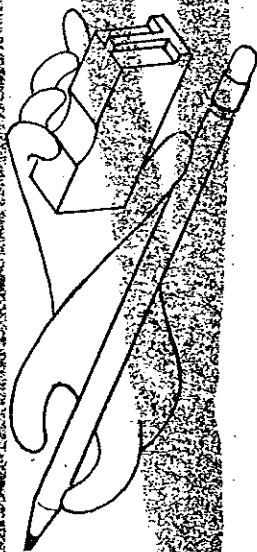


Reed Montgomery

College Press

Review



National
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College
Publications
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AN OCCASIONAL JOURNAL OF NEWS, REPORTS, AND MATTERS OF INTEREST TO COLLEGE PUBLICATIONS ADVISERS

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nccpa REVIEW



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Editor
ARTHUR M. SANDERSON

WINTER, 1963 Vol. 3, No. 5

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NCCPA REVIEW, WINTER, 1963

The NCCPA College Press Review herewith proudly presents to its membership and to the journalism teaching profession its Distinguished Advisers for 1962:

Gay H. Jenkins

Lewis and Clark College, Portland, Oregon
1962 Distinguished Newspaper Adviser

"Without the sound training and encouragement of Mrs. Jenkins," writes a former student of hers, "I probably would not be in the field I like so well." A bureau manager for a nationally known newspaper adds that "the steady encouragement and advice of Mrs. Jenkins in my high school newspaper days shaped my entire future career."

Dr. John R. Howard, president of Lewis and Clark College, noted that for the past fifteen years as News Service Director, "her work has brought to the local and regional public a steady flow of news of the College, ably presented. Of note also are the present careers of fourteen former editors in thirteen years of Mrs. Jenkins' supervision: two teachers, four newspaper editors, one TV photographer, three publications editors, two reporters, one in opera promotion, and one in personnel."

Further testimonials came to the NCCPA Selection Committee from printers and publishing firms: "Mrs. Gay Jenkins is one of the most competent journalism advisers it has been my good fortune to deal with, and this covers over thirty years of my working with college newspapers. . . ." "Every printer would prefer to work on Mrs. Jenkins' papers rather than others. . . ." "She understands type faces and good layout and is able to impart this knowledge to her newspaper staff. . . ."

Prof. Jenkins came to Lewis and Clark College after a distinguished record as the newspaper adviser at Franklin High School in Portland. At the College, she advises the yearbook, the newspaper, edits the Lewis and Clark *Journal* in a public relations program, directs the News Bureau, is counsellor to the local journalism society chapter of Pi Delta Epsilon and editor of *The Oregon Trail*, publication of Alpha Rho State organization of the Delta Kappa Gamma society, and is associate professor of journalism.

The engraved plaque presented to Mrs. Jenkins was underwritten by Dr. Charles L. Allen, director of the School of Journalism, Oklahoma State University, Stillwater.

Reid H. Montgomery

Florida State University, Tallahassee
1962 Distinguished Yearbook Adviser

The name of Dr. Reid H. Montgomery, journalism professor and publications adviser at Florida State University, is well known in North Carolina, South Carolina, and Florida among high schools and colleges, and in the professional press as well as the student press. On the national level, his name is well known for his work as yearbook judge and critic for the Columbia Scholastic Press Association (he has been awarded its Gold Key); Quill and Scroll, international honorary society for high school journalists, and the Southern Interscholastic Press Association at Washington and Lee University. He has been a regional co-director for Southern States in the National Council of College Publications Advisers.

He literally started at the top, in his first job as principal, coach and newspaper adviser at Pinewood (S.C.) High School. He inaugurated a mimeographed newspaper, which in its first year won first place in the State contest. His football team was undefeated, too. (The end of the year was, he says, the best time to quit.) He served in other high schools in the state, and was assistant superintendent of schools in Sumter when called to active duty in the United States Marine Corps.

Student publications under his direction at Winthrop College continued to win first place awards, and he continued his activities in scholastic press association work. As director of the South Carolina Scholastic Press Association for twelve years, he helped build the group into one of the largest of its kind in the nation in paid membership. At Florida State University, he organized the Student Publications Lab and was instrumental in turning the student newspaper into the only collegiate daily in Florida. He has consistently worked to keep quality up and costs down in student publications. He is adviser and friend to his students, one who leads rather than directs. He has also earned the respect of newspaper publishers in the South, both as a colleague and as one who has helped to raise standards of student journalism.

DISTINGUISHED ADVISER AWARDS—3

—CANADIAN UNIVERSITY PRESS CONFERENCE—

The following article is the text of an address delivered at the 24th national conference of the Canadian University Press in December, 1961, at Ryerson Institute of Technology, Toronto. The delegates, 106 staffers from 28 newspapers published on Canadian campuses from British Columbia to Newfoundland, brought the representative views of English and French Canada to seminars.

A keynote speech was given by Profes-

sor E. U. Schrader, honorary President of the organization, and Ryerson journalism head.

A champagne reception welcomed the delegates in an atmosphere of informality, the Ryersonian, campus daily, reported. Warden D. B. Sutherland, dressed in tails, played host. "Champagne flowed along with newspaper talk in this climax to a day of travel and registration."

A 16-page issue summarized conference

talks and proceedings in pictures and text. Speakers and discussion leaders included Blair Fraser, editor, Maclean's Magazine, Pierre Berton, Toronto Daily Star columnist, Serrell Hillman, Time Magazine, Douglas How, managing editor in Canada of Reader's Digest. Opening ceremonies were attended by the Honorable J. Keiller Mackay, Lieutenant Governor, the Province of Ontario, and H. B. Kerr, Principal, Ryerson Institute of Technology.

Responsibility of the Student Press

By STANLEY WESTALL,

Editorial Writer, *The Globe and Mail*, Toronto

WHEN I WAS ASKED to speak to this conference—after two of my colleagues had found it impossible to attend—I accepted because I am a man of many parts, most of them ham, because there was a small fee and because of the implication that my employers would feel I was doing them something of a personal service.

I regarded this assignment, for such it is, with the jaundiced eye of a cynic. I am, like every man in the newspaper business, a reporter. For twenty years I have listened to the mediocre mumbling of a multitude of speakers—at Rotary clubs, at political picnics, in council chamber and legislative assembly, in the Mother of Parliaments and amid the indigestion of a thousand chicken a-la-kings with the latest drone on the lecture circuit.

It is no longer popular to be a cynic. Cynicism went out with French painters, the Spanish civil war and a yacht on the Riviera. But I am afraid that I have been unable to rid myself of the conviction that if a man has something to say, he doesn't wait until after dinner to say it. He doesn't turn his oratory on for the sake of a plain white envelope, a free meal and a vote of thanks from someone who wrote the vote before he heard the

speech. As a nation and as a culture we are being driven to a new madness by conventions. The airways are choked with men and women gushing from coast to coast on a flood of meaningless meetings, pouring into the nation's hotels (strikebound or not) to hear each other say the things that were said the year before. I am told so often that the real value of the convention is the educational chats that are held in hotel rooms. Well, I've been to some of those, too, and as far as I can see, the only cause advanced is that of Samuel Bronfman, E. P. Taylor and the world's associated distillers. If this is the purpose of the convention, all well and good. But why strive so hard to find something—anything—to say? I didn't want to come here tonight to keep you occupied while you are finishing your coffee. I'm supposed to be talking about the responsibility of the student editor.

In the words of your honorary president—who should be worried about what I am going to say next, but he is not, because he has seen a rough draft of the text—the thing should be challenging, controversial, stimulating, sparkling with humor and last about 30 minutes.

I can manage the 30-minute bit in a breeze. I could go on all night. Writers—particularly the anonymous

kind who write editorials, thus sheltering behind the back of their publisher, delight in a captive audience. At last they can see the effect of a well-turned phrase, trip a delightful alliteration smoothly off their tongue and shock with the verbal, rather than the visual. I don't know whether this has ever happened to you, but there is nothing quite so damaging to the vital punch-line as a simple, inconsiderate typo. The worst that can happen to a speaker is that he should . . . get his pages jumbled up.

Even if I wanted to, I wouldn't know how to set about challenging you. I can't see you, even with a writer's imagination, streaming in the cold King Street night or melting into the Beau Nash, with your eyes afire and your hair standing on end with the 30-minute inspiration of Stan Westall. As university students, if you are not stimulated every day, then you and your teachers are wasting a tremendous amount of time. As to sparkling with humor—well, it's possible that someone might drop some plates in the kitchen, or the hotel could burn down, but I would like to assure you that any laugh I get will be the result of my own, unconscious humor. In the short distance between the *Globe and Mail* building and this hotel, it was asking too much for something funny to happen to me on the way to the theatre.

This has been a long and rambling preamble, but I think if I can hold your attention for a while longer, you will see that I have already made a few points.

On the Mixing of Views with News

I thought at first that it was a little presumptuous to talk to student editors about responsibility. Wasn't this taking you a little too seriously? And if not, who was I, a beardless youth in his mid-thirties, to talk pedantically on such a weighty subject?

I was afraid the result would be pompous. And I was right. For those of you whose coffee is still too hot to drink, here are 24 minutes of unbridled pomposity.

In October, 1958, editor Louis Cliche of *La Rotonde* was forbidden by the University of Ottawa administration to have any more to do with the newspaper. He had been told, before accepting the editorial chair, that he could be truthful and thorough in reporting news—and vigorous in opinions. The two things had to be kept apart. I am told that Mr. Cliche ignored this instruction, mixed his views with news and, probably more serious, published a confidential report to which he was privy in another capacity than that of reporter. His colleague, editor of *The Fulcrum*, was a Francois Lemieux, now at the University of Toronto. Mr. Lemieux was forthright and fearless in reporting news. His cartoons were merciless and his editorials smote the admin-

istration hip and thigh. Not a finger was raised against him.

(Ed. Note: The University of Ottawa has two student newspapers: *La Rotonde* is French language; the *Fulcrum* is English.)

Mr. Cliche, however, was not expelled. He had been irresponsible. He had turned the function of his newspaper from that of a journal of news and opinion into a lampoon. His bias was showing. He thought he was justified, I am sure, but he broke the rules.

In the same year, the student editors of Acadia and UBC were expelled and a *Varsity* editor was on the presidential carpet for an April Fool edition. Short of criminal libel, I would rather see a transgressing editor removed from his post than from a University which was obligated to consider his education as a priority, but this is an opinion arrived at without a full study of all the circumstances. In 1959, three editors of Laval's *Le Carabin* were expelled for publishing a fictitious interview with a prostitute, representing it as fact. I don't know whether they would now be completing their education if the interview had been genuine, or whether they showed too precocious a knowledge of the seamy side of life, but I do know that a man loses his best line of defense when he has drawn only on his imagination.

The details of these cases do not matter too much, . . . except to those immediately concerned.

But you are all in the same boat. There are men and women here tonight who could be expelled next month; others who could smudge the names of their universities and carry a rather senseless social burden during their last months and years in school. I am not looking in any particular direction.

Isn't this a needless risk to take?

Let us try to reduce this problem to simple terms. Your position is one of trust. Your fellow students are paying for the newspaper. In some cases, they are paying you to edit this newspaper. A token amount, I am assured, but money, nevertheless. You are appointed to this position by your fellow newspaper workers, and, through later ratification by student bodies, by the students at large. Your responsibility, then, is to those who support you and who pay for the results of your production. This should be self evident, but I see no harm in emphasizing that you have not been given a mandate to flood the campus with your own minority views, your ideas of what was really said at the last campus meeting, rather than what was actually said, and your desire to stick pins into the wax model of authority. There is room in a newspaper for all of these things, in balance, but you are speaking in one voice for many people. This is not an easy trick. If it were, editing a

newspaper would be an easy business. You are key figures, but your readers should be talking about the newspaper, not about its editor.

Even through the haze of smoke which now fills this this low-ceilinged room, I can see a few lips curling with scorn. What's a newspaper for if it is not to express an opinion? Are we to be puppets, producing some kind of campus Hansard, never offending anyone and publishing only the deadly, dull, grey matter which no one will object to because no one will read?

Well, if this is what you are thinking, please uncurl those lips. News is based on fact. When you have done your utmost to establish that fact, present it in a lively manner. Let the facts speak. Get yourself in the background, because news is more important than you. The freedom of the press which you share with all of us is a freedom to print the truth.

A freedom to print what you think is the truth is not freedom, but license—and licenses aren't handed out to everyone.

I'm not going to talk about libel. If you don't know what the law of libel says, you should get over to your law professor or some helpful legal alumnus and find out. But remember again, that you may escape scot free from an action, but your university, which is your *raison d'être*, is terribly vulnerable.

Principles of Editorial Policy

I asked Bill Boss, who has an enviable record as a newspaper man and a responsible position as director of public relations to the University of Ottawa, for a clear statement on editorial policy. This is his reply:

"Your responsibility is to project as fairly as you can the policies where they are known of your publisher—in our case, the executive of the student federation. Where your comment is upon a matter on which the federation has no policy, then you have all the latitude you wish. But on matters on which the federation executive has pronounced itself, your only alternative to editorial support is to resign."

This seems harsh at first, doesn't it? You probably don't see yourself as sycophantic slaves of those idiots on the Student Executive. But do you have to be? Every newspaper on this continent with any sound editorial policy has to be an expression of its owner's or publisher's opinion. Otherwise, policy would change as often as the editorial writers changed or took a day off. But any editor worth his salt can find some way of getting a controversial or minority opinion published. There's a letters column, there's room for a signed article. There is no reason on earth why both sides of every argument should not be presented—and there is no reason why you, as the editor, should have to win.

There's plenty of room for courage. If I can digress for a moment, I happen to know that in uninformed circles, my own newspaper is sometimes referred to, most unjustly, as the good old grey *Globe and Mail*. We're supposed to be in favor of the Establishment, of convention, of everything that is safe and stuffy and proved and Right. Right, with a capital letter, of course.

But in recent weeks we have inveighed against censorship. We have argued sweet reason in the treatment of narcotics addicts. We have pleaded for adult status for the people of Ontario in their dealings with the Liquor Control Board of this providence. We suggested that the public school curriculum could be improved by the elimination of doctrinaire religious teaching. We have criticized, at times, the U.S.A., France, Britain, Finland, and members of the Diefenbaker government. We have tried to show the difference between the dignity of the bargaining process and the evils of unfettered union power.

Now, if you wanted to take a prejudiced view, this puts us in favor of Jimmie Hoffa, unlimited consumption of liquor, free jabs for junkies and the more the merrier, wide open Nevada style gambling in Hometown, the closing of churches, isolation, a bloody revolution and dirty books.

As a matter of fact, one of our local church leaders wrote to us in scathing terms, sneering that he expected to see, any moment, that we were also in favor of legalized prostitution and betting on bull fights. As to the former, we were tempted to write in reply that he should keep watching our columns. As to the latter, we've heard there is no book made on bull fighting—for the matador rarely loses.

Joking aside—and believe me, if there are reporters here, I was joking—editors have to run the risk of being misinterpreted. They must make sure that they have explored the facts and their own conscience before taking a stand. They must then use their talents to avoid misinterpretation. They must make sure they are speaking with the weight of some experience. Advice on marriage could be an important feature of a student newspaper, but I don't want to take that advice from someone whose only success has been to avoid marriage for the first 19 years of his life.

On Responsibility

Secondly, the student editor must bear a responsibility to his university. This doesn't mean that you cannot knock the administration. I know some of them are rather sensitive. For instance, back in 1958, Don Angus, who was editor of the *Acadia Athenaeum* and who was to figure in a controversy later, said his paper

had been instructed to stay clear of sex, liquor, late leaves and the Dining Hall. And you might well ask, what else is there?

Well, apparently Mr. Angus was hurting the dieticians's feelings. At the same time, the editor of the *Xaverian Weekly*, a Peter Berry, said that because he had printed a picture of a girl sitting on a piano, all future pictures of girls had to be censored by the dean of women. And the girl had to be fully dressed.

In the report I read, which appeared in Mount Allison's *Argosy*, the writers mentioned (rather smugly, I thought), "Here at Mount Allison, our paper enjoys the privilege of complete freedom of the press, but paper policy and the editor's discretion dictate that we must stay clear of anything that might give the college a bad name."

And I suppose this would include publishing a picture of the dean of women on the piano in the dining hall brandishing a jug. But the editors at Mount Allison had a point. They realized they were attending university—by their own choice—to obtain the best education their teachers could give them. This was their main purpose. As a student activity, they were producing a newspaper—an intellectual, educational activity, but not an essential function of their attendance. If anything hurt the university, it hurt all the students—and as some of you will know by now, a few moments work on a typewriter can be a devastating and ineradicable thing. It solves nothing to admit later: We were wrong. No apology can get the dean of women off the piano.

I hope I make myself clear. As an editor, your responsibility is to your fellow students. As a student, your responsibility is to the establishment. If you don't like the terms, get out and risk your own capital in the publishing field. These rules may seem tough, but they are the rules by which every newspaper is published. Only exceptions are the parliamentary gazettes, and they are anything but frank and fearless.

You've probably heard enough of my generalizations. Perhaps you would like me to be specific about the subjects on which you can editorialize and the stand you can be permitted to take, within the bounds of good sense, taste and reason.

ON POLITICS: As an example, I throw down the *Gauntlet* of November 17, which at that time was being edited by Alan Arthur, a controversialist who might very well have had his tongue in his cheek. In his leading article of that issue of the University of Alberta's Calgary weekly, he was suggesting that—and I quote: "We should increase our defense budget and search for means to destroy Russia before she can retali-

ate . . . and . . . Finally, we should crack down on Communists, Socialists, and other left wingers, for they are attempting the murder of our capitalistic society."

On page 8 of that issue, the paper reported the results of a survey on its right wing political stand and claimed a majority in favor of the newspaper taking some kind of stand.

On the front page, there was an advertisement asking applications for the post of editor in chief, but possibly this was coincidental.

My comment is this: even five years of political science is insufficient to make a man an authority on politics. The opinion of a novice should be printed in the letters column, which must always be a lively forum for ideas and idealists. If you want controversy, invite guest editorials from the leaders of your campus political clubs. I don't think that a full-scale political campaign should be required before an editor is chosen, but this would be an essential democratic prerequisite of any political stand. Sure, you can provoke controversy—but so can anyone who makes a few irrational statements.

ON RELIGION: This has always seemed to me to be an intensely personal thing. To those of you who are associated with exclusively religious universities, I have nothing useful to say. I believe you are proscribed in the things you may say, and I am sure that your tutors will provide a forum for any discussion. If you feel that something has to be said, then attempt to find a medium—other than your newspaper—which will enable you to say these things.

It is blatantly dishonest to use your position to create offense. To those who are in the so-called free universities, with no particular religious attachment, then I advise you that little can be gained from an unlicensed and unlearned appraisal of doctrines which some of your readers have been taught to accept as faith.

There are religious issues which may be discussed with an open mind—religion in the schools, the role of Christianity in the cold war, a Judaeo-Christian approach to racial intolerance—all these may be argued sensibly without striking at the roots of theology or faith and all are real issues. It is possible, I imagine, to report a debate—if necessary, to arrange a debate. You should not be muzzled—but you should be courteous.

ON SEX: For some reason, which has never for a moment escaped me, this is a popular subject on every campus. It is also a popular subject on construction sites, in barrack rooms, beauty parlors, public parks and the reading room of the British Museum. It has been used to sell large numbers of newspapers. It is always with us and obviously, to those of us who are concerned

with holding a mirror to nature, it cannot be ignored. Remember only that the most popular place for a mirror is the bathroom. I run the risk of appearing prudish, but I am going to say this: if you are using sex in your columns to produce a snigger, then you are displaying immaturity. There is a wide difference between the banned but beautiful book and the pornography of its imitators.

Sex, religion and politics are deep and dangerous subjects. Your responsibility is to see that they are handled as you would handle dynamite. I would suggest that it would not detract from your authority if you sought the experience of some older, sympathetic and trustworthy member of the faculty if an article on any of these flint and tender things gave you cause for concern.

ON THE ADMINISTRATION: Well, does this require an editorial? If your student executive, at a properly constituted open meeting, voices disapproval of the administration, presumably you have a right to report it. I would imagine that you would seek an answer to the charge from a member of the faculty. Both are entitled to equal display in your news columns.

If you, as an editor, are treated unjustly—in your opinion—by authority, then you have a right to go to your superiors, the student executive. If they uphold your position, if you are perfectly sure of your fact—then by all means, blast off. It will be assumed that before you do so, you will have tried by every means available to you to have the wrong righted. You should learn over backwards to be fair to the administration, which is concerned more with your education than with your newspaper.

I agree wholeheartedly with the recent stand of the editorial staff of *Ubysses*, which resigned rather than submit to dictation by the student council, which was seeking to instruct the editor on what he should print and what length. This was unwarranted interference with his editorial authority and I was glad to see that he won his battle.

In appealing for sweet reason in your handling of a controversy, I am not asking for submission. As a parallel—if one is necessary—no editor worth his salt in the regular newspaper field would tamely print everything his owner or publisher demanded. No writer worth his salt would write anything that was to his knowledge untrue, although he owes it to his wife and to his children to express his publisher's views expertly in the editorial columns. For you, there is always another university—for us, another newspaper. In the final analysis, a student editor's responsibility is to himself—and I must apologize for having taken 30 minutes to say so.

The Student Press in Mexico

By JAMES W. CARTY Jr.
Bethany (W.Va.) College

IN MEXICO, the student press is lively, loyal to the country in an ultra nationalistic sense, and at times is limited by lack of financial resources.

My opinion is based on two considerations: 1) reading *Lex*, the Spanish-language publication of the student society of Saltillo, Mexico, which has several institutions of higher learning, and 2) on discussing journalism with several students and teachers in that country.

My first contact with *Lex* came late one afternoon while my wife and I were drinking a Coke at an open air restaurant. It was near the Alameda, the park close to the center of the old colonial city, and also several colleges. Two students sold us a copy of their publication for about two cents (20 centavos), which is half the cost of the city's principal daily newspaper.

The restaurant was a favorite spot of both North American and Mexican students. Both the North American students and teachers, who were in Saltillo for the summer, and their tutors (regular teachers in the primary and secondary schools of the city) came to the

James W. Carty Jr. is Professor of Journalism and Director of Publications and Public Relations at Bethany (W.Va.) College. Prof. Carty, a specialist in international journalism and a former teacher of writing in Egypt and Tanganyika, spent the summer of 1962 studying Mexican literature and journalism at the International Academy of Spanish at Saltillo, Mexico. He read 10 different daily newspapers during the summer—and also "*Lex*," the student publication of Saltillo.

restaurant to discuss literary and journalistic movements and ideas in general.

So the restaurants and other nearby restaurants were good places for distributing the paper and acquainting about 500 North Americans, who were there for the summer, with some of the ideas of Mexican students.

The issue analyzed by this writer was the second one published by the student press in 1962, the first year of publication incidentally.

The publication heavily accented the strongly interpretative feature. The items usually contained some facts as a departure point for an editorial or think piece. No effort was made to separate objective, factual accounts from opinion. They treated of the student interests—of relations with the United States, of the North American students in Saltillo, of student activities as dances and art exhibits, of famous quotes, and national problems, such as adult illiteracy.

The typography was average—acceptable at times, incongruous at others. The lack of pictures handicapped the appearance of the publication. It was a 5-column paper, 16 inches long and 12 inches wide.

There were box ads at the top of page 1 as well as at the top of several pages. In fact, there were a total of 24 ads by stores and restaurants, occupying a total of about 85 column inches in the paper.

The front page contained six major items and one brief. The lead article, headlined by a five-column title, and the brief attacked the press of Mexico. The lead story blasted the Mexican press for its sympathetic coverage of the United States. It said that the visit of President Kennedy was a step forward in improving North American-Mexican relations, but charged that the U.S. had interfered in internal relations south of the border in the past. Moreover, a long editorial on the following page continued this emphasis. The sub head indicated the theme: "Poor Mexico, so far from God and so close to the United States." The editorial had a long list of historical instances which it interpreted as North American intervention in Mexico, and ended by discussing the economic situation south of the border today.

The next most important item, which had a four-column, double bank head that took the attention from the attack on the press, was a story about four Saltillo colleges and universities which have about 500 North American students every summer. The article was more enthusiastic than accurate. For as head of one school, it listed not the president, but the teacher who directed the tutorial system (each student at the International Academy of Spanish—State Teachers College—gets a private tutor two hours a day). This item stressed that

the Mexican-North American student contact is a fine method for building international friendship and reducing misunderstanding and ill will.

Another item dealt with the student press and called it *pobre* (poor) and liberal. Graf one, the second sentence—some 37 words in length—said that the lack of economic resources handicapped the student press in attempts to be professional, but that it is natural and clever. Also, it said the student publication should have information and documentation and should expose fraud and cynicism and be interested in ideals and not money.

Page 2, the editorial section, contained three think pieces: on higher education, the relation of government and the law, and the "U.S., Friendship and Mexico." Page 3 contained a double column collective of 14 famous phrases, and two think pieces on the relationship of will and character (especially so far as youth are concerned), and the social importance of law. Page 4 was the humor page. Page 5 contained two interpretatives on desires of youth and adult illiteracy (in Mexico, more than 55% of adults can read, and the country carries on adult literacy campaigns). Page 6 had seven jump stories and no new ones.

The periodical called Communism a false doctrine, and said the student press should be a mirror of the patriotic feeling of Mexico. It called attention to its own allegiance to the ideals of Hidalgo (the George Washington of Mexico), Juarez (the Abraham Lincoln of Mexico), Morelos, and Zaragoza (a famous Saltillo general and hero of the last century).

In Mexico, the students are important for the development of the country. They are liberal, enthusiastic and energetic. The student press can be an important factor in moulding the thought of the opinion leaders of the current generation. The student press needs money, students trained in reporting and editing, and supervisory assistance from journalism or grammar teachers.

It is to be remembered that there is a close relation between literature and journalism in Mexico. Many novelists, poets and dramatists have begun their careers on newspapers. The literary tradition continues—with daily discussions of the literary and ideological movements in bigger newspapers of the nation, as in Mexico City, and at least once-a-week discussions of books and other literary material in the smaller newspapers.

Only about 5% of the Mexican journalists have had academic training in journalism, one newspaperman told me. Thus, it is important that the student press receive more extensive development.

Some Public Relations Problems In Yearbook Production

By ROBERT J. CRANFORD
University of Nebraska

A LOGICAL starting point for any systematic public relations endeavor is defining our publics. Who are they? What do they want of us? What do we want of them? How can we gain and keep their good will?

It would be a smart move for every yearbook staff, as soon as it is organized, to spend some time and effort to find the answers to these questions.

In the complex preparation of a yearbook, the staff meets and deals with many publics, and there are many variations in the relationships with these publics.

Perhaps the first such public the staff encounters is composed of the vendors of the services required by the book: the printer, the engravers, the photographers, the cover manufacturers. They want the business; the staff wants quality production—and within a specified time. These facets are the more obvious ones. These service people also want such things as an efficient, smooth flow of copy—clean, carefully edited copy—prompt checking of galleyproofs and picture proofs, a minimum of author alterations, and effective book-keeping on times and routing of copy blocks, picture prints, cuts, pages, and signatures.

A cause of much irritation is a breakdown in communication. A staffer will swear he was told he could do thus-and-so, and the printer will vow equally vociferously that that was not what he said. Most yearbook producers make available to the staff one or more consultants during the planning stages; and at least one offers to send two representatives to a minutely detailed planning session, at which every aspect of the operation is spelled out in as much detail as possible. Perhaps such a procedure could be standard. The producer would like, insofar as possible, the staff's cooperation in scheduling pages and signatures so as to expedite the work. Several years ago, our printer telephoned

me frantically, saying he had a shop full of signatures ready to roll except that each one had one or more cuts missing. Luckily, we discovered that the fault was not ours; but it could have been embarrassing.

The engravers want quality copy, prints that are sharp and will engrave well. One color separation vendor stipulates in his contract that he reserves the right to reject transparencies which his experts think will not reproduce well. It is an understandable precaution, for a producer's reputation also is at stake.

The service people generally want to put out a quality book as much as does the staff.

A tremendous problem often is in scheduling groups for photographs. One university's photographic service levies a one-dollar fine for a "no show." The manager says the photographers run on such a tight schedule that they cannot afford "no show" indiscriminately. Perhaps some preliminary work by a staff member among fraternities, sororities, and other campus organizations would pay. Explain the deadline schedule, the importance of having the group present at the appointed time, and perhaps how the staffer and photographer cannot afford a repeat appointment merely because the president of the group was unable to get her hair set in time and didn't want the picture taken now.

If, as happens in some situations, you publish departmental layouts without charge but sell space for organizations and activities, be certain to make clear the practice on this point. A yearbook staff member once managed somehow to give the impression to an ROTC unit that several of its activities pictures could be included in the two-page department spread. Later, when the groups were billed, they insisted that they'd been told there would be no charge. They had no funds with which to pay the bill, and the commandant could

not spend government money for such a purpose. So he had to appeal to his university's administration for help. Certainly, it was embarrassing to him. The staff might have written off the amount, but it decided that making such an exception to standing policy would set a dangerous precedent. For example, if the Navy found out the Army didn't have to pay for its activities shots, how could the staff justify making the exception? Here was a public relations problem that resulted from a misunderstanding somewhere along the line.

Perhaps better business practices—such as putting in writing any and all oral agreements—would alleviate if not eliminate problems of this kind.

If a staff decides to cease giving complimentary copies—as to top administration officials, trustees, etc., make it known in ample time so those who are expecting the books won't be too shocked at the belated discovery that they're not going to get one. It is possible that by that time the press run has been sold out and these dignitaries couldn't even buy one. Such a situation is not calculated to endear the staff to such persons.

One of the biggest and most heterogeneous publics is the student body—seniors, freshmen, men, women, Greeks, non-Greeks, students, good-timers, serious, flippant, those from big cities and others from small towns and farms. The staff eagerly wants this public to be pleased with this product.

So, there should be a continuous awareness of the public relations implications in the content of the book. It is obvious that you offend if you misspell a student's name, or omit him from a "left to right" reading in a cutline. Not so obvious, perhaps, is the innocent attempt to be clever in describing the social life among the Greeks. An editor did just this a few years ago; and long after school was out and the staffers had left the campus, the adviser was getting irate letters from some of the more conservative among the Greeks who didn't see any humor in the passage. What would you have done? The same, maybe, not realizing that the material would meet objection but rather more likely would only provoke a chuckle or two.

One trustworthy although sometimes agonizing counselor is hindsight. Now that staff knows; and in deference to any sensitive among the campus Greeks, it plays such passages straight.

Sometimes a public relations problem can arise from inadequate research for authenticity of detail. A beautifully imaginative picture in a school of nursing section showed a uniform neatly laid out on bed with a cap atop the layout. The nurses and nursing students were quite unhappy. Why? Because whoever prepared the props for the picture obtained a cap other than the one signifying that particular school.

At another school an Air Force lieutenant on the ROTC staff was promoted to captain; but the picture in the yearbook plainly showed his first lieutenant's bars. The picture should have been reshot. To call a captain a lieutenant irritates. To call a captain a major embarrasses.

The staff should give some attention to its internal public relations. Staff morale is important. One yearbook staff gives week-long orientation sessions for new members at the beginning of school. Another holds weekly staff meetings for the purpose of, among other things, affording each staffer an opportunity to air complaints and let off steam.

One yearbook's staff members make themselves available for seminars, workshops, and panel discussions in connection with the school of journalism's high school relations activities.

All work and no play is not a good practice. An occasional social get-together for the staff—preferably at which shoptalk is forbidden—can keep morale up. The University of Nebraska yearbook staff plays the newspaper staff periodically in basketball—a game in which the spirit is considerably higher than the caliber of play and which, incidentally, affords the adviser his annual physical workout as referee.

I don't know how universal this is, but sometimes there's a tendency that once an advertisement has been sold to forget about it. It is good public relations—and good business—to help plan or design the ad to make available to the advertiser promptly and cheerfully a copy of the proof. Professionals spend time and money in servicing accounts, and it pays off.

I suppose that as long as people work with people, there will be problems. And certainly, in any operation of the magnitude of a yearbook there likely will be crisis after never-ending crisis. Perhaps no amount of precaution or prior planning will eliminate them entirely.

I for one am convinced, however, that if we indoctrinate our new staff members with a constant awareness of the public relations implications in everything that is done, the whole operation, in general, will be surprisingly more serene.

DISTINGUISHED SERVICE AWARDS PRESENTED TO KILDOW, MILLER

Professor Fred L. Kildow, founder and director of the Associated Collegiate Press and the National Scholastic Press Association, and Professor George H. Miller of the University of South Florida, were presented with Distinguished Service Awards by the National Council of College Publications Advisers at its eighth annual conference in Detroit.

A SURVEY OF Yearbook Printing Costs

By K. B. MEURLOTT

University of Florida

IS the yearbook in the large college on its way out? That question is probably being pondered by a good many yearbook advisers these days.

There was a day when every student received a copy of a school's yearbook and it was a big annual event. That was when school enrollments were 2,000 or 3,000. Today, with several universities either above or approaching 30,000 students, only a handful of students buy a copy. And there isn't much evidence that seniors are the best market; it seems to depend upon the school.

The Board of Student Publications at the University of Florida recently became interested in the future of its yearbook, the *Seminole*, and in how much it was costing to produce it. A survey seemed in order.

Primarily, the survey was undertaken in order to obtain enough information to compare printing costs among the various major colleges and universities. The questionnaire was sent to 45 major schools throughout the country.

Response was good. Nearly 30 schools filled in a questionnaire with information about the specifications of their respective yearbooks and how much it costs to print them.

Among the questions, we asked for enrollment and number of copies of the yearbook ordered. The results of these two questions turned out to be bonus information.

Although statistically the mode might be a better measure, the mean or average school surveyed sold yearbooks to only 36.3 per cent of the total student enrollment. (The mean enrollment was 11,226 and the mean number of books ordered was 4,073.)

One or two schools in the survey probably still finance their yearbooks by the student fee system. Although that question wasn't specifically asked, one or two schools depart markedly from the average in number of copies ordered versus total enrollment.

The major objective of this survey was to compare major colleges and universities, insofar as it was possible, in terms of printing costs.

The questionnaire asked the printing process used (offset or letterpress), kind of paper stock used, and printing and binding costs.

Total costs of engraving, covers and printing and binding were determined and this figure was divided by the total number of copies ordered in order to obtain a per-copy price.

This information is set out in the form of a chart. In compiling the chart, schools using letterpress were grouped together and those using offset were placed in another group. Two schools use a combination of both printing processes.

The switch in recent years seems to be toward the offset process for yearbook production, and the majority of schools answering this questionnaire use offset. A careful study of the per copy cost figures indicates those schools printing by offset are benefiting somewhat in price.

It is impossible to use this chart to compare each school with all others for the obvious reason that there are too many variables. Amount and extent of color printing is one big variable.

It is possible, however, to compare some specific schools. In order to make an accurate comparison it is necessary to select schools ordering a similar number of copies. It is basic to printing that costs decrease as volume increases. To demonstrate this principle, the chart includes two sets of figures for the University of Florida—based on the same contract and the same basic book in terms of paper stock, number of pages, color arrangement, and so on. If Florida orders 7,000 copies of its 364 page book, each copy will cost \$6.75, but if Florida orders only 4,000 copies, the per copy price jumps to \$9.625.

The basic weakness in the survey—discovered, naturally, after the results were in—is that the questionnaire did not specify that four-color should have been broken into two parts: Four-color does not always mean process color or full color halftones; it can mean spot color which would mean a difference in cost. This weakness was discovered when UCLA returned its questionnaire indicating 32 pages of four-color *including* eight pages of process color. There is no way of

A PRINTING COST COMPARISON OF SOME MAJOR UNIVERSITIES

LETTERPRESS

SCHOOL	ENROLL- MENT	COPIES ORDERED	PAGES	STOCK	COLOR ARRANG.	ENGR. COST	COVER COST	PNTG & BINDING	TOTAL	PER COPY COST
Florida }	13,000	7,000	364	80 #	8 4-color	\$11,500	--	\$35,744	\$47,244	\$6.749
Florida }	13,000	4,000	364	80 #	8 4-color	11,500	--	27,000	38,500	9.625
Illinois	23,000	5,500	576	70 #	44 2-color	7,500	47.75¢	21,274	31,400	5.709
Mich. State	21,000	3,800	500	--	9 2-color	8,500	63¢	16,500	27,394	7.209
Northwestern	7,950	3,500	448	80 #	7 4-color	7,800	65¢	17,943	28,018	8.005
Princeton	3,000	2,400	320	100 #	8 4-color	3,500	85¢	10,425	15,965	6.652
Purdue	16,000	5,200	592	80 #	32 2-color 8 4-color	8,500	57¢	20,700	32,164	6.185
So. Illinois	10,025	5,000	384	80 #	12 4-color	7,800	58.5¢	16,405	27,130	5.426
Iowa	11,500	6,300	448	80 #	2 4-color	7,800	50¢	17,500	28,450	4.516

COMBINATION LETTERPRESS AND OFFSET

Tennessee	9,500	1,675	336	100 #	46 2-color 4 3-color	\$ 2,400	--	\$11,250	\$13,650	\$8.15
Tulane	5,000	2,200	324	100 #	8-16 2-color 12 4-color	4,800	--	11,250	16,050	7.295
OFFSET										
Auburn	9,000	7,100	452	80 #	22 2-color 6 3-color 10 4-color	\$ 8,500	--	\$36,000	\$44,500	\$6.267
Brigham Young	12,000	5,600	420	70 #	16 2-color 9 4-color		54¢	22,128	25,152	4.493
California	15,261	5,500	576	80 #	18 2-color 6 4-color	--	--	33,000	33,000	6.00

(Continued on reverse)

(Cost Comparison: OFFSET Continued)

SCHOOL	ENROLL- MENT	COPIES ORDERED	PAGES	STOCK	COLOR ARRANG.	ENGR. COST	COVER COST	PNTG & BINDING	TOTAL	PER COPY COST
Colorado	11,000	5,500	508	80 #	30 2-color 38 4-color	--	--	\$30,766	\$30,766	\$5.594
Florida State	9,000	3,600	416	80 #	16 4-color	--	61¢	24,992	27,188	7.552
Florida South'm	1,800	2,000	336	80 #	7 4-color	--	--	13,497	13,497	6.748
Georgia	8,600	7,300	480	80 #	--	--	--	32,046	32,046	4.39
Kentucky	8,000	2,600	336	80 #	8 4-color	--	--	13,500	13,500	5.19
Massachusetts	5,700	5,700	400	100 #	6 2-color 18 4-color	--	--	27,400	27,400	4.807
Minnesota	31,000	2,500	464	80 #	10 4-color	--	60¢	14,125	15,625	6.25
Missouri	11,000	3,800	496	80 #	8 4-color	--	--	20,200	20,200	5.315
Ohio State	27,500	3,500	496	80 #	4 2-color 16 4-color	--	--	24,329	24,329	6.95
Orange Co.St.	1,901	300	60	--	--	--	--	1,400	1,400	4.666
Oregon	8,500	4,500	456	70 #	24 2-color 14 4-color	--	--	34,286	34,286	7.79
Stanford	5,000	3,750	416	80 #	16 2-color 56 4-color	--	71¢	28,075	30,738	8.196
Texas	20,000	7,500	600	80 #	308 2-color 17 4-color	--	68¢	46,500	51,600	6.88
U.C.L.A.	12,000	3,000	512	80 #	32 4-color (8 process)	68¢		17,950	19,990	6.663
U.S.Mil. Acad.	2,500	3,300	580	80 #	20 2-color 18 4-color	--	--	41,000	41,000	12.424
Wisconsin	5,830	1,500	226	80 #	8 2-color 3 4-color	--	--	6,852	6,852	4.456

knowing how many other schools in the survey buy four-color work that doesn't take the form of full color pictures.

Other than this weakness, the information in the chart is probably reasonably accurate and could be used at least as an indicator of how well one school is doing in comparison with another so far as costs are concerned.

WIDE VARIATION

Aside from confirming a lack of universal interest in the college yearbook, this survey pointed out a fairly wide variation in the costs of printing these massive volumes of historical repetition.

Schools answering the questionnaire represented 22 states from East Coast to West Coast, the Great Lakes to Dixie.

The reader can make his own comparison from the chart. As a start we will point out one or two (much to our own chagrin). Take Florida's specifications and cost figures for 4,000 copies of the 1962 yearbook and compare them with Northwestern, for example. Northwestern ordered 500 fewer books with 84 more pages than the Florida book and about the same color arrangement. The per copy cost difference is \$1.625 in favor of the school from Illinois. In terms of totals, it costs Florida \$10,000 more to produce only 500 more yearbooks.

Compare the same figures for Florida with those for the University of Minnesota (which buys 1,500 fewer copies of a book with 100 more pages and about the same color arrangement). If Florida were able to get the same per-copy price as Minnesota, the school from the Sunshine State would save a little over \$13,500. On the basis of Missouri's per copy cost, Florida would spend \$17,000 less.

This survey has accomplished for Florida what its authors set out to do. To be honest, we started the survey with an educated hunch that all was not right with our printing costs. We were suspicious that a strong printing lobby in the state had managed to get a law passed requiring all state printing to be accomplished within the state by Florida based printers.

As a result of the figures on this chart, Florida set out to and accomplished a cut in the budget for the 1963 yearbook of \$10,000. This was done by forcing a switch to offset, splitting the contracts for the total production into parts—printing and binding, covers, and typesetting—and establishing a laboratory of students to paste-up the book in camera-ready form. This is another story, but we did want to tell what our survey did for us. Perhaps it will help some other school even more.

NCCPA REVIEW, WINTER, 1963

The National Council of College Publications Advisers *was formed . . .*

in order to associate . . .

junior college, college and university publications advisers into an organization whose aims are to elevate standards for the effective guidance of the student press;

to obtain . . .

the best thinking on the many problems of this highly specialized field and to share such information;

to use . . .

these ideas in the best interests of preserving the responsible functions of the college press as free enterprises;

to promote . . .

a broader understanding of the problems faced by the adviser and thereby assist him in gaining recognition as a leader in the campus community; and

to insure . . .

by responsible guidance, the growth of student publications as a medium for the education of future citizens of a free society.



We Cordially Invite You To Join . . .

or to inquire of our Executive Secretary for further information. A membership fee, usually paid for the member by his publication or by his department, is \$5, which includes NCCPA Newsletters and the twice-yearly REVIEW of news, articles and research of interest to newspaper, yearbook and magazine advisers. National and regional meetings are held with advisers from 30 states from coast to coast, from the smallest junior college to the largest university in the country.

For Further Information, write to . . .

Arthur M. Sanderson, Executive Secretary
205 Communications Center
University of Iowa, Iowa City

Censorship and the Student Press

By LEE O. HENCH

Wisconsin State College, Eau Claire

ALTHOUGH the college student press is an authorized activity in more than a thousand senior colleges, universities, teachers colleges, and junior colleges in the United States, it does not follow that the student press enjoys inviolate, as does the nation's press, freedom from external interference.

Student editors charge that the college press freedom has been abridged in at least seven ways in recent years:

1. Confiscation of issues of student newspapers because of publication of controversial material.
2. Suspension, expulsion, or threats of similar action against student editors because of publication or proposed publication of controversial material.
3. Control of newspaper content by faculty or administrative censorship
4. Censorship by student government bodies.
5. Censorship of articles and editorials on controversial matters.
6. Censorship by civil ecclesiastical bodies.
7. Inordinate and excessive social pressure to prevent publication of particular articles or opinions.

Moreover, even a cursory examination of discussion concerning the aims and methods of the student press soon confirms the fact that the student publication is not free to develop and serve its community in terms of freedom of mind and conscience in keeping with the basic postulates of a democratic society. Censorship, it appears, runs the gamut from complete control in some church or private schools to almost complete freedom in others, notably state schools. In brief, the American ideal of the right to knowledge and the free use thereof for the college editor has, in practice, limits short of the boundaries ascribed to the conception of

freedom and of untrammelled discussion envisioned in a democratic society.

Undoubtedly this limitation of freedom of expression for the student and the college press arises in part from uncertainty concerning the aims and purposes of the student publication. The student press has, it is said, an obvious function to serve as a carrier of news and information of interest to the student reader in line with the needs and purposes of the college. In doing this, it may serve as an official college publication, a publicity medium (house organ) of the institution, a publicity organ for student government, a journal of fact and opinion for the staff, a laboratory for journalism training. In the broadest sense, the college student press is conceived as a disseminator of news and views for the entire college community.

But whether the student press, in exercising any of these functions singly or combined, can surmount the built-in control derived from specific sponsorship is problematical. Whether it can reach the ultimate of a forum in print for the expression of fact and opinion useful in encouraging students to achieve the goals of democratic education and the development of democratic leadership should be, at least, a matter of considerable concern.

Before turning to the question of student freedom of expression, it might be well to recall that in a democratic society the moral thing—the fulfillment of human and divine personality—is the worthwhile end in life. The moral man is one who commits his will to and is prepared to die for determinate principles as exemplified in the Western concept of justice. Each individual person has a determinate immortal soul, different from that of any other person. He is created in the image of a personal God, in the sight of whom he is of great worth. This uniqueness of personality and this essential worth, in the Christian-Judaic society,

are the determinates—end objectives—that give meaning and substance to life.

In pursuit of fulfillment—meaningful life and essential happiness—millions have fought and died—that they might achieve and retain for themselves and posterity liberty of action and freedom of thought and conscience. This liberty is a heritage that every college student, every citizen, in a free society must expect to live for and die for. The preservation of this liberty is the function and end of government and lays prior claim over government security. The realization and defense of this liberty is basic in any educational scheme devoted to the development of character and ought to be of first importance in any institution established for the training of the mind—the ostensible role of the college and the university.

The Need for Diversity

For the realization of mind and of character as fulfillment of the highest aspirations of the individual and society are classrooms, lecture halls, laboratories, and libraries built. For this are great teachers employed. Consequently there rests upon a free society and upon the college in particular the responsibility of encouraging a wide diversity of ideas and expression, however unorthodox or unpopular they be. The mind of the student and the scholar—and indeed of every adult individual—is free to pursue every problem to the horizon—to read, to think, to research, to experiment, to dare to know. And within the bounds of the police power of the state—libel, misbranding, obscenity, invasion of privacy, sedition—the individual is free to voice, to publish, even to advocate. By such means, short of incitement to violence—however dangerous to him who would enslave—does free man guard his liberty and fulfill his moral purpose.

Nevertheless the right of the student body in many educational institutions to establish and issue regular publications free from censorship and external pressure aimed toward controlling policy and opinion has been challenged. For once the student writer or editor has enrolled in the institution, the view is that he has brought himself within the sphere of rights and obligations set by the purposes of the educational institution; and to that extent, he has set limits to himself in exercising his full rights as a citizen. Only so long as the student and the student publication remains clearly within the institutional purpose, may the student be permitted to express himself individually or as a group without censorship and without control.

But whether any person—especially one of legal age—may forego any moral obligation to himself and society when he accepts the privilege of enrolling in an educational institution is a nice point. The view here

is that the student comes to the college to develop his capacities to the fullest extent. To become what he is capable of—to prepare to do his human task in life—this is his natural right inalienable. No man, no student, morally may abandon temporarily or permanently this right to realize somehow himself. All other rights are derived from this basic right. But the student's right and responsibility to function as a person, as a student, to the best of his ability, will be circumscribed as he chooses to deny his moral purpose or as the institutional authorities limit his moral right.

In seeking to fulfill himself, to attain acceptance despite difficulties and frustrations, to establish and to secure a position deemed adult in society, the student must inevitably test his strength against limitations. Any restrictions on expression arbitrarily placed by the college not in keeping with the ideal of tolerance for all shades of opinion, of persecution for none, he will resent, he will attack. Whether the student realizes the source of his resentment or not, he will likely seek ways to express himself and his resentment, and the student publication is one such outlet. If he is thwarted in this expression, in dealing with issues that seem to him of importance, he must circumvent, or lose purpose in achieving educational objectives. In his case then, the college instructional program, intended to train the mind, to develop character through opportunity for decision, to assist the student to fulfill himself, is defeated. To that extent, the college has failed, not only the student, but society and the objective of liberty and has been the cause of its own failure.

Prior Rights

But in point of view of the American Declaration of Independence, there are rights existing prior to and independent of political action. The Constitution and the Bill of Rights did not create rights; it protects them. Freedom of expression is guaranteed by the First Amendment—freedom of speech, of press, of religion, of assembly—these shall not be abridged.

On freedom of expression, the Supreme Court of the United States has spoken again and again. On freedom of the press, in constructive contempt context, the Supreme Court in the famous "Bridges" opinion, 314 U.S. 252-263 (1941) stated, Justice Black writing the opinion:

For the First Amendment does not speak equivocally. It prohibits any law 'abridging the freedom of speech, or of the press'. It must be taken as a command of the broadest scope that explicit language, read in the context of a liberty-loving society, will allow.

In the operation and effect of the Minnesota gag law, (landmark case of *Near v. Minn.* 283 U.S. 697 (1931) pronounced invalid without regard to the truth of the

charges in the publication enjoined, the U.S. Supreme Court deemed it to be an infringement of the liberty of the press as guaranteed by the First Amendment as enforceable through the "due process clause" of the Fourteenth Amendment. Any prior restraint, any suppression, any prohibited further publication is the essence of censorship, Justice Hughes wrote in the majority opinion.

The validity of a "hands off" policy in dealing with freedom of press has, consequently, been recognized as implied in the First Amendment guarantee by the U.S. Supreme Court who have applied sanctions to the States. Chafee explains the meaning of freedom of speech as it seems to be worked out in America:

One of the most important purposes of society and government is the discovery and spread of truth on subjects of vital concern. This is possible only through absolutely unlimited discussion, . . . for once force is thrown into the argument, it becomes a matter of chance whether it is thrown on the false side or the true, and truth loses all natural advantages in the contest. Nevertheless, there are other purposes, of government, such as order, the training of the young, protection against external aggression. Unlimited discussion sometimes interferes with these purposes, which must be balanced against freedom of speech, but freedom of speech ought to weigh heavily in the scale. The First Amendment gives binding force to this principle of political wisdom.¹

Liberty of the press is not an absolute right, the Supreme Court has also said; and the state may punish its abuse—obscenity, libel, misbranding, sedition. In constructive contempt and in sedition, the courts are now applying the "clear and present danger" test which was first enunciated by Justice Holmes and later adopted as the majority view of the Court, examining the words under question to be "read in the broadest scope that a liberty-loving society will allow."

This liberal interpretation—this freedom of expression—has basically the protection of justice and the welfare of the country as its purpose and defense. As one writer has said, "A free press can best be safeguarded, and democracy most faithfully served, by diversity." By the same token of multiplicity of tongues, free expression in the student press is to be encouraged—that the student may feel free to realize, even at the risk of error—the best that his unfolding nature can evolve, that society may have benefit of any truth, however elusive or controversial.

Needs Must Be Recognized

Educational institutions must recognize the student's need to make decisions essential to development of character. They must recognize his right to make mistakes in order to learn right from wrong—in order to

¹Zecharia R. Chafee Jr., *Free Speech in the United States*, Cambridge: Harvard University Press, 1941, p. 31.

learn to discipline himself. This is not a calculated risk. Simply to tolerate the student's expression of opinion or to seek to suppress his extremes of utterance is not a solution. The student must be free not only from repression; he must be free for expression. His creative expression is a delicate flower, the product of careful cultivation, that is certain to be withered by misunderstanding or frosted by intolerance.

In this sense any institution engaged in educating in a democratic society must recognize the meaning and importance of freedom of the student press—freedom to report the facts and to express opinion—without restraint—as the student sees it—in the college forum in print. Any institutional authority standing against such freedom is, in a sense, controvening, even subverting the educational and democratic objectives which it surely must be the ostensible purpose of the college to promote. Failure of the student to pursue a balanced course of action in expressing his views must be, when viewed in this light, a reflection on the institution itself—on the character of the teaching staff and the educational authority, on the weaknesses of instruction, or the lack of it.

A Statement of Principles

The thesis herein is that the college press should be free from prior restraint, that no prohibition or subsequent-to-publication punishment or threat of punishment abridge the freedom of expression, except as the liberty of the press may be interpreted in the widest scope that explicit language may allow in the abuse thereof.

Restrictive or punitive action then by the college authority will not be precipitate; the greatest fortitude and understanding will be exercised; and the burden of proof will be with the authority to demonstrate in the offense a clear and present or probable danger to the education of the student body and the welfare of the institution and of the country. Any corrective action applied will be taken against the student responsible, not against the student press, but only after the student has given repeated evidence of lack of good faith, or unwillingness to apply accepted principles of ethical expression.

This, in summary, means a program of instruction in effective and balanced expression, wise counsel and advisership, and no censorship, no prior restraint for the student publication, and the broadest construction applied to any lapses that may occur in the student press. With this understanding approach, college faculties and administration may expect earnest cooperation from the student rather than the lack of it. And a genuinely free student press may then be realized.

The Adviser as Teacher

By DONALD R. GRUBB

Northern Illinois University, DeKalb

HOW OFTEN are you "inspired" to *teach* when advising publications? Almost hourly, college publications advisers have opportunities to lend an instrumental voice to everyday production and editorial matters which arise.

"Is full advantage being taken of these opportunities?" was asked college adviser delegates attending the National Council of College Publications Advisers in Detroit last October. Responses indicated a range from "every opportunity" to "little" or "limited."

For the school that has no formal journalism courses or in which advisers may not directly engage in the instructional program of the journalism department or school, teaching while advising carries even greater responsibilities.

Working under circumstances of limited time, diverse student interest and background, and oftentimes sparse professional preparation of his own, the college publications adviser frequently relies heavily upon teaching aids, texts, and teaching methods as best he can devise them.

Under these conditions, what suggestions could be made to the hard-pressed adviser who feels conscientious about doing a good teaching or instructional job along with the daily chores of advising?

A real challenge to the adviser is to broaden educational experiences from the few highly tutored students (usually editors) to the staffs as a whole. How effectively does the adviser "take along" these non-editors?

Let's look first at opportunities open to the newspaper adviser which can enhance the teaching role.

NCCPA REVIEW, WINTER, 1963

1. Copy control situations. The whys behind copy control, how to achieve them, how to use them.
2. Story assignment situations. Why one story is important to be covered—why others aren't. What the implications of a story assignment may be if reported and written.
3. Editing and evaluations. Teaching opportunities abound when dealing with live copy.
4. Discussion and use of exchange papers from other universities.
5. Staff organization situations. Lessons in group dynamics, recognition of team work values, peer evaluations, and personal growth guidance are real opportunities here.
6. Copy flow and manipulation situations. The teacher in the role as chief copy editor or city editor can enhance learning experiences.
7. Postmortem situations. The after-issue review of story structure, head writing, copy editing, style rule conformity, makeup, ad copy, and adherence to or violations of editorial policies, open the door for teaching opportunities.
8. Relationships to other non-journalism subjects. If students are operating in beat situations, no student in college could have greater opportunities for seeing the relationship of subject matter, or being exposed to a broader spectrum of the academic and service departments on campus. Beat discussions and source studies can produce educational experiences.
9. Guest lecturer contributions. Special subject-matter consultants or specialists in a given production area can lend added "faculty strength" to teaching opportunities.
10. Conferences with college administrative officials. Through such conferences staffers can be exposed to not only administrative problems, but to the strains and stresses of administration which are frequently passed along to adviser and staffer alike.
11. And yes, even censorship situations. When censorship measures are necessary, advisers miss prime teaching opportunities if they don't take advantage of even adverse conditions. It should be made clear to the staffer why a story should not be printed, what the repercussions would or may be, why the material at hand is in poor taste, why or how it violates good journalistic ethics.

And now a look at teaching role opportunities for the yearbook adviser.

Yearbook advisers in general feel that there are fewer opportunities to participate in the teaching role than do newspaper advisers. Perhaps this attitude is due to

the fact that fewer provisions are made in most journalism academic programs for yearbook instruction per se. Many yearbooks operate far apart from news laboratories, news writing and editing courses, or even makeup and design courses.

But a yearbook adviser can do a lot by his or her own volition to bring about instructional involvement as the book develops through the year.

One approach to such involvement is to set aside 30 minutes per week with the staff during which "page 84," the problem page of the moment, is set aside.

Such general sessions may be devoted to how to crop, edit, and select pictures, how to write cut-lines, how to organize and arrange copy content, how to conduct business and advertising affairs of the book, how to organize for campus reporting and coverage (is your yearbook organized around live or "canned" coverage?).

Such general sessions before "work periods" begin have paid dividends for hard-pressed staffs and advisers when tried. They are more valuable when the staff as a whole is involved—not just key editors.

Sessions of this type also can be devoted to a summary of critical service judging results, or to evaluations made by the adviser of last year's book.

A session or two devoted to viewing and discussing exchange books also can be valuable.

The role of underclassmen is too frequently overlooked. Training sessions which are devoted to broad instruction should include them. Who knows, a freshman may save the day on the picture cropping desk when the chips are down near the year's end.

Most advisers will testify that commercial tradesmen can be of valuable help to staff instruction. Reliance upon these sources of course will depend upon the qualifications of the representative, and upon conditions under which he comes before the staff. Commercial representatives bring certain visual aids which could not be provided by the adviser, and they also can bring to the staff technical refinements beyond the scope of the adviser.

If advisers would combine the two central educational theories of John Dewey—namely, learning by doing, and learning when ready—much *opportunistic* teaching is within their reach.

In every day work a crisis comes to the fore, a mistake is made and seen, a debatable or questionable issue has to be treated editorially which calls for critical judgment, a policy has to be treated editorially which calls for critical judgment, a policy has to be enforced, a self discipline has to be applied under the stress of deadline, a decision has to be made immediately, next hour, tomorrow, or next week, an ever-changing

scope of content has to be handled, a new source is to be seen, a new writing assignment has to be expressed differently—situations abound for on-the-spot learning and doing.

The advising profession puts its teaching results on direct public display—what greater challenge could any teacher have.

TEXTS AND SOURCES

And now a brief examination of some suggested sources for the teacher-adviser.

Listed are a few which have been found helpful with no attempt to list the many, many standard books in the fields of reporting, news writing, makeup, advertising, editing, law, etc.

S.D. Warren's Standard Printing Papers Series, S.D. Warren Company, 89 Broad Street, Boston 1, Mass. (No. 4, Printing, the Essential Aid to Management; No. 5, Printing, Its Forms and Designations; No. 6, Printing, Types and Typography; No. 7, Printing, The Process of Reproduction; No. 8, Printing, Papers and Their Uses; and No. 9, Mailing, Lists and Regulations. (October, 1955).

Photolith (National Magazine for Yearbook Staffs and Advisers. Annual subscriptions obtained by writing National School Yearbook Association, Post Office Box 597, Columbia, Mo.

NCCPA College Press Review and quarterly *Newsletters*, National Council of College Publications Advisers, 205 Communications Center, University of Iowa, Iowa City, Iowa, (Subscription included in NCCPA dues).

Faculty Handbook on School News (A handbook to Help Teachers Get the Best Co-operation from School and Local Newspapers). Quill and Scroll foundation, University of Iowa, Iowa City.

Sanderson, Arthur M., *Quill and Scroll Newspaper Score Book*, Quill and Scroll Society, University of Iowa, Iowa City.

Horrel, C. William and Robert Steffes, *Introductory and Publications Photography; A Guidebook with Laboratory Exercises*. Kenilworth Press, Glen Ellyn, Ill. 1959.

Your Yearbook Cover, S.K. Smith Company, 2857 N. Western Avenue, Chicago 18, Illinois.

The Electrotpe and Stereotype Handbook, Capitol Engraving and Electrotpe Company, 613 East Monroe Street, Springfield, Illinois.

Newspaper in the Classroom Kit, prepared by Pennsylvania Newspaper Publishers' Association, 2717 North Front Street, Harrisburg, Pennsylvania.

Benz, Lester G., and Horace G. Dawson, *The News-*

paper Adviser's Handbook; Quill and Scroll Foundation, University of Iowa, Iowa City, Iowa, 1962.

Julian, James L., *Practical News Assignments for Student Reporters*. Wm. C. Brown Company, Publishers. Dubuque, Iowa.

Campbell, Laurence R., *Do's and Don'ts for An Alert Staff*. Quill and Scroll Foundation, University of Iowa, Iowa City, Iowa.

Medlin, C.J., *School Yearbook Editing and Management* (second edition) The Iowa State University Press, Ames, Iowa, 1956.

Dawson, Walter, and E.R. Hughes, *How to Plan and Publish A School Newspaper*, Gestetner Duplicator Corp., 216-222 Lake Avenue, Yonkers, New York.

Better Yearbooks Through Better Planning, S.D. Warren Company, Boston.

Taylor Talk, (Published monthly by Taylor Publishing Company, 6320 Denton Drive, Dallas, Texas.)

Yearbook Architecture, The Champion Paper and Fibre Company, Hamilton, Ohio. (Fourth Edition, 1951).

The Yearbook Guidebook, and *The Newspaper Guidebook*, Associated Collegiate Press, University of Minnesota, Minneapolis 14, Minn.

Wise, DeWitt D., *Yearbook Fundamentals*, Columbia Scholastic Press Association, Columbia University, New York 27, New York.

Allnutt, Benjamin W., *Practical Yearbook Procedure* (second edition) H. G. Roebuck and Son, Baltimore 18, Md., 1960.

Sanderson, Arthur M., *Iowa Newspaper Desk Book*, Extension Division, University of Iowa, Iowa City, Iowa, 1961.

13 UNIVERSITIES TO CONDUCT SEMINARS FOR HIGH SCHOOL JOURNALISM TEACHERS

Under a program sponsored by The Newspaper Fund, now in its fifth year, thirteen universities will conduct seminars this summer for high school journalism teachers and publications advisers.

The seminars, financed by gifts from *The Wall Street Journal* which includes tuition, board and room, and travel allowance, are designed to help teachers improve the school publications they supervise, to provide information on careers in journalism, and to increase the understanding of the role of the press in today's society.

Participating universities include Indiana, Marquette, Rutgers, Syracuse, Iowa, California (Berkeley), Colorado, Detroit, Georgia, Minnesota, Missouri, Oregon and Texas.

Most of the seminars are three or four weeks in duration, and graduate school credit is offered.

NCCPA REVIEW, WINTER, 1963

Standards for College Newspapers

By LOUIS BREGLIO
Brooklyn (N.Y.) College

IN THE continuing discussion of the collegiate press, one crucial consideration is all too often neglected: publication standards.

A college newspaper—like any other newspaper worthy of the name, under whatever auspices—should be expected to:

Print the news accurately and literately;

Provide a forum for the free exchange of opinion.

These are objective, measurable standards. They are not subject to debate. The functions they describe are inherent in the very nature of a newspaper in a free society, whether that newspaper serves a college or a metropolitan community.

Any comparison between the professional press and the collegiate press should not, of course, be pushed too far. One represents professional competence and performance, the other, a learning situation. But both share one common responsibility—responsibility to the reader.

The manner in which a newspaper of any kind addresses itself to this responsibility is the exact measure of its merit.

Walter Kerr of *The New York Herald-Tribune* wrote, in reviewing a play of the 1961-62 season: "It should always be remembered that, dramatically speaking (and here let us read, also, "journalistically speaking"), the liberal cliché is as bad as the reactionary cliché. Neither has . . . any real respect for the small accuracies that go to make up the large accuracy."

The "small accuracies." Minutiae, perhaps, to one way of thinking. Yet, it is undeniable that how well the "large accuracy" is represented depends precisely on the pains taken with the "small accuracies."

Student editors and writers want to be thought of as responsible and reliable. Like all learners, when approached in the right spirit, they welcome help. Let the education begin, then, with first things, with the "small accuracies."

It seems reasonable to assume that, where newspa-

STANDARDS FOR COLLEGE NEWSPAPERS—21

pers are concerned, what's good for *The New York Times* is good for the rest of the country. Through the medium of *Winners and Sinners*, a sprightly and knowledgeable publication, recent issues of *The Times* are passed in review before its contributing staff members. And, along with the kudos, notations are made regarding such items as spelling, idiomatic usage, redundancies, fragmentation, factual accuracy, lapses from style and similar matters that have a way, in some inexplicable manner, of plaguing college newspaper staffs as well.

Now, what is involved here is not mere commencing or an advocacy of pre-professional journalism preparation of college newspaper staffers.

Rather, what is involved here is a question of attitude: the respect for truth, as encrusted in fact; the search for clear, concise expression; the pride of accomplishment.

These considerations are not as narrow as they may first seem. One of the major questions now facing education in the United States is whether we must be satisfied, in a system of non-authoritarian mass schooling, with perfunctory student performance, or whether, with redoubled efforts, excellence is attainable. And, let it be underscored, excellence is the product of continuous, unremitting, often uncomfortable, effort. This, any college newspaper staff worth its salt can tell you.

What is involved here are standards.

And, in the case of college newspapers, where are these standards to be found? And how are they made operative? The standards are established by the students themselves. And to be genuinely effective these standards must be self-imposed.

No amount of faculty regulation, or supervision by an adviser, administrative official or committee can achieve as much. Indeed, efforts to superimpose standards from without or from above may well be self-defeating.

This is so because the values represented by a college newspaper are educational values. And education involves the total commitment of the student, the commitment of his enthusiasms, his loyalties and his will, as well as of his mind. What's to be gained by having the staff of a student newspaper mechanically going through the motions of publication without any genuine, personal participation?

In a recent article, "Are The Colleges Killing Education?" (*The Atlantic*, May, 1962), Oscar Handlin of Harvard deplores the stifling classroom competition for grades that threatens to atomize what was once a broad and challenging base of educational values. He pleads for a "mode of evaluation that will

judge the whole man as he leaves the campus, not the bits and pieces of him. . . ."

As Handlin points out, not all college learning is confined to the classroom and a college newspaper provides students with one of the best imaginable opportunities of learning together and of teaching each other, often more effectively than the instructor can.

Here is the true value of a college newspaper. It allows the students to make a start toward being on their own. Through the process of trial and error, the college newspaper offers the experience of learning in its most immediate and stimulating form. It encourages students to embark upon a voyage of self-discovery.

Learning in their own fashion, free from formal classroom or course demands, the students can achieve something of lifetime value. What they learn can become part of themselves. An indefinable, non-measurable, but nonetheless valuable part.

So it is that the best of our college newspapers achieve a consistent level of excellence, because they instill in newcomers to the staff a sense of standards to be achieved and in each successive editorial board an awareness of values to be preserved. Having established and nurtured such traditions of independent collegiate journalism, such newspapers command the attention and respect of the whole school community.

At its best, a college newspaper provides its members and the entire student body with a rehearsal of the tensions at the heart of an open society—tensions generated by the pressures of freedom for the individual as opposed to the pressures of the individual's responsibility to society. It provides the stage for the enactment of the democratic dialectic—the clash between freedom of speech and commensurate responsibility for our statements and the successful resolution of that clash.

The hope is that while the student is embarked upon this voyage of self-discovery he will learn, along the way, to recognize as equal to his own, the rights and aspirations of others. The hope is that from self-discovery will emerge self-knowledge and, finally, self-government.

Ultimately, the question of education reduces itself to the question of values—values embodied within a society. As Carl Becker concludes, in his *Freedom And Responsibility In The American Way of Life*, the maintenance of a free society depends "less upon the precise nature of our constitutions and laws than it does upon the character of the people." Becker adds, elsewhere, "In the last analysis, democracy rests on the assumption that men have or may acquire sufficient intelligence and integrity to govern themselves."

The question, as before, is one of standards, self imposed.

A Survey of Buying Habits Can Help Sell College Student Market

By J. W. CLICK and GUIDO H. STEMPEL III
Central Michigan University

DO BUSINESSMEN give your advertising manager the impression they're donating to support the college newspaper rather than making a useful business expenditure? Maybe your paper has forgotten to sell the businessmen of the community on the potential of the college market.

The selling job, of course, takes facts and figures which may take a little effort to uncover. Most people's guesses about the college student market turn out to be just guesses.

A survey at Central Michigan University points out some interesting things about student buying habits and might be the jumping-off point for a similar survey at your school.

☆ ☆

The CMU survey, made by two journalism classes under the direction of the authors, showed that students spend an average of \$8 a week away from campus while they're at school. That figures out to about \$40,000 for the entire student body. To pick up that gross revenue, Mt. Pleasant merchants spend about \$200 in advertising in the college newspaper.

The merchants of course advertise in the local daily newspaper and on the local radio station, but the former is read by less than 10 per cent of the students and the latter vies for student attention with a campus station and out-of-town stations. The college newspaper offers by far the best opportunity to reach the students.

It is obvious, then, that student expenditures justify larger advertising expenditures in the student newspaper. But in addition to that, the survey showed that much of the money the students spend goes to merchants who don't advertise.

Prime example of this was service stations, which get about a fourth of the money spent by CMU students in Mt. Pleasant. Only one has advertised with any frequency in the college paper, and its ads were very small.

Both brand preferences and location seemed to be factors in gasoline purchases. However, gasoline manufacturers never have been heavy users of national advertising in college papers, although it seems likely that many students form lasting brand preferences at that time when they are first experiencing car ownership.

Another product for which students had definite

brand preferences was automobiles, with Chevrolet, a heavy advertiser in college papers, leading with 39 per cent. Here again it would seem that lasting preferences might be formed. Yet only a few car manufacturers have regular schedules in college publications.

☆ ☆

It was clear that location was a big factor in determining where students shopped—perhaps at least on the surface a bigger factor than advertising. Yet this reflects in part the fact that many merchants in the downtown area, a mile away from the campus, do not make a very serious effort to capture the college market.

Among the downtown merchants, those who are regular advertisers appeared to do better than their competitors. More coeds mentioned having made purchases at the one dress shop that advertises frequently than at all its competitors put together. The two shoe stores which advertise regularly were mentioned almost four times as often as their competitors.

☆ ☆

The two local movie theaters spend about \$12 a week in advertising in the college paper and get more than \$1,000 of business in return. This is a good example of an advertiser who should be encouraged to buy more space to reach what really is his No. 1 market.

The CMU survey also provided a spectacular example of a merchant who used advertising in the college paper as a springboard to dominance of the college market. A pizza store opened a month before the survey and bought full page ads the first two weeks of the semester. The ads more than paid for themselves immediately, and by the time of the survey in the fifth week of the semester, this pizza outlet was outselling its nearest rival by nearly 2 to 1. This merchant continued to use ads varying from 4 to 18 column inches the remainder of the year. A competitor who used 4 and 12 column inch ads ranked fourth in the pizza sales.

About 34 per cent of the students recalled an advertisement they had read in the college paper that prompted them to make a purchase. Many of these mentioned the full page pizza ads.

☆ ☆

Several merchants, particularly those who are not advertising, may be losing sales to students' hometowns.

Two-thirds of the men and nearly half of the women students had not made a clothing purchase in Mt. Pleasant in the month preceding the survey.

Students were returning to hometown merchants for services, too. About 30 per cent were having their dry cleaning done in their hometowns, and nearly that many were having their laundry done at home. Just over 1 in 10 had a savings account in Mt. Pleasant and less than that, about 8 per cent, had a Mt. Pleasant checking account. Probably most continued to bank at home even though, in many cases, it would have cost a bit less to have a checking account in a Mt. Pleasant bank.

Several survey questions were designed to get facts pertaining to specific prospective advertisers. For example, earlier in the year a new coin-operated dry-cleaning agency had advertised in the paper and then discontinued. The survey found that although only a fourth of the students had tried coin-operated dry cleaning, three-fourths of those who tried it liked it. Two-thirds of those who tried it had repeated their use of it.

☆ ☆

Students were asked how many week ends they had gone home during the first month of the semester to see if some merchants' contention that not many stay around week ends was true. More than a fourth hadn't gone home any week end and another fourth had been home only one week end. About 15 per cent had gone home every week end.

☆ ☆

The CMU survey asked students what daily newspaper they had read the preceding day to find out how extensively daily newspapers reach the college market.

Questions about specific buying habits in Mt. Pleasant, besides those already mentioned, included when students had last gone bowling and where, where they had bought their textbooks and why, if they had bought something at a drug store and where, whether they buy shoes by brand and how many records they had bought and where.

☆ ☆

No two college markets are alike, and this survey is not intended to solve all the problems of all college newspapers. We hope it suggests that a market survey or a consumer panel or something along these lines would give you useful information to help sell advertising.

The college market is underexplored. That's one fact that limits the sale of national advertising. The evidence at the moment is that it is up to the college newspapers themselves to do the exploring.

A SURVEY—

Publications and Public Relations In Florida's Junior Colleges

By BILLY O. BOYLES
Central Florida Junior College

AS PERHAPS the newest member last year of the group of publications-public relations men in the continually-expanding junior college system in Florida, I entered into my activities at Central Florida Junior College, Ocala, as acting director of public relations publications, with a little bit of fear and trembling.

I say fear and trembling because I had been out of the field for over two years. And in this business, things change rather quickly.

The obvious answer to my dilemma of what was current and practical in publications and public relations was a survey of activities in these fields in Florida's junior colleges.

The educational public relations man in the small college historically has had to be a jack of all trades, and more or less a master of them all if he expected to control his job, or face the obverse side of the coin, have his job control him.

There are many reasons for this, usually all spelled "money." There just never seems to be enough to go around.

This survey, then, had to cover many facets of activities which fall under the general heading of publications-public relations.

The survey was divided into four parts; public relations, journalism instruction, college newspapers, and college yearbook, in that order.

Some interesting things were revealed in the 12 sets of answers received to the 15 surveys sent out.

For example, to the question, Part 1, number 1, "What is your title?" there were 10 different answers; only two institutions of the dozen replying have directors of public relations. Titles ranged from "staff assistant to president" to "director of community relations." Of the 12, only four referred to publications in the title.

Again, an interesting point, not one of the 12 had a full-time secretary or assistant. Also, interestingly, all 12 answered "no" to the question, "Do you serve as public relations director only?"

The areas in which the 12 function include sponsoring or advising the college newspaper (8); yearbook (5); teaching journalism, (5); doing radio news programs for their colleges, (7); college news programs, (6); sponsoring or supervising other organizations or activities such as press club, photo departments, etc., (5); and outside or off-campus activities as a community service, (8).

It was also interesting to note that of the eight colleges replying to the section on journalism, only one has a press club for college publications workers.

The second part, dealing with journalism instruction, was the shortest.

In answer to the question, "What does your basic journalism course cover?" five replies revealed exactly the same course titles, "Survey of Mass Communications," and, the second semester, "Writing for Mass Communications."

Varying answers were, "Communications," "Basic Journalism," and "Newspaper Writing and Production."

Three schools had laboratories as adjuncts of the course to produce the college newspaper. Six schools used textbooks. And only one of the eight schools replying required students working on publications to take the course in journalism or communications.

Eleven of the 12 schools surveyed had college newspapers. Frequency of issuance included every two weeks, monthly, and three per semester.

Circulation figures ranged from 250 to 3,000.

Financial support of the college newspaper varied; in the main, Florida junior college newspapers are supported by student activity fees with an assist from advertising, according to the survey. Of the 11 with newspapers, 3 have no advertising at all, and of these 8, 4 carry national advertising.

Not a single one of the 11 reporting sell subscriptions as such. Activity fees in the colleges are compulsory and entitle the student to receive the newspaper at no additional cost.

Editorial staff sizes ranged from 5 to 19 students, and, for this group of editors, three schools reporting provided some sort of financial assistance, including scholarships, assistantships or waiver of fees.

Mechanical details cited show seven of the papers printed letter-press, three offset, one mimeographed, one with number of pages per issue ranging from one to eight, carrying an average of five halftones per issue.

As with most other facets of newspaper production quoted in the survey, printing costs varied widely, from \$9 per issue to \$400, with the average falling somewhat in excess of \$150 per issue.

All of the 12 schools surveyed have yearbooks, and all, with one exception, are issued in the spring.

Yearbook circulations range from 250 to 3,000, with an average of a little over 800.

Number of pages per book vary from 52 to 272, indicating a wide range of sizes.

Sponsor of these books may be anyone from the Director of Publications to a Student Publishers Board.

Fifty per cent of the schools replying showed the student receiving his book with no additional cost beyond the activity fee; the other half required the student to pay additional money for his yearbook. Of these six, two indicated that all of the additional charge was made for class pictures.

Six of the schools queried use 8x11 size books, primarily with hard covers in contrast to padded covers. Five have 9x12 books; one uses magazine-type paper cover.

The final section of each part of the survey was devoted to problems encountered within that particular area of activity.

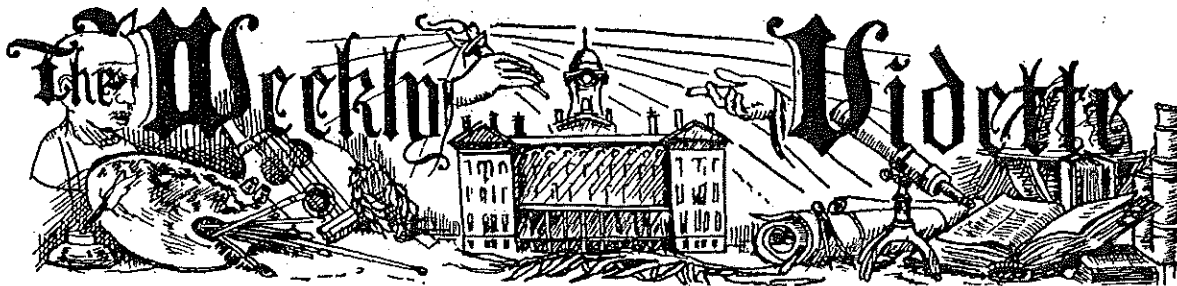
These problems probably reflect the woes of public relations sponsors and publications directors in junior colleges the country over.

Problems enumerated by the majority of respondents include developing interest in journalism/publications programs since journalism is not required in general education programs; inadequate budget, meeting deadlines, finding satisfactory text books, photography, change of student staff personnel each year and the resultant difficulty of keeping a trained staff, motivating busy students to participate in newspaper-yearbook production, lack of a sufficient number of students to carry out effectively publications production, and lack of time on the part of the director, publications, public relations or other wise, to do all he has to do with inadequate assistance and insufficient budget.

The real purpose of the survey was to try to bring together a host of fragmentary facts into a fairly comprehensive picture of publications-public relations activities from a representative sampling of Florida's public junior college system—a system which has grown from five institutions in 1955 to 17 junior college districts today, with more on the way.

This survey was tabulated, results mimeographed and sent to junior college presidents, public relations and publications officials and journalism lecturers throughout the state.

This much has been noted—there now is an effort being made to bring together public relations and publications people into an organization designed to promote more effectively journalism education and publications in Florida's junior colleges, and to give proper recognition to those dedicated individuals, whatever their titles, who do so much for so many with so little.



ILLINOIS STATE NORMAL UNIVERSITY

Vol. 1

Normal, Illinois, Wednesday, May 31, 1861

No. 1

WAR

TRAITOROUS ATTACK

Sumter Garrison Defy
Rebels

HELL-BORN TREASON
OF SECESSIONISTS

NORTHERN CITIZENS
TO DEFEND OUR COUNTRY

From the North American Standard. DISSOLVE THE UNION!

Deny the Union! Who would part
The chain that binds us heart to heart?
Nash that was forced by armed force,
And the Revolution's cry:
And cool'd—oh, where so rich a blood:
In Warren's and in Sumpter's blood!

Deny the Union! Be the France,
When "Terror" rears his bloody head,
And man becomes destruction's child,
And woman in her palace wild,
Droops in the lifeblood of her eyes,
Before the dreadful guillotine!

Deny the Union! Roll away
The spangled flag of glory's day
That o'er the battle of the stars,
And consecrate each Patriot's grave,
And then above the wreck of years,
Quell an eternity of shame!

Deny the Union! Ours lips,
That they the weak and weak are free;
Great God! I'd say the more
Each would be wrung from the grave—

PROCLAMATION

LINCOLN CALLS!

75,000 MEN
TO DEFEND UNION

Abraham Lincoln, president of the United States, made an appeal for 75,000 more troops to aid in preserving the government of our divided nation. Following is the decree that President Lincoln made on April 15, 1861.

"Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed in the states of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas, by combinations too powerful to be suppressed by the ordinary

E. L. Nason's Catalogue.

NEW FALL

AND

Winter Goods

—AT—

E. L. NASON & CO.'S



We Publish Civil War Centennial Edition

By R. W. TUDOR

Illinois State Normal University

WHEN SCHOOL reopened in the fall of 1960, the attention of the nation was focused on the Civil War memorial theme. Our communication media were collectively responsible for this. For months every newspaper, magazine, radio network, and TV channel had been beating its drums to this tune until the noise had become almost deafening.

The new *Vidette* staff, like any other informed body, was aware of the occasion, but frankly it was so engrossed in its own problems—most organizational—that it probably would have given it little more than passing attention if it had not been prodded.

The prodding came from our president, Robert G. Bone, who before he became an administrator had been a history teacher. During one of his regularly scheduled interviews with our editor, Dr. Bone apparently hinted

that if the *Vidette* should decide to publish a Civil War centennial issue, it would be "a good gesture."

It must be understood that to the *Vidette* staff a hint from the President is equivalent to an order. Hence the question was no longer, "What shall we do about this Civil War anniversary business?" but, "How and when do we start on our Centennial Edition?"

Fortunately some of the answers to the first part of this question were readily available. Just three years earlier during our own centennial (ISNU was founded in 1857) we had published a similar but more ambitious special, our eight-page *Chronicle*, during the development of which we had solved most of the problems now confronting us again. All we had to do, therefore, was to recall the procedure adopted at that time and follow it.

The first step, then was to choose a special centennial

editor. The job demanded someone with writing ability, editorial experience, drive, initiative, and tact. More than this, the student chosen had to be someone able and willing to devote the time necessary to see the project through. Fortunately, one of our staff, an ex-service man, fulfilled all these requirements, and he was duly commissioned and put to work at once with the blessing of all his fellows.

Our next step took us—the Centennial Editor and me—to the printer's. This meeting, held at the latter's house on a Saturday morning in late October, lasted several hours, during which time we discussed schedules, type faces appropriate to the project, and other details.

One of the major points under "scheduling" was the agreement that the first three pages of our "specials" were to be printed twice. This trick, which had worked well for our previous "special," involved their release, one at a time, at intervals of approximately one month. Then at some appropriate time, in this case Homecoming Week, all four would be printed together. This plan had two advantages: (1) it gave the staff ample time to prepare copy; and (2) it more than doubled the total impact of our effort.

On the other hand it required the printer to keep three page forms intact for a period of perhaps six months. In this case, something went wrong. Whether by accident or design, the original page forms were pied and the final printing had to be done offset.

Another detail that did not work out exactly as anticipated concerned the copy. Every story for the entire issue was ready prior to the deadline set for that of the first page. Credit for this miraculous feat must go largely to the Centennial Editor, who by this time, incidentally, had become editor-in-chief of the *Vidette*. But however it happened, it enabled the staff to run in these "special" pages at will, that is to say, at times convenient to them. Thus the first two Centennial pages (1 and 4) appeared as part of a 12-page edition published on May 31, 1961; Page 3, on July 19 (during the summer session); and the full four-page edition (Page 2 included mostly authentic pictures of the time), on October 25 of the same year, at which time it was tucked in with our 16-page Homecoming Special.

This completes the overall story, except for a few details that might be of interest to some. One of these concerns the source of our Centennial material.

From the first we had determined that this issue should be, both in content and general appearance, as exactly as possible what the *Vidette* (not founded until 1888) would have been had it been operating in 1861. Thus we were limited for our material chiefly to three sources—Dr. Helen Marshall's centennial history of ISNU, *The Grandest of Enterprises*, and the

back files of two Bloomington newspapers in print at the time, *The Pantagraph* and *The Register*.

Dr. Marshall's book, of course, was easily accessible to us, but the newspaper files, housed as they were in the McLean County Historical Society Library some two miles from the campus, threatened to impose a considerable barrier to our plans. However, we soon overcame this difficulty by arranging, with President Bone's aid, to have the Society transfer these files to our own library. This arrangement was for a limited time only, of course, but it gave those working on the Centennial project ready access to this vital material. It also enabled us to photostat certain selected articles, editorials, poems, and advertisements in these papers.

Thus some of the material in our Centennial Edition—specifically the poetry and all of the advertisements—are exact replicas of copy that actually appeared in the *Pantagraph* and the *Register* on or about May 31 and July 19, 1861. The rest of the copy was staff-written from material supplied by the three sources just mentioned, every effort being made to make these stories conform to the 1861 news style. Later these articles were capped by heads also constructed after our 1861 models; and finally both heads and stories were printed in type carefully selected to match as nearly as possible that in the photostats.

One crowning touch deserves mention—our Centennial nameplate, which, of course, was a creation. For this purpose we enlisted a young ISNU art major, who worked from materials (models) supplied by us. Appropriately ornate, it is, unfortunately, difficult to describe. However, it features centrally Old Main, a brand new edifice in 1861, flanked on the left by the words (in pseudo Gothic character) *The Weekly*, and on the right by *Vidette*. Underneath and interlaced with these words and with each other appear a welter of books, scrolls, a telescope, a sculptured bust, an artist's palate, and other obvious symbols of learning and culture. Finally beneath Old Main, printed in 12-point bold all caps, is the name of the school—ILLINOIS STATE NORMAL UNIVERSITY. May I add that the staff thought this work a masterpiece.

In conclusion, may I say that in my opinion, one may question whether so disastrous an event as the American Civil War deserved this sort of commemoration. However, I have no doubt that every member of the *Vidette* staff benefitted from this project, in exact proportion to the degree of his individual participation. As for our patrons, who can say that they, too, did not profit from this graphic review of the problems, emotions and heroism of the critical moment in our history. If this issue moved them at all, it may be said to have added something important to their educational experience.

Working Relations of Faculty Advisers To Student Staffs On Collegiate Newspapers

By ROBERT ANDREW SCHOONOVER

"I AM virtually a monarch!"—the editor of a Midwestern school newspaper.

"Damn whoever got the bright idea of having college newspapers, anyway!"—the editor of a newspaper at a Southern university.

"No problems and plenty of leeway!"—the editor of an Eastern college newspaper.

"Our press enjoys about as much freedom as a state-supported college admits."—the adviser of a Southwestern college publication.

"I'm nothing more than a glorified baby-sitter!"—the adviser of a Midwestern state school journal.

The above comments by editors and faculty advisers from across the nation serve to illustrate the fact that there are problems connected with collegiate newspapers and that there is a wide range of attitudes toward these publications.

At some schools the student press enjoys much freedom; at others, it is bound by restrictions of a publicity-conscious administration or a conservative faculty.

Why is the editor of a collegiate newspaper a "virtual monarch?" Why does an editor wish that collegiate newspapers had never been "invented?" Is the press freedom of a state school limited?

The primary aim of this study was: (1) to determine the nature of the problems facing a collegiate newspaper, (2) to investigate these problems, and (3) to make recommendations as to what could be done to better the relations of the faculty adviser and the student staff.

Investigation of the problems of the collegiate press demonstrated that student editors and faculty advisers could not agree on what constitutes "freedom of the

press." One word that turned up again and again during the course of the study was "responsibility." Both editors and advisers felt that this concept of the press was one which the editor must acknowledge.

The study also showed that "freedom of the press" must be tempered with good judgment because freedom to print the truth is not enough. If the truth will not serve the best interests of the college community, then the editor must practice his freedom *not* to print that certain news story.

In preparation for the study, questionnaires were sent to student editors and faculty advisers of 620 colleges and universities. Of the 620 schools, 347 (56%) returned at least one of the questionnaires. A total of 178 schools returned both the editor's and the adviser's questionnaires. Sixty-three schools returned only the adviser's questionnaire and 107 schools returned only the editor's questionnaire.

Not all of the questions were answered by all of the schools. Some respondents felt that some of the questions did not apply to their school. Others gave no explanation. A wealth of material was gathered from an open-end question—far more than could be used in the study.

The opinions of several authorities in the field of high school and collegiate journalism were sought on freedom of the press as it relates to the school press, similarities and dissimilarities of the collegiate press and the professional press, legitimate limitations of the collegiate press, and the duties and responsibilities of the adviser and student editor. Also, a survey was made of the literature on the subject of collegiate newspapers.

Many advisers and editors termed the freedom of their newspapers as "complete."

The adviser of the King's College (Pa.) *Crown* wrote, "... students have complete freedom. . . ." The faculty adviser of Wooster College (Ohio) *Voice* said, "I would not remain an adviser if there were not com-

—This article is a summary of a thesis written as part of the requirements for a Master's degree in journalism awarded in 1962 at The American University, Washington, D.C.

plete freedom of the press." The adviser of the *Southwest Student* at Southwest Missouri State Teachers College noted, "Our students have complete freedom as far as our campus newspaper is concerned, with no censorship."

Other editors and advisers felt that the collegiate publication should possess "freedom" based upon common sense, good taste, responsibility, fair, accurate and objective reporting, justice, charity and the Golden Rule.

The adviser of the Brigham Young University paper wrote, "There is no such thing as complete freedom on any publication as certain rules must always be in existence. We try to teach our students this idea."

The Reveille's adviser at Louisiana State University said, "One crackpot editor could destroy this freedom for those who follow him as editor."

The faculty adviser of the *Old Gold and Black* at Wake Forest College (N.C.) wrote, "If he (the editor) violates the principles of good journalism he will catch Hell!"

The Adviser

The adviser's role may vary from that of an absolute censor to that of a pure adviser—that is to say, the student staff may be required to subject themselves completely to his judgment or they may be expected to turn to him only when they want his advice. Between these extremes, various gradations of control are decreed by college administrations.

In the journalism laboratories, faculty supervision of news is clearly understood to be justified. Unthinkable is any situation where an adviser or teacher yields to administrative pressure and so orders or pressures the staff under the guise of "instruction."

The faculty adviser of the St. Olaf College (Minn.) *Manitou Messenger* noted, "I, as adviser seldom see the paper before it is off the press. I maintain the right to cut any story before it's printed—if I hear of anything that would cause trouble, or if a delicate situation must be overlooked."

Authorities in the field of collegiate and high school press could not agree on what the role of the adviser is in relation to the students. The faculty adviser was pictured as a consultant, as one who "advises only," as an "instructor" of the newspaper staff, and as an "organizer" of the staff. According to one expert, if the adviser of many collegiate newspapers were to advise only, he would feel unwanted and unnecessary.

A total of 161 advisers reported they supervise the newspaper staff; 112 said they supervised the business staff; 86 advisers claimed they supervised news writing laboratories; 88 check the work of editors; 52 choose the printer; 47 supervise layouts; 28 select type for the

paper; 19 handle advertising, and 9 advisers collect for advertising. Some of the other duties noted by advisers were: assist with editorial policies, prepare and oversee budgets, check qualifications of editor, liaison between staff and administration, criticize newspaper after publication, pay bills, prevent "graft," supervise print shop, supervise photography, rewrite, copyread, and teach journalism.

The adviser of the Howard Payne College (Tex.) *Yellow Jacket* serves as chairman of the publications board, sponsor of the newspaper, head of the Journalism Department, instructor in journalism, and director of the College's Office of Public Information.

From North Carolina, the adviser of one paper took a common sense approach to his duties, "... chief duty is to stay out of office and never know beforehand what will be in the paper."

A total of 162 (65%) of the advisers reported they teach journalism as well as advise the newspaper; only 12 of the 249 responding advisers said they devoted full time to publications; 18 said they were paid extra for advising the newspaper, and 72 (28%) said they received a reduction in teaching load for advising the collegiate newspaper.

Of the 285 responding editors, 168 noted that their adviser was appointed by the administration; 25 of the advisers were appointed by the Journalism Department; 16 were elected by the students and five were advisers because of rotation of faculty members.

Some of the other methods of choosing the adviser were: appointment by the publications board; selection by the student staff, subject to approval by the administration; choice of the student staff, subject to approval by Student Council or Senate; election by the newspaper staff; by nature of post as head of the Journalism Department; appointment by student government, publication company's board of directors, English Department, or by alumni editors, and selected by editor. One adviser, at the University of Delaware, was listed as a "volunteer."

The Adviser and the Student Staff

Often a faculty adviser, harassed by teaching loads, committee duties, and other peripheral jobs, allows the collegiate editor and staff to have their own way about what goes into the paper. Sometime this is by choice, sometime this is by rules of the institution; sometimes he would rather do this than step down on the students, and often he does this because he considers the staff mature enough to make its own decisions.

Frequently, when the staff is left to itself, the newspaper develops a lack of spontaneity or originality of the type that might be expected of young and virile minds. Too often the material is a baiting of the fac-

ulty or administration to get such things as more convenient studying or living facilities.

The editor of *The Text* at Lowell Technological Institute (Mass.) wrote, "... administration does not frown on what is said as much as how it is said."

From Northern Illinois, the editor of the *Northern Star* wrote that the adviser has the philosophy that "... we are there to learn, and if we are going out on a limb and saw it off, it's our own damn fault. After all, we're the ones who will get hurt."

The editor of *The Ticker* at the College of the City of New York noted, "We frequently stir up controversy by taking politically controversial views. This we like." A common complaint was voiced by the faculty adviser of the *Dakota Student* at the University of North Dakota, who wrote, "Paper varies considerably from year to year, depending on ability of editorial staff. While we have a policy of non-censorship, staff usually cooperates by asking my advice on dubious copy."

In the course of human relations between the faculty adviser and staff, stories, editorials, and opinion columns that might be termed "dubious" copy sometimes come to the attention of the staff. Certain categories are permissible at certain types of schools. Men's colleges may find promotional cheesecakes or pinups interesting while a women's school newspaper would not consider such items for publication.

Many faculty advisers stated they do not "allow" the publication of "dubious" copy. It is usually up to the student editors to choose what goes into the newspaper. A few advisers said they "recommend" that some stories not be printed but they did not "allow" or "disallow."

The word "dubious," as taken in the survey, meant questionable or objectionable. It included material which, while not libelous or obscene, often touched sensitive administrative nerves. Many colleges and universities would not consider censoring their newspapers but student editors and advisers are aware of what types of stories could be printed in the paper.

Of the 249 responding advisers, 169 said their newspapers ran critical editorials on food or housing; 151 carried editorial cartoons that were critical, and 149 criticized the administration. Only 56 noted the newspapers carried promotional cheesecake (pinups) and 85 ran stories on student crimes or scandals. Only 27 advisers said their newspapers would run letters to the editor that were unsigned. Many others indicated their papers would carry such letters if the editors knew who wrote them. At some schools, such as Bradley University (Ill.), all letters must be signed.

According to the faculty adviser of the Rollins College (Fla.) *Sandspar*, ignorance or naivete caused a re-

cent scandal by the publication of an unsigned letter to the editor. Now the *Sandspar* has a definite policy that letters must be signed but names not necessarily printed.

Criticisms and comments on the administration, faculty and student life take many forms. Critical editorials at the College of St. Thomas (Minn.) appear in a humor column; at Waynesburg College (Pa.), criticism is not to be overdone and is permitted "if valid"; the president of the University is the only "sacred cow" at Midwestern University (Tex.), and the Longwood College (Va.) *Rotunda*, from accepted editorial policy, does not print items harmful to the reputation of the college.

Freedom to Print

Faculty advisers and student editors alike proclaim that collegiate newspapers possess a great degree of freedom. This freedom takes on various aspects at different colleges. Most advisers feel they give the students considerable leeway in printing what they want to print.

Out of 214 advisers who answered the question on how much freedom they thought they gave the students, 154 (72%) noted they give this freedom all of the time. Fifty-eight (27%) marked the space for "over half of the time"; one adviser at a church school noted it was "less than half of the time," and an adviser at a nonsectarian school chose "none of the time."

The editor of *The Daily Bruin* of the University of California at Los Angeles wrote that while the faculty, Journalism Department and administration may not approve, they were powerless to prevent the students from printing a story if the students wanted to print it.

The students of Manchester College (Ind.) have the freedom to express opinions, so long as those opinions do not conflict with the ideals of the college catalog; the faculty adviser of *The Cue* at the University of Dubuque (Iowa) felt that closer faculty supervision would result in a better paper; the faculty adviser at Mississippi Southern College wrote, "I make my ideas known to the editor but always point out to him that the final responsibility is his."

The adviser of Southwest Texas State College noted that he gives the editors of the *College Star* "a shade shy of all the time," while the adviser of *The Prairie*, at West Texas State College, wrote, "Some students can be given wide latitudes, others no!"

While 154 advisers said they gave their students "freedom all of the time," 150 of 236 editors (63%) noted that advisers check no stories prior to publication. A total of 39 editors (17%) said their advisers checked less than half of the time; 22 marked "more than half of the time," and 25 advisers reported to check all stories before publication.

Advisers of Texas Western College, Western Carolina College (N.C.), Moorhead State College (Minn.), and North Texas State University check editorials and stories for mechanical and grammatical errors—not for censorship; the adviser of *The Collegian* at Walla Walla College (Wash.) checks opinion columns and critical columns to be sure that unfavorable overall impressions of the college and its goals will not be given to readers, and all copy of *The Tiger Rag* at Memphis State University (Tenn.) is theoretically supposed to be read and stamped by the faculty adviser. The editor noted that because the paper is on a tight schedule, only copy that might be libelous and controversial is shown to the adviser.

When it came to specific categories of copy, the majority of editors noted that their adviser did not check or read the various items before publication. Only 39 of 285 editors said their advisers read faculty news; 54 marked letters to the editor; 50, editorials; 43, opinion columns; 36, features; 52, stories from the administration; and 26, stories on campus life. A total of 47 editors noted their adviser checked all categories and 23 noted that their advisers checked no specific categories.

On one particular question, 150 advisers (63.6%) said they did not read or check editorials or opinion columns prior to publication, while 86 (36.4% of 236 advisers) said they did. In giving reasons for checking this question, the faculty adviser of Xavier University (Ohio) *News* stated that he checks for "techniques"; the adviser of *The Red and Green* at North Dakota State College said, "... not for opinion—merely for proofing," and the adviser of the Keuka College (N.Y.) *Kenkonian* noted, "... to keep informed."

The adviser of Tufts University (Mass.) normally checks nothing, comments on the finished issue but utters no ultimatum and doesn't think he "frightens" anyone. From Idaho State College, the adviser of the *ISC Bengal* reported, "... don't check anything before publication ... may raise Hell afterwards."

While the greater majority of faculty advisers believe that the actual operations of the newspaper should be up to the student, 65 of the advisers noted they check news copy and headlines; 70 said they check the progress of the copy desk; 62 check page proofs; 58 check attendance of the newspaper staff, and 45 advisers check proofs.

Keeping Students Active

Some student newspapers have no trouble in keeping a staff. Others are continually battling to retain a steady flow of copy, copy readers who can do the thankless task of correcting a budding reporter's grammatical errors, and persons to do the small chores around the newspaper office.

NCCPA REVIEW, WINTER, 1963

The advisers at Virginia Polytechnic Institute and Skidmore College (N.Y.) said they try to keep their staffs by "praying they stick around and stay interested."

The editor of *Student Weekly* of Franklin and Marshall College (Pa.) complained that his main problem was staffing the newspaper; the *Capaba Arrow* editor from Southeast Missouri State College noted his problems centered around getting first-rate students to work with the paper and to get better leadership among the students who hold sub-editors' jobs, and the co-editors of the Doane College (Neb.) *Owl* tried to overcome a case of longstanding apathy.

Of 249 responding advisers, 36 keep attendance records; 136 leave the problem up to the editors; 92 noted they use incentives such as money and bylines, and 75 said they make membership on the newspaper an honor. Many advisers reported they used prizes each year, personal encouragement, pay for veteran staffers, activity credits, scholarship for the editor, tuition remission, and special privileges.

Some colleges and universities have no trouble keeping a large and capable staff for their student newspapers because the papers are used as laboratory classes. Other schools give one or two hours credit for working on the student newspaper. The adviser of the San Diego State College (Calif.) *Aztex* reported that the students must produce top-notch material and lots of it, for a good grade. Tradition plays a big part of the University of Pittsburgh (Pa.) *Pitt News* and the De Pauw University (Ind.) adviser noted that the student paper of good journalists speaks for itself in the fact that the *Wall Street Journal* and many other large newspapers have "our students in prominent positions on their staffs."

The adviser of the Rider College (N.J.) *News* wrote, "I don't keep them working ... they work because they want to or it is part of their job." The Whitman College (Wash.) *Pioneer* adviser reported, "It is their paper, I remind them of the fact."

Attitudes on Censorship

In this study, faculty advisers were quite outspoken in their insistence that the collegiate press should not be subject to prior-publication censorship or pressure. However, 152 advisers wrote that the president or head of their institution had expressed disapproval of the student newspaper. Fifty advisers indicated that there had not been criticism, and 27 advisers were unsure.

While the president of Salem College (N.C.) has never voiced disapproval (because "he is a staunch defender of freedom of the press"), and the Rollins College adviser reported that the head of the school "may disapprove but he does not attempt to influence me or the editor," the adviser of the Ohio Wesleyan Univer-

sity *Transcript* noted, "Yes! But so far the freedom has held."

The written policy statement of the Chico State College (Calif.) *Wildcat* contains the words, "There shall be no pre-publication censorship" but the adviser added that "This is not to say that all faculty administrators agree with this policy, although it has been signed by the college president."

Occasionally at Walla Walla College, student groups clamor for "freedom" but the adviser wrote, "Usually the staff is consistently eager to preserve the good name of the school and not in a mood for exposes."

Some advisers do a little censoring. The adviser of *The Oak Leaves* of Manchester College (Ind.) sometimes "censors" articles, editorials and letters to the editor if they are in poor taste or may do harm to an individual. From the College of New Rochelle (N.Y.), the adviser notes that "negative censorship is possible and once in a while occurs." The president of Southeast Missouri State College wants nothing critical or of poor taste in *The Capaha Arrow* and the faculty adviser of the *Northern Review* of Ohio Northern University reports the administration, faculty and alumni are too sensitive to criticism in the student paper and put a good deal of pressure on the staff and adviser.

Student editors, in general, agree they have as much freedom as could be allowed within the laws of libel, good taste, and heavy responsibility. Editors of Lawrence College (Wis.), Davidson College (N.C.), and North Dakota Teachers College noted they have "complete" freedom while the staff of the *California Tech* at the California Institute of Technology is essentially limited only by its sense of responsibility in news.

Policy stories of Wayne State University (Mich.) *Daily Collegian* must be read by appropriate university administrators before publication and the student press of Loras College (Iowa) is given much freedom but there are subjects the newspaper cannot mention. Likewise, the Culver-Stockton College (Calif.) *Megaphone* cannot run certain stories, such as those on faculty-student relations and administration policy, and the administration of the Southern University and Agricultural and Mechanical College (La.) has told the adviser what it will not tolerate.

At Fort Wayne Kansas State College, the student paper has a great deal of freedom but there is said to be always a subtle, implied threat of administrative pressure, and the editor of the Temple University (Pa.) *News* sees the freedom of the collegiate press under attack at that Philadelphia school.

Settling Differences

At times, the collegiate editor and the adviser fail to agree on editorial policies. Most of these differences are

not important and are often resolved by a discussion between the adviser and editor.

A wide range of reactions were registered by editors. The editor of a South Dakota college paper reported he was literally a "monarch," while the editor of the State College of Iowa *College Eye* noted, "I defer to the adviser's judgment since he's older and wiser than I am."

A total of 156 (54%) of the 285 responding editors said that differences between them and their advisers were settled by compromise. Thirty-eight (13%) reported that differences were referred to a publications board. Fifteen editors said that differences were settled by a student editorial board and a like number noted that differences were routed to administration. Only 12 said that editorial differences were referred to the Journalism Department and three editors reported that faculty members settled differences.

Student editors are argued with; less often are they coerced or pushed around; once in a while the administration will cause a furor on campus by removing an editor or suspending the publication for an issue or longer period of time.

Reaction to student newspapers took on various forms at different colleges and universities. The administration of Haverford College (Pa.) gave out with "yells of rage and pain"; at Mississippi Southern College, the second class mailing privilege was revoked; the administration of the College of the City of New York "had a fit now and then," and at many other colleges and universities, student editors are called into the president's office for a "quiet talk."

The editors noted that at 20 schools, students had been suspended; eight editors said their publications had been suspended; 22 editors reported their papers' distribution had been halted; 25 noted that the student editors had been removed from office, and five said that the faculty adviser had been removed. A vast majority of the editors reported no action of any kind and a few were unsure of what had happened at their schools.

Newspapers and Journalism Schools

One of the major questions facing the faculty adviser and the student staff is: who is the publisher of the newspaper?

The students themselves are the publishers of most college papers in the sense that they finance them through activity fees and advertising. Some of the larger college dailies are student corporations, printed off campus, and subject to no controls whatever by the universities.

Nevertheless, administrators of many schools consider the newspaper as a student activity, just like football, the glee club, and dramatics. Unlike the other activities, the student newspaper deals with thoughts and ideas

and its primary value is its right to reflect student viewpoint.

While often regarded as university property, the newspapers are many times interlocked with departments or schools of journalism. Eighty-nine advisers noted their institutions had some kind of formal journalism organization while 153 advisers reported in the negative.

A total of 205 (82%) said the student newspaper was considered an extracurricular activity; 29 commented in the negative, and 93 advisers (37%) said students at their schools received credit for working on the local paper.

The advisers of state, nonsectarian, and church schools alike felt their papers were crippled by the lack of journalism training for their students.

The adviser of *The Review* of McKendree College (Ill.) wrote, "We are hampered by not having a journalism department (or even a class) and therefore, must rely upon volunteer editors who have had strong high school journalism courses."

The adviser of *The Collegian* of Hastings College (Neb.) felt the student press lacked quality because of a virtual absence of journalism students. From the University of Akron, the adviser wrote that the newspaper could be improved if a journalism department curriculum were instituted with the paper serving as the student journalists' laboratory.

While most faculty advisers reported their newspapers were considered extracurricular activities, 159 noted that some of the students, particularly editors, were paid for working on the school paper. Eighty-five advisers said no students were paid at their institutions.

In some cases, the editors and business managers were paid all or part of their tuition. The faculty adviser of the Fresno State College (Calif.) *Collegian* reported the students were paid expense money and the editor of the Cornell University *Sun* wrote that the staff splits the annual profits amounting to \$10,000.

While the newspaper is often operated day to day by the editor and his staff, the advisers of 112 schools reported that the publications boards of their institutions were responsible for the student newspaper. Fifty-three advisers said the Journalism Department was in charge; 34 noted the administration was responsible; 22 tapped the English Department as the one which put out the student paper, and 12 advisers said the paper was put out under the supervision of a faculty committee. Other school departments responsible for the newspaper's operations were: Student Council, Department of Printing, dean of women, dean of students, Office of Information, Students' Association, Student Affairs Committee, and Language Arts Department.

Although the newspaper may be put out by one department of the school, 261 of 285 editors said they and their staffs were responsible for editorial policies. Small fractions of the editors noted that the publications board, faculty adviser, the adviser and students, the administration, or a faculty committee were the ones who set editorial policies for the newspaper.

Pressure Groups

Objections and criticism of various natures have always been aimed at collegiate newspapers. The student and faculty, board of trustees, college business office, student senate, former presidents, deans and fraternities are some of the groups that have leveled their guns at the student press.

Some newspapers have to straddle student demands and public relations pressures. The LaSalle College (Pa.) *Collegian* faces a mixed readership of an all-male student body and such elements as faculty wives, stenographers, mothers-back-home, and old-time super-loyal alumni.

Few advisers answered the question as to what groups brought pressure against their newspapers. Forty-three advisers said the alumni brought pressure; 28, church groups; 23, students' parents; 21, school backers; 11, state governments, and nine, city governments.

Student editors were free to admit that certain groups brought pressure to have stories printed or withheld. The campus groups that tried to use their influence the most were: the administration, faculty members, individual students, and student council. Next in line were fraternities, sororities, and alumni; church groups, students' parents, and city and/or state governments, in that order.

Many editors and advisers reported their newspapers had received pressure, criticism or attempted coercion. The faculty adviser of the Rockhurst College (Mo.) *Hawk* believed that if readers never objected to or criticized a student newspaper, the paper was dead. The editor of *The Hilltop* of Howard University (D.C.) said the situation at his school was that the paper did not have the kind of student respect that the campus press should have.

Financial Problems

While a few of the collegiate newspapers were financially well-off, most of the editors reported that one of the biggest limitations on the collegiate press was the dependency upon the institution and/or the student government for funds.

The New York State University, College of Education at Oswego, is one exception since it is offered more paid advertising from local merchants than it can use. The editor of the Midland College newspaper said the

total news coverage suffers because of the lack of finances. Increased budgets are the dreams of the advisers and editors of Wheaton College (Mass.), Southeastern Louisiana College, North Dakota State Teachers College at Minot, Sul Ross State College (Tex.) and Millikan University (Ill.).

At American International College (Mass.) and Oregon College of Education at Monmouth, the editors would like to see the newspaper less dependent upon the student council.

The Student Editor

The student editor plays a key role in the operation of the newspaper. He is often the student with whom the adviser deals. He sometimes has a say in picking the rest of the newspaper staff. He is held responsible for what goes into the newspaper, and he is the one who receives the summons to the president's office.

The manner in which the editor of the collegiate newspaper is chosen is not important. Editors and advisers, alike, feel the main thing is to pick the right person who can handle the job and who can work well with the faculty adviser, the rest of the staff and the administration.

Out of 245 editors who answered this question, 108 reported they were picked by the publications board; 47 were elected by the students; 42 were picked by a combination of publications board and adviser; 33 were named by faculty adviser, and 15 were named to their position by the school administration.

The editor of the Trenton State College State *Signal* feels the post is won by default "more or less . . ." while the choosing of the editor of the Augustana College (S.D.) *Mirror* sometimes leads to conflict among the staff.

At some schools, the editor is elected by the student body and the selection process often becomes a popularity contest. This is true at the Oregon College of Education at Monmouth. The publications board of other schools select the editors, such as at Bradley University, Wabash College (Ind.) and Ursinus College (Pa.), and then give the editor full responsibility for editorial and financial matters.

The duties of the editor are often wider than the editorial and financial aspects of newspaper work. Editors of two college papers said they sweep out the office while many editors reported they served as liaison between the staff and other organizations and departments of the universities.

A total of 261 editors (90% of 285 reporting editors) reported they wrote editorials for their papers. Other categories of duties for editors were: supervise other editors, 266; settle staff problems, 241; conduct staff meetings, 239; check page proofs, 206; write news

stories, 104; oversee business department, 57, and handle advertising, 10.

Other duties listed by the editors were: edit copy, do rewrite, write heads, do make-up and layouts, edit letters to the editor, cover student government, supervise printing and/or photographers, conduct reporters' class, advise high school newspaper, and serve as staff chauffeur.

The editor of the Pembroke College (R.I.) *Record* noted that she has to be jack-of-all-trades, doing publicity, some circulation assistance, doubling as news and feature editor, and specializing in copy editing.

The Hollins College (Va.) editor is responsible for anything not done by the staff and the editor of the California Institute of Technology *California Tech* does those tasks that are necessary to "getting typed copy into a printed page."

If the student staff were to antagonize the various factions of the university while putting out the paper, it would soon find news sources closed, doors shut and people who know the facts unwilling to talk.

Independent students were called a "pain" by one editor; student councils drew the ire of several editors; science, English, and sports departments were called uncooperative by some editors and the Greeks were usually cooperative—except when they were offended.

The University of North Dakota student newspaper is sometimes "sneered at by the faculty members not for any particular reason but simply because it is the popular thing to do." *The Indian* of Newberry College also received harsh criticism from the school faculty. *The Wildcat* of Fresno State College is struggling to earn student and faculty respect, and *The Spectator* of Hamilton College (N.Y.) lacks intellectual punch and prestige among the students, good offices and equipment.

Editors of 162 newspapers noted that their publications took stands in school politics; 92 editors reported their newspapers were neutral and 12 editors were unsure. A total of 151 editors said their publications did not carry news on local, state or national politics, while 122 editors noted their papers did carry stories, opinion columns or features on political news. Two editors were unsure.

Conclusions

Many editors and faculty advisers believe their press freedom or situation unique and that they have more freedom than other college newspapers. Frequently, editors said their freedom is "complete" or "unlimited" and then told how the school administration restricts the press.

Advisers, in general, find their work interesting. Most editors thought their advisers were doing their best by being available whenever they were needed. Some editors were of the opinion that once they were

named to office the responsibility of turning out a good newspaper was up to them and the adviser should not show up at the newspaper's office. The majority of editors felt they had the right amount of supervision.

A few student editors said they could use more help from their advisers. Without adequate experience, they needed help in selecting and organizing a staff. They wanted assistance in settling editorial policy, training the staff, and in general, being shown how to run a newspaper.

Advisers reported they needed more students interested in journalism. They needed academic credit for the students working on the newspaper. They wanted better trained, first-rate students for editorial posts.

Editors and advisers, alike, wished for more and better financial arrangements and increased volume of quality photographers and artwork.

Recommendations

Some problems, such as lack of training for students of the newspaper, poor writing ability of many students, and the need of better financing, occurred frequently during the study.

1. The student editor should be responsible for what he prints and should be able to operate within the bounds of good journalism and sound ethics without censorship from a sensitive administration or any other group.

2. The collegiate newspaper should be more than just a bulletin board for campus events. It is the voice of student opinion and the voice consists of the opinion of all the college community. The value of the paper as a public relations medium cannot be ignored.

3. Institutions with schools or departments of journalism do not have the problem of training their students. Sixty-one per cent of the schools reported they do not have such departments and the problem of an inadequately trained staff is prevalent. Where journalism classes, as such, are not taught, classes in news writing should be offered to instruct students in basic journalism practices, objective and unbiased reporting, and to provide them with experience in writing and spelling—a national need of college students.

4. It is recommended that students receive credit for work done on the newspaper since it adds to the students' learning experiences.

5. In order for the adviser to invest time with the staff, he should be relieved of extra duties and if necessary, of some teaching hours. If there are not enough teachers to allow a reduction in teaching load, extra pay should be given the adviser as an incentive.

6. Nearly every school needs a working publications committee, or board, to handle problems of the student

press. The board should set up an effective policy or procedure for the newspaper. A method of selecting the editor should be created by the board in order to secure the best person for the post with the least amount of hard feelings among sensitive staff members. Both the selection of the board members and the choosing of the editor should be above campus politics and done objectively. All persons should be chosen for their qualifications, attitudes and abilities.

7. Improvements of the relations of the faculty adviser and the student staff on any collegiate newspaper will be useless unless the press is understood and read by the rest of the college community. Both the faculty adviser and the student editor must work to make the newspaper interesting to the groups on campus. It may take a controversial subject, a Republican editor in a Democratic stronghold, or features of interest to the campus as a whole.

It does not matter if the faculty, administration, and students are critical. If they talk about the newspaper, read it, write letters to the editor, and criticize or praise the paper, the staff and the faculty adviser will know the student press has not expired but is very much a living, growing thing.

This Is How

By M. N. HANDY
Dean of Women

Wenatchee Valley (Wash.) College

WHO?	The beginning journalism teacher.
WHAT?	Publication of first newspaper.
WHY?	By request!
WHEN?	Three weeks after school starts.
WHERE?	Any college campus.
HOW?	THIS IS HOW!

Five years ago this was our problem at Wenatchee Valley College, Wenatchee, Washington. *This is how* we met it.

Although this college had a seventeen-year history of various kinds of school papers (some of them splen-

did), publications needed stabilizing. There was no regular publication schedule. There was no academic journalism offered, no classes, no text. Where to begin? First, staffs were to be developed from volunteers. I selected MacDougall's *Interpretative Reporting* as a text and looked for a printer.

Second, I riffled steadily through high school transcripts in the business office. I noted reporters, editors, and sportswriters. Then I chased—using what I like to call THE HAND WARMING METHOD—based on friendly direct contact—

—Hi! Are you Tom Smith?

—Uh—

—Welcome to a first rate college that needs a first rate newspaper.

—Oh?

—Understand you were a top sportswriter on your high school paper?

—Well, uh,

—Peshastin High? Who was your editor? m-m-h, Let's get together and talk. Busy now?

—No—

—My office is at the end of the hall, let's go.

Recruiting Efforts

At every class session, or orientation affair, class meeting, I word warmed my message. English instructors made announcements for me—wishing me success (Each one hoped I would be successful. He didn't want the job!)

Blurbs were placed in the Daily Bulletin.

Presently, I had secured two recruits. These were both "A" students, both journalism majors—Bravo! (Unheard of, but true in this case.) Together, they really knew more about putting out a paper than I did. But I tried to lend a portion of dignity and judgment to the project; we learned together, enthusiastically.

Now we were three in class and two on the staff. But we three worked. Posters went up, special flyers appeared, all exhorting interest in the "new" school paper. They too used the hand warming method to good advantage.

During this organization period, I worked on a three-quarter syllabus for journalism which would offer transfer credit of three units each, per course. I secured helpful directives for these from the University of Washington at Seattle.

In class we studied the files of past papers. We decided to retain the name *Knight Edition* as appropriate since the hooded knight is the college emblem. We also studied other college newspapers. Together we planned a four page tabloid to be letterpress on newsprint. We wanted our newspaper to look like a newspaper, not a house organ. Front page we wanted bright, but con-

servative; editorial page (second page), with a student-written editorial in each issue; page three, sports; and page four, student interest page. Personalities, a signed column spotlighting a prominent coed and man and use of column cuts was born—as was *Knight Talk*, reporting personal news with controlled snide comments permitted, no gossip.

Knight Sports we would have, of course. We found a comic strip we liked and ordered that. Each story was to have a two- to three-line head; no crosslines in make-up except for featured columns. One banner, one black headline, anchor, box, prominent pic, upper left, one kicker, was the basic style; five columns would be printed without leading. Our biggest problem was photography; we had no camera, no photographer, no photo lab. So we begged and borrowed glossies from our local paper to begin with.

It is difficult to "sell" a non transfer course. I "sold" only two students that first quarter, but when we called for a general staff meeting, twelve students showed. We "ate" (we always "eat") and elected our first staff. Fortunately, we elected the "A" student who, it turned out, had two years of experience in a printer's shop (glory halleluja)! The second "A" student became business manager (another glory!).

Our first editor planned the paper, posted assignments, visited Student Council, called on the College president. Our business manager prepared a budget to be presented to the Student Council. The paper is part of the ASB budget financed by student fees. He drew up an account with a printer in the next town ten miles away—we could make our tiny budget only by doing most of the printer's work ourselves. We left at noon with copy in hand and old shirts on back to print the paper. We operated on a budget of \$60 per issue of 500 papers.

By winter quarter we had discovered a student with a press camera—the class doubled—four now. The staff stayed steady at about twelve, fourteen. We published six papers that first year, 1957-58.

Daily Newspaper Cooperates

We developed a publication policy, a photo lab of sorts (first in the kitchen—later in the mechanical drawing closet.). We were invited to put out the local daily: The *Wenatchee Daily World*. Fourteen went that first year at 7 a.m. Each was assigned to a particular story or newsbeat. How we worked!—the green horns were learning. Our editor assumed the responsibilities of the daily's editor, who sat at the desk with him though, to help. After copy was in at 11 o'clock deadline, we followed the printing process. When "our" paper came rolling off the press at 12:05 with "our" picture on the front page, we felt we had arrived!

Our hosts served us a big turkey dinner at noon—compliments were exchanged, criticisms offered. Then we loaded up "our" papers and hurried out to campus to show off. This invitation has been accepted each year. It is a splendid experience for any school staff—and one which I strongly recommend. Many of our students find part and full time jobs with this newspaper as proofreaders, stenos, file clerks, etc., while attending school as well as after graduation.

The syllabi for three courses, News Writing I and II, and Introduction to Advertising, were accepted that spring as English 139, 140, and 141 with full English transfer credit to the University.

First Class Rating Earned

We joined the Associated Collegiate Press—our first papers received second rating. At the end of the third year, we pulled up to first class.

Today ASB owns a fine press camera. The campus photographer, a student on grant-in-aid, takes the pictures. Our photo lab is now adequately equipped. We turn out a fairly neat glossy now for both newspaper and annual. We publish with a first class printer. We deadline on Friday—late news deadline on Monday—proofreading falls on Monday and Tuesday, makeup and pasteup on Tuesday and Wednesday, paper hits the campus 9:30 a.m. Friday.

Our present staff lists an editor, assistant editor, photo editor, exchange and sports staff, business manager, and staff of columnists and reporters.

Three days a week class meets formally for lectures. Tuesday and Thursday workshop prevails with the editors posting assignments, checking copy, directing staff. Students taking the course for credit attend five days—outside staff members come only Tuesdays and Thursdays.

The student council has asked for 15 papers this year—five per quarter.

The adviser insists that only those who think working on the paper is fun join the staff and fun is had—the worse jam we are in, the more fun we make it. If copy folds and the page editor develops a five column hole on the front page, an emergency is declared and minds dig in. Invariably someone comes up with something a good deal more clever than the original! Rapping knuckles is everybody's favorite game, but it is all done in good spirit and when the deadline descends "we go to press with what we've got!" And it usually is enough—for down the hall on Fridays we see 600 noses buried in 600 newspapers finding the answers to the omnipresent five W's. This is reward enough for any adviser and staff on any campus.

NCCPA REVIEW, WINTER, 1963

We Learned To Do A Reader Survey

By MARGARET MARTIN

Parsons College, Fairfield, Iowa

LIKE many colleges of similar size, Parsons College, Fairfield, Iowa, (enrollment approximately 2,000) is faced with the problem of producing high quality student publications without the aid of a Department of Journalism or an abundance of students interested in entering the field of journalism as a career. Parsons, as other medium-sized liberal arts colleges, must employ a faculty publications adviser from the English Department, from the Public Relations staff, or from a combination of the two. Similarly, the program of training students to fill positions on the publications may come from a single course in journalism which is ambiguously called something such as "Introduction to Mass Communications" or from a workshop which is geared to train students primarily in the technical aspects of journalism—that is, the practical steps necessary to publish a newspaper or other student publications.

In recent years Parsons has done away with a single course in journalism to incorporate, instead, a once-a-week workshop led by either a member of the Public Relations staff or an English instructor who has had some experience in publications work.

THE REASON FOR THE STUDY

During one of these workshop sessions a student with much enthusiasm but only one year's experience on the college newspaper staff asked, "How can we really improve the student newspaper when we have no definite idea of what is being read by the students?" She went on to ask, "And how can we sell advertising when we have no positive proof that the students are really reading the newspaper?"

Being the English instructor delegated at that time to lead the workshop, I explained that a readership study could be made to find answers to such questions, but this was usually conducted by a Department of Journalism at a university or by a commercial firm for a newspaper or magazine. I also pointed out that such a study usually involved a great deal of work by the investigators and a large expense to the publication.

However, the 10 workshop students were most anxious that we attempt such a study on our newspaper, *The Portfolio*. They agreed to volunteer much

WE LEARNED TO DO A READER SURVEY—37

extra time and energy to the project and to use the results of the study as a guide toward the betterment of the newspaper.

PROCEDURE USED

Since the students had had no previous training in research, the first step was to familiarize them with various aspects of readership as a part of communications research. Each student was urged to read the section on "Readership" in *Introduction to Mass Communications Research* by Ralph Nafziger and David Manning White.

From there we spent one session of the workshop discussing the techniques we could employ at Parsons with limited time, experience, and funds. Next we picked a sample. We chose a random sample using the student directory which lists students living on and off campus. It was our hope to increase the advertising from businesses in the towns surrounding the Fairfield area and in the Fairfield area as well and therefore felt that we could best "sell" the advertisers if we could show them definite proof that the student newspaper was being read by students living in their community.

Workshop students were assigned to the 15 housing units on campus and to the Student Union and Dining Hall. We wanted to have 500 completed interviews and to have among those questioned a fair sample of campus residents, commuters, staff and faculty members. Knowing that most commuters spend a part of the day in the Student Union or dining Hall, we were successful in interviewing 63 commuting students.

By then interviewing on-campus students in their housing units, we were able to interview 362 campus residents. And from there, we interviewed 37 college staff members and 39 faculty members. Therefore, we interviewed a total of 501 *Portfolio* readers. There was no attempt to question alumni or Trustees of the college, another sizable readership group, for we were most interested in gaining statistics which could be used locally.

The procedure used in the interviewing was as follows. As a preliminary step the questioners asked the questionees whether or not they read the *Portfolio*. If they did, the questioners continued with the questioning; if not, the questioning was discontinued, but an indication of the non-readership was made on the questionnaire.

The questionnaire itself was divided into two sections, each section having three question areas. First, the regular news features in the *Portfolio* were surveyed. The following were questioned: front page news, editorials, Campus Comment, "Aardvark to Zygote" (a human interest column dealing with all phases of college life written by the college librarian), "Chap-

lain's Corner" (written by, the college Chaplain), social news, book review, music review, international features, and sports news. The articles were questioned for being read (1) every week, (2) once a month, (3) occasionally; and (4) never.

Secondly, the special news features such as Letters to the Editor and Alumni News were surveyed. They were scored according to being read always, occasionally, or never.

A survey of the photographs best liked by the *Portfolio* readers was also made. Those analyzed included the (1) sports photos, (2) fashion photos, (3) news photos, and (4) Campus Comment photos. They were also categorized according to being noticed always, occasionally, or never.

In the second general section, the questioner showed interviewees a copy of the *Portfolio*. Three headlines and five advertisements were numbered. The headlines and advertisements were chosen for their variety in style and placement on the page. The interviewees were then asked to choose which headline and which advertisements they preferred.

The final question was open-ended. It was, "What would you like to see added, changed, or removed from the *Portfolio*?"

Since the *Portfolio* is a weekly newspaper, we allowed only a week for interviewing and used only one edition of the *Portfolio* for survey purposes. We began the interviewing the day following the circulation of the newspaper, thus allowing time for the newspaper to have been read.

Tabulation of the results was the most tedious part of the study. We used blackboards in one of the classrooms to compute scores of each readership group and then had sheets of paper on which we wrote the results from each category. The over-all totals were then added and cross-checked.

After analyzing the study's results we found interesting and useful answers to the initial questions raised in Journalism Workshop.

THE FINDINGS

First, we found that of those students interviewed, only 15 did not read the *Portfolio* weekly. On the average, of the non-commuting students questioned, more read front page news than other parts of the *Portfolio*. The faculty interviewed read most often the social news and music and book reviews and the staff read Campus Comment regularly and the social news and "Chaplain's Corner" quite regularly.

There was a high readership of Letters to the Editor. Of all the students, faculty, and staff interviewed, only 83 people never read Letters to the Editor. Highest

readership of the Alumni News was by the college staff. Of the students interviewed, only 78 read the Alumni News regularly.

News photos had the largest attraction in the photographic division with fashion photos being least preferred by the readers. The staff and faculty preferred sports photos least of all.

Of the three headlines presented—one italic, one bold face sans serif, and one modern sans serif—the bold face was preferred by most of the readers.

The survey showed that the advertisements with pictures or line drawings attracted the most attention. Of the advertisements surveyed, the largest advertisement on the page also containing a photo, was noticed by most readers. The need for advertisements from the theaters in the surrounding areas was shown by the answers to the open-ended questions. Students admitted they would be more inclined to attend theaters in surrounding areas if they knew the time and the titles of movies being shown.

From these results various conclusions were then drawn. It was decided that the quality of the sports section must be improved. Students interviewed were very emphatic in stating that the sports news was often incomplete and inaccurate. Suggestions were made that the *Portfolio* develop a sophisticated humor column, that there be more social features, more national and international news and interpretive articles, and that the faculty columns be limited.

Approximately one-half of the persons interviewed suggested that the newspaper be proofread more carefully.

ANALYSIS OF THE RESULTS

After the statistics were computed and the answers to the open-ended question were put in categorical order, the results were brought to the Journalism Workshop and were investigated critically.

It was pointed out that only one-third of the student body and one-fourth of the entire student body, faculty, and staff was questioned in this study. One fault was that no differentiation was indicated regarding age, sex, or intelligence level of the readers. Therefore, our results were primarily quantitative rather than qualitative.

The analysis did not consider factors such as makeup and placement of articles and photographs on the page, thus allowing for articles most pleasing to the eye to be followed most closely.

We also realized that the questionnaire itself had several faults. The pre-sampling method used was not as accurate as it might have been and the questions could have been stated more specifically.

Then, too, the interviewees themselves were not trained. They had only a 50-minute priming on the ap-

proach they were to use and the attitudes they should put across to the questionee.

CONCLUSION

Yet, we felt the results of the study showed that an inexpensive readership survey could be conducted by a liberal arts college with the final results proving that the study was both accurate in its findings and useful in its purpose—that of helping to upgrade the quality of the student newspaper and helping to bring in extra revenue through increased advertising.

For example, as a result of the study's findings, we decided to increase the size of the newspaper page—thus making it possible to handle more advertising at just a slight additional cost to us with an increase per page of 120 per cent in advertising revenue over the previous year. We also were able to persuade advertisers in surrounding towns that students relied on their advertising for information and that the advertisers could make money by advertising in the student publication. From this came our opportunity to raise advertising revenue even further by increasing advertising rates.

So far as the quality of the newspaper was concerned, we first engaged one staff member to be copy editor, thus intending that the copy that went to the printer would be "clean." Along this same line, we delegated two people to proofread the paper. Only one person had proofread the paper in the past.

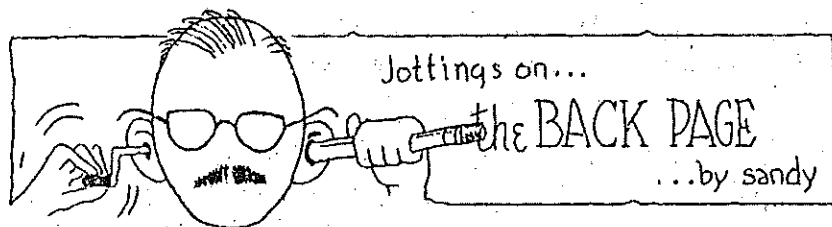
Senior students majoring in political science or history were urged to submit interpretive stories on international subjects of interest to students and faculty alike. Similarly, the faculty members were urged to submit stories on subjects of their specialization. This made it possible to vary the faculty columns and bring about increased variety in subject matter.

The sports section was completely revamped with the addition of on-the-spot sports news and photo coverage and interpretive columns. Not wishing to be outdone, the society editor added a special column on men's fashions and began a special section on candid photos at various social events.

Finally, a series of cartoons and humor columns were added to give the paper extra life and vitality.

Therefore, for us the study had definite pragmatic value. Similarly it was useful training for the students. They gained both an appreciation of research and the techniques employed and a knowledge of just how to conduct such a survey.

We feel this is just the beginning of the use of readership surveys to aid in the improvement of the newspaper at Parsons College. Follow-up studies are planned for the future with emphasis being placed on correcting the faults of the first study and again employing devices and techniques which were successful in the past.



ON JOURNALISM, ENGLISH, AND THE FOREIGN STUDENT: There are approximately 58,000 foreign students in United States universities this year. By 1970 the annual figure will be almost doubled. According to Terry Ferrer of the New York *Herald Tribune* News Service, poor preparation, ignorance of English, and lack of student funds already are breeding chaos in the various exchange programs — chaos which will worsen each year unless quick action is taken.

Last semester the *Daily Iowan* Wednesday night editor was a graduate student from Pakistan; on Thursday nights a girl from India was in charge of the copydesk. This semester, copydesk workers include also graduate students from Ethiopia, Japan, and Korea. In the last few years of my advisership the staff also included reporters, copyreaders and a managing editor from the United Arab Republic, Taiwan, Australia, and Germany. All have done well. (They have fitted into student life, too: In the newsroom Mohammed is known as "Mo" and Johannes is "Yo.")

But others have not fared so well. Each semester when I give our three-hour news-editorial journalism placement examinations to many of the incoming graduate students, I face the same dilemma: Here is a mature student, a young man or woman with professional newspaper or publications experience in his home country. But in his reporting ability in English he produces this copy:

"It was a meeting of City Council to happen last evening, the 5th of February. We understand that the Mayor was of three things importance he discuss. First, he is to say that the situation of the parking is very bad. . . ."

The student may get about half way through a mimeographed "set of facts" test, probably, in writing a story, and is likely to be totally lost in an oral group interview situation.

Thrice I have found at the end of an examination that a student had arrived in Iowa City just that day, after a plane

flight from San Francisco or New York City, and that he has been in this country perhaps only one or two days.

I drive him to International Center or to his rooming house after the examination. He is discouraged; he knows he did poorly in his first day at the University. My wife and I will invite him to lunch a few days later (inquiring of his religious or dietary preferences in a meal) and we ask if he has met other students from his country. I ask him to visit me in my office as the semester progresses, and he usually does.

But he is among those 40 per cent of foreign students who came to study in this country with such a poor knowledge of English that he could not understand his course work. He works diligently through the semester; he receives much extra help; but he cannot keep up.

Mr. Ferrer writes that "It may have been possible in the past to let such students sink or swim, but the casualties are too high today to permit the continuance of the total lack of policy and guidance." The committee of the Institute of International Education "is blunt in laying on American colleges and universities the major share of the blame for 'having permitted students with inadequate preparation and financial support to come to this country.'"

"The committee recommended that U.S. universities and private organizations should cooperate in establishing joint admissions-guidance offices overseas in countries which send large groups of students to the United States. Some governmental financial aid would be necessary. Such offices could be patterned on the present African Scholarship Program of the American Universities.

"In the matter of deficiency in English, the committee report made some interesting and cogent suggestions. Among them is the possibility of simultaneous translation for foreign students who enter the American classroom with little or no English. The committee proposed the use of small transistor radios with earphones attached, with a bilingual foreign student doing the transla-

tion for his fellow foreigners," Mr. Ferrer continues.

Perhaps more practical in many colleges and universities, at least for the present, is a second suggestion from the committee: "Better English language tests must be developed and given to foreign students at language testing centers throughout the world."

These would prevent such dilemmas which now face many foreign students and American university professors in which students, intelligent and able in their own tongue and in professional experience and education in their own countries, are just not able to keep up with lectures and course work given in the English language.

"Educational exchange," Mr. Ferrer concludes, "in the past has been one of the strongest means to international cooperation. Allowing the chaos of lack of funds and information among students of the new nations to tear down such international bonds would be disastrous."

★ ★

ANNOUNCEMENTS: Ninth annual NCCPA conference will be at the Hotel New Yorker, New York City, October 17-19, 1963. For your student staffers, the Associated Collegiate Press will meet at the same time, same place.

★ ★

DISTINGUISHED ADVISER application dates will be announced soon by Dr. Herman A. Estrin, chairman of our Recognition Committee. He sends word that advisers may request reconsideration of the material forwarded or sent to his office last year. (Address: Dr. Herman A. Estrin, Department of English, Newark College of Engineering, 323 High Street, Newark 2, New Jersey.)

Service and dedication are qualities not confined to publications advisers solely in the top big universities—a glance at our Distinguished Advisers selected in past years confirms this observation. Nor does an application mean that an adviser must serve as his own publicity agent in gathering the required recommendations. All members of NCCPA receive announcement of the awards and a copy of the nomination blank. These may be turned over to your chairman of the board of student publications or to your department chairman for action. Supplementary material will be forwarded by him (or by your printer, editor, etc.) direct to Dr. Estrin.