

college press review

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Newspaper Editors
Look at Greeks

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

- "The Student Press Archives: A Beginning" by John C. Behrens, Utica College.
- "The Student Press of Costa Rica" by James W. Carty, Jr., Bethany College.
- "Some Reflections on the Collegiate Press in 1972" by Herman A. Estrin, Newark College of Engineering.
- "Collegiate Subjectivity: Backlash No. 2" by Gerald C. Stone, Northeast Louisiana University.
- "Use and Appraisal of the Mass Media on a College Campus" by John W. Windhauser and Dan L. Lattimore, both of Colorado State University.
- Plus: Expanded Sections on News Notes and Book Reviews, edited by Dan L. Lattimore, Colorado State University.

John Windhauser

Appointed Editor



John Windhauser
College Press Review Editor

John W. Windhauser of Colorado State University will be the editor of the *College Press Review* beginning with the Winter issue.

A former reporter, Windhauser has worked on newspapers in Indiana and Colorado, and taught at Ball State University, Middle Tennessee State University, and Ohio University. While at Middle Tennessee State, he was adviser to the student newspaper and magazine, and in charge of the journalism instructional program.

Besides previous teaching and news-editorial assignments, he was a student editor as an undergraduate student at Tri-State College, and worked full-time in newspaper advertising in Indiana. Additionally, he has published and presented studies in high school journalism, college student publications, and news content patterns.

Presidentially, a Ph.D. candidate in mass communication at Ohio University, Windhauser received his M.A. in journalism from Ball State University, and a B.S. in accounting from Tri-State College. A faculty member of the Department of Technical Journalism since September 1971, he teaches courses in mass communication law, process of communication, and reporting.

The 29-year-old editor has membership in the Association for Education in Journalism, Sigma Delta Chi, Alpha Phi Gamma, International Communication Association, the Rocky Mountain Social Science Association, Kappa Tau Alpha, and the National Council of College Publications Advisers.

Metals Recycling Writing Winners

Winners of \$450 awarded in the Commercial Metals Recycling competition for campus editors were introduced at the 48th annual Associated Collegiate Press Conference in New York City on Nov. 2.

They are Chester T. Kalinoski, feature writer of the Cooper Union (NYC) *Pioneer*, who won the \$300 first place award for a series titled "Once Upon A Planet"; and Jonathan Simonds, feature editor of the *Badger Herald* of the University of Wisconsin—Madison, for "After Earth Day: Less Shouting, More Quiet Work". He won the \$150 second place award.

review in review

Dear Editor:

Recently, the ERIC Clearinghouses on Reading (ERIC-CRIER) and English Teaching (NCTE-ERIC) were combined into a single Clearinghouse on Reading and Communication Skills (ERIC-RCS). At the first meeting of the ERIC-RCS Advisory Board, your publication was designated as one of those journals which the Clearinghouse should index and annotate for Current Index to Journals in Education.

The indexing of items from the *College Press Review*, in CIJE will improve the usefulness of CIJE itself, and further increase the reach and impact of your journal.

Sincerely,

James Hoetker

Associate Director ERIC-RCS

Looking Backward

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

Every so often I come across something that takes me back to the sounds that interrupted the silent evenings of the years I spent in the Southwest—a screen door snapping shut, an angry pup barking at some unseen antagonist, an automobile starting up. In themselves, the sounds were meaningless; yet they were reassuring. There was someone, something out there on the empty plains.

Our need for assurance that all is well in the universe is particularly sharp these days when the old ways are crumbling around us. Under attack from youth that does not know its place, from radicals who challenge our idols, and from the heretofore invisible people of society, we grope for the traditional bonds that once kept everyone and everything in its proper niche.

As those of us on the campus reel under the insistent pounding of our critics, we seek for a past that was certain: when deans kept control of the curriculum and the dormitories; when department heads kept fuzzy-headed iconoclasts from the inner circles; when the professor's word went unchallenged in the classroom. Those were Utopian days, and I am sure we all yearn for them as much as I want once more to return to the Southwest and the night noises that rounded out my days.

The longing for the past becomes a frenzied search when we feel threatened, like the pup across the arroyo whose usual barking would become a terrified yapping when a cloud crossed the path of the moon and cast a shadow. Now and then I see the equivalent of that frenzy in the pages of the *College Press Review*. It is usually directed at student journalists who want to practice freedom of expression.

These articles are unfortunate for several reasons. Most important, the unknowing among the *Review's* readers may mistake the wish to return to the past for the possibility that it can be done. It cannot.

Unless the federal courts in serried ranks about face and march off in a direction opposite than that which they have taken over the past six years, student journalists on the campuses of state-supported institutions are free to publish their newspapers without censorship, without regulation, and with student fee support.

Two cases are pivotal in this movement of the student press, and they, in turn, rest on firm legal underpinning, as firm as the First Amendment which guarantees to us all freedom of speech.

The first decision was made in 1966 in the case of *Dickey versus Alabama State Board of Education*. The second was written by Justice Abe Fortas of the Supreme Court of the

United States in 1969 in the case of *Tinker versus Des Moines Independent Community School District*.

Students, teachers of journalism, and journalists would be rewarded by reading these decisions. The majesty of the language, the pride in this country's commitment to freedom of expression, and the faith of these men in the free play of ideas would shame the frightened men of little faith who ask us to fetter freedom. Listen to some of these words, and compare them with the language of the men who are employed to instill in students the values of intellectual curiosity, and independence of thought, yet who believe otherwise.

In the *Dickey* case, Judge Frank M. Johnson Jr. said that when the officials at Troy State College had dismissed *Dickey* as the editor of the College newspaper, they had kept him from "exercising his constitutionally granted right of academic and-or political expression."

Dickey had wanted to print an editorial supporting the president of the University of Alabama, Frank A. Rose, who was being attacked by political neanderthals in the Alabama State Legislature. The adviser told him not to, and *Dickey* ran a blank space with the word "Censored" where the editorial would have run. For this, he was removed as editor, his scholarship was revoked, and he was told not to return to school the next year. Judge Johnson said the suspension was an attempt to "force a college student to forfeit his constitutionally protected right of Freedom of expression. . ." Commenting on the rule that the college president, Ralph Adams, had imposed by which the student newspaper could not comment on the Legislature or on any political figures, Judge Johnson said:

The imposition of such a restraint as he (Adams) sought to be imposed on *Dickey* and other students at Troy State violates the basic principles of academic and political expression as guaranteed by our Constitution.

Dr. Rose recognized the importance of this academic and constitutional principle when he determined that as to the University of Alabama, such freedoms must be permitted to flourish.

Judge Johnson cited the case of *Sweazy versus the State of New Hampshire*, which is often quoted in defense of academic freedom:

...The essentiality of freedom in the community of American universities is almost self-evident. . .

Scholarship cannot flourish in an atmosphere of suspicion and distrust. Teachers and students must always remain free to inquire, to study, and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.

A Rebuttal

What Should Appear in the Community College Newspaper?

by Marcel Pacatte
Lincoln Land Community College
Springfield, Illinois

Concepts of what should be published in the community (not "junior") college newspaper have changed drastically in the last decade.

I think Harry Copeland's article, "What to Put in the Junior College Newspaper," which appeared in the Fall, 1971, edition of *College Press Review* illustrates this change somewhat in the reverse of what was intended.

What he advocated as news sources—the classroom, the clubs, the campus, the campus organizations, the student center, intramurals, and both major and minor varsity sports—are all well and good, but they don't always cut the mustard among the "now" ideas of the increasingly aware students on today's community and senior college campuses.

One important criteria for answering the question of "What is news?" is the audience which will read the stories put in print by student journalists.

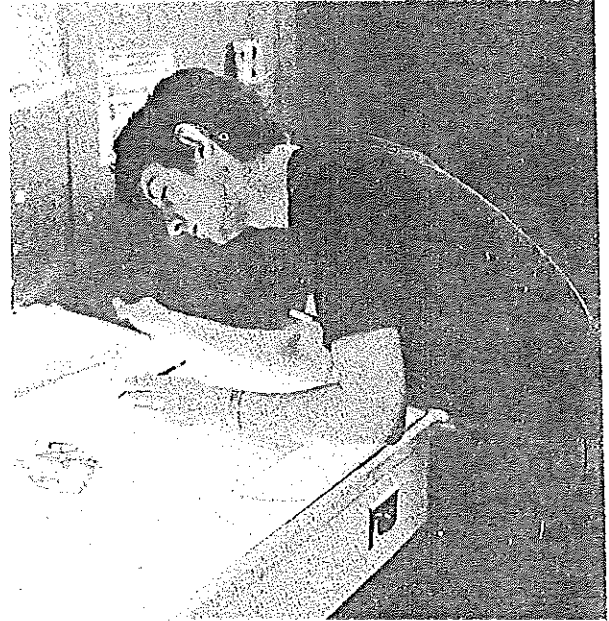
Here age is an important factor.

Veterans are taking advantage of the GI Bill by returning to college and taking an active part in campus activities. For example, the student government president at Lincoln Land Community College is a navy veteran, and several other senators and other student leaders have also been in service.



Marcel Pacatte

Professor Pacatte has been a college newspaper and year-book adviser for seven years. He is a former editor of two Chicago suburban weekly newspapers. He holds an M.S. in Journalism from Northwestern University's Medill School of Journalism.



Jon O'Dell, air force veteran and associate editor of *The Lamp*, returned to college after his service stint to major in journalism. Jon has several years of experience on daily newspapers.

Nor can we deny the existence of another major audience on campus—the night school and part-time student who makes up more than half of the student body at many community colleges, at least in Illinois.

The editor and associate editor of the campus newspaper are both former servicemen, and the news editor is back in school after raising her family. Of course not all of the staff members fall into this category since we have 19-year-olds as sports editor and feature editor.

Many of the part-time students do not have time to devote to campus activities such as student government or the ski club, but they do have a few minutes to look over the student newspaper in the union while on break from class.

An election of officers of a club is no longer big news, rather it is the story of how the members blundered in approving the appointment of a full-time student from a neighboring college to the senate; or how the senate quickly approved spending \$12,000 for a rock concert without adequate discussion on crowd control, concessions, ticket cost, site, and other related matters; or a story about the college president's criticism of the state board of higher education for its lack of support of community college programs and financing.

Legal Review

By John Behrens
Curator
Student Press in America Archives
Utica College of Syracuse University

A landmark decision in the student press was handed down last year and in the flight from campus that preoccupies everyone just before Christmas, its consequences may have been overlooked.

A New York Appellate Division overruled a State Supreme Court justice's verdict of August, 1969, that the presidents of Richmond and Staten Island Colleges, City University of New York, should adopt and enforce regulations prohibiting attacks against religion in campus newspapers.

The Appellate Division ruled that imposing such restrictions upon school publications was unconstitutional and "an infringement of the right of free expression of the students attending these colleges."

At issue were two articles published by the Richmond Times, student newspaper at Richmond College, and the Dolphin, student publication at Staten Island Community College. In one article written by an unidentified writer and entitled "From the Hart," the rebirth of Christ is described in language most would consider lacking taste and some would consider pure blasphemy. Columnist Frank Giacalone "should relinquish its power in politics, and for a change pursue the course of its founder who, for all practical purposes, it has all but openly rejected."

Four students at Richmond College and a parent of a student at Staten Island considered the articles "derogatory and blasphemous." They sought to stop the publications by demanding that school authorities should require student newspapers to observe "strict neutrality" toward religion.

An attorney for the plaintiffs, Daniel D. Leddy, Jr., filed a litigation in the lower courts in 1968. He told the Staten Island Advance: "Speech that breaches the neutrality required between the church and state is not protected by constitutional immunization." The suits, which were brought against the New York City Board of Education, also charged that state funds were being used to support publications in question. This, the attorney claimed, was grounds for the contention that state funds were being used illegally to attack religious beliefs.

Supreme Court Justice Vito Titone ruled that the publications had violated both the First and the 14th Amendments. He then ordered Dr. Herbert Scheuler, president of Richmond College, and Dr. William Birenbaum, president of Staten Island Community College, to prevent anti-religious articles from being published in the future by enforcing existing regulations and, if necessary, enacting new ones.

According to Justice Titone, "A government that finances religion is no longer neutral. Similarly, a government that

underwrites attacks on religion is no longer neutral. The students or anyone else, are perfectly free to hold views against religions, to voice these views and to publish them. They may not, however, utilize public facilities to do so."

The New York City Corporation Counsel, J. Lee Rankin, representing both colleges in the suits and the appeal, contended that any attempt to prevent publication of such articles represented an infringement on the student's freedom of speech and that the school's connection with the student newspapers was "remote."

In overturning Justice Titone's decision, the Appellate Division said: "Both articles may be found to be highly objectionable by certain people. . . and may be considered aptly as blasphemous." The attacks on the Catholic Church, the court said, were "scathing."

On the other hand, the court continued, two basic points were apparent:

"Point I—Students at a publicly supported college retain their rights of free speech and free press in publishing a student newspaper unless it can be shown that the exercise of these rights threatens the educational process with disruption. No such threat has been shown to exist in the case. . . The publication of these student newspapers does not constitute state action.

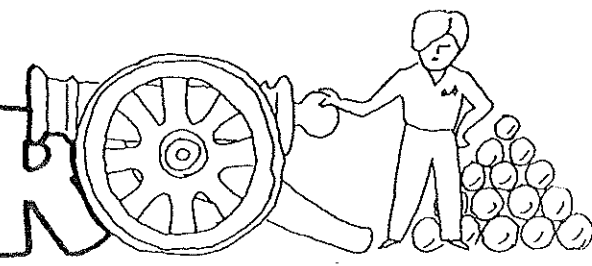
"Point II—The doctrine of prior restraint bars interference by school authorities at any stage prior to the exercise of free press and free speech rights. Even if we assume that it might be proper to impose a system of prior restraint on the student publications involved, the standard for pre-publication review which the Court establishes is constitutionally permissible."

The Appellate judges decided that once a forum such as a newspaper has been set up in a college for free speech, imposition of restrictions represents repression of that free speech and is unconstitutional. The judges further ruled, that, without threat of violence or disruption, there was, in fact, no threat to the status quo.

The Staten Island Advance, in a 1969 story concerning the issue, said that the two student newspapers were targets of widespread criticism on Staten Island from various quarters because of use of obscenity in articles, headlines and advertisements, in addition to the questionable subject matter of the articles.

The complete case (No. 69) is now available in the archives at Utica College.

EACH OTHER



When IFC president's estimate of the editor's attitude is compared with the PHC president's estimate at the same institutions it is found that while they frequently have different estimates, IFC opinions, on the whole, balance with the PHC opinions.

Table II
Evaluations of Greek Leaders and Editors
of Fairness of Coverage of Greeks in
Various Sections of Campus Newspaper

Section	Editors					
	Fair	%	Unfair	%	N.A.	%
Editorial	15	75%	2	10%	3	15%
News	21	95%	1	5%		
Sports	17	77%	4	18%	1	5%

Section	Greek Leaders					
	Fair	%	Unfair	%	N.A.	%
Editorial	17	29%	40	69%	1	2%
News	21	36%	38	64%		
Sports	37	64%	21	36%		

IFC and PHC presidents agree about fairness of coverage in 65% of the responses from the same institutions. Where there was a difference of opinion, PHC presidents were inclined to feel that Greeks had been given fair coverage and IFC presidents disagreed.

Table III
Attention Given to Greek Activities in Campus Newspapers
as Viewed by Greek Leaders and Editors

Editors	Greek Leaders		Views
	%	%	
5	22%	—	Editors give Greeks more attention than they deserve.
15	65%	14	24% Editors give Greeks attention in proportion to their importance on campus.
3	13%	44	76% Editors give Greeks insufficient and/or inadequate coverage.

Greeks, for the most part, took action based on their belief that editors gave insufficient and/or inadequate coverage to Greeks. Three out of every four respondents said they urged their editor to give Greek activities more "publicity". This identically matched the editors responses. A breakdown of this into IFC and PHC responses showed that 'approaching the editor for more "publicity"' more often was a male function, but not exclusively so by any means. Nearly 90 per cent of the IFC respondents said that they urged the editor to give Greek activities more "publicity", whereas only 62 per

cent of the PHC respondents said they made similar overtures.

Table IV
Editors Reactions to Request for More "Publicity"

Reported by		Reported by		Types of Reactions
Editors	%	Greek Leaders	%	
2	12%	6	16%	Favorable reaction—resulted in change ("They did a better job of coverage.")
1	6%	7	19%	Agreed, but with stipulations ("If we turn in the news," and "When pushed.")
—		7	19%	Token agreement but no real change ("Gave us the run around—no change.")
6	37%	17	46%	Negative response ("You're a minority," "Write a letter," and "Buy an ad.")
7	45%	—		Neutral response ("We give space in accordance with the importance and relevance of each news item.")

It is likely that Greek leaders interpreted the "We'll wait and judge each story on its own merit" response as a "put off" by the editor. While this is a distinct possibility in some cases, editors were so uniformly critical of the ability of Greek leaders to grasp what was and what was not "newsworthy" that this is probably the basis for much of the misunderstanding and even hostility between them.

A quick look at the events editors and Greek leaders think are "newsworthy" reveal basic differences in their concepts.

Table V
Events That Should be Given Coverage
as Viewed by Greek Leaders and Editors

Greek				
Editors	%	Leaders	%	Events
12	46%	11	26%	Humanitarian Activities
10	38%	19	44%	Newsworthy events
4	16%	13	30%	Philanthropic Activities

Editors, in response to an open-ended question, gave heavier emphasis to activities requiring personal commitments than to mere money raising activities. They were also more receptive to off-campus involvement than to on-campus involvement.

Many Greek leaders and editors said that activities should be "newsworthy", but it is evident from the responses in both Tables IV and V that these groups have different concepts of what is "newsworthy".

question, felt they must use alternate routes to supplement campus newspaper coverage of Greek activities or to provide primary coverage when the campus newspaper failed to provide coverage. Included in these suggestions were: "Buy advertising space," "Put up posters," "Get radio announcements," "Get on the telephone," "Take your story to the local paper," "Send news releases across the state," and "Start your own newspaper."

A great number of Greek leaders and some editors suggested "If you can't beat em, join em."

"Get directly involved in the work of the newspaper staff," suggested 27 respondents. Of this number, 20 suggested joining the staff, five suggested getting an editor on the staff, and two suggested getting a weekly Greek activities column in the campus newspaper.

A few Greek leaders felt that action in the form of direct pressure rather than direct involvement was more productive. Two respondents suggested that Greeks demand their fair share of the coverage, one suggested applying pressure on the publications board to have a Greek News Editor named, and another suggested that Greeks steal the campus newspaper so the editor "would actually notice a little Greek power and unity."

Editors, however, uniformly feel that such activities are counterproductive and they strenuously react to Greek power plays. Despina Vodantis, editor of *The Crimson-White* at the University of Alabama, writes, "Greeks can have good press relations by not trying to control editors for their own political needs, which at the University of Alabama, politics has long been controlled by a secretive "Machine" composed of the top ten fraternities on campus."

Steven Poulter, editor of the *Iowa State Daily* at Iowa State University, writes, "I start pointing to the door when the demands start flowing or on complaints when we don't run some silly press release." Mike Park, editor of *The Eastern Progress* at Eastern Kentucky University, echoed this view when he wrote, "If the Greeks wouldn't hound the student newspapers for 'publicity,' I think they would get more. It only causes hard feelings toward them."

Practically all of the listed activities by Greek leaders are handled by a PR person even though they may not formally carry that title. Patricia McGregor, editor of the *MSC Daily Reporter* at Mankato State College (Minn.), suggests that. "A good public relations man does not alienate any press, rather he cultivates them. The choice of a P.R. man can be a crucial decision to the success or failure of any program."



This article cannot, of course, be complete without showing that excellent working relationships now exist between some Greek leaders and editors. This is important, not so much to show that these relationships do exist in some cases, but rather to suggest their possibility in many other cases.

Howard Hubler, IFC president at Indiana

University, writes, "I am of the opinion that the *Indiana Daily Student* gives the Greeks a fair share of space. The Greek ball games, etc, are all treated fairly in the sports page. At no time that I can think of, has the *Student* mentioned anything bad about the system as a whole, or one particular house."

The response of some editors suggests that they are also favorably disposed to the Greeks on their campus. Timothy Kriehn, editor of the *Daily Mississippian* at the University of Mississippi, writes, "The Greek system is very essential for Ole Miss. This university is located at Oxford, Miss., hence fraternities and sororities provide the only weekend activity. Undue harassment is fading out. Use of paddles and hell-week are pretty much gone."

Chuck Appleback, editor of *The Mace and Crown* at Old Dominion University (Va.), noted that, "Proportionately, more Greek students are leaders than their non-Greek counterpart." Expanding upon this theme Cheryl Key, of Oklahoma State, wrote that Greeks, "are one of the main groups that can bind together to get something done. For example, in student elections the Greeks are usually very cohesive and interested, and though in the minority they are still able to get their candidates elected."

Miss Key concluded, "I feel that the Greek philosophy of brotherhood, love, high attainment of scholarship, etc. is very important and is what the so-called youth movement is trying to express . . . I personally gained by being a Greek because I learned how to work and live with others in a close situation. I also learned that you may not care for someone at first, but after getting to know him you find that everyone has some worth and something to give to others."

This article, hopefully, has been a revealing, if a somewhat negative report on the state of Greek-student press relations in some of our largest colleges and universities. One respondent, who asked not to be identified, wrote, "I certainly do not feel that knocking the (newspaper) staff through a nationwide journal for not carrying out a job that they do not claim to be trying to carry out is any way to build a 'good press'." Some will, no doubt, argue that this article sharpens the conflict between Greek leaders and campus newspaper editors. This writer, however, takes the view that this article holds up a mirror to both Greek leaders and campus newspaper editors so they might both better examine their relations.

About the writer

Glen Kleine, '57 Missouri, is an Assistant Professor and heads the journalism program at Eastern Kentucky University. A former staff member of the *St. Louis Post-Dispatch*, he served for two years as adviser to the campus newspaper at Eastern. He also serves as editor of the *College Press Review*, a magazine published by the National Council of College Publications Advisers.

This Special Reprint from Cross and Crescent/March 1972

Student Newspapers in Transition

by William L. Rivers and Leonard Sellers

In September, *The Daily Californian*, which had been the official student newspaper of the University of California at Berkeley for 98 years, moved off the campus and became independent. Is this another case of assertive Berkeley students pioneering for the cautious on other campuses? Not quite. *The Diamondback* of the University of Maryland went independent at the same time, and *Emerald* of the University of Oregon had announced its independence three months earlier. By some standards, California, Maryland, and Oregon have been timid. *The Cornell Daily Sun* has been published by an independent corporation since 1905, and several other student papers, notably in the Ivy League, have been independent for decades.

It is nonetheless clear that for the collegiate press the 1970s may some day be considered the period of independence. In addition to the papers that have recently struck out on their own, others are moving toward independence — or talking about it — on campuses all over the country, among them the University of Alabama, the University of Georgia, North Carolina State University, the University of Texas, Stanford, the University of Iowa, and Wisconsin State University.

The trend is not surprising considering the tide of activism that has led to greater freedom in everything from casual clothes to grading systems. Some administrations welcome the approach — and even promote it. At Stanford, President Richard Lyman has encouraged the *Stanford Daily* to move toward the independence that has been the stuff of dreams for editor after editor for several years. The staff members of the Maryland *Diamondback* may even now be asking, "Did we move or were we pushed?" They yearned for an independent paper. So did the Board of Regents, who ordered the paper to become independent.⁽¹⁾

At Washington University in St. Louis, an editorial appeared in *Student Life* in 1970 lamenting that "the Board is going to shove this 'independence' business down our throats. . . . If the Trustees care about a better newspaper, they should give us more money and hire professional journalists to establish a journalism school at WU."⁽²⁾ Disgusted with what one member called "massive tastelessness" in the *Minnesota Daily*, the Board of Regents of the University of Minnesota appointed a committee in 1970 to study the possibility of forcing independent status on the paper by removing student fee support.⁽³⁾

In the days when most college papers were combination bulletin boards and publicity organs for campus queens, administrative officials and regents (or trustees) were sometimes miffed and occasionally inflamed by editorial indiscretions. The governing boards of that time either knew how to handle "the upstarts" who took the First Amendment seriously or learned how to live with them. Now, however,

with many campus journalists believing it their duty to analyze issues like abortion and communal living, advocate free pills for coeds from the student health center, write sympathetically about homophile movements, support student strikes, dig up data on university relationships with the Department of Defense, and poke about in tenure policies and the oligarchical tendencies of boards of regents and trustees, anyone who tries to put out all the fires springing from campus editorials would have little strength left for other burdens.

Wanted: independence and funding

There are compensations these days for trustees and administrators who have been burned so badly that they decide to give up and grant student editors the freedom they profess to want. One is that given the opportunity to publish independently, and the challenge it presents, many an editor decides that the world out there is a cold, wet place, and rather than leave the shelter altogether, he prefers to stand under the eaves. That is approximately the stance of *The Daily Californian*, which got into trouble last spring by urging students to liberate a small plot on the campus known as "People's Park." The liberation movement became a riot, and three editors were fired. Although the paper is now independent, it is partly sheltered by a university payment of \$20,000 a year for 2,500 subscriptions. Independence is not impaired, but the university provides a subsidy that rival papers do not enjoy. Examining the status of several other independent college papers reveals that they are similarly subsidized, often by free office space and equipment.

Another compensation for the wounded is that the editors of many student papers that have been granted freedom from the university administration and are supported by funds from student government find that one authority structure may be as oppressive as another. In some cases, editors who thought they could settle into a happy relationship with student leaders — who, after all, would be expected to share their concerns — have found that authority figures are authority figures even if they're only 20 years old.

Paper politics at San Francisco State

Chief problem for many papers linked to student governments is the activist student politician who is eager to seize power, especially editorial power. Although San Francisco State College is not typical, recent events there show in exaggerated form the forces that worked changes in some student newspapers and destroyed others.

In November 1968, nine members of the Black Students Union invaded the office of the San Francisco State College *Gator*, beat up the editor (who had to be hospitalized),

■ Few campus papers have achieved the financial independence that might guarantee their autonomy.

■ The established press has not fully committed itself to the cause of the student press.

■ The courts have not yet determined the extent to which First Amendment guarantees apply to student publications.

This analysis springs from a wide range of studies and actions that are reviewed under these subheadings: Campus Press 1971; Free Press Principles v. Practices; Freedom and Responsibility; Conflict Analysis; Obscenity and Morals; Tax Exemption; Preventing Controls; Established Press; Ultimate Solution: Courts; and Conclusion. Like most Freedom of Information Center reports, "Student Press Revisited" is both thorough and succinct. Because nearly all the articles it cites were published in 1969, 1970 and 1971, it provides the best overview of recent studies and actions.

At this writing, the Stanford Workshop on Political and Social Issues (SWOPSI) is completing a fairly comprehensive report on the problems of independence for student newspapers. In three parts — Legal, Staffing, and Financial — it sketches central problems and relates the experiences of some of the papers that have become independent.⁽⁵⁾ M.M. Chambers has compiled an excellent report on the court actions involving the student press.⁽⁶⁾

Another careful study which is useful for those considering independence is "The Student Press: Guidelines for College Administrators" by Annette Gibbs,⁽⁷⁾ which may be as handy for student journalists as for administrators. Dr. Gibbs, associate dean of students at the University of Virginia, analyzed the studies and position papers issued by organizations concerned with college students' rights and responsibilities: the American Civil Liberties Union, the Journalism Association of Junior Colleges, the National Council of College Publications Advisers, the Commission on Freedoms and Responsibilities of the College Student Press, and the United States Student Press Association. She also analyzed studies made by the American Bar Association Commission on Campus Government and Student Dissent and the California Commission on Campus Newspapers, as well as the "Joint Statement on Rights and Freedoms of Students," which was endorsed by ten educational organizations. From all this and from recent court rulings, she developed ten guidelines:

1. The function of the college student newspaper should be clearly defined and agreed on by the students, faculty, and administrators within the college community.
2. The function of the college student newspaper, as it relates to student freedom of expression, is parallel with the function of the commercial newspaper, i.e., both serve to inform, educate, and entertain their readers.
3. The student newspaper should not be considered as an official publication of the college or university.
4. Students attending state colleges and universities do not forfeit their constitutional rights of freedom of expression.
5. Private colleges and universities traditionally have maintained constitutional independence in that they have been free to censor student publications; however, this private corporate status may now be challenged because of the vast amounts of federal and state funding that these institutions are receiving.
6. Student newspaper editorial policies that promote the lawful educational goals of the college or university are viewed as desirable by the courts.

7. A publications board, composed of students, faculty, and administrators, offers the best method for providing guidance and leadership for the college student newspaper activity.

8. Student newspaper editorial freedom of expression requires student responsibility for presenting news and opinion accurately, fairly, and completely.

9. A professionally competent adviser for the student newspaper staff is desirable for both students and the college administration.

10. The college student newspaper is primarily a medium of communication for students; other opportunities made possible for students who participate in newspaper activities, such as formal course instruction in writing and technical skills, are secondary.

The Student Newspaper⁽⁸⁾, a booklet that was written as a report to the president of the University of California by his Special Commission on the Student Press, is also wide-ranging, recent, and useful. All of its nine chapters are worth the attention of anyone who is concerned with the student press. Melvin Mencher's contribution, "The College Newspaper," carries both the reflections of an experienced journalist who advises student journalists and the results of a survey he conducted on the financing and goals of college papers. William Porter's chapter, "What Should Be the Role?" is also valuable.

Key issue is editorial control

The central aspect of the push for independence is the problem of control. Who really runs the campus newspaper? A narrow and strongly focused study is "Control of Small College Student Newspapers" by Bruce Dudley, a survey of 177 small colleges.⁽⁹⁾ Fifty-one percent of the respondents reported that their papers were under publications boards, and on 51 percent of *those*, students comprised a majority of the board membership. Two-thirds of the boards choose the editor. Ninety-four percent of all the respondents reported that their papers had advisers, but nearly half of these advisers (48 percent) read nothing prior to publication unless asked to do so by a member of the staff. Offsetting this, however, is the fact that 28 percent of the respondents reported that during the preceding two years someone other than a staff member had barred publication of at least one item or forced significant changes. The items were:

Response	% of Incidents
Criticism of administrative policy	44
Criticism of administrator or faculty member by name or title	22
Story about drinking, dope, sexual freedom, etc.	12
Humorous article poking fun at faculty and staff either in general or by name	12
Story about student crimes, on or off campus, giving names	8
Story about college disciplinary action against students, giving names	6
Possible site of new campus	2
You wouldn't believe it	2
Formation of Upward Bound program	2
Clash between society and independents	2
Interview of president	2
Criticism of editor of paper	2
Calling attention to problems not felt to be significant	2
General improvement	2
Criticism of catering service	2
Humorous article on food	2

international student press review

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

Student publications of Puerto Rico express concern about whether that Caribbean island should retain its U.S. Commonwealth status, become our 51st state, or receive full independence.

The school press exercises growing influence there. The 2,700,000 population largely consists of youth, including 800,000 in attendance at elementary and secondary levels.

An additional 50,000 are enrolled in institutions of higher learning. There are about 35,000 in the University of Puerto Rico at Río Piedras, about seven miles from San Juan, the capital city of 750,000.

Another 7,600 take courses in Inter-American University; 5,000, in Catholic University, and 1,700 in Puerto Rico Junior College.

High school publications largely are staffed by general education students. University periodicals generally are edited by majors from political science, economics, and philosophy.

Puerto Rico has no full-fledged journalism departments to initiate and supervise school periodicals. However, there is a standing offer from a foundation headed by Mrs. Argentina S. Hills, publisher of the largest daily, *El Mundo*, to provide seed money of at least \$50,000 for any university that founds a communication department.

Meanwhile, that influential daily—under the leadership of Executive Editor Tom C. Harris—conducts summer workshops for University students who are promising reporters and copy readers. Many obtain jobs immediately with the mass media, whereas others return to the campus to complete their formal education and work on school publications.

Some student journalists advocate continued Commonwealth status. They cite advantages of having U.S. citizenship without paying federal income tax, and businesses receive special incentives, as tax write-offs, for private investment.

Others, as the Association of University Students for Statehood (AUPE), call for complete identification with the U.S. They stress the pride of being "full citizens," of having the right to vote. (Of course, about 1,000,000 Puerto Ricans live in the U.S., mostly in New York City. They can vote in U.S. elections when they meet residence requirements.)

Statehood advocates admit the tremendous economic growth which eventuated from the start of the self-help

program, Operation Bootstrap, in 1948. Since 1957-58, factories have increased from 548 to 1,819; the labor force from 637,000 to 827,000, and the per capita income from \$279 to \$1,250.

However, journalists contend that statehood would bring even greater benefits, such as happened in the proportionately higher economic improvement rates in Hawaii and Alaska.

Historical articles trace the development of Puerto Rico after it was ceded by Spain to the U.S. in 1898 with the Treaty of Paris. Originally it was called Porto Rico, but Congress adopted the current name on May 17, 1932.

At first, it was a U.S. territory, and U.S. citizenship was granted in 1917, and the right of women to vote in island elections in 1932.

Puerto Ricans were granted the right to elect their own chief executive, a governor, in 1947. Commonwealth status—subject to change—was approved July 25, 1952 by Congress.

So the Commonwealth is an island freely and voluntarily associated with the U.S., in what is regarded as a unique relationship in the world. Puerto Rico has a Resident Commissioner, who has a voice but not a vote in the U.S. congress, and statehood advocates want the ballot, as well as the representation.

Student papers report on the gradual increase of interest in statehood—about 40 percent favor it in comparison with 59 percent for continued Commonwealth status.

The periodicals also indicate that the movement for full independence seems to be waning in numerical strength. However, they describe the growing attempts of violence of its adherents—the bombings of U.S. owned business firms and of hotels. They describe these acts as efforts to scare potential investors and tourists.

Student journalists recall the long-term scare effort, as the attempt to kill President Harry S. Truman in 1950. They remember that in 1954, independence crusaders wounded five U.S. congressmen.

The school press describes the shifting personalities, ideological trends, influence and numerical strength of parties and pressure groups.

For example, the Popular Democratic Party (PPD) was the dominate force under the leadership of Luis Muñoz Marín during 1940-68. Then on Jan. 2, 1969, Luis A. Ferré, who

The publisher of Puerto Rico's largest daily newspaper, *El Mundo*, will "provide seed money of at least \$50,000 for any university that founds a communication department."

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.

Stay Out of the Kitchen

If You Can't Stand the Heat

by R. John DeSanto
Bemidji State College
Bemidji, Minnesota

FORMER PRESIDENT, Harry S Truman, once said: "If you can't stand the heat in the kitchen you had better get out of it."

This sage advice should be given and accepted by school administrators and newspaper advisers in the secondary schools and colleges as they deal with student newspapers.

The reasons? There are too many school people who look at the scholastic press with a paternalistic viewpoint that is often grounded in fear. Some of this fear is rooted in reality. The principal administrator is responsible under the law for the content of a school publication — not the writer or even the editor. Since this is the administrator's responsibility, he does not want "waves" created by the scholastic press digging into controversial issues that affect the student.

There are also administrators and advisers who seem to be out of touch with what is going on in the world of the student.

15-Year-Old Topics

I can find student newspapers that are still dealing with the usual topics of 15 years ago — and there are too many. They are still heavily club and activity-oriented in content, with news of proms, student government trips, detailed follow-up stories of various athletic contests and of course the traditional editorial on some vaguery usually titled, "school spirit" or "leadership." The school events should be covered, but not to the exclusion of dealing with the various issues that affect the student in the role assigned him by education.

An adviser, on the other hand, should not determine the content of the school newspaper. The paper belongs to the students, not the adviser. He should not even edit copy, except to demonstrate to students how copy should be prepared.

I admit there are times as an adviser that I am tempted to impose my ideas or that I may disagree with an editor on a particular story. However, the decision for including something must be his and his staff's.

In a society in which the students are becoming more and more involved in the issues of a changing local-world community, schools, too, are changing and the newspapers should reflect this. It is a fact that students today mature faster, are better educated, and want to be involved. This is why the student newspaper is so important as an avenue for suggested change.

Some advisers would censor only material that is obscene, material which is libelous or material that advocated illegal acts.

Even the courts have difficulty defining what constitutes obscenity. Just a few years ago, words such as "damn," "hell" and "rape" were taboo in the press. The editor, in considering "language," should bear the

responsibility and make the decision. The adviser and the administrator should support him if they find that he is right in his editorial decisions. Otherwise, they should withhold their support.

Concerning libel, actual malice must be proved on the part of the person making the charge. It is difficult to prove in the scholastic press that a student defames a person with actual malice. In most cases, this comes about by honest errors or poor training in reportorial skills.

What constitutes an illegal act? Advocating a protest or boycott against an untenable situation in a school where the powers that be refuse to change, even though reasonable appeals have been made. Again, I have more faith in the young people of today as they exercise good judgment — even in this area.

Influence of the Administrator

And now the school administrator. I've known some very good ones, and I've also known the other kind.

The primary reason, I feel, for the existence of an underground, non-sanctioned newspaper in a school is due to the administrator. He hired the adviser of the newspaper, who is still living and thinking back in the 1950's.



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with his community. The daily newspaper will sometimes avoid sensitive areas, such as an evaluation of the medical services, comments on police protection and law enforcement, publicizing of traffic problems, and economic or sometimes even political issues that many times affect the student indirectly.

A recent survey conducted by the school newspaper at Inver Hills Junior College of Minnesota indicated that students want a more relevant newspaper. One hundred percent of those surveyed felt that the college newspaper served an important function. Concerning airing of controversial issues, 96 percent felt this an essential role of the school press. Ninety-four percent of the respondents felt that the newspaper should give coverage to all events, even if this exposure might give the community the wrong impression of general student attitudes at the college. Seventy-seven percent favored coverage of campus news. I'm sure that there are other school newspapers that reflect this "open" approach to scholastic journalism in colleges and secondary schools.

New Journalism

One such newspaper that reflects the "new journalism" that is necessary for our schools is the outstanding, top-rated, All-American *Blueprint* of Alexander Ramsey of Roseville, Minnesota. In a recent issue, this newspaper included stories on American Field Services students, student government, the environment, building improvements, school re-evaluation, book reviews, play reviews, Twin City entertainment, and sports. A special feature was a centerfold dealing exclusively with the draft, pro and con. Another several-page spread included a look at and evaluation of modular scheduling. This newspaper, I feel, best exemplifies how students can "cover the campus," but also deal with the many concerns and issues besetting the young.

O.K., so I've laid down the problem of the student press for you. Now how do you train effective journalists? Mainly, have journalism taught in

your school, have advisers who are well trained, and have administrators who have the courage to advocate and support a student press that will objectively look at the issues and problems affecting the school.



Students that I have trained in journalism classes, both in high school and college, are responsible and objective self-censors. The editor, with his staff, determines the editorial policies and these are followed. Often a statement is printed on the editorial page of the newspaper indicating the goals of the newspaper. It is not a rigid statement that cannot change during the year, or from year to year. Above all, the policy is carefully worked out by the editor and his staff and reflects their concern, not the adviser's or the administration's.

The following is an example of an editorial statement of *The Orange Peel*, Woodland High School, Woodland, California:

PRESS MUST CHANGE

Ten years ago, the average high school student was interested only in football, dances, and other school-related activities. The campus press supplied subscribers with what they wanted to hear; editorials encouraging school spirit and urging active school spirit.

Today, concern and participation by the students in off-campus activities and interest in national events has increased. A responsible high school newspaper must cover these events as they pertain to the students and provide intelligent editorial commentary along with factual reporting. If the press ignores student levels of awareness and refuses to upgrade its standards, it loses status and position in the high school community.

Tremendous power lies with the press, whether high school, college or metropolitan newspapers. We realize we should not involve students in crusading causes—unless by involving student interest, the academic aspect of the high

school could be improved. Campus violence is not a means we approve of to acquire wanted ends.

You will not agree with everything *The Orange Peel* prints in the 1969-70 school year. To the contrary, you may object to a certain editorial or opinion we print. If so, it is your privilege to write the editor a letter or drop a comment on the OP opinion boxes located in the main office. (Soon six other opinion boxes will be situated in strategic positions around the campus.) All student opinions are welcome as student criticisms are needed for improvement of our press.

Our success as a newspaper will not be determined by national recognition or statewide award, although these are worthy praise for any high school press, but instead by the response our publication draws from you, the student.

Also, a student newspaper staff should be made up of people with differing viewpoints concerning the school and newspaper. Clichés should be avoided. Whether one means sports, politics, or the Viet Nam war, a "single issue" newspaper is undesirable. Again staffs I have trained reflect a broad view of the many issues and happenings of the school.

And above all, the adviser and the administrator should support the newspaper when they judge it to be right and withhold this support when they think the newspaper in error. This judgment should be based on reason, not emotion. The adviser should not direct the newspaper, but instead really advise. How? By teaching students to be critical of their own work and teaching them to be responsible for what they write.

An adviser can be used as a sounding board for a story. When complaints about the newspaper come in, whether these come to the administrator or the adviser, the critic should be directly referred to the editor. This is not a means of intimidation of the editor, but a sure way to teach awareness of a responsibility for whatever is written.

Students will sometimes make mistakes in their judgment as they cover stories for the student newspaper, but how else will they ever learn? I guess that is why there are erasers on pencils.

- Community College Review: Updating Newspaper Design, Lillian Lodge, Spring 1971, 25-30
- Community College Review: What to Put Into the Junior College Newspaper, Harry Copeland, Fall 1971, 15
- Comparison of Student's and Campus Editor's News Concepts, Guido H. Stempel, III, Spring 1964, 10-13
- Continuity of Readership of a College Newspaper, Guido H. Stempel, III Winter 1968, 20
- Copyrighting the College Yearbook, Merwin G. Fairbanks, Spring 1971, 8
- Cardi (John) Receives Council's Distinguished Service Award, Anon., Winter 1968, 21
- Daily Texas Editor Wins Freedoms Award, Anon., Winter 1972, 7
- Developing a Photo Policy, Lillian M. Junas, Winter 1967, 26
- District VII Group Holds Meeting at Baylor University, Anon., Spring 1968, 17
- Does Publication Control Follow Money?, Guido H. Stempel, III, Spring 1965, 9-12
- Editor's React to the Flight of Apollo 11, Glen A.W. Kleine, Fall 1971, 21-26
- Ernie Pyle-Journalist, Glen A. W. Kleine, Fall 1971, 32
- Extra Pay for High School Advisers, Glen A.W. Kleine, Spring 1971, 17-19
- Extrinsic and Intrinsic Rewards for Staffs, Betty Keller, Spring 1967, 6
- Financial Resources of 1968 Yearbooks, Joseph E. Spevak, Fall 1968, 9-11
- Five-Column Newspapers Preferred in College Press, Directory Survey Finds, Anon., Spring 1968, 13
- Five University of Florida Staffers Quit in Disagreement with Editor Over Editorial, Anon., Spring 1968, 23
- Five-Year Comparison Shows Publication Gains, Guido H. Stempel, III, Winter 1967, 13-14
- Freedom for California Dailies Considered Vital, Kenneth DeVoi, Winter 1967, 3, 11
- Freedom of Information Report 260: Student Press Revisited, Jean Stevens, Spring 1972, 5-12
- From Cayuga's Water to the Yangtze, Melvin Mencher, Winter 1970-71, 11-16
- Goodby, Mr. President, Arthur M. Sanderson, Spring 1964, 19-40
- Greater Coverage of Journalists Urged, Curtis D. MacDougall, Spring 1971, 7
- Grinnell Yearbook Controversy, Glen Leggett, Winter 1968, 13
- Half of Nation's Top Students are Potential Editors, Writers, Anon., Fall 1969, 22
- Hanrock Freedom Award Applicants Sought, Anon., Winter-Spring 1969, 2
- History of the Student Press in America, Glen Kleine, Spring 1972, 21-22
- How do you strengthen the Editorial Page, Richard Redfern, Spring 1972, 26
- How Governors See the College Press, Winter 1970-71, 3-7
- How to Establish a Publications Board Where There Isn't, Brook W. Hamilton, Winter 1967, 15-16
- How to Reward Staffs and Keep Them Happy, Russ Herron, Spring 1967, 7-8
- How You Can Arrange a Press Day Program, George P. Evans, Winter 1968, 14-15
- Idaho State's Quiet Revolt, Jack W. Groutage, Fall 1971, 16-18
- If Gold Rust, What Shall Iron Do?, Arthur M. Sanderson, Fall 1968, 2, 14
- Improving the Image of Our College Newspapers, Harold Spicer, Winter 1966, 9-11
- Individual Assignment Sheet and Cumulative Copy Sheet, Richard G. Frohnen, Winter 1964, 9-10
- International Student Press Review—Guatemala, James W. Carty, Jr., Spring 1971, 15-16
- International Student Press Review—Argentina, James W. Carty, Jr., Fall 1971, 19
- Is Today's Press Fulfilling Its Awareness Function, Verna L. Jones, Winter 1972, 15
- Ithaca's Student Newspaper Becomes a Corporation, Anon., Fall 1971, 27
- Jesse Becomes an Editor, Jesse Stuart, Fall 1971, 3-5
- Junior College Seminar Stresses Establishing Relevancy of Student to His Own World, Jean Rawls Fairbank, Winter 1968, 16-18
- Kansas State University's High School Press Conference on Drug Abuse, Everett E. Dennis and Deryl R. Leaning, Winter 1970, 9-10
- Keeping Editors Happy by Paying Them Cold, Hard Cash, Manion W. Rice, Spring 1967, 9-10
- Kent State University—Crisis in Communications (Part I), Edwin P. Fricke, Spring 1971, 3-6
- Kent State University—Crisis in Communications (Part II) Edwin P. Fricke, Fall 1971, 28-29
- Kentucky Scholastic Publications Proclamation, Glen A.W. Kleine, Spring 1968, 5
- Legal Review—The Role of the Archives, John Behrens, Winter 1970-71, 19
- Legal Review—On Avoiding Libel Suits, John Behrens, Spring 1971, 13-14
- Legal Review—SDX to Scrutinize Campus Publications, John Behrens, Winter 1972, 8
- Libel and the School Press, R.W. Tudor, Spring 1965, 3-5
- Make a Written Free Student Press Proposal, Ralph D. Barney, Fall 1968, 12-14
- Memo: To College Editors, Daniel Z. Henkin, Winter 1970, 6-7
- Minutes of Executive Committee Meeting (NCCPA), Anon., Fall 1966, 19
- More Than the News, John Nadeau, Spring 1968, 18
- National Council Meets in Dallas, Winter 1972, 5-6
- NCCPA Minutes, Business Meeting, Arthur M. Sanderson, Spring 1965, 19
- NCCPA, Minutes of Conference at San Francisco, Winter 1966, 6
- NCCPA Revised Constitution, Winter 1967, 8-10
- NCCPA Annual Meeting, Secretary's Report: Liz Barnes; Treasurer's Report: John Boyd, Winter 1968, 21
- NCCPA Conference Highlights by Photographs, Tony Zappon, Winter 1968, 23
- NCCPA Fifteenth Annual Conference (in Miami), Winter-Spring 1969, 11
- NCCPA's 1968 Distinguished Adviser, Winter-Spring 1969, 16
- NCCPA Distinguished Award Winners, Spring 1972, 24
- NCCPA, the purpose of, Winter-Spring 1969, 19
- NCCPA Service Areas are outlined, Spring 1971, 21-22
- NEAS, Tomorrow's Market and You, B.R. MacMannis, Fall 1966, 16
- New NCCPA Districts, Spring 1972, 2
- New President's Inaugural Address, Dario Politella, Winter 1967, 2
- New Trends in Printing, Edwin P. Fricke, Winter 1967, 4-5
- Newspaper Fund Sponsors Editing Internships, Anon., Spring 1968, 13
- Novalinguistication: Some Verbalization On, John Merrill, Winter 1964, 18
- On the Way to the Morgue, James S. Kerr, Spring 1967, 14
- Pangs of Infancy—the B-G News Goes of Offset, Wallace B. Eberhard, Winter 1967, 6
- Pay of College Editors Up Slightly This Year, Guido H. Stempel, III Winter-Spring 1969, 12
- Pentagone Papers, J.R. Parrish, Fall 1971, 26
- Poppin Press: A Counter-Challenge to Advisers, Arthur M. Sanderson, Spring 1964, 3-9
- Place for Courage, Paul S. Swenson, Fall 1966, 11-13
- Presidents and Editors, George W. Starcher, Winter 1970, 14-18
- Press Freedom Commission Formed by National Council, Anon., Winter 1968, 19
- Prexy Sketch from the University of Massachusetts Collegian, Anon., Winter 1968, 21
- Professionalism Revisited, Anon., Winter 1967, 21
- Public Relations Report, W.E. Lally, Winter 1967, 14
- Publications Advising Is a Profession, Alvin F. Oickle, Winter 1967, 17-18
- Publications Advising is an Emerging Profession, J.W. Click, Winter 1967, 19-20
- Publications Board: Foe of the Student, Ira L. Baker, Winter 1967, 24-25
- Reader Response to a Greek Newspaper, Guido H. Stempel, III, Winter 1970, 11-12
- Real Rewards—The Intangibles, Sister Miriam Jane, S.C., Spring 1967, 5
- Report: Committee on High School Relations, Robert J. Cranford, Spring 1965, 13-16
- Report of Program Chairman, W.E. Lally, Winter 1967, 12
- Research Committee Completes Report, George T. Crutchfield, Spring 1971, 22-23
- Revolution Brewing Among Student Editors, Anon., Fall 1966, 8
- Road Map for the Junior College Newspaper, Johns H. Harrington, Winter 1966, 15-19
- Role of the Yearbook on Campus, Irving N. Rothman, Winter 1968, 3-6
- Sanderson (Dr. Arthur) Resigns as Review Editor, Glen A.W. Kleine, Winter 1970, 71, 21
- Scholarship in the Americas, James W. Carty, Jr., Fall 1966, 10
- Scholastic Publications First, Patrick N.S. Hickman-Robertson, Spring 1972, 23
- School Publications in Colombia, James W. Carty, Jr., Spring 1968, 23
- Sculpture Censorship Charged at Long Beach, Anon., Spring 1968, 17
- Secondary Teachers Certification Requirements, J.W. Click and John Windhauser, Spring 1972, 13-16
- "Shapper" Scores Scoop, Earle M. Hite, Winter-Spring 1969, 9
- Should a Class Put Out Your Yearbook?, Robert A. Steffes, Fall 1966, 13
- Sign the Pledge, Arthur M. Sanderson, Winter 1968, 2
- Stranger in a Foreign Land—The Administrator and the College Press, Melvin Mencher, Fall 1969, 14-21
- Student Newspaper-Magazine: Next Evolution of the College Press, Earl Conn, Fall 1969, 5-6
- Student Power and the Student Press, Dario Politella, Spring 1968, 9-12
- Student Press—A Negative View, Donald L. Guinary, Winter 1970-71, 7
- Student Press of Venezuela, James W. Carty, Jr., Fall 1968, 23
- Student Publications in Nicaragua, James W. Carty, Jr., Spring 1964, 16-18
- Student Publications in Peru and El Salvador, James W. Carty, Jr., Fall 1969, 25-26
- Students, Administrators Agree on Attitudes Towards College Press, Anon., Winter-Spring 1969, 13
- Studies in the Control of Student Publications, Vernon W. Smith, Winter 1964, 19-33
- Summary Presentation and Comparison of School Newspaper Rating Services, Kathleen Sheahan, Fall 1968, 19
- Summer Journalism Internships, Thomas E. Englemann, Winter 1972, 3-4
- Tell It Like It Is, Student Journalists Told, Anon., Winter-Spring 1969, 19
- Tell Only One Side of the Story, Wayne A. Norton, Fall 1969, 21-22
- Tell What Happened THIS YEAR; Make it Lively, Anon., Fall 1966, 4
- Thermostat Control for Journalists, Reef Waldrup, Winter 1964, 10-12
- Those "Four Letter Words" Arthur M. Sanderson, Spring 1968, 2
- Time to Plan, Earl Conn, Fall 1966, 9
- Tolerance Needed, Arthur M. Sanderson, Fall 1969, 2
- Training the Journalism Teacher, William Dean, Spring 1972, 17-19
- The Transylvanian: The Oldest Living Student Literary Magazine, Glen A.W. Kleine, Winter 1970, 3-5
- Trio of Yearbooks Raise Controversy, Anon., Winter 1968, 13-14
- Two Cases of Libel in the Student Press—Case Against the College Times and Arizona Wildcat, Robert E. Blackmon and Charles Triboletti, Winter 1966, 3-5
- Two Newspaper Fund Intern Programs, Anon., Fall 1968, 15
- Turkish vs. American Press, Aydin Bilgin, Spring 1968, 19-22
- UCLA Publications Guidelines, Water Wilcox, Spring 1968, 7-8
- Underground Press, Peggy Scott, Winter-Spring 1969, 3-8
- University Press in Bolivia, James W. Carty, Spring 1967, 4
- University Press in Bolivia, James W. Carty, Winter 1968, 18-19
- We Publish, Too!, Glenn A. Heinbaugh, Winter 1970, 13
- Western Pennsylvania Collegiate Press Association Formed, John Harwick, Winter-Spring 1969, 20-21
- What Newspaper Do You Read?, Arthur M. Sanderson, Spring 1968, 4
- What Not To Expect, Richard E. Lightner, Winter-Spring 1969, 14-15
- What Should a Student Newspaper Be?, Jack W. Groutage, Fall 1968, 16-19
- When Should an Adviser Say No!?, Pete C. Lang, Winter 1972, 13-14
- Why Sing Obscenely?, Reef Waldrup, Fall 1968, 8
- Whose Freedom's at Stake? John DeMott, Spring 1972, 3-4
- Winter of our Discontent, Rev. Theodore M. Hesburgh, C.S.C., Winter 1964, 13-17
- Worst Censorship in Hidden, Mary Moudry, Fall 1969, 9-10
- Yearbook Know-how Comes in Handy, Jean Rawls Fairbank, Fall 1966, 3
- Yearbook Specifications Need Updating, John A. Boyd, Fall 1971, 6-14
- Yearbook Staff Salaries, Joseph E. Spevak, Fall 1969, 11
- You Really Come to Grips with the World Here, Harold O. Spicer, Spring 1967, 11-16
- Your Mama is Black, Alan Bussel, Fall 1969, 3-5

Wilson, Stephen A. Army Home Town News Center Serves College Newspapers, Winter 1968, 6
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 Freedom for California Dailies Considered Vital, Winter 1967, 3, 11
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 Changing Role of the Student Press in America, Fall 1968, 3-8
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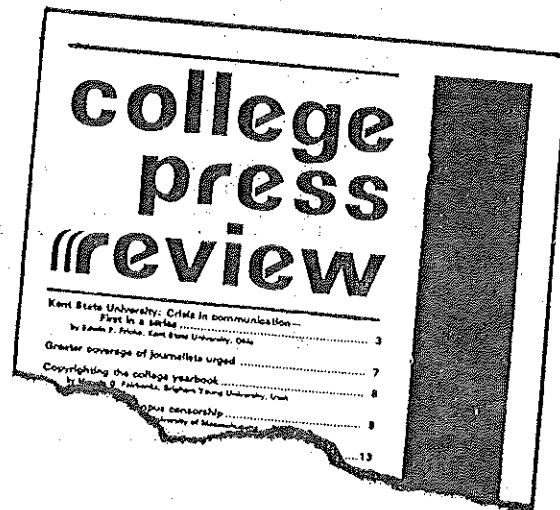
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