space. On Sept. 3, 1970 NASA announced that they were canceling two moon trips to save money. Another cost cutting device was layoffs in the space program. This extended from hundreds of young engineers to a dozen veteran Peenemunde rocket scientists who were on the Huntsville team of Dr. Wernher von Braun.

●The notable exception to this was U. S. Senate rejection in June of an amendment which would have cut \$3.2 billion from the space budget for a reusable space shuttle and diverted these funds to domestic needs.

Editors were also correct in suggesting a major Russian effort in the development of orbiting space platforms. Even in the face of disaster, Boris N. Petrov, a top Soviet space scientist who had helped to develop the Salute orbital station, predicted on July 4 that, "the '70s will become an epoch in the development and broad use of long-term manned orbital stations with interchangeable crews."

Apollo Trio Rides Earthward

SPACE CENTER, Houston (UPI) — America's Apollo 11 moon explorers fired their final big rocket blast Tuesday and headed home to claim their place in history. The 2½ minute burn of the Columbia command ship's main engine rocketed Neil Armstrong, Edwin "Buzz" Aldrin Jr. and Michael Collins out of lunar orbit and sent them speeding toward a Pacific Ocean splashdown at 10:50 p.m. Thursday.

Monday night Armstrong and Aldrin, the first men on the moon, successfully landed by with Columbia, flew by Collins and left behind the Deimos little Eagle lander that carried them to lunar world.

"THERE SHE GOES!" said Collins, shortly after Armstrong and Aldrin returned back from Eagle into the command ship with their previous mission of lunar rock sampling.

Armstrong's moon explorers successfully landed away from the lunar surface Monday by a "descent" down the hillside that would climb on the long journey home.

The overall mission took place at 10:50 p.m. EDT, ending Armstrong and Aldrin's lunar surface stay of 21 hours, 36 minutes.

ARMSTRONG is a byproduct of the Apollo 11 flight, recorded once again this time moments before the lunar landing.

"Now, 1, 2, 3, 4, 5... and we're now... 36 feet per second... 36 feet per second... very quiet side. The voice was that of Aldrin, the lunar module pilot.

At one minute, 40 seconds in launch Aldrin offered a word.

(Continued on Page 12)



LOWER "C" MARKS APPROXIMATE LANDING SITE, four miles west of intended area on Sea of Tranquility.

Mysterious Luna Crashes

MOSCOW (UPI) — The Russian space program Monday blamed America's Apollo 11 spacecraft on the moon landing for the mysterious crash of a Soviet Luna 15 probe on the lunar surface, the Soviet Union announced Tuesday morning.

A report by the Soviet news agency Tass said the Luna 15 probe crashed on the moon's surface at 11:47 a.m. EDT, a few minutes after the Apollo 11 lunar module landed.

"THE MOON WAS THE SCENE OF A CRASH," Tass said. "The probe crashed on the moon's surface at 11:47 a.m. EDT."

The probe did not splash into the sea, but the satellite was drifting out over the ocean.

The brief period of time between the crash of the probe and the end of the mission indicated a high speed.

Brothers Launch 'Lights' Campaign

OVERLAND JARE (UPI) — Three young brothers Monday launched a "lights" campaign to put Indians to the Apollo 11 mission.

Paul Sanford, Vaughn, 16, and his two brothers, Gregory, 16, and David, 15, announced at local radio station and newspaper they would not watch the mission.

They promised that they would turn on their lights Wednesday night, prior to Thursday's scheduled launch of the space ship.

Paul said he also intended to lead his neighborhood delegation and Greg, Robert DeLong to pick support for the campaign.

crash landing. Earlier, Russia's Joliet-Bull reported that there were signs that Luna 15 had hit the moon at a speed of about 200 miles an hour.

LUNA 15'S flight mission was the last of the Apollo 11 mission. Luna 15 was launched on July 13, 1969, the probe of Russia and the probe of the moon and the probe of the moon.

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Committee Votes Hike in Oil Tax

WASHINGTON (UPI) — The House Ways and Means committee Monday voted to increase oil drilling taxes about \$400 million a year by raising the federal depletion allowance to 20 per cent.

The law now permits the deduction of 27½ per cent of gross income from oil and gas — a tax benefit designed to encourage higher exploration for new petroleum supplies.

But the allowance has more than doubled since 1950 as an unadjusted flat figure, and the law was the most controversial faced by the committee in its effort to reform legislation from the state of federal tax laws.

Although the industry will give up in an effort to retain the allowance, the bill was the most controversial faced by the committee in its effort to reform legislation from the state of federal tax laws.

Next to the consideration of priorities, the most common reaction was one of high praise of NASA, the United States, and the capacity of man. Five college newspapers devoted a major portion of their attention to this praising function.

The last two sentences of the *Auburn Plainsman* editorial, Auburn University, Alabama, was, "Welcome home, Buzz, Neil, and Mike. And WELL DONE." It summarizes the rest of the editorial.

The Daily Californian, The University of California, Berkeley — "... the incredible adventure of exploring the moon has demonstrated the boundless capacity of man to overcome even the most awesome of obstacles. We hope this capacity will be used not only to explore the vast reaches of outer space but also to solve the even more vast problems of mankind."

The Indiana Daily Student — "This flight of Apollo 11 has indeed shown many things. One of the most outstanding points shown by this realization of one of man's oldest dreams is that man can indeed do almost anything he sets his mind to."

Another major theme, almost as frequent as that of praise, was a criticism of the "manned" nature of the flights. The argument most frequently advanced by the four newspapers pursuing this theme was that "manned" flights were more costly than their "unmanned" counterparts because of the extra safety measures included in the manned capsule.

The Arizona Daily Wildcat, University of Arizona, Tucson, editorialized that unmanned flights would be of greater scientific value. Zverdling, writing in *The Michigan Daily*, urges that the U.S. turn to unmanned missions focusing on purely scientific studies.

With humility seldom found in collegiate editors, the editor of *The Tech* writes, "While we are not experts in the

species. Arms spending over \$180 billion a year, U.S., Russia and China... perhaps headed for war.

"If man can conquer disease, conquer gravitational pull... can't he save his own species from nuclear or biological extinction? It doesn't take an astrophysicist to say: 'We Reap What We Sow.'"

The Indiana Daily Student at Indiana University, Bloomington — "... the flight of Apollo 11 may show that we tend to somewhat confuse our priorities. In other words, why do we attempt to explore outer-space when we could better serve mankind by funneling our energies toward eliminating war, poverty, and sickness here on earth?"

Jeff Spears in a signed editorial in *The Kansas State Collegian*, Manhattan — "No money has been used or even suggested to promote study in the social sciences. Has our militaristic psychosis become so entrenched that human needs and aspirations are not worth our Government's concern?"

"Billions of dollars have been spent to put one man's feet on the moon but what of the programs to get millions of feet out of tenements, one-room shacks and condemned housing?"

"Congress must bring itself to realize the crisis in our society is just as grave as was any crisis in our 1957 technology."

Hopis, Chinese Fear Desecration Of Holy Moon

WASHINGTON (UPI) — The Hopis and Chinese, who have long been known for their religious beliefs, are now worried about the possibility of the moon being desecrated by the Apollo 11 mission.

The Hopis, who live in the Southwest, believe the moon is a holy place. They fear that the Apollo 11 mission will desecrate the moon.

The Chinese, who live in the East, also believe the moon is a holy place. They fear that the Apollo 11 mission will desecrate the moon.

The Hopis and Chinese are not alone in their fears. Many other religious groups around the world are also worried about the possibility of the moon being desecrated by the Apollo 11 mission.

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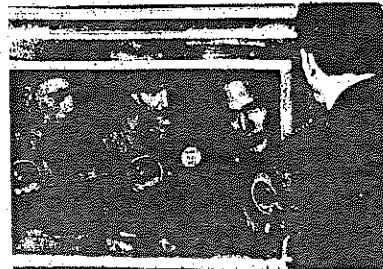
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'Small step' is big step for Purdue



Welcome Home

Campus appeals committee announces re-admissions

by JUDY HOKAN

Staff Writer

The Purdue University Campus Appeals Committee decided, in a unanimous decision, to re-admit approximately 100 students suspended from the University because of the alleged moonshot coverage by 225 personnel awarded in the Purdue National Union in the morning of May 1, 1969.

According to John F. Day, dean of the School of Industrial Management, and present secretary of the committee, "The decision was to support the students on the summer term, and prohibit them from the fall term in disciplinary probation until June, 1970."

There was one exception to the ruling. Joe White, suspended, with the majority of the students, had made a separate appeal where the general infraction was not suspended, but readmitted to the summer session in disciplinary probation.

The Appeals Committee held the mass hearing in December, July 15, in consideration of the suspension of about 100 of the 225 suspended students. These students had previously organized themselves into the "Last Defense Committee." The LDC's lawyers, Edward F. Kelly and E. Paul Hovey, represented the students at the appeal hearing. Students received letters at the end of the appeal term, notifying them of favorable suspension from the University, with the

right to apply for re-admission in the fall. If re-admitted, the students would be placed on disciplinary probation for the remainder of their academic career at Purdue. The students also had the right to appeal the decision to the Campus Appeals Committee.

Failing to obtain an injunction to halt university disciplinary action, the students, this summer, filed appeals for the University's chief officer, Don John C. Smelser, executive director of the Purdue Memorial Union.

The University's chief officer, Don John C. Smelser, executive director of the Purdue Memorial Union, announced that several faculty members had resigned.

Continued on page 10

NASA draws from Purdue brain trust

by DON THORNTON

Staff Writer

NASA's first "small step" in man's lunar exploration was the landing of July 20 was the culmination of months of planning and research. In this dramatic episode of space history, Purdue University has had an equal part to play.

The first role on the moon is a 1961 graduate of Purdue's Aeronautical Engineering and Astronautics School, who was the school's first astronaut.

Along with fellow astronaut Scott Aldridge and Mike Collins, Armstrong was the head of a government-industry-university team which accomplished what was once thought impossible.

An astronaut of the Apollo 11 crew, Armstrong and Aldridge were the first men to plant a man-made flag on the moon, bring back soil and rock samples, and relay pictures to earth.

Among the 50 groups of "great ideas" brought back by the astronauts were several which had been developed by Purdue faculty and students.

The lunar sampling device which performed this task was designed by a team of Purdue engineers led by Fred W. Williams, director of the School of Aeronautical Engineering.

Working with right-angle cameras and other by the LDC's chief officer, Don John C. Smelser, executive director of the Purdue Memorial Union, announced that several faculty members had resigned.

The well-known in capital of the state, the University's chief officer, Don John C. Smelser, executive director of the Purdue Memorial Union, announced that several faculty members had resigned.

Continued on page 10

In addition to the research, NASA has provided the additional background for four of the most famous astronauts, Neil Armstrong, Eugene Cernan, and the late Virgil "Gus" Grissom and Scott "Dick" S. Cleveland, who were killed in the Apollo 1 launch pad fire of Jan. 27, 1967.

Armstrong, the first civilian astronaut, came to the West Lafayette campus from his home town of Wapakoneta, Ohio in the fall of 1960 on a Navy scholarship. In his sophomore year he was killed in a crash landing on the Korean War.

Continued on page 8

Cultural center, fellowships meet black demands

by LARRY BROWN

Staff Writer

At least three of the demands made by Purdue's black students over a year ago will be fulfilled next year according to a report from the Board of Trustees.

The establishment of a black studies center, a black cultural center, and a stipend for black students are among the demands made by the Black Board of Trustees.

These programs will be implemented by a black affairs committee, temporarily created by the Board of Trustees.

The black affairs committee has been given the task of implementing the demands made by the black students.

The program will bring black students and faculty together to discuss and develop black studies programs.

The black studies program will be implemented by the Black Board of Trustees.

The black cultural center will be a place where black students can express their culture and heritage.

Continued on page 7

The Daily Collegian, Pennsylvania State University, University Park, comments on Vice President Spiro Agnew and his rationale for going to Mars: "Someone is going to do it." The writer then speculates: "Man no longer wants this planet—he is through with it. Now man will be able to leave the polluted and littered Earth and move on to the moon."

"And now that man has stepped on the moon, littered and possibly contaminated it, the profound and aspiring Spiro Agnew is finished with it. It's unfit for human inhabitation and man must move on to other uncontaminated worlds."

"BEST OF LUCK, Spiro. When are you leaving?"

* * * *

Other editorial themes were limited to one or two college newspapers and do not constitute a pattern of approval or discontent. There are, however, some interesting themes.

The economic and political implications of the space race were to be found in two collegiate newspapers.

Chris Steele, writing in *The Michigan Daily* postulates, "It seems much more likely that material gains from space missions will be translated into corporate profits or moon depletion allowances for some American or perhaps some Russian cartel."

Taking a more charitable political view, *The Pirate Press*, East Tennessee State University, Johnson City, notes, "Through the efforts of thousands of people the space program has by and large proved successful—successful not only in achieving the goals of the program but successful in reviving a spirit of nationalism in America."

Following a similar theme, but commenting more directly on the unconscious role of the press in helping to foster this 'spirit of nationalism', Edwin Diamond's article "The Dark Side of the Moon Coverage" in the Fall, 1969, issue of the *Columbia Journalism Review* provides extensive commentary on this subject. Diamond, a senior editor of *Newsweek*, suggests that when media coverage is subjected to some routine tests of journalistic performance, it is found wanting. Media sins are of a qualitative rather than a quantitative nature. He asks, "Precisely what were all those other people doing there—Steve Allen, Julie Harris, James Earl Jones, Duke Ellington and his band? Though the networks kept insisting on the 'epic' nature of the event, they succeeded in turning history into an extra-length Johnny Carson show."

It is likely that this was the sort of thing that Zwerdling addresses himself to in his July 19 editorial in *The Michigan Daily*. "The publicity of the voyage, in fact, has eclipsed the scientific achievement. America has sucked the mission for its prestige and apparently has forgotten to consider its technological implications and purpose."

"So the moon-landing attempt—which could be a serious milestone in human efforts to maximize our resources and environment—has become something of an American propaganda farce."

Zwerdling compared the moonshot coverage to that of movie stars and Sir Francis Chichester's lone voyage. He wrote that this type coverage, "gives us ready-packaged human heroics, plastic opiates for the drudgeries and catastrophes of real life."

"Good salve—it is—for once newspapers splash stirring copy which pre-empt Vietnam death counts, and Nixon sends silver plaques to a planet where there are no Vietcong to refuse them," he concluded.

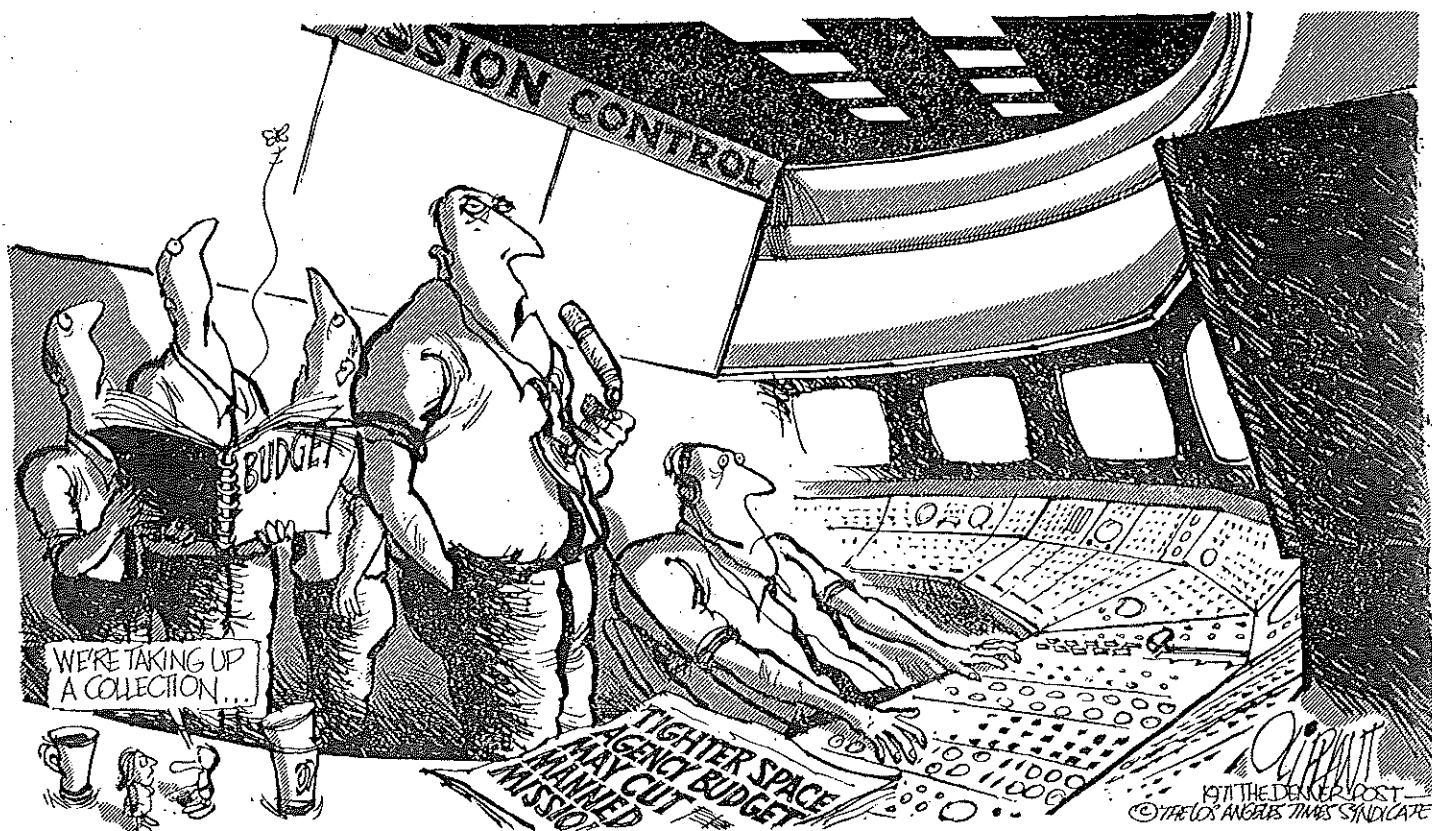
raised some vital questions in his academic community which alerted readers to a fascinating continuing story.

It is likely that the college student's concern with pollution of man's environment suggested the next major point of editorial concern: man's pollution (in this case by litter) of the lunar landscape.

Don Hayes in the *Daily Egyptian*, Southern Illinois University, Carbondale, supported NASA's insistence that no one, including the President of the United States, be permitted to interrupt the pre-flight isolation of the Apollo 11 astronauts. He writes, "So as over-meticulous and even ridiculous as shunning a President or newsmen to avoid his germs may appear outwardly, the space agency is due plaudits, not glib criticism, for its conscientiousness. Mindful of the many places man has unwittingly or callously polluted, responsible world citizens hope space will not be one of them."

The *Colorado Daily* reflected upon the spoiling of the moon — "And now we thought of the moon, no longer virgin. The moon, with a nylon flag, ordered by Congress, standing on it. And man walking across it as though it were a parking lot, scooping up samples, placing the solar wind panel here, a seismometer there. Man had brought his litter with him, and marred the surface and purity of the moon ... forever."

The *Indiana Daily Student* — "We recognize the impossibilities of bringing all the equipment back, but we still feel it is a basic injustice to litter the surface of a virgin territory like the moon."



"Apollo, we've been going over the figures . . .

we don't have the money to bring you back!"

The *Daily Iowan*, University of Iowa, Iowa City, compared the play of the Apollo 11 flight in the *New York Times*, the *(New York) Daily News*, and the *Des Moines Register*. Lowell Forte, the editor of *The Daily Iowan*, judged the *Times* play to be most effective because it has consistently put "things in perspective for the world."

Forte believes the real leap for mankind is yet to come—"when everyone focuses on living in peace. . . . When the giant leap comes, the front pages of the world's newspapers will be truly hard pressed for innovation and perspective."

Diamond writes in the *Columbia Journalism Review*, "In truth, air time and newspaper space were given to the critics of Apollo—who by and large were as simpleminded in their anti-Apollo arguments as the space boosters have been in their blue-sky declarations. It was almost too easy to go, as Jimmy Breslin did, to a New York City *barrio* while the men were walking on the moon and write about all the rats and overflowing garbage cans. That's what football pros call a 'cheap shot.' . . . The money cut from the space program by any presently imaginable U.S. Congress would not naturally flow into big-city ghettos. During Apollo 11 the whole space priorities vs. domestic priorities discussion became a kind of surrogate for the Larger Issues of the Nation—to no one's credit." . . .

"It could have been an elevating and eventually a self-revealing week in the history of man's lurching attempts to understand his world and himself. But no one had the time or the inclination to approach meaningful material in a fresh way, to seriously consider, for example, the proposition: 'We go to the moon because we want to, we don't fix the urban mess because we don't want to.'"

Apparently two collegiate editors did consider this proposition. We find it spelled out in *The Sunflower*, Wichita State University, Kansas — "Money is important, no one can deny that fact of life. But equally important is the general backing and enthusiasm that can be generated in promotion of the cause, whether it be poverty or a space program. When the people begin supporting the poverty war as wholeheartedly as they backed the space program and beating the Russians to the moon, the action will begin with the nation's poor people."

"The moon landing was indeed a 'big deal'—people made it that way. For the war on poverty to become equally big, the people will also have to make it that way."

Albert E. Gault, in his column "Beyond Tranquillity," published in *The Purdue Summer Exponent*, Purdue University, West Lafayette, Indiana, [Purdue is the alma mater of Neil Armstrong], wrote, "We have been called a sick society, and a just claim it is. But a lesson for a remedy of that sickness can be taken from NASA and Apollo 11, ironically from the Establishment itself."

"The moon flight has proved that if man wished to fulfill a dream, he can despite harsh conditions and tragic failures. It seems to be a matter of cooperation and determination."

While the collegiate press had its share of superficial coverage and Apollo 11 'cheap shots,' the coverage and commentary was for the most part as good if not better than the coverage and commentary of commercial colleagues when the space and staff limitations of college newspapers during the summer are considered. In its own way, it was a giant step and test of the maturity of the college press.

An "objective" exercise

The Pentergone Papers

By J. R. Parrish
Northwestern State College (Natchitoches, La.)

Scene: Underground Newspaper Office, somewhere in the South, possibly New Orleans.

Time: 1971.

Characters: Staff, peripheral contributors, and faculty member (unofficial adviser).

Editor: Man, we gotter git after it. The Times scooped us on the Pentergone Papers. We gotter do somethin'. We're supposed to be underground, and, here, we let our frien's at the Times have all the play. Why, we coulder manufactured a tale just as truthful, given Suedonyms to all the gov'ment figgers, posturelated, and come up with somethin' that probbly woulder had ever'budy yellin' that we were violatin' the freedom of the press. Just think how much readership we'd have. The wire services mightier written reams of veiled innuendo, and the columnists coulder blown their mines. Anybody gotter idear?

(A long pause.)

Assistant Business Manager: I don't think that'd help us get advertisers. Right now we need income. They're cleanin' out the Quarters, clamping down on the pushers, and our sales is way down to zero.

Society Editor (puffing on a rather suspicious smelling cigarette): Maybe we can penetrate the Mayor's staff, or get to somebody in the University president's office. We oughter fine somethin' secret that's worth printin'. I unnerstand the Dean's wife is an alcoholic. Perhaps...

Editor: Whoa, Gracie. Now let's not be hasty. Member our high ideals of journalism. We never mention anybody's name if it gives them good publicity.

Society Editor: But this would be all bad publicity.

Editor: Since when is boozin' it up looked on unfavorably by our readers?

Society Editor: But I could use a gross of five letter words.

Editor: Aw, Gracie, we don't strive to use that kind of language—unless we need to. Gotter 'nother one of them cigarettes?

Peripheral Contributor: I do. Here (handing over a butt). You want me to cook up something? Member how I handled God Is Dead, The Administration Overcharges at the Bookstore, and Let's Legalize Marijane?

Adviser: Hold on, now. That last item. We don't talk about prostitution in our paper. Member? Because some people might get the idea that our staff is prostituted. Why don't we give our own version of the Pentergone Papers? Perhaps that one of the Skinnerdy's was on Johnson Grass when they blew that report?

Society Editor: But they legalized prostitution in Nevada, didn't they?

Editor: Come off it, Gracie. Our adviser has spoken.

Business Manager (coughing): I gotter quit smokin'. Think I'll stay with liquid. Nonetheless, I suggest we stick to local stuff. Our subscribers don't cater to international scandals. We gotter have a local angle.

Peripheral Contributor: They got the local Daddy Arrester charged with a Federal crime, don't they? Why not say he was a contributor to the Pentergone Papers and the reason the feds are after him is that he was after the feds?

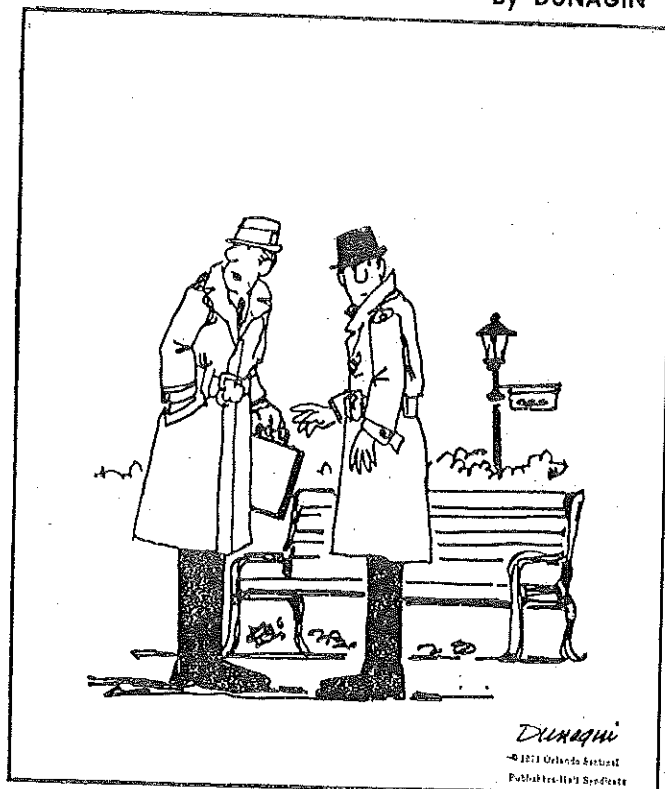
Editor (puffing his cigarette): He ain't guilty, but I believe you've hit on a story that could grab our readers. The only thing—some of our daily newspapers might have the same idear.

Staff-In-Chorus: I want the assignment.

Editor: I tell you what. Let's each write his own version—no collaboratin'—and we'll publish them all. Gotter be objective.

TELL IT LIKE IT IS

By DUNAGIN



"This is so secret it hasn't even been in the papers, yet."

that ounce of prevention . . .

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Kent State University

Crisis in Communication

by Edwin P. Fricke
Director of Publications
Kent State University



May 4, 1970 was a crisis day in the history of Kent State University. The University was closed. It was closed that afternoon and by nightfall every student would be sent home. The University would not open again until late June for the summer quarter.

I remember the afternoon of May 4, 1970 quite well; in fact, I will never forget it. We had a communications crisis of our own since our office is at least three blocks off campus in one of the commercial buildings in Kent. Our only method of communications was a radio, tuned in to WKSU, our University-operated radio station.

(Incidentally, since that day, a good radio is standard equipment in each of the communications department offices.)

Just around 3 p.m. May 4, we were literally tossed out of our offices. An Army jeep, with at least one officer, an enlisted man and a state trooper came by with a bullhorn and ordered us to close our offices. In fact, the oral surgeon next to us had a patient under anesthesia and he, too, was ordered to clear his office, patient and all. We all left; after all, who would argue with the military, particularly when one was holding an automatic weapon?

Our office was re-opened the next day, with four editors taking care of things. Biggest problem we had then was how to communicate with students and parents.

The lines were drawn. We used several methods, but Uncle Sam's delivery service or first class mail was our best bet. The President directed many letters to both parents and students alike. Each mailing took an average of 20,000 pieces—all first class and all going out quickly. These mailing pieces were called officially "University Bulletins."

It was felt that the University did a good job in communicating with parents and students. Our student body, in particular, was kept abreast of everything possible. Newspapers, radio and television all cooperated and Kent State was able to really communicate effectively.

Internal communications was set up through a series of revised FYI publications. FYI was later to become a weekly campus newspaper. The first issue in the new format was published on September 14, 1970. After that issue, it has been a weekly production of the Internal Communications Department under Jerry Hayes.

Copies are mailed to each faculty and staff member—to the home. Since the *Daily Kent Stater* does not appear on Mondays, at least 12,000 are distributed to students on campus Monday in the Stater boxes. This is an administrative communication to let everyone know what's going on. To say that FYI has been effective is an understatement.

When the September faculty meeting was called, the President distributed a series of Position Papers. These

AN EDITORIAL

"A new KSU"

A new and different Kent State University proposal has been made, and many, but not all, of the more thoughtful changes within the University community are not visible.

There is a Kent State proposal for a new spirit—a feeling of excitement and a positive dedication to the commitment of the University to the future.

Throughout the summer, the University must make changes and new programs that history can give it. It is the responsibility of the faculty, staff, and service personnel to make the University a better place.

There are hundreds of people who share special needs in a crisis of their efforts in the University. But the University must be able to provide for all of them.

The formation of the new University was the first step in the process of change. It was the first step in the process of change.

During the May 4th crisis, the University was the first step in the process of change. It was the first step in the process of change.

A new proposal for the University was made. It was the first step in the process of change. It was the first step in the process of change.

President calls faculty meeting

President Robert L. White called a University faculty meeting at 10 a.m. Sept. 14, 1970, in the University Commons.

The University has made considerable progress during the past year. The University has made considerable progress during the past year.

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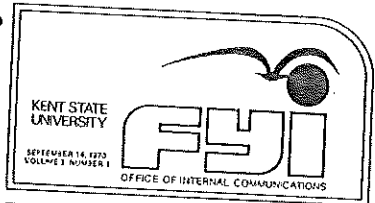
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Through House Bill 1219

Keep peace on campus, State orders universities

The State of Ohio, determined to keep peace on campus, has passed a law that will require all universities to keep peace on campus.

The law, which is part of the State's effort to keep peace on campus, will require all universities to keep peace on campus.

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Keeping the lines open

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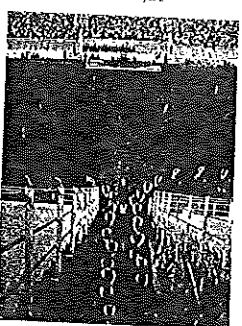
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President Robert L. White conferred approximately 1,500 degrees at Kent State's 57th Annual Commencement, August 30. The crowd was the largest in the University's history.

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were widely distributed on campus and this, again, was another major step in Administrative-Faculty-Staff communications.

These position papers were updated throughout the year.

During the summer of 1970 the entire communications program at KSU was reviewed—both by internal staff and by outside consultants. In addition, a comprehensive study of communications was done by a task force of the Commission to Implement a Commitment to Non-Violence.

Innovations installed were "Newsrap 4000" and "3000" which presents the "official" voice of the University. Newsrap "4000" came about through the installation of telephone equipment which made available a recorded news message to those who called. More than 12,000 calls were answered during the first five days of operation in May, 1970. It is still in wide usage.

"3000" represented the information number and by calling "3000" anyone could reach a special information operator who can answer questions. This system operated 24 hours a day and helps quell rumors floating about.

Many other programs were installed to complement these.

May 4, 1971 was memorialized this year, of course, and no major incidents occurred.

This is the final part of a two-part series on communications and Kent State. Part one of this series dealt with the six-week communications crisis at the university and was published in the Spring, 1971 issue. This final part shows what the university did to offset this communications problem.

POLICY PROVISIONS FOR
"PUBLIC GATHERINGS"
ON CAMPUS

September, 1970



Position Paper

Statement issued by President Hoover L. White

The brevity and the formal tone of this statement belie the consultation and soul searching which have gone into it.

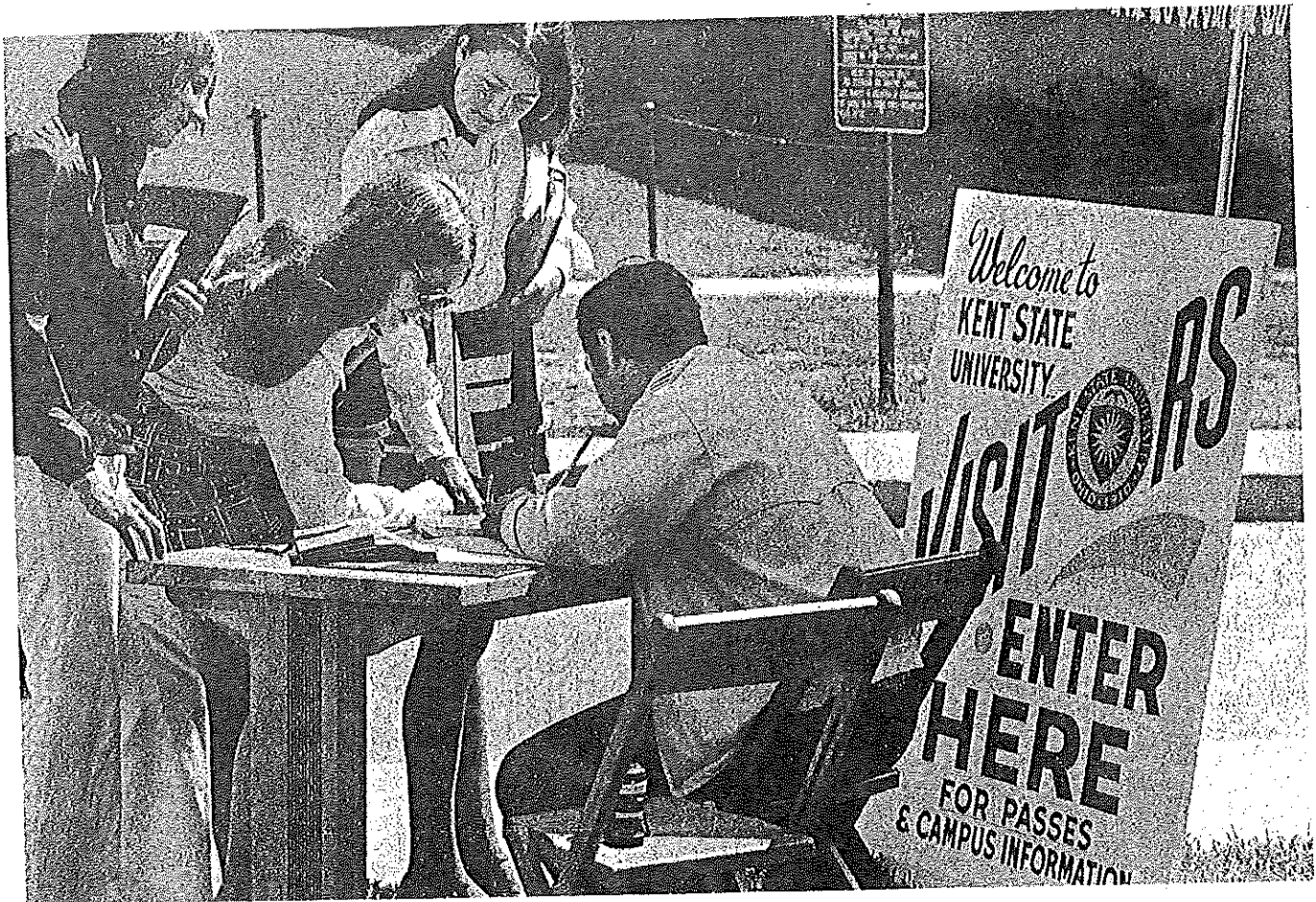
It is an order issued in the interest of keeping the University open while at the same time not infringing on any basic principles of a true University with particular reference to the right of all members—faculty, students, staff—to hear all ideas.

Nevertheless, we would be derelict to disregard some rather pointed intelligence (even if some is rumor), actual recent riotous behavior elsewhere after certain events, the probably overwhelming of the limited manpower of our campus security, extreme volatilities, the potentials of tragic attempts, etc.; especially when it is possible to consider those matters without impairment to the basic features of a true University.

In consequence, during the academic year 1970-1971, no campus meetings, concerts, programs, public events or events of like nature shall be open to other than faculty, student or staff ID card holders except for (1) such events which are official University programs or are sponsored by already established University groups as a part of their understood program and (2) which are scheduled into a hall, auditorium, stadium, lecture hall, or theater, or such facility, with permanently constructed seating, the capacity of which shall be the limit of admission to that program and to the campus for that purpose.

This precludes any and all events potentially attractive to non-resident population as an outdoor event.

Political rallies or meetings by candidates of any party recognized by the State of Ohio are excluded from these requirements.



the review in review

Shocked by Editorial Decision

I received my copy of the Spring edition of *College Press Review* today and my attention was immediately drawn to the article by J. R. Parrish headlined "Communist propaganda invades our schools." I was surprised, and indeed, shocked, to find such an article in a publication which should be exhibiting high professional standards of journalism.

Mr. Parrish has revived the tactics employed by the late Sen. Joseph McCarthy which we in journalism have deplored time and time again. Mr. Parrish leaves unanswered the questions on which he bases his article. "Who knows how many student revolts have been fomented by this propaganda?" I certainly don't, does Mr. Parrish? "And who can say that much of the so-called

student unrest in America does not stem from this Communist literature?" I certainly cannot answer that question either, although I might surmise that the war in Southeast Asia, the draft, the great disparity between rich and poor, between black and white and the hypocrisy of educational institutions which preach democratic principles but ignore them in practice may have something to do with the "so-called student unrest." Mr. Parrish, however, makes not the slightest attempt to answer these questions which are the premises for his article.

He states that some of this propaganda is not difficult to recognize, implying that some of it is difficult to recognize. He then proceeds to cite extensive examples of that which is not difficult to recognize, ignoring the obviously helpful tactic of pointing out that propaganda

which is difficult to recognize so that we can be on the lookout for it. One can only wonder what organizations Mr. Parrish feels are putting out this "communist propaganda of the worst sort" which "flows freely to infect the minds of the editors of our student newspapers" which is not readily recognizable as such. Men such as Sen. McCarthy and J. Edgar Hoover have used this tactic to indict in the court of public opinion, but it has no place in a publication which purports scholarly aims.

Needless to say, I am disappointed in the *College Press Review* for printing this article. Evidently, and unfortunately, the commitment to 1970's journalism indicated in the graphics of the magazine does not carry over into its decision on editorial matters. — Jack B. Swanson, Assistant Professor of Journalism, Wilbur Wright College, Chicago.

For Fostering Forum Function

Some years ago a subcommittee of the United States Senate held hearings on the flow of so-called Communist propaganda into the United States. There was much rhetoric, and a good bit of it came back to me when I read Professor Parrish's piece "Communist Propaganda Invades Our Schools," Spring, 1971.

The desire to stem this propaganda is straight out of the 1950's. It is hardly the view of enlightened educators of the 1970's, much less that of journalists.

Everywhere around us journalism is being challenged to provide the public with the forum function, an obligation of a free press put into lofty language by John Milton in his *Areopagitica* more than 325 years ago. Milton said then—and the press ignored it to its regret—that all the winds of doctrine should be put into public view.

The view that there is a "Communist" viewpoint simply is unrealistic. And what better access to understand-

ing this can we have than through reading this so-called propaganda? Cuba, China, Russia, East Germany, Hungary, Chile, Mexico, England . . . You see, we can move from what some consider a monolithic Marxism to a socialistic state and with some degree of accuracy describe all as Communist.

Propaganda is one of those scare words. But students don't frighten that easily. The television commercial for a bread that is 99 per cent air and chemicals and 1 per cent nutrient is vicious propaganda. A speech by Mao Tse-Tung may be propaganda, but if students are to be denied access to that speech and are told they are being protected, then there is something awry in our sense of educational values. I cannot believe any educator would deny his students access to Mao's speech, whether it came by mail, in a textbook or by carrier pigeon.

Why all the fury about Communist propaganda when every president in recent history has said that the major block to mutual understand-

ing is the iron curtain the so-called Communist countries place against our point of view? Now we are going through a period in which we are seeking greater exchange with Communist China. Would it be a disaster if the college students of this country read about the activities of Chinese scientists, farmers and political leaders? (Apparently, *The New York Times*, *Christian Science Monitor*, and dozens of other newspapers do not think so. They are full of accounts of life in China, and some of these accounts are by so-called Communists.)

One of the great journalistic themes of the 1970's will be the accommodations nations will be making with each other in the interest of world peace. Our students will be playing a major role in this venture. Let them see, read, and hear everything. Censorship is repellent, especially when cloaked with patriotic fervor. — Melvin Mencher, Associate Professor, Graduate School of Journalism, Columbia University, New York.

Parrish Reacts

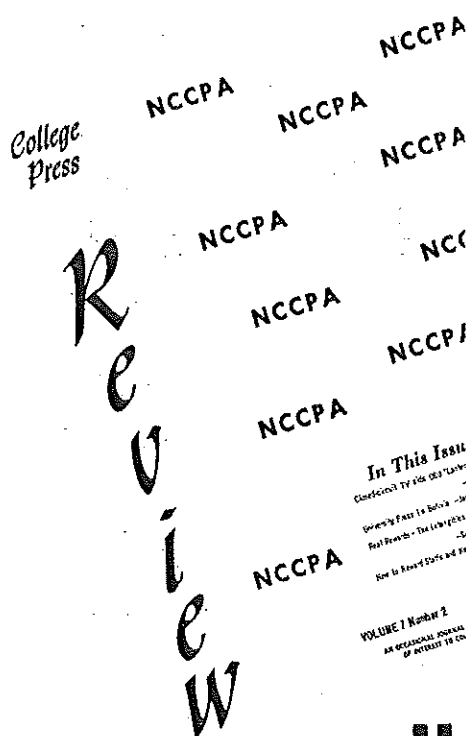
The article was not intended to answer the minor premises which Mr. Swanson mentioned. The major premise was that American taxpayers are subsidizing the U.S. Postal System which permits this Communist propaganda to be sent partially at the expense of American taxpayers. Cuba, for example, owes the U.S. more than a million dollars in postal fees; yet Cuba constantly sends propaganda to our student leaders.

I wish Mr. Swanson could get "shocked" to protect Americans, rather than Communists. The Communists certainly don't let American

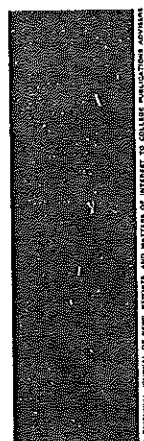
propaganda be delivered in their mail. Even if he did miss the intent of the article, Mr. Swanson did react. Hopefully, some Congressmen will also react, but in a different direction.

Regarding Professor Mencher's comments: I add my voice to his in protecting the freedom of the press in America. Yet I object strongly to having my tax dollars help put Communist propaganda in the hands of anyone. As to his reference to the witch-hunt of the 1950's, I'm hopeful that someone can make an appropriate distinction between freedom of the press and the use of the term "freedom of the press" to cloak what

are obviously quite dubious activities. Every publication has its own restraints—an obvious abridgment of the total "freedom of press concept"—and I'm almost certain that one of these days that the news media, especially the print media, are going to say to the egg-head liberal journalism teachers: "Get out of the clouds. We've got respectability and practicality with which to deal, and we'll train our own people and exclude the journalism schools if they're going to provide us with students filled with hog-wash ideas."—James R. Parrish, University of Southern Mississippi, Hattiesburg, Miss.



College Press Review



YOUR MAMA IS BLACK

Black College Journalism Moves Toward Relevancy
By ALAN BUSSEL, Clark College

* Next Evolution of the College Press: The Student Newspaper-Magazine
By EARL L. COHN

The Campus Press and Confrontation Politics
By Eric Finkle

The Worst Censorship in History
By Mary Murphy

Yearbook Staff Strikes
By Joseph B. Smith

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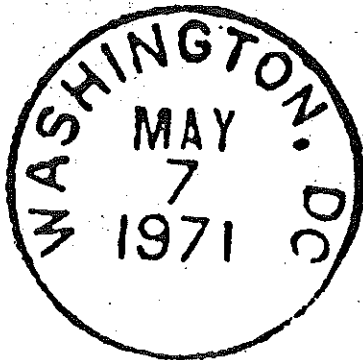
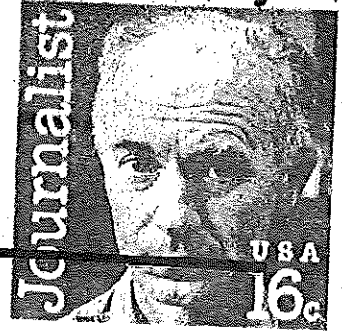
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Ernie Pyle-Journalist

Ernie Pyle



FIRST DAY OF ISSUE



On display in the Ernie Pyle Hall on the campus of Indiana University are Pyle's typewriter, his Army cap, medals awarded to him by foreign governments, and a copy of the *Indiana Daily Student* published on the day that Pyle Hall was dedicated.

Ernie Pyle began his journalistic career at Indiana University. He left college shortly before graduation to become a cub reporter on the *La Porte (Indiana) Herald*. Despite the fact that he did not graduate, the School of Journalism at Indiana University is housed in the Ernie Pyle Hall.

Pyle is the most recent among a string of American journalists, including Horace Greeley and Joseph Pulitzer, to be commemorated on a U.S. postage stamp. The portrait used for the stamp appeared in *Life* magazine on October 2, 1944 and was made by Alfred Eisenstaedt.

The 1943 winner of the Pulitzer Prize for Journalism was best known for his coverage of World War II.

The *New York Times* memorialized him with these words: "He was the chronicler of the human side of the war. In writing without inhibitions of his own fear and misery and weariness, he spoke for the average soldier everywhere. His columns were treasured by both the soldier and his family here at home, because they were what each would like to have written had they possessed Ernie's gift of words. And it was a great gift."

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