
college press review

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National
Council of
College
Publications
Advisers



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welcome
for NCCPA
see page 5

WINTER, 1972

VOL 11

NO. 2

college press review



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WINTER, 1972 VOL. 11, NO. 2

The spring issue of the *College Press Review* will feature several definitive articles on the training and certification of secondary journalism teachers.

- "Training the Secondary Journalism Teacher" by Dr. William F. Dean, Director of Student Publications at Texas Tech. University.
- "Certifying the Secondary Journalism Teacher," by John W. Windhauser, Instructor at Colorado State University, and J. W. Click, Associate Professor at Ohio University.
- Richard K. Redfern, Clarion (Pa.) State College writes: "How do you Strengthen the Editorial Page?"
- Whitney R. Mundt, Marietta (Oh.) College reviews "Media, Messages, and Men."
- The Freedom of Information Center at the University of Missouri has given the *College Press Review* permission to reprint its extensive report entitled, "Student Press Revisited."

Dr. Estrin Completes 25 Years

In twenty-five years as advisor to NCE student publications, Dr. Herman A. Estrin has given countless hours of his time to help undergraduates in both journalism and life. Tomorrow night, the Alumni Association will attempt to repay a small part of the debt all

NCE owes to Doc by holding a testimonial dinner in his honor. In keeping with the deep sense of gratitude we all have for Dr. Estrin, this issue of the *Vector* has been dedicated to him.



THE VECTOR

The Voice Of The Students At Newark College of Engineering

VOLUME XXVIII, NO. 2

NEWARK, N.J.

Friday, October 29, 1971

Alumni Honor Estrin With Dinner

Dr. Herman A. Estrin of Scotch Plains, N.J., Professor of English at Newark College of Engineering, will be honored with a dinner on Saturday evening, October 30, 1971, given by a group of alumni who have previously served as publication leaders at NCE.

The dinner will be held at Le Sed Restaurant in Irvington, N.J., beginning at 7 p.m. on October 30. About 200 are expected to attend, including faculty and students.

Dr. Estrin's recognized as a leader and the other to go to a student active in collegiate journalism.



Dr. Herman A. Estrin

Estrin Honored Twice

Author Award

Advisor Award

Dr. Estrin Scholarships Established
Two new scholarships are now available to NCE students. Herman A. Estrin has established the Dr. H. A. Estrin Scholarship and the Dr. H. A. Estrin Fellowship.

Three Advisor Offices
Dr. Herman A. Estrin, of the English Department, has been elected to the position of advisor to the NCCPA, NCE, and the NCEA.

Another Presidency For Dr. Estrin
Dr. Herman A. Estrin, Professor of English at NCE, will head the National Council of College Publications Advisers.

Dr. Estrin Elected
Dr. Estrin was elected National Vice-Chairman of the National Council of College Publications Advisers on October 27 at their National Annual Convention in Detroit, Michigan.

Dr. Estrin Honored
By Journalism Association
Dr. Herman A. Estrin, Chairman of the English Department, was honored by the Journalism Association for his work as a personal contributor to the field of journalism.

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Mrs. Garland Retires From Advising

Wartburg College journalism students and Alumni Association honored Mrs. Margaret Garland on completion of 25 years as publications adviser. She will retire from advising at the close of this year but will continue as an Associate Professor of English and Journalism. Former students held a reunion in conjunction with Homecoming. She was given a sterling silver pin by her students and they announced plans to publish a volume of her poetry. She is the NCCPA state chairman for Iowa and is the vice president of the Western Region of Alpha Phi Gamma.

How to Get Them

Summer Journalism Internships

By Thomas E. Engleman
Executive Director
The Newspaper Fund, Inc.

Most college students, whether they be majors in journalism or in another subject, are caught in a merry-go-round when they start looking for a newspaper job.

It makes no difference whether the job is for the summer months, or whether it is a full-time position after graduation.

The plea goes like this: "No one will hire me because I don't have any experience. I don't have any experience because I haven't worked before for a professional paper. What can I do?"

Answers are a dime a dozen. Most are stereotyped ones like "go to work on your college paper", or "take as many journalism courses as you can", or "don't take any journalism, but get all of the liberal arts courses you can work into your schedule".

Take your pick. Some may help. Others may not.

Certainly, I don't have any sure-fire method or approaches to suggest to students looking for a summer job. What I can do is to describe some of the suggestions The Newspaper Fund's summer interns have made for the benefit of their classmates seeking jobs.

Probably the broadest one would be—"look at the smaller papers as well as the large ones." It is our experience

at The Newspaper Fund that interns begin looking for jobs in the major metropolitan centers. When they find how tight the job market is in these areas, and how few jobs there are compared to the number of positions open all across the country, the next search is focused on home towns and at smaller papers the students consider to be their "second choices". Too often, the approach to the second and third choice newspaper is too late. Thus, no job offer.

Bill Schur, editor-in-chief of *The Dartmouth* at Dartmouth College, puts it this way: "It should be made clear that one can spend a lot of wasted time applying for 'prestige' jobs. The point to be made here is that everybody and his uncle is applying for these jobs, and very, very few will get them. Also, in terms of an experience, I wonder just how much they offer." Bill had his internship, as a reporter for the *Cleveland Press*; his home is just outside Cleveland.

Starting the job hunt early in the school year, especially if it is for a summer job, or internship, is important. Read what Art Levine says about that: "First, the intern should be told in the harshest terms possible that the job market in these economically disastrous times is practically nonexistent. So, if he is to find a job on a daily newspaper, then he should be told to apply to dozens of newspapers no later than the middle of the fall." Art is an editor this year of the *Johns Hopkins News-Letter*. He says the mistake he made was what previous interns have done: "I just applied to city papers on the East Coast and the few suburban papers in my area. This time, however, it didn't work. I ended up in the early spring desperately sending applications to practically 50 daily newspapers all over the country, in obscure towns and villages, some with less circulation than my own college paper. Thus, it should be made clear to all interns that they have to work very hard and very early to get a job."

Many colleges that offer journalism majors require an internship in order for the student to graduate. An exact count of the number of schools having this requirement has never been made on a national basis. Some schools offer credit for the internship. Other schools say the intern cannot earn money, since the internship is required. Most schools, however, encourage the internship but make it optional and have no control over pay for the interns. A few schools even line up jobs for their students or have "arrangements" with local papers that hire interns. If you attend one of these schools, you may consider yourself lucky. On the other hand, you may not make as much money as the intern who finds his own job.

No one agency has a complete list of newspapers that hire interns in the summer months. The Newspaper Fund maintains a list only for the interns selected in its scholarship program. Even that is incomplete.

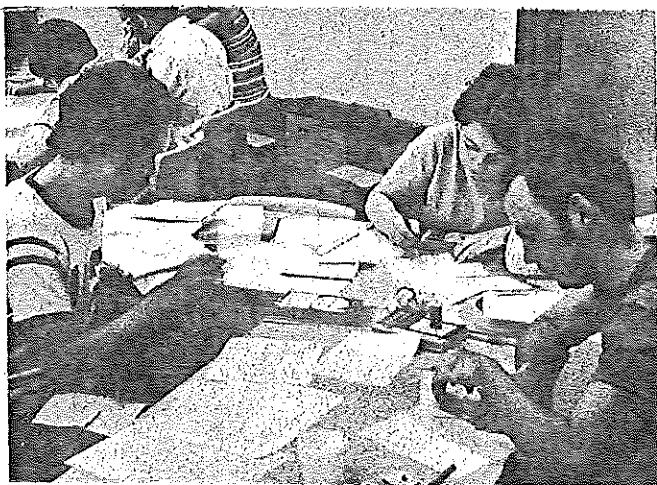


Thomas E. Engleman
Executive Director
The Newspaper Fund, Inc.

Tom Engleman became executive director of The Newspaper Fund, Inc., in May, 1969. In this capacity he administers a nationwide program designed to encourage and develop better talent for Journalism. The Wall Street Journal organized The Fund in 1958 and has provided annual grants of approximately \$250,000 to support the program.

Before joining The Fund as assistant director in 1967, he was employed as a reporter and copy editor for *The State*, the morning newspaper in Columbia, South Carolina. He was acting director of The Fund from September, 1968 through May, 1969.

He is a graduate of Emory and Henry College in Virginia where he was an English and an Education major. His M.A. in Journalism is from the University of South Carolina, Columbia, S.C. He was born in Lexington, Virginia and he grew up in Roanoke, Virginia.



Copyediting interns in The Newspaper Fund's 1971 program get three weeks of intense and specific desk training in regional "crash courses". Walter Herring of Temple University sits in the slot while Rosemary Kelly of St. Bonaventure and Rich Gotshall of Indiana University prepare copy for "publication" on competing laboratory newspapers.

This particular "crash course" was at Ohio State University. Another group works in the background on the "opposition" paper. Dr. John Clarke and other Ohio State staff members supervise the editing training and Clarke makes follow-up visits to dailies that hired the interns.

The usual approach is first to narrow the field of search, and then present the organized personal resume, examples of writing and/or editing, and any other supporting information. This is traditionally followed by a personal interview if it can be arranged. Having someone go to bat for you in making a recommendation is usually a help. Don't always discount the fact that some publications still prefer to hire interns of friends or employees. This factor could mean the difference in finding or not finding a summer job. Most newspapers, however, have found the old ways of recruiting by word of mouth and of granting favors to friends don't satisfy their needs for good young newsmen.

A committee set up recently by the Association for Education in Journalism is now studying the internship picture from all sides. This committee is in a good position to determine which schools have what type of program or requirement. The committee will also study what private foundations and associations are offering in terms of internships in the various media areas. Some study will be made of internship programs within a selected list of media that offer full-scale programs for college interns. The results will be made public in about a year, according to AEJ president Hillier Krieghbaum.

There are three major sources outside of your school that might help students find a job next summer.

The Magazine Publishers Association, (575 Lexington Avenue, New York, N.Y. 10022) offers a number of internships for college students interested in this type of media work. These internships at one time offered a pre-internship training course, an assured job, a post-internship session and a scholarship. The 1972 program has not yet been announced.

The Association for Education in Journalism has for two years sponsored internships limited to minority group college students. These internships thus far have all been

on media in the New York metropolitan area. The program involves a pre-internship course, an assured job, several training sessions during the summer, and a scholarship. For more information write to Professor Hillier Krieghbaum, School of Journalism, New York University, New York, N.Y. 10003.

Two internship programs are offered by The Newspaper Fund (P.O. Box 300, Princeton, N.J. 08540). One program is designed especially for liberal arts students who have had little or no formal journalism classwork. These are reporting internships on daily newspapers. The students are given an assist by The Fund in finding a job, and after a successful internship the interns are awarded a scholarship. The second program is for the more-advanced journalism students or students who have had previous internships. These internships are in copyediting. The second program assures the intern of a job, it involves a pre-internship training program, and a scholarship is awarded to those who successfully complete the summer. Both of these programs are limited to applicants who are juniors. Students no longer may apply for this program since the December 1 application deadline is past. This program should be considered by current Freshmen and Sophomores, however.

What can the internship do for your students, besides giving them the professional experience they need to help them land that full-time job after graduation?

Of course, the summer of professional work can give them some of the techniques they need to do a better job during their senior year on the school newspaper. More than likely, the internship will give them the perspective they need to do a better job in their journalism and in their general liberal arts classes.

It goes further than that, according to some of The Newspaper Fund's 1971 interns. "Professionally, I think the summer has given me the opportunity to evaluate myself in the perspective of other journalists," says Barbara Armstrong, an editor of the University of Maryland's *Diamondback*. Barbara, who worked on the copydesk of the Boston *Globe*, says the internship helped her decide definitely to pursue a career in journalism. She adds: "It has also given me the opportunity to put my academic training to practical use and to watch professionals."

The military has immediate plans for Bill Smitherman, former editor of *The Nebraskan* at the University of Nebraska. Bill, who worked this summer for the Buffalo *Courier-Express* says the summer convinced him that "I can handle newspaper work in the competitive world, after I get out of the service."

From Kentucky's Murray State University, Johanna Comisak raises some questions of her own. Johanna says she "wondered if I had been taking the proper courses to prepare myself for work in the newspaper world. I also wondered if I could put to use all the knowledge I had been acquiring during my college years."

Then she answered her own questions. Her comments pretty well tell the story of what an internship is supposed to be, and they create an appropriate ending for this article.

"This summer's experience has helped me to put my education in perspective. On the Cincinnati *Post*, at first, I was given the smaller stories to copyread and write headlines for. As I became more familiar with the style of the paper, I was given more responsibility. It wasn't long until I was being treated as—and felt like—one of the 'team'."

17th Annual Meeting

National Council Meets in Dallas

The first session of the seventeenth annual meeting was held at Port of Calls Restaurant in the Southland Life Building, Oct. 22, with President Reid Montgomery in charge.

After lunch the awards were presented. Certificates went to Vernon McDaniel, College of the Ozarks; Ross Strader, University of Houston; Wally Frederick, University of California at Berkeley; Mrs. Esther Kitzes, University of Pittsburgh, and C. Thomas Nelson, Pepperdine University.

Distinguished adviser awards:

- (1) Miss Lillian Lodge, lately of Ocean County College in Tom's River, N.J., now of Miami-Dade North Junior College, newspaper adviser in two-year colleges.
- (2) William C. Woolfson, Bronx Community College, yearbook adviser in two-year colleges.
- (3) Dario Politella, University of Mass., yearbook adviser in four-year institutions.
- (4) Dan Thornburgh, Eastern Illinois University, magazine adviser universities and colleges.
- (5) Mrs. Kay Miller, Edinboro State College, newspaper adviser in universities and colleges.
- (6) Louis J. Berman, Michigan State, newspaper adviser in universities and colleges.

The Distinguished Service Award went to the Honorable Judge Aldisert of the U.S. Court of appeals in Pittsburgh. Reid Montgomery was honored with a plaque for his work as president.

Mrs. Jeneanne Lawson, chairman of the convention, made the following suggestions for next year's meeting:

- (1) a convention budget be established.
- (2) NCCPA have its own program independent of ACP.
- (3) A committee be established to reevaluate the method of making official changes between and within ACP and NCCPA.

All three suggestions went as one motion to the executive board. She also suggested that NCCPA exert more leadership in suggesting student programs at the ACP meeting. She announced that the NCCPA registration book had been taken and that the panel discussion on "New Journalism" (Liz Barnes, chairman, with David McHam, Jay Milner and Doug Baker) had been scheduled for a repeat session the next day.

Lillian Lodge, vice president, announced that the bill to observe National College Press Day on April 29, 1972, is now in the Senate Judiciary Subcommittee and asked that each state organization arrange some sort of recognition, particularly through the press. NCCPA members should write Senators John McClellan (Alabama) and Roland Hruska (Nebraska) to urge passage of Senate Joint Resolution #99.

Glen Kleine, from Eastern Kentucky University, editor

of the *College Press Review* announced that 14 yrs. of CPR are on microfilm and available to NCCPA members for \$14, to non-members for \$20.

Dario Politella, former president of NCCPA, announced that the John Hancock Freedoms Award presented annually since 1968 to the student journalist who has demonstrated outstanding dedication to the ideal that a free and responsible collegiate press helps make independence possible, has been discontinued by the John Hancock Life Insurance Co. However, NCCPA this year was giving the award to the Daily Texan editor, now serving in the army in New Jersey.

Politella moved that Hancock Mutual be commended in writing for its pioneer spirit in establishing the student freedoms award in 1967. The motion passed unanimously.

He also moved that NCCPA continue to sponsor the award despite withdrawal of co-sponsorship and financial support by Hancock. Unanimously accepted.

Resolutions Presented by Dr. Politella

- That the Executive Committee of NCCPA, meeting at Dallas, Texas, this Oct. 21, 1971, recommend to its delegates in convention, 1971, that despite the withdrawal of the John Hancock Insurance Company as sponsor of the annual John Hancock Freedoms Award, presented annually by NCCPA since 1968, that NCCPA will continue to present such Freedoms Awards in suitable form to student editors, alone or in co-sponsorship, according to criteria already established.
- That the John Hancock Mutual Life Insurance Company of Boston be commended for its pioneering spirit in establishing the freedoms award for student editors, in September 1967. And that thanks be relayed by letter of the Executive Secretary, in the name of the Executive Committee of NCCPA, to the chairman of the board of JAMIC, for providing NCCPA with awards during three years, 1968, 1969 and 1970.

He reported on the status of the Directory of College Student Press, pointing out that NCCPA has realized \$963.45 from the endeavor. He moved that NCCPA continue publication of the directory every other year. Unanimously passed.

The luncheon meeting, during which many attractive door prizes were distributed, adjourned with the announcement that the business meeting would continue Oct. 23 in the ballroom of the Statler-Hilton.

Meeting of October 23

Reid Montgomery presided. John Boyd's treasurer's report was accepted. Elizabeth Barnes, editor of Roll Call, announced that letters would go out soon to all members and asked cooperation in response. She emphasized that many who think they are NCCPA members are in fact not members and will not be included in Roll Call unless their names are on official membership list. She also suggested that the book's name be changed to "Who's Who Among College Newspaper Advisers."

Lillian Lodge, chairman of the Constitution Revision Committee, reported from that group. Members were Dr. Arthur Sanderson and Dr. Manion Rice.

After much discussion, a motion carried that the body accept the report of the committee and turn it over to the executive board for further consideration.

Also moved and accepted: Article IV, Section 1 of the By-Laws, end of first sentence shall read, "Dues for both active and associate members for the following year shall be set at each annual business meeting by majority vote of the active members present *after the entire membership has been notified by mail 30 days before that meeting that a specific change is to be voted upon.*"

Other proposed changes will go to the executive board.

Shirley Quate presented 4 resolutions which were passed unanimously.

Resolutions Presented by Mrs. Quate

- WHEREAS college publications and publications advising have profited greatly over the years from the efforts of individuals who have made significant personal contributions to developments in the area,
AND WHEREAS one of our own members who was a charter member of NCCPA, who served for eleven years as executive director of the Council, and who founded the NCCPA magazine, *The College Press Review*, can rightly be said to be one of those individuals who has made significant contributions.
AND WHEREAS after twenty years of working with college publications this individual is retiring from the advising activities to which he has devoted so many of his professional years,
NOW BE IT THEREFORE RESOLVED that into the minutes of this meeting there go a commendation from this Council to Arthur M. Sanderson, better known to all of us as Sandy, a commendation which acknowledges his many years of service and devotion to NCCPA, to the area of college publications in general, and to journalism as a whole.

- RESOLVED that an expression of sincere appreciation go to Taylor Publishing Company for freely extending assistance in such a variety of forms and generosity in so great a measure that the total worth of their contributions to the great success of the 1971 convention cannot be adequately evaluated.
- RESOLVED that the NCCPA expresses gratitude to the management of the Statler-Hilton Hotel, the American Yearbook Company, Delmar Company, Hunter Publishing Company, Walsworth Publishing Company, Wausau Papers, to Dr. Ron Farrar and Southern Methodist University, and to the many other companies and individuals whose cooperation, services, and generosity contributed so importantly to making the 1971 convention an exceptional event.
- RESOLVED that the NCCPA acknowledge a great debt of gratitude to convention chairman Mrs. Jeneanne Lawson for planning and arranging the 1971 convention activities with dedication, imagination, and efficiency, and to her unofficial—but more than willing—assistant, Bob Lawson; and further acknowledge that through the combined efforts of this team the Dallas convention was not merely an unparalleled success, but was indeed a memorable event to all those who attended.

Reid Montgomery introduced J. William Click, Ohio University, the new president who introduced other officers:

Lillian Lodge, Miami-Dade North, first vice president
Lloyd Edmonds, U. of Texas, second vice president
Shirley Quate, Purdue University (Indianapolis), vice president for district affairs

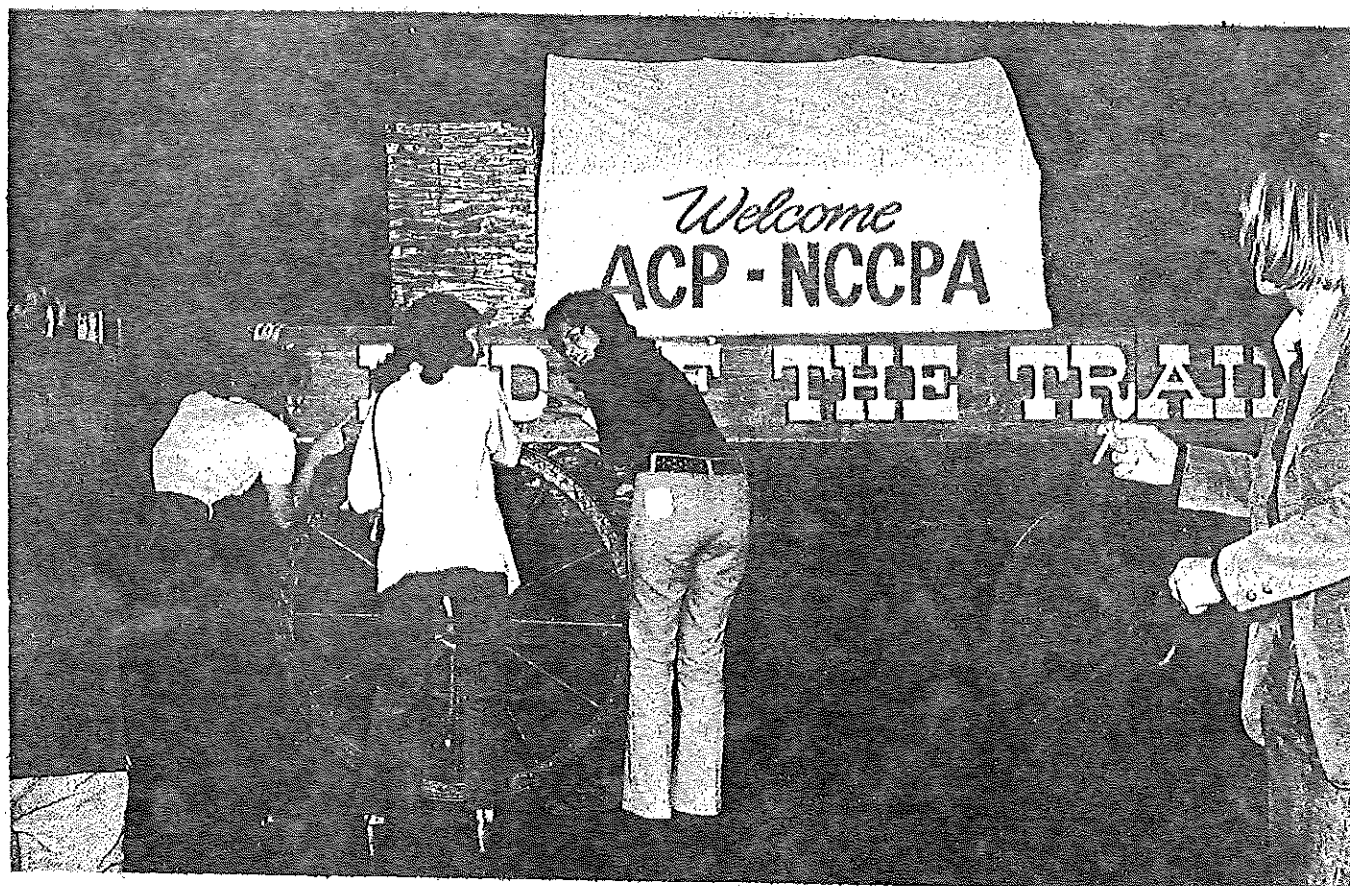
Jeneanne Lawson, South Texas Junior College, chairman of the 1972 New York convention

Bill Lally, Rider College, chairman of the 1973 Chicago convention

Glen Kleine, Eastern University, editor of the *College Press Review*

Elizabeth Barnes, Stephens College, editor of *Roll Call*

He announced that the executive board will begin the constitution revision process immediately.



Texan Editor Wins Freedoms Award

Following is the Freedoms Award presentation made by Dr. Dario Politella at the NCCPA Awards luncheon in Dallas on Oct. 22, 1971. The speech has been edited for publication.

For we are gathered here to pay tribute to Andy Yemma of Texas, a young student editor who has proved once again that "a free and responsible student press helps make independence possible." And this phrase is the key to the annual presentation of our Freedoms Award.

It is singularly appropriate today that we honor the editor of a campus newspaper that is still fighting for the independence it won just 50 years ago. For it was in 1921 that *The Daily Texan* became a non-profit corporation that some 130 students support each semester from the journalism laboratories of its parent University, for the greater good of the entire campus community.

During this Golden Anniversary year of its independence, *The Daily Texan* is even now continuing to speak out with the same strong editorial voice that has been its trademark since it was founded in 1900. The editorial history of *The Daily Texan* has been highlighted ever since with such campaigns as the one it mounted against slot machines on campus in 1930; the criticism it offered of the Texas gas and oil interests' lobbying techniques of the 1950s; and its fight against the Board of Regents' ban on the free distribution of the newspaper to the State legislators, in 1965, the same year that *The Daily Texan* dared to suggest editorially that United States soldiers might possibly kill civilians in Vietnam.

With the advent of the 1970s, *The Daily Texan* reached its high point as a great newspaper—much as Marquis Childs has defined it, as existing to "comfort the afflicted and afflict the comfortable."

Andy Yemma came into the slot in 1970, by virtue of the will of the student electorate of the University of Texas, which named him to the editorship of *The Daily Texan*.

During his tenure as editor, Andy Yemma helped to preserve the independent spirit of *The Daily Texan* by championing the right of his readers to know what their leaders were doing. One such story concerned a million dollar mansion built for the University chancellor by the Board of Regents with monies of mysterious origin. During its semester-long campaign of exposing facts and figures about Brauer House, *The Daily Texan* helped to stimulate investigations by the State Legislature in the matter of financing the structure, with the result that some \$600,000 was returned by the Regents to a secret donor.

On behalf of his constituents, Andy Yemma spent his year of 1970-71 as a watchdog of the activities of the Chairman of the Board of Regents, whom *Time* magazine had labelled "an iron-fisted despot." Andy Yemma led the fight to expose alleged violations of the state's Open Meeting Act by the Board. He also became a gadfly in the matter of the Regents' decision to restrict the students' attorney from acting in behalf of students in University administrative hearings. And he worked tirelessly and fruitlessly in the matter of the Regents' plan to dissolve the College of Arts and Sciences.

Even when the Regents' chairman stepped down after the Board was restructured by the Governor, Andy Yemma pursued his principle of "comforting the afflicted and afflicting the comfortable," to preserve the free flow of information to his campus.

Further examples of the dedication of this young editor are evident in his exposure of what he considered to be the unwarranted firing of the Dean of the College of Arts & Sciences during Spring 1971. Andy Yemma became Dean Silber's champion, right up to the door of the president's office at Boston University, which Dr. Silber has occupied with distinction since last summer.

A second example of Andy Yemma's sense of social responsibility has been *The Daily Texan's* exposure of alleged intolerable health conditions and charges of homosexuality in the Travis County Jail. The result was a request for grand jury investigation. The significance of this incident will not be lost on those who remember that this manifestation for concern for prisoners by *The Daily Texan* came long before Attica.

One of his last acts of editorship was performed last Spring, when Andy Yemma took up the cudgels to assure the continuation of *The Daily Texan* as the free and independent student-run corporation, whose charter expired last June. When he appeared, last April, before the Regents to propose *The Daily Texan's* extension of its charter in perpetuity, Andy Yemma pleaded that if the newspaper's coverage that year had damaged the University, as some of the Regents had charged, "We reply that it was the (events themselves) and not the reporting of them, that was at fault."

To preserve the campus press institution, which looks forward to celebrating its Diamond Jubilee in 1975, Andy Yemma cautioned the Regents that "It was an old and senseless custom, when a battle was lost, for the king to shoot the messenger who brought the bad news. We trust, and we urge, that you not make the same mistake."

* * *

The Freedoms Award was established in 1967 by the National Council of College Publications Advisers to reward those "youthful journalists in whose hands rest tomorrow's spirit of independence resulting from an exercise of today's free and responsible collegiate press."

Since Fall 1968, the Freedoms Award has been presented once each year to student editors who have kept the faith. In other years, we have called the award the John Hancock Freedoms Award, after the first signer of the Declaration of Independence and the then sponsor of a trophy and honorarium. This year, we are called, simply, the Freedoms Award. It consists of a certificate suitably inscribed on parchment and uniquely mounted on a fragment of 300 year old hand-hewn wood taken from a house constructed by Major Isaac Graves, who is reputed to have been a member of George Washington's bodyguard. Further significance is that the wood predates our own country's fight for freedom, some 200 years ago.

Accepting the Freedoms Award for Andy Yemma, who is now stationed at Fort Dix, N.J., is David Powell, assistant news editor of *The Daily Texan*.

Legal review

By John Behrens
Curator

Student Press in America Archives
Utica College of Syracuse University

A few weeks after NCCPA members met in Dallas and talked of student press needs, the board of directors of Sigma Delta Chi spent some time in Washington on the same subject . . . and it accepted a plan of action for 1972.

The proposal was the result of 12 months of correspondence, rough drafts and debate by a group of nine students, journalism educators and professional editors who were members of the society's Campus Press Committee. And the task wasn't easy. A similar group had worked on a report the year before but the board rejected its findings and proposals.

As a member of the committee I could see SDX duplicating the efforts of other organizations that had been around awhile and who were closer to the scene . . . NCCPA, for example. At the same time, I agreed with Campus Press Committee Chairman Wally Allen's comment that there is "the urgent need for clear Sigma Delta Chi policy on the campus press. Formulation of such a policy should be the continuing project of a campus press committee."

According to Allen, who is managing editor of the *Minneapolis Tribune*, committee members disagreed on a variety of things but there was general agreement on some basic principles. One, and perhaps most important for NCCPAers, is that Sigma Delta Chi should play a larger part in campus press affairs.

In brief, it can add a powerful ally to the campus press and, if the National Council of College Publications Advisers views it positively, it can help bring about changes that, quite frankly, we haven't the power, financial resources or membership to do by ourselves. My suggestion is that NCCPA form a group to work with the professional society in a joint effort to resolve campus journalism problems.

To ignore SDX's efforts, in my opinion, is no solution and can bring about the probability of duplication that I could see during the early days of SDX committee work. Again, Wally Allen's comments best describe the feeling of the group when the final report was submitted: "It cannot and should not be the function of Sigma Delta Chi to dictate or even appear to dictate to college students, faculty members or administrators how campus newspapers should be controlled and financed.

"It should be the policy and duty of Sigma Delta Chi, however, to offer guidance and counsel aimed at preserving freedom of the campus press and to point out where such freedom does not exist. Both students who produce the newspapers and administrators who 'publish' it should be involved in this process."

What recommendations did the committee make to the SDX Board of Directors?

1. To endorse the trend toward independent management and control of the campus newspaper as the environment in which the newspaper may achieve its greatest possible freedom. At the same time, it should be emphasized that only under ideal conditions may this be achieved. Such a move, it was felt by the committee, would not in itself guarantee either press freedom or good journalism.

2. To encourage each campus newspaper to make known to its readers the basis upon which it operates—who or what

bodies control its policies and how it is financed. Implicit in such details is the degree of press freedom it is to enjoy. There is little point in a pretense of press freedom if the newspaper operates under conditions which deny that freedom.

3. To encourage a return to a working relationship between journalism students and the campus newspaper. The trend may be in the opposite direction, but it makes little sense for campus newspaper to be run by non-journalism students. The campus press is an invaluable tool to the training of journalism students. Further, the newspaper is less apt to become the organ of special interests if it's produced by students who are (or should be) guided by sound journalistic ethics.

4. To oppose the idea that campus newspapers are the publicity organs of the school, whatever the basis of controls may be.

5. To advise students involved in the campus press to govern themselves by such ethical standards as are expressed in codes or organizations like the American Society of Newspaper Editors, the Associated Press Managing Editors Assn., and Sigma Delta Chi.

6. To advise faculty members and administrators insofar as possible of the importance of press freedom and journalistic standards, in an effort to educate both sides.

7. To encourage continuing dialogue among professional journalists, students, faculty, and administrators on the functions of the press and the importance of press freedom on campus.

8. To encourage discussion and attempted definition of "press freedom" on the campus. Like the professional press, the campus press must welcome continuing criticism, both from within the profession and outside it. Students must learn that press freedom does not mean freedom from criticism, whether just or unjust, and that denial of such criticism would be an infringement of another basic American right—freedom of speech.

9. To establish a committee to monitor the reports of the various commissions on the campus press and to analyze and criticize the reports. It may be the future course of the campus press is being set in such commission reports, with both good and bad effects. Sigma Delta Chi proposes that it become the watchdog.

I'm sure there will be disagreement among NCCPA and SDX members on a number of these suggestions. If either organization is to have meaning or value to its membership, clashes are unavoidable . . . nor should they be. For example, I think there are NCCPA members who certainly disagree with recommendation number nine. And there are Sigma Delta Chi and perhaps some NCCPA members who would oppose recommendation number one. The point is that now we have a chance to start the slow, exploratory process of establishing dialogue. I think we can find mutually advantageous ways to improve the campus press. Sigma Delta Chi, a professional society with little influence on campus but a well-known reputation in the publishing industry, and NCCPA, an organization with more influence on campus than off, can combine their efforts and provide a strong position for journalism and student publications on campuses throughout the country.

Take a look around and one sees how outsiders, even insiders, may be confused by the din of organizations attempting to speak for journalism on assorted subjects. ACP, AEJ, APG, ASJSA, JAJC, NCCPA, PDE, SDX, TSP . . . and perhaps a dozen or more regional and state groups offer virtually everyone a chance to do his thing. Individuality, we tell ourselves, is vital. Then again, there are times when togetherness can answer larger problems.

A Descriptive Definition

The College Newspaper

by Michael A. Oliker
University of Illinois

To anyone interested in the problems of the college press in America, Herman A. Estrin and Arthur M. Sanderson's collection of articles, *Freedom and Censorship of the College Press* is indispensable. This volume contains statements of virtually every possible position on what the college press *should* be. What it does *not* contain is a definitive description of what the college press *is*. As Walter Wilcox puts it:

Perhaps one generalization is permissible: In terms of function, the college press is laboring under a complicated, contradictory, and burdensome mandate. Until functions are more clearly defined, problems will continue. A mere chart will not do; the functions must include the latent as well as the manifest, the *true* requirements of the college press.¹

In attempting to provide a descriptive definition of the term "college newspaper" it must be demonstrated that a simple "definition of terms" or consulting a dictionary is inadequate. It must be shown then that previous definitions of the college newspaper are *not* descriptive.

It is not adequate to begin with a "scientific definition" or a stipulation:

Israel Scheffler contends that scientific definitions are specifications or stipulations which operate in technical contexts: they cannot readily be separated from specific inquiries, and they vary greatly among the many branches of research. They are oftentimes postulated to apply to specific hypotheses which are to be tested in specific contexts with specific methods. As such, they cannot readily be assigned to all contexts. General definitions, on the other hand, are attempts to communicate in broad contexts. When applied to an area of inquiry . . . , these general definitions are usually addressed to the public, to teachers, and to other professionals. While lacking the specificity of scientific definitions, general definitions allow greater flexibility in attempting to make sense of less than exact questions. . . .

Among general definitions, at least three broad types may be distinguished on the basis of the intent of the person defining the terms. These types must be discussed briefly, for they are important to the argument of this paper.

The first of these is the *stipulative* definition, which indicates how a term is to be used or what other term may be substituted for it within a particular context. Stipulative definitions may thus be non-inventive (when a term has had prior usage but is defined specifically) or inventive (when a term has had no prior usage).

The second broad type of definition Scheffler calls attention to is the *descriptive*. This definition is some-

what lexicographical in method: it attempts to clarify by taking into consideration the prior usages of a term. In contrast to the stipulative definition, it serves to summarize the ways in which a term has been used, whereas the stipulative definition specifies the one way in which a term will be used in a particular context.

The third type of general definition is called *programmatic*. It is used not merely to summarize or specify, but to promote a program the implementation of which raises moral and practical questions.²

And it would not be adequate to simply look up the words "college" and "newspaper" in a dictionary. This would not provide us with a definition of the term "college newspaper." All dictionaries do not agree and they can be out-of-date. No, what we must do is appeal to prior usage.³

This prior usage will not be found in the definitions in Estrin and Sanderson's collection. These are programmatic definitions, not descriptive definitions. They might look like descriptive definitions, but they aren't. Careful analysis will show why.

Professor Estrin claims that "the college paper expresses the policies and purposes of the institution, and reflects the effect of the educational process upon its students."⁴ If this is to be taken as a descriptive definition, can we safely conclude that a poor college newspaper can be taken as evidence that the school has a poor educational policy? I don't think so, or at most no more than to the extent that *anything* that goes on on a college campus reflects college policy and the educational process. Professor Estrin goes on to say:

The objectives of the paper are to help the student and the college understand each other, to encourage greater cooperation between the faculty and the student body, to instill in each student a greater desire to participate in activities, and to promote a higher standard of journalism by learning and practicing its principles and ethics.

It is the arbitrator and coordinator which helps the college, the faculty, and the student to achieve those goals to which higher education is dedicated. Through the cooperative effort it can try to inculcate in all a love of learning, a seeking for knowledge, and the courage to use this knowledge and to work for a better world for mankind.⁵

These are certainly worthy objectives, but this is a statement of what *ought* to be done, rather than what *is* done: a programmatic definition in its purest form, if used to answer the question which Professor Estrin uses as his title, "What is a college newspaper?" In addition, it tells us very little about what functions are *specifically* those of the college newspaper. Many parts of the college can do the things Professor Estrin mentions. The above could even be a most appropriate description of a conscientious student who supports himself by working as a newspaperman! (Just change "it" to "he" and "the paper" to "Joe Smith.")

"The purpose of a college newspaper is not to teach people to follow orders or quit."

Let us get a bit more specific. There is Professor Ernest Jerome Hopkins' doctrine of "train 'em and trust 'em," which he describes as "an educational substitute for censorship."⁶ His rationale goes like this:

This is the Age of Public Relations, and colleges, like any other institutions, not unreasonably object to having their reputations lacerated by aggressive and immature students armed with the two-edged sword of print.⁷

So is the college newspaper's purpose to train students—immature students—in the journalistic promotion of their institution? Does maturity mean learning to be a good PR man? Obviously, this is programmatic, not descriptive. Hopkins claims that "The College owns the campus newspaper . . ."⁸ Well, maybe it *ought* to own the campus paper, but it is not always true that the college *does* own the campus paper. Even if the college does own the college paper, this ownership still does not obligate the newspaper to be a supporter and promoter of the college. A particular item of news may not show the college in the most favorable light, but if the college newspaper is to be a newspaper and not a public relations organ, it has an obligation to report the news. If a newspaper has public relations as its purpose, then although it may *look like* a newspaper, it is actually a house organ. A house organ has public relations as its purpose. A newspaper may have some of the same effects as a house organ, but its purpose is different. An analysis of the purpose of X is essential to any description of X.

George Holsten claims that one of the distinctive characteristics of a college newspaper is that "too often it reaches a 'captive' audience which has nowhere else to turn and cannot strike back."⁹

It is a real concern when a student newspaper can do an outrageously poor job of reporting, or publish an editorial which determinedly ignores the facts, or represents opinions which have no roots in the majority of student thinking, and the student body has no effective protest. This is, of course, especially true where there is no competitive newspaper and the student reader—usually an automatic subscriber—has only one choice.

If student publications were well written and carefully edited, most of the public relations problems they create would be avoided.¹⁰

First, it is a real concern when *any* newspaper does "an outrageously poor job of reporting." But Mr. Holsten seems to believe that it is a particular concern when a college newspaper does this. Common sense should dictate, I think, that since the staff of a college newspaper is not a professional, experienced staff, mistakes—even *serious* mistakes—should be recognized as inevitable. If a college wants a "pro" newspaper, why doesn't it hire "pro" newspapermen?

Second, *any* editorial writer ignores facts which do not support his opinion. The extent to which he does this is a measure of his dogmatism, but that is what the editorial page is *for*: the expression of opinion, dogmatic or not.

Finally, there is the issue of "opinions which have no

roots in the majority of student thinking." This statement is very difficult to take seriously, since it implies that the content of a college newspaper ought to be determined by public referendum.

College campuses are not the only places that have the problem of a newspaper monopoly. Many towns have this problem, but I seriously doubt that anyone would claim that the government of a one-newspaper town should take the paper over if the paper isn't very good, on the grounds that the paper is a public relations liability. The probable result of such high-handed actions by a town government would be screams of "creeping Socialism" by the opposition party and an overwhelming defeat at the next election.

What, then, should be done about a lousy paper? Perhaps the answer lies in attracting more competent people for the staff. Control by a "higher authority" would seem to be a step in the direction of changing the function of the newspaper from journalism to public relations or, at worst, propaganda.

An extreme in the authoritarian approach lies in the article by Robert E. Kennedy. He asserts that, "Certain publishers have phobias about putting certain kinds of news or pictures on the front page. If an editor disagrees with such policies and he cannot talk his publisher out of them, he can live with the situation or he can quit. And so can college editors."¹¹ Here is a difficult dilemma, especially for professional newspapermen. They have to eat. They have to hold down a job in order to keep the cash coming in. It may be valuable to expose the college student to this hard reality, but he doesn't have to be a newsman to learn this. The purpose of a college newspaper is not to teach people to follow orders or quit. That's not what a newspaper is for.

Finally, there is the description of the college newspaper as a training ground for professional journalism. This position has been taken, in one way or another, by Barnum¹², Sanderson¹³, Grubb¹⁴, and Conklin¹⁵. Like the previously mentioned definitions, this one is programmatic, not descriptive. The college newspaper is not the only place where a prospective professional journalist can go for preparation. He can learn on the job at a professional newspaper or he can take formal course work in a journalism school as his professional training. Conversely, professional journalists may work for a college newspaper. When I was editor of my college paper, two members of my staff were professional newspapermen who were also students at the college. They contributed to the college paper occasionally because they felt that they ought to make some sort of contribution to their school and ought to take some small part in student activities. A college newspaper may *do* quite a bit of training of inexperienced journalists, but if we restrict it to being for that, then there is no good reason why a professional journalist would want to work for one, especially since college papers don't usually pay their staffs. I suspect that "professional training" is not the primary motivating factor of the majority of students who work for a college newspaper.

So, what, then, *is* a college newspaper? It is not a statement of college policy. It is not a public relations organ. It is not a device for teaching people to obey orders. It is not a training ground for inexperienced journalists. It may *do* all of these things, but none of these things are characteristics which contribute to a descriptive definition.

But there is one thing that a college newspaper is. It is a newspaper. It is a newspaper with a specific audience: a college. The news that it reports and analyzes is news

which deals with that college. The place where it primarily circulates is a college campus.

These are two defining characteristics of a college newspaper: its audience and its content. In the interest of clarity, let me make some rather obvious points. *The New York Times* is distributed on many college campuses, but it is not a college newspaper. *The New York Times* is not published for, primarily, any college campus or campuses, though that may be where a good-sized chunk of its circulation is. More important, its content is not that of a college newspaper. The news which a college newspaper reports is a kind distinguishable from the news that a general newspaper reports. It is primarily news of and directly relating to a college. If a college newspaper does not report news of this specific kind as its main emphasis, there can be legitimate question raised as to whether or not it is a college newspaper.

For this reason, I often wonder whether or not the newspapers published at some of the Big Ten universities are really college newspapers. Dr. Sanderson points with pride to the fact that "*The Daily Iowan* qualifies as a general-circulation daily newspaper . . .¹⁶" Then, I would ask, is it a college newspaper? Yes, he would probably respond, because college students do the work and the paper does all the things that a college newspaper is supposed to do *in addition* to being a general-circulation paper. Granted, I would reply, but you must admit that a publication that does the jobs of two different kinds of publications is not a clear-cut example of one kind or the other but a borderline case of both. In defining the college newspaper, we must isolate the characteristics of a typical college newspaper. Doing the job of a general-circulation newspaper is certainly not typical of a college newspaper. A college paper having this kind of responsibility would have to have an editorial policy vastly different from most college papers.

We have, however, just mentioned another defining characteristic of the college newspaper: who its publisher is. A college newspaper is published by college students. *If it is not actually published by college students, it is not a college newspaper!*

This sounds like heresy and it is. Professor French says that "The publisher may be an individual, a corporation, or an alumni group, or some association having *legal and financial responsibility* (Italics mine). It may even be the University administration."¹⁷ What is being overlooked here is a unique characteristic of college newspapers. The legal owner of a college newspaper is *almost never* its actual publisher. Professor French's statement is a description of the owner of a college newspaper, not the actual publisher. (Ed. Note: see John Behren's "Legal Review" on page 8 for an additional point of view.)

There are two basic reasons why the publisher of a college newspaper has to be a student. First, the person who decides, on a day-to-day basis whether or not the paper is going to be published is a student, most likely the student editor. Logically, the person having the authority to make that decision is the publisher. Of course, the legal owner can assume that authority any time he wants to, but he usually does not. He does not because if he does he is interfering with the publisher.

The point that this action by the owner is interference is not always an obvious one, especially to publications advisors who may fancy themselves to be the actual publishers. The rationale for this point is this: a college newspaper is an extracurricular student activity. I think I have shown that its being anything but a student activity causes

"A college newspaper is published by college students. If it is not actually published by college students, it is not a college newspaper!"

it to be something other than a college newspaper. The category "student activity" allows a newspaper to be a newspaper with only the proviso that it be run by and for students. (Of course, the category of student activities has its limits. Professor Frederick Rudolph's history *The American College and University* provides substantial evidence that college football, for example, has become something other than a student activity.¹⁸) Student activities are often "owned" by a college, but the notion that they ought not be run by students would strike most people associated with a college as curious, to say the least.

The same would be said of a college newspaper staffed and/or run by faculty and/or administrators. We would probably then call it a "faculty newspaper" or an "administration newspaper," but we would not call it a "college newspaper." There are some colleges that publish newspapers which are staffed by the students but not run by the students. These papers would be borderline cases, logically analogous to, say, an automobile with a jet engine. They look like college newspapers, but they have an unusual characteristic that changes their function.

Finally, the term "college newspaper" *logically implies* student supervision. Start a conversation with someone about college newspapers and you will probably find that he assumes that if a college newspaper is a good one, it is the students who deserve the praise and if it is a lousy one it is the students who deserve the blame. It may be a hard fact of life that the faculty advisor can be fired if the paper is lousy, but this does not affect what the term "college newspaper" means. I think that I should also point out that "college newspaper" and "student newspaper" do not mean exactly the same thing, though these two terms are often used interchangeably. A student newspaper could report on and to students solely. A college newspaper could not do this and still accurately be called a college newspaper.

To conclude, I think that the only legitimate criterion by which a college newspaper can be evaluated is: *Is it doing its job?* Perhaps the greater propensity of inexperienced collegiate journalists to make mistakes calls for the presence of an advisor to alert them to the possible consequences of a particular course of action. The same can be said of any student activity. Consequently, the relationship between a faculty advisor and a student activity is a matter of school policy, not, in the case of the college paper, a matter of the relationship between editor and publisher.

This paper is, essentially, an appeal for accuracy in language and meaning. Students, faculty, and administrators should recognize what a college newspaper *is*. Then they should decide what it is that they *want*. If they want a propaganda sheet or a public relations organ, then all I ask is that they not call it a college newspaper.

'Walter Wilcox, "The College Newspaper—What Is Its Function?" *Freedom and Censorship of the College Press*, ed. by Herman A. Estrin and Arthur M. Sanderson (Dubuque: Wm. C. Brown Co. Publishers, 1966), p. 14.

³Robert H. Ennis, *Logic in Teaching* (Englewood Cliffs: Prentice-Hall, 1969), pp. 153-175.

⁵*ibid.*, pp. 14-15

⁷*Ibid.*

⁸*Ibid.*, p. 79

¹⁰*ibid.*

¹¹Robert E. Kennedy, "How Much Freedom for Student Editors?" *Freedom and Censorship*, p. 237

¹²Charles E. Barnum, "The Modified Segregated Approach," *Freedom and Censorship*, pp. 34-37.

¹³Arthur M. Sanderson, "An Integrated Approach—The Iowa Plan," *Freedom and Censorship*, pp. 37-44.

¹⁴Donald R. Grubb, "A Modified Integrated Approach," *Freedom and Censorship*, pp. 44-45.

¹⁵Richard W. Conklin, "A Reply to Mr. Mencher," *Freedom and Censorship*, pp. 58-60.

¹⁶Sanderson, *op. cit.*, p. 39.

¹⁷Roy L. French, "Who Gives Complete Freedom?" *Freedom and Censorship*, p. 266.

¹⁸Frederick Rudolph, *The American College and University: A History* (New York: Vintage Books, 1962), pp. 373-393.



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COLLEGE PRESS REVIEW, WINTER, 1972

When Should an Adviser Say No!?

by Peter C. Lang
Fresno City College

At the risk of being branded a heretic, I'd like to call for an end to a bit of hypocrisy in which many junior college newspaper advisers, in California and elsewhere, indulge.

This is our somewhat myopic regard of "freedom of the student press" as a concept so absolute that we must never tell an editor in so many words that something must not be run.

I suggest that, in one way or another, we all censor—at least all of us who remain in this business very long.

I will go further in my heresy. I suggest not only that this is the case, but that we have no need to be apologetic about it.

What we do in most cases is to censor without seeming to, under the heading of advice. This is the healthiest way to go about it; there is no question of that. My argument is that when advice does not suffice, we should take whatever steps may be necessary without:

1. being apologetic about it.
2. questioning our own authority to do so.

At professional gatherings I have talked with many of my colleagues about this. Without exception those who feel the adviser should not be a censor mean he should not *seem* a censor. The fact is that all of them depend, in the final analysis, on some hidden hammer—the power of appointment, the power of the grade, the name of friendship, or whatever—to drive crucial limitations home.

I asked one "freedom"-defending adviser what he would do if his editor intended to print something clearly libelous.

"I would advise him not to."

"What if he decided to anyway?"

"I would advise strongly."

"What if he persisted?"

"I would 'advise' like hell!"

(Did a bead of sweat appear on my colleague's brow at this point?)

Professional statements in our trade tend to skirt the nitty-gritty. They suggest the teacher should instill his students with a sense of professionalism to the degree that the students themselves will understand and appreciate why certain material must be omitted or phrased with care.

Read this statement, for example, from the Canons of Junior College Journalism adopted by the (California) Journalism Association of Junior Colleges (parenthetical observations mine):

"Journalism faculty members have the obligation of so instructing and advising their students that the result—either in the classroom or the newspaper—regularly meets the best standards of responsible journalism. Student journalists will make mistakes—but not knowingly, not without benefiting from those mistakes (who defines a "mistake"?) and not without full realization that they

are responsible for those mistakes (so are other people). The student paper is properly a learning experience. Particularly when publication results from classroom or laboratory, it would be folly to assume that the adviser should abdicate his role as a teacher.

"The newspaper adviser should be a teacher whose responsibility is to explain and demonstrate, to give competent advice. He should instill a determination to make the publication as professional as possible and he should do so without playing the censor."

Or this, from the newsletter of Wisconsin's Journalism Teacher-Adviser Council:

"Do not require, but inspire, responsible journalism."

This idea, I agree, is without doubt an excellent way to go about it. But it skirts the question of final responsibility.

It also overlooks the fact that occasionally an adviser may run into a student who is unwilling to accept advice—wants a problem phrase, sentence or article run as submitted or not at all.

I've never run into a situation like this where the editor was not willing to follow my advice. But I haven't asked the editor to shoulder the blame for the decision unless he so desired; I'd as soon have the disgruntled staffer irritated at me as at the editor.

Should I have been able to convince the errant staffer himself of the wisdom of my decision? Perhaps. But I feel little dissatisfaction with my failure here. I think it's realistic to accept the fact that basic attitudes developed in an individual over a period of years cannot always be changed overnight by an adviser (and that it is naive to believe otherwise).

What rationale do I give for my stand?

California Governor Ronald Reagan once observed that, in his view, there *are* simple answers to some problems. Without claiming political kinship, let me borrow that idea and refine it: simple ideas can provide the basis for answers to some complex problems.

In this case, the idea is one that has been integral in American political thought: freedom (authority) and responsibility are two sides of the same coin. We in the United States have given the individual great freedoms, set forth largely in the Bill of Rights—but concomitantly have charged him with responsibility for his actions.

The idea remains viable, despite its rejection by elements in our society who would give "the people" most freedoms and "the establishment" most responsibilities.

Where authority is granted without responsibility, tyranny results.

Where responsibility is imposed without authority, an individual is placed in an untenable position.

This—if we are to accept literally the advise-only concept—describes the newspaper adviser.

Junior college newspapers in California (and in other

"Without exception those who feel the adviser should not be a censor mean he should not seem a censor."

states, to the best of my knowledge) are defined in state law as a responsibility of the college district—the trustees, the superintendent, the college president. This responsibility is delegated down the line to the adviser.

If the newspaper libels someone, invades his privacy, or violates some other law, the editor or reporter may or may not be named in consequent civil or criminal action. The trustees and superintendent, on the other hand, are sure to be named.

W. Arthur Garrity, a federal judge, ruled last year in Boston that a state college president cannot exert even negative editorial restraint over a student newspaper.

Reporters covering the case should have asked the judge whether he summarily would have dismissed, insofar as the college and its administration were concerned as defendants, a libel suit brought against the student newspaper.

Wouldn't Judge Garrity have been forced to say "yes," regardless of existing state law on the matter? Wouldn't he then, in fact, be in the position of rewriting that law from the bench? Surely he could not consider the college as an institution or its administrators as even potentially liable if he would deny them the right of control.

A word about the standards advised for (or to be honest, "imposed on") my own students at Fresno City College:

1. In opinion writing, criticism should be issue-oriented and documented, so that the person or group criticized has a basis for reply.

Name calling is discouraged, especially in reference to on-campus persons or groups. It offers no basis for reply.

Nor—with all due respect to their sophistication—do today's students enjoy a full understanding of the impact of pejorative statements in print.

(I don't blame them for this weakness of insight; their experience has been limited. Only the retarded enjoy at 20 the degree of wisdom and foresight that will be theirs at 30.)

2. In matters of taste we are freer than most general-circulation newspapers—but not much. The rationale here is that we too are a general-circulation newspaper, on campus. We are read—and paid for—by an audience that in certain respects is captive.

I cite the practice of smoking as an analogy. You have the right to smoke in your own car or home or some other private place or outdoors. You may be deprived of that privilege on a public bus, however, because of the potential annoyance to other persons who also have a right to be there. I compare the public junior college to a public bus.

We permit an occasional hell or dam, and on occasion vulgarisms emanating from the news rather than from us. For example, we ran a protest-march picture showing a poster on which the initials of a four-word slogan ("Free Us Chicano Kids") were given bold, deliberate prominence.

We discourage scatological or pornographic references or symbolism, explicit or implicit, or double entendre material of doubtful propriety. Writers so inclined can submit to publications so inclined which reach audiences so inclined.

4. Writers of letters to the editor are held to the same standards we set for ourselves. The editor's responsibility is to edit without distorting meaning, not to run either staff copy or letters verbatim. Or to run them at all, if vulgarity is the point or essential to the point.



Church Bulletin Blunders

The following were collected by Frank Kostyu, one of the editors of *The United Church Herald*.

1) This afternoon there will be a meeting in the north and south ends of the church. The children will be baptized at both ends.

2) Tuesday at 7 p.m. there will be an invitation to an ice cream social—all ladies giving milk will come early.

3) Wednesday the ladies literary society will meet and Mrs. Tracy will sing "Put me in my little bed" accompanied by the reverend.

4) Thursday at 7 p.m. there will be a meeting of the Little Mothers Club. All ladies wishing to become little mothers will meet in the minister's study at 7.

5) This being Easter Sunday we will ask Mrs. Daley to come forward and lay an egg on the altar.

6) The service will close with "Little Drops of Water" which Mrs. Nelson will start. The rest of the congregation will join in.

7) On Passion Sunday there will be a conception of new members.

8) On Sunday a special collection will be taken up to defray expenses of the new carpet. Will all those who wish to do something on the carpet, please come forward and get a piece of paper.

Is Today's Press Fulfilling Its Awareness Function



by Verna L. Jones
The Eastern News
Eastern Illinois University

The student on campus lives in his own little world. He is often unaware of the world situations because he is too busy trying to keep up with his studies and trying to regulate his social life (i.e., dating, keggers, Greek affiliations). Many times the campus newspaper will only carry campus news, thus providing the key that locks the student into his collegiate nutshell. Student letters to the editor tend to question issues as the use of the term "jock" applied to physical education majors more often than they question the lack of student national and international news awareness.

If the student listens to the campus radio station, or any other station for that matter, he tends to listen only to the Top 40 songs and closes his ears to the five-minute news. Rather than listen to broadcasted presidential speeches, he will switch off the radio and blast the Three Dog Night from his stereo.

The student rarely watches television news. If he has any spare time, he will watch the Miss America Pageant, All in the Family, an evening movie, or perhaps the Black Hawks vying for the Stanley Cup. The newsreels at the local show can't even catch him. He's at the counter buying popcorn before the main feature. Rap sessions in the Union or other local gathering places usually concern campus topics, though they may be on the more national level, as the Kent State killings. Any politics discussed tends toward the Student Senate's blunders.

It can be argued that the student holds the responsibility to reach out and grasp the news topics outside the campus. This may be true. However, since the number of unaware students is quite high, one begins to wonder if the lack of communication is only on the student's part. At this point the finger might be pointed at the mass media for not reaching out to the student buried in the campus clutter.

News must be brought to the local level to interest the public. Since this point has been proven true in other cases, perhaps a solution to the student-on-campus problem can be developed along this line.

National and international news, presented in relation to the student level of thinking, might be able to penetrate campus isolation. For example, suppose President Nixon delivered a speech on the problem of inflation.

An economics class could take time to discuss this current problem and probe for possible solutions. A history class could delve into inflation's previous history to see what solutions were attempted at other times. A mathematics class could chart the increase and decrease of inflation over a period of years and compute the percentages. Or they might predict the probability of future rises and falls. With physical education, English, language, and certain other classes, there might be more difficulty in linking the topic to the course.

The student newspaper should take the responsibility of relating national and international news to local level and presenting it as fully as possible to the students. The campus radio could broadcast guest speakers that the students would know (as fellow-student leaders or professors and administrators) to present their ideas on the topic. It could also sponsor a program devoted to rebuttal phone calls about the topic.

In the mid-1800's Horace Greeley published many editorials trying to motivate public action. Perhaps a campus Greeley-image could be recruited to follow the same line of attack. College students like to en masse and get involved, but only if the current problem has some direct effect on their own lives.

The student is tired of seeing run-of-the-mill campus stories about local residence hall histories and legends of campus ghosts. He's heard them all before—usually within the first month of his freshman year. Yet he must see the stories repeated over and over again for the next four years. No wonder the student becomes apathetic towards the news. If he were to be motivated by some new scheme, as the proposed project above, the possibility of the student becoming better informed would increase greatly.

Finally, the research journals and public opinion agencies could come into play in motivating the college student. Perhaps the Amercian Institute of Public Opinion could publish polls involving the college population opinion on various issues. The results could be distributed to the many colleges and universities to be printed in the campus news or discussed on radio.

A "watch dog" publication researching good and bad techniques in news coverage by campus papers could be developed. Since these campus publications are student-operated for the most part and many students are novices at journalism techniques, they shouldn't be rebuked for poor newsmanship. Rather, this "watch dog" could review the campus papers and send constructive criticisms to aid the staff in future news coverage.

Today's press *does* have a responsibility to the college student: to aid in making students more aware of important national and international news. This should be done in an unbiased manner, yet be stimulating. Then the student can learn to apply his thoughts, words, and actions to the problems and needs of the world around him—not just the minute campus world.

book review

The Principles and Practice of Freedom of Speech

Edited by Haig A. Bosmajian. 448 pp. Boston, Houghton Mifflin Co.

"Let us begin with the fourth century B.C. of Socrates, go through Milton, Mill and the Alien and Sedition Acts of 1798, hit upon the major Supreme Court decisions from 1917 through 1968, and conclude with the thoughts of some contemporary essayists." These, or similar thoughts must have been spoken by Haig Bosmajian prior to the undertaking of "The Principles and Practice of Freedom of Speech."

"But why," you ask, "when all of these items have been printed previously should anyone go to such lengths?" Your question might be answered by an analogy to the mountain climber, "Because it was there." But in fact, just the opposite is true, and might well have been the impetus, because it really was not there. In introducing the book, Bosmajian states his purpose as that of "bringing to the student a variety of arguments which have been used to explain and defend freedom of speech," in the hope "that the combination of materials in this volume . . . will enable the student to make sounder decisions about current and future problems in freedom of speech." There is probably no other book that takes these arguments, so widespread in source and time as they are, gives them relevance, and places them between the covers of a single volume.

Bosmajian has performed admirably in this task of gathering and ordering the information. The book could be used in a multitude of classes, from the basic reporting or ethics to those of survey or press law. In addition, the book's index would assist the researcher in acquiring secondary information easily.

The chronological development of the three parts, "Antecedents and Determinants," "Landmark Court Decisions," and "Contemporary Essays on Freedom of Speech: General Principles and Specific Issues," affords the reader, be it student or teacher, an opportunity of acquiring necessary background information before moving on to a new area, in perhaps a different era. In Part I for example, the reader is given an introduction to the English times prior to Milton's delivery of "Areopagitica." The full text of the work has then been reprinted, with definition footnotes of the "dialectical English" used by Milton. This pattern of presentation is continued throughout the book, Bosmajian prepares the reader and then presents the work.

A shortcoming in this area is that Bosmajian repeatedly offers too little backgrounding of the work or the man. Milton is described as a man set against licensing and its inherent evils. However, Bosmajian fails to bring to the reader's attention that in his later years Milton himself becomes a government licenser. The irony of the times and the effect of "Areopagitica" on the Parliament is omitted. Although this might be of minor importance to an instructor himself, it might be of major importance to the student reader. It also seems apparent that although the writings have been collected by Bosmajian, an instructor utilizing the book in class would have to supplement it with either discussion or still additional reading.

Part II is composed of Supreme Court opinions of such noted cases as Schenck, Abrams, Gitlow and Ginzburg. Also presented are cases of lesser note, but of equal import to the development of legal precedence. It seems that the highlights are included, at least the list is impressive and perhaps a bit overwhelming.

As in the first section, you may finish part two and say, "So what?!" The impact of the decision on lower courts, societal or personal behavior is not related, only the majority, concurring and/or dissenting opinions are presented.

One notable and pleasant exception is the case of *Feiner v. New York*. Lucius J. Barker and Twiley W. Barker, Jr., are credited with the article, an extract from their 1965 book, "Freedoms, Courts, Politics: Studies in Civil Liberties." Although the report seems a bit slanted in defendant *Feiner's* favor, it makes for interesting and informative reading, an excellent inclusion to this book.

The concluding section, Part III, might well be prescribed for someone suffering from insomnia. A great deal of profound thinking is displayed in these pages, but as with most essayists, they arrive at a dichotomous alternative rather than a fork in the road. This is not to belittle their conclusions, only to point out the verbosity of their style. Such writers as Zechariah Chaffe, Jr., Herbert Marcuse and James E. Leahy are not to be scoffed at, they must be mentally prepared for.

Freedom of speech is defined in this book, as it has been by the Supreme Court, to be "oral discourse, written discourse, or nonverbal symbolic behavior." Each of these areas are considered, some at greater length than others, but considered none the less. While the book is concerned with the freedom of speech, it is inadequate in demonstrating the responsibility of such freedom. The emphasis is placed upon infringement by the government in this area, and little is said of the individual's role.

This may seem to be a harsh review of a book first touted; however, that is not the intent. The strengths of this book will be self evident or presented by the publisher's announcements, thus its weaknesses are set out here. As stated before, this is an excellent collection of the various writings in the area, and can be welcomed in the classroom or library.

Reviewed by Douglas H. Fender, Instructor of journalism at Washburn University, Topeka, Kansas.

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.

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community college review

Two Year Programs Seek Certification

By Lillian A. Lodge, President
Junior College Journalism Association
Miami-Dade Junior College, North
Miami, Florida

In view of the phenomenal growth of the community college in the U.S. with one being established each week, and the 1970 prediction of the Carnegie Commission on Higher Education that by 1980 the community college will become the *major* segment of higher education, the necessity for articulation between two-year and four-year institutions has become increasingly apparent.

The Newspaper Fund recently reported that "The large increase in the number of junior and senior journalism majors is thought to be the result of increased emphasis on journalism education in the junior colleges . . . Journalism enrollments in the nation's senior colleges have set a record for the tenth straight year."

As new community colleges are established and those in existence increase their enrollments, administrators recognize the need for effective student publications and, concurrently, for journalism instruction.

A recent survey of community college journalism courses throughout the U.S., conducted by the Junior College Journalism Association, the national professional organization for junior college journalism educators, reported that a majority of the two-year colleges in the U.S. do have some form of journalism education, with the number of courses offered ranging from one to 15 during the student's two-year education.

The Newspaper Fund report indicates that many students become interested in journalism as a career and transfer to four-year institutions because of community college courses. Combining this realization with the number and variety of journalism programs now in existence in the more than 1100 two-year colleges in the U.S. and the rapidity with which community colleges are being established, it is obvious that effective articulation agreements must be worked out on state, regional and national levels between two and four-year colleges. It is only in this way that the compatibility of courses on all levels and the transfer of credits for students can be assured.

Various states have set up articulation committees to deal with the problems—and promises—of junior-senior college journalism. In Texas, Dr. DeWitt C. Reddick of the University of Texas at Austin chaired "An Evaluative Survey of Education for Journalism in Texas Colleges and Universities," submitted to The Coordinating Board, Texas College and University System, in 1968. The study reported that the most common Texas community college offerings were an introductory course, Reporting I and Reporting II, and that the greatest area of transfer conflict came over the fourth course, Editing, which both junior and senior colleges felt the need to teach. The University of Texas, however, moved one semester of editing down to the sophomore level in 1966.

The Publications Advisers of Texas Junior Colleges approved a resolution calling for the development of a core

curriculum in journalism consisting of 12 credit hours, nine of which should be in areas of Introduction to Mass Communications, Reporting and News Writing and News Editing, with an additional course to be designated by the individual community college.

They further resolved that public senior institutions be required to accept these 12 credit hours by transfer with full allowance of credits, except that the fourth course designated by the individual community college might be accepted by the senior institution as three hours of journalism "without designating its equivalency to one of their courses."

Community college instructors then worked with the four-year representatives on the study group to prepare model course outlines for two introductory courses, Reporting I, Reporting II, and Editing, which were distributed to community college instructors in Texas to be evaluated after classroom experimentation and then submitted to the Coordinating Board.

In October, the California Journalism Articulation Committee, composed of both two and four-year representatives, outlined a plan of action encompassing four phases. Initially, a catalog of acceptable transfer courses by all California four-year colleges with journalism majors will be distributed to all community college advisers and counselors and a catalog of courses offered by all two-year colleges in the state will be distributed to all two and four-year journalism instructors.

Next, the committee will set up standards and criteria for courses, programs and instructors in journalism programs in California two-year colleges. The culmination of this plan lies in the implementation of a certification program for community college journalism offerings leading to "universal acceptance of transfer credit by four-year college journalism departments in the state."

The Florida Junior College Publications Advisers Association commissioned a two-way agreement committee to collate and evaluate journalism curriculum information from all community colleges in the state in its next phase of articulation with four-year journalism schools both in-state and out. Miami-Dade Junior College has introduced a four-course program, Introduction to Mass Communications, Reporting I, Advanced Reporting and Editing, and Editing and Makeup, based on the model proposed by the Junior College Journalism Association which is exploring national guidelines for a certification program for community college journalism with the American Council for Education in Journalism, the group responsible for accrediting journalism programs in four-year institutions. Certification of community college programs is very different from the accreditation process which only involves four-year colleges.

Both the JCJA and the ACEJ have gone on record stating, "Since journalism is one of the most important educational forces in our free society, the education of personnel for this important function is one of the major obligations of higher learning."

In its articulation with senior journalism organizations, JCJA views certification as vital in order to encourage equitable transfer of community college journalism credits, to foster and maintain high standards of journalism education on the two-year level and to insure the compatibility of two and four-year journalism courses since the community college is part of the continuum of undergraduate education for journalism.

The JCJA, an affiliate of the Association for Education in Journalism, has, since its chartering in 1968, been involved in an effort, nationally, to bring together the junior and senior colleges and professional journalists to upgrade community college journalism and to insure high standards in the total journalism education picture. At the annual AEJ Convention in 1968, JCJA resolved that community college journalism curricula "be stimulated and advanced" by the

- coordination of journalism courses with those offered in the first two years of four-year colleges in the region in order that, as a minimum, transfer credit in these particular courses may be facilitated,

- coordination of liberal arts course requirements to correspond generally with the liberal arts requirements of journalism majors in the regional four-year colleges in order that transfer students may not fall behind in their degree programs,

- development of from 6 to 12 semester hours of junior college journalism courses taught by faculty persons with a minimum of 18 semester hours of journalism, or their equivalent, and coordinated where possible with senior college courses, and strengthened through standardized (though not necessarily uniform) course outlines and materials, teaching aids and utilization of professional resources.

The AEJ Convention in August of 1971 saw JCJA working with representatives of ACEJ and AEJ to draw up "Guidelines for Junior College Certification" covering the number and content of courses, preparation of faculty and adequacy of facilities.

The program, as stated before, does *not* involve accreditation, but rather certification, and JCJA has recommended, as it continues articulation with the national journalism organizations and the professional press, that participation by state and regional organizations be inherent in the evaluation of a community college's program. The visiting team might then include a representative of an accredited four-year institution in the region of the community college, a representative of the JCJA in that region (conceivably a member of the state community college journalism group), and a representative of the professional press of that area.

By establishing national standards, and having a method of "approval" or "certification" of a community college program, whether it be one course—or a full program, transfer problems, which often discourage students from pursuing journalism as a career, will be minimal since community colleges will be aware of what senior colleges offer and accept, and senior institutions will be cognizant of what community colleges offer and teach. In addition, in community colleges where journalism programs are about to be established or expanded, guidelines will exist for quality journalism programs to which administrators and instructors may turn to insure valid instruction.

A 1970 survey conducted by Dr. Delbert McGuire of Colorado State University, Ft. Collins, of members of the

" . . . transfer problems, which often discourage students from pursuing journalism as a career, will be minimal . . . "

American Society of Journalism School Administrators and JCJA revealed that a majority favored an evaluation process, that is, certification of course and instructional quality, of community college journalism.

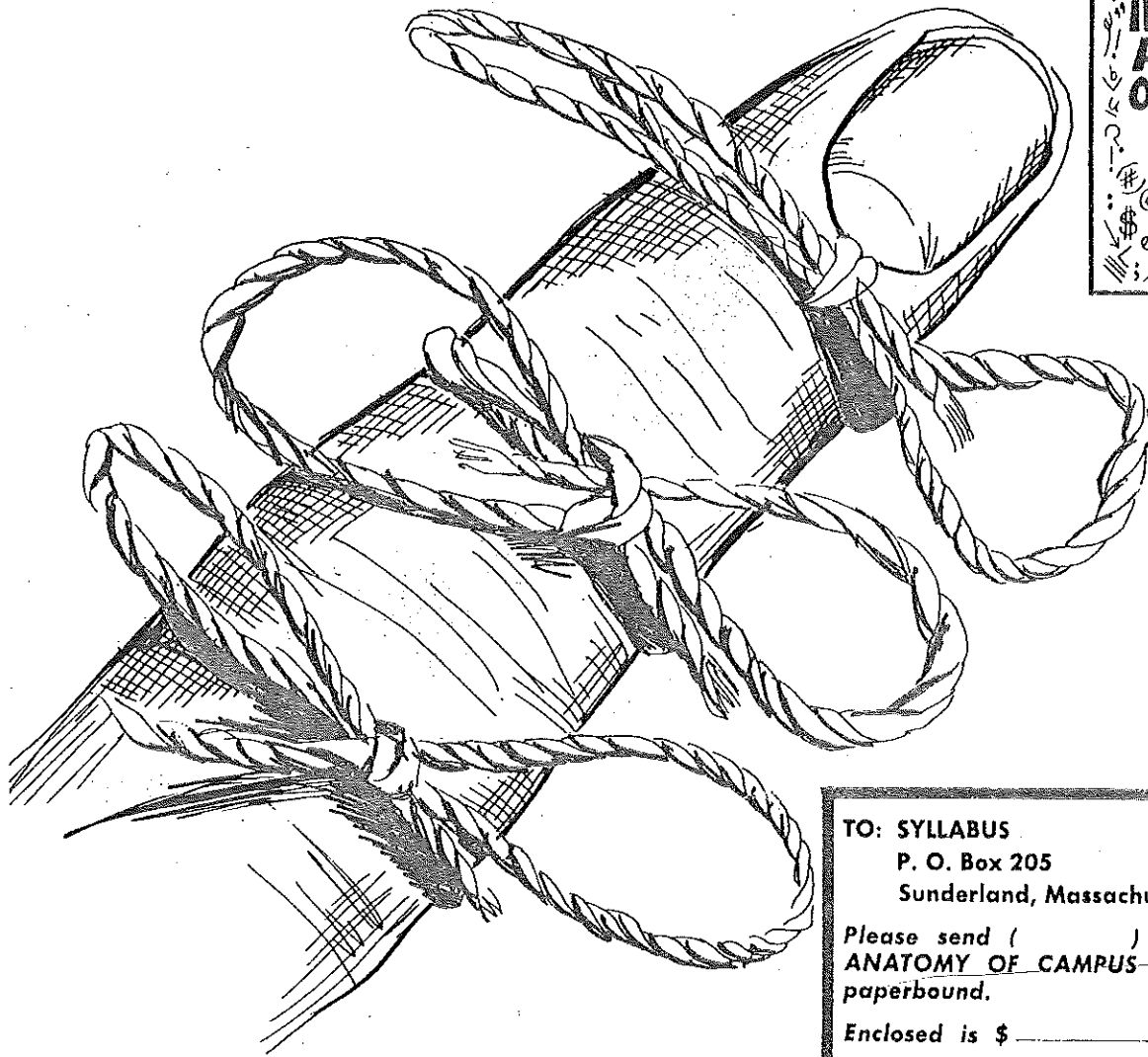
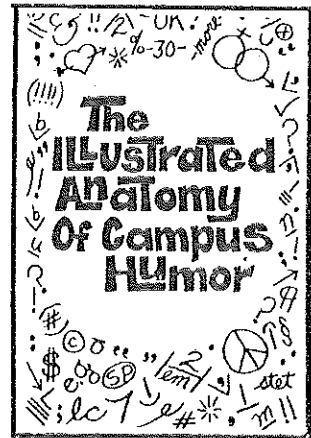
In California, Tom Pasqua of Southwestern College, Chula Vista, and Dr. Wayne Overbeck of Cal State at Fullerton are undertaking a study of all community college journalism offerings in California and Nevada as phase one of their certification plan. Billy Boyles of Florida Junior College at Jacksonville is doing the same for Florida to facilitate articulation agreements. Texas has already drawn up model course outlines, and JCJA is establishing a model program and working with state organizations in setting up its guidelines for community college journalism programs.

The ACEJ has gone on record in 1969 as recommending "to accredited schools that they accept for transfer from junior colleges no more than 12 semester hours (or equivalent) in journalism courses," and "that ACEJ make a concerted and systematic effort to identify one or more schools in each state—or region—with accredited journalism programs where staff members will be willing to work with junior and other two-year colleges in developing satisfactory programs and in finding solutions to their basic problems."

Iowa State University at Ames annually conducts workshops and seminars for community college journalism instructors in that state. Florida proposes to do something similar. The JCJA is currently conducting two national surveys, one by Dr. Frank Deaver of the University of Alabama and one by Betty Owen of Broward Community College, Ft. Lauderdale, Florida, to ascertain the status of community college journalism education throughout the nation: the courses and content being taught, the transfer situation, the problems community college advisers and instructors face, the preparation of community college journalism faculty and the articulation now in existence.

Problems existing between two and four-year institutions with regard to articulation are very real ones. With the phenomenal yearly growth of the community college and the fact that tuition increases at senior institutions are making it necessary for more and more students to attend a community college for two years first, it becomes readily apparent that guidelines must be established nationally for community college journalism education and that articulation must continue in order to maintain and increase the quality of programs on all levels.

In its objectives for community college certification presented to the ACEJ, the JCJA maintained that such a program would "enhance the professional status of journalism by stimulating and encouraging sound programs of education for journalism." Articulation committees have been set up and are functioning on all levels. In the final analysis, only by establishing guidelines and evaluation programs can "sound" education be assured.



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