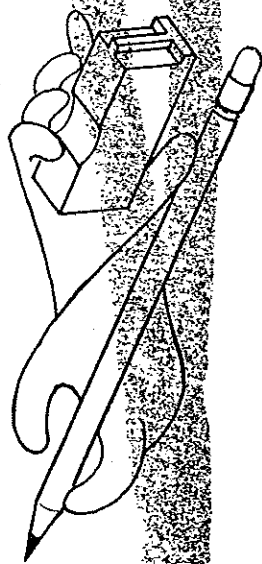


College Press **Review**

National
Council of
College
Publications
Advisers



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WINTER 1964
VOLUME 4 NUMBER 4

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

COLLEGE PRESS nccpa **REVIEW**

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Editor

ARTHUR M. SANDERSON

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The NCCPA College Press Review herewith proudly presents to its membership and to the journalism teaching profession its Distinguished Advisers for 1963:

Hector H. Sutherland

Rochester (N. Y.) Institute of Technology

1963 Distinguished Newspaper Adviser

Professor Hector H. Sutherland has been called an "adviser's adviser" by an executive of the Gannett newspaper chain. For the past ten years he has served as the faculty adviser for the student newspaper, the *RIT Reporter* at Rochester Institute of Technology. He is a faculty member of the College of Graphic Arts and Photography, and has collaborated with the Gannett newspapers on the annual Western New York College Newspaper Conference.

During his advisership, the *RIT Reporter* has won many regional and national honors, not only for its editorial content, but also for its general format and for the widespread use of color in the publication. Awards include a citation from the National Conference of Christians and Jews for the newspaper's work in sponsoring local observance of National Brotherhood Week.

Professor Sutherland's work with the campus newspaper is all the more impressive since the Institute is concerned primarily with science, industry and art and is not, therefore, one in which a high student interest in journalism is to be expected. In spite of this, he has been able to develop enthusiastic and capable staffs year after year. An important factor in this connection has been an elective course in the basics of journalism which he has developed and conducted annually for several years. His success with the newspaper is such that the editor of the publication proudly terms Professor Sutherland "one of the gang."

His knowledge of both the editorial side of publications as well as the technical side has made him an effective worker in a drive for better high school and college newspapers in the upper New York State area. He has contributed his time and talent freely in this interest in improving the student publications field.

Wilbur C. Peterson

University of Iowa

1963 Distinguished Yearbook Adviser

At the University of Iowa's School of Journalism, Professor Wilbur C. Peterson is a teacher, a writer, a counselor and a friend who has gained the respect and admiration of students and fellow faculty members. "He is a valuable and well-liked member of our faculty, and he has done exemplary work with fine results," writes Professor Leslie G. Moeller, director of the School of Journalism.

A former business manager of the yearbook writes, "My greatest hope is that when I begin working for a living, my superior will be someone like Professor Peterson: humble, knowledgeable, quiet but effective, and possessing a great human warmth and awareness." Professor Peterson, usually addressed as "Pete" by students and professors alike, has been adviser to the *Hawkeye* yearbook since 1951. He is now associate professor of journalism and heads the Bureau of Media Service in the School.

Professor Peterson's work in mass communications has led him from the newsrooms into the classrooms. Before he began teaching, he was an associate editor and later co-editor of the Marshall, Minnesota, *Messenger*. Prior to this he was a Sunday reporter for the *New York Times*. He earned his master's degree at Florida State University, and has a B.Lit. from Columbia University, New York City.

He teaches in the area of media management and is the author of many surveys and research articles on wages, income, and production costs of newspapers.

He has been active in the work of the Minnesota Editorial Association and the National Editorial Association. He has served as a judge of the Texas High School Press Association contests, and has been principal speaker for the yearbook division of the Iowa High School Publications Workshop, the Iowa Library Workshop, and the Iowa Seminar for High School Publications. He has been an Annenberg Lecturer at the Annenberg School of Communications, the University of Pennsylvania.

Professor Peterson's demonstrated competence in the classroom and as an adviser to a university yearbook has prompted R. C. Walker, president of the Southwestern Engraving Company, to say: "It is my opinion that Professor Peterson is exceptional in his capacity, and most deserving of the honor."

American College Yearbooks

By GUIDO H. STEMPEL III

Central Michigan University

THE AMERICAN COLLEGE YEARBOOK TODAY is not a single phenomenon, but a series of phenomena bearing the same label. No one pattern emerges from the 1963 NCCPA survey of college yearbooks.

The study included the 217 schools which have at least one faculty member who belongs to the National Council of College Publications Advisers and 210 schools selected at random from a U.S. Office of Education list. Questionnaires were sent to the yearbook advisers at each of these 417 schools. We received completed questionnaires from 100 NCCPA members (46%) and 99 of the other schools (47%). The questionnaire dealt with production, staff, advising, finances and organization.

In analyzing the questionnaire, we have separated the NCCPA respondents from the other respondents because we feel that the NCCPA-affiliated schools differ from the other schools in ways which are pertinent to this study. It should be remembered, however, that the NCCPA group represents only about 11% of the American colleges and universities while the other group represents 89%.

We also have divided the respondents into five enrollment categories—1 to 1,000, 1,001 to 2,000, 2,001 to 6,000, 6,001 to 10,000 and more than 10,000. One

An NCCPA Analysis

should recognize that, the nature of the American college being what it is, this is more than a numerical separation. Most private colleges will fall into the first two enrollment categories, most public colleges into the latter three categories.

The first difference that we can note between the NCCPA schools and the other schools is that more NCCPA schools have yearbooks. Ninety-six of the 100 NCCPA respondents (96%) have yearbooks, while only 67 of the 99 non-NCCPA respondents (68%) have yearbooks. Projecting from the weighted average of these two figures, we estimate that about 1,450 colleges and universities have yearbooks.

Most college yearbooks are produced by offset, and this seems to hold regardless of the size or resources of the book. Of the NCCPA respondents, 75% reported that their 1963 books would be offset, while of the other respondents, 82% said they were using offset. The group with the smallest proportion of offset books is the NCCPA schools of 6,001 to 10,000 enrollment, with 65% using offset, 35% letterpress. There sometimes has been the feeling that offset represented a cheaper means of producing a yearbook. It is perhaps worth noting then that of the 13 NCCPA schools of more than 10,000 enrollment, 10 had offset yearbooks in 1963. These 13 schools had an average yearbook budget of \$43,000, a figure which speaks for itself.

Most yearbooks have a single contract which covers printing, engraving and binding. However, it is evident in Table 2 that there is a marked tendency for the larger NCCPA schools to separate these three contracts. While about 90% of the non-NCCPA schools and the smaller schools have one contract, the NCCPA schools of more than 6,000 enrollment are about evenly divided. This may indicate both greater potential savings for a larger book in splitting contracts and a greater awareness on the part of these advisers as to what may possibly be gained by doing this.

TABLE 1

Number of Yearbooks
Printed Offset and Letterpress

Enrollment	NCCPA MEMBERS		OTHERS	
	Offset	LP	Offset	LP
1 to 1,000	17	1	37	8
1,001-2,000	14	3*	10	1
2,001-6,000	18	9	4	2
6,001-10,000	13	7	3	1
10,000 plus	10	3	1	0

*No reply from one book in this group

TABLE 2

Number of Yearbooks Having Single
Contract for Printing, Engraving, Binding

Enrollment	NCCPA MEMBERS		OTHERS	
	Single Contract	Split Contract	Single Contract	Split Contract
1 to 1,000	17	1	40	5
1,001-2,000	16	2	10	1
2,001-6,000	18	9	6	0
6,001-10,000	10	10	3	1
10,000 plus	7	6	1	0

The 9x12 page has been somewhat standard for yearbooks at larger colleges and universities. Table 3 shows that while the 9x12 page is used by yearbooks in all enrollment categories, it is used more frequently by yearbooks at larger schools. While the yearbooks at schools of less than 1,000 enrollment use a variety of page sizes, nearly all the schools of more than 6,000 enrollment use the 9x12 size.

TABLE 3

Size of Yearbook Page (In Inches)

Enrollment	NCCPA MEMBERS				OTHERS			
	9x12	8 1/2 x 11	smaller than 8 1/2 x 11	no reply	9x12	8 1/2 x 11	smaller than 8 1/2 x 11	no reply
1 to 1,000	4*	6	6	1	13	15	15	4
1,001-2,000	12	4	1	1	9	2	1	0
2,001-6,000	18	6	2	1	5	0	0	1
6,001-10,000	18	2	0	0	3	1	0	0
10,000 plus	11	1	1	0	1	0	0	0

*One yearbook in this group has page larger than 9x12

Bigger schools need bigger yearbooks, and the number of pages reported by the various schools reflects this. It is interesting to note (Table 4) how close the average number of pages for NCCPA and non-NCCPA schools is in each enrollment group. While the bigger schools have more pages in their yearbooks, the increase is far

from being proportional. For instance, the schools of more than 10,000 enrollment have between 3 and 4 times as many pages as the schools of less than 1,000 enrollment. The larger book then probably has to be more selective and restrictive in its coverage despite its size.

TABLE 4

Average Number of Pages in Yearbook		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	141	140
1,001-2,000	237	221
2,001-6,000	289	281
6,001-10,000	364	392
10,000 plus	462	496

The pattern for the number of copies printed is somewhat the same as that for the number of pages. A school of 10,000 prints more books than a school of 1,000, but not 10 times more. This reflects first of all the fact that the larger school is more likely to let the sale of the book set the circulation, while the smaller school is more likely to finance the book by allocation or compulsory fee with the result that every student receives a copy. We wonder also if this may reflect greater interest in the yearbook on the smaller campus.

TABLE 5

Average Number of Copies Printed		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	608	537
1,001-2,000	1,360	1,135
2,001-6,000	2,178	2,375
6,001-10,000	3,912	4,075
10,000 plus	5,191	7,650

We can see some evidence of interest lag at larger schools in the figures on size of staff in Table 6. For the NCCPA schools, yearbook staffs are larger at the large schools than at the small schools, but not so much

TABLE 6

Average No. of Yearbook Staff Members		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	14	14
1,001-2,000	18	19
2,001-6,000	19	17
6,001-10,000	27	12
10,000 plus	30	12

larger as the difference in size of schools would lead us to expect. For the non-NCCPA schools, the larger schools actually have smaller yearbook staffs than the small schools.

The figures in Table 7 on whether or not editors are paid probably are relevant in this discussion of interest in the yearbook. It is obvious that the larger the school the more likely that the editor is paid. While financial resources may be part of the explanation for this, it seems unlikely that it is the complete explanation. One of the most marked differences between groups exists here. Of the non-NCCPA schools of less than 1,000 enrollment, 18% have a paid editor. Of the NCCPA schools of more than 6,000 enrollment, 88% have a paid editor.

TABLE 7

Number of Paid and Unpaid Editors				
Enrollment	NCCPA MEMBERS		OTHERS	
	Paid:		Paid:	
	Yes	No	Yes	No
1 to 1,000	6	12	8	37
1,001-2,000	12	6	5	6
2,001-6,000	20	7	4	2
6,001-10,000	17	3	3	1
10,000 plus	12	1	1	0

TABLE 8

Average Salary of Editors for Those Schools Which Pay Editors		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	\$ 312	\$ 151
1,001-2,000	351	380
2,001-6,000	378	460
6,001-10,000	566	593
10,000 plus	762	480

Not only do more larger schools pay the editor, but the average salary of the editor is more at the larger school than at the smaller school. The same is true generally of the total amount spent on salaries, which is shown in Table 9.

TABLE 9

Average Total Staff Salaries		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	\$ 582	\$ 289
1,001-2,000	743	590
2,001-6,000	1,091	1,046
6,001-10,000	1,728	2,253
10,000 plus	2,442	1,770

There are other indications of relationship between enrollment and finances. The increase in average budget (Table 10) is very much comparable to the enrollment differences. The NCCPA schools are higher in every enrollment group. The cost-per-copy figures in Table 11 tell a somewhat different story. While NCCPA schools of more than 2,000 enrollment show a substantially higher per copy cost than their non-NCCPA counterparts, the two groups are pretty close in per copy cost for the schools of less than 2,000 enrollment. The difference in budget of NCCPA and non-NCCPA schools of less than 2,000 reflects then not a more expensive book, but larger circulation.

TABLE 10

Average Total Budget		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	\$ 4,668	\$ 3,817
1,001-2,000	\$ 10,235	9,046
2,001-6,000	16,871	13,983
6,001-10,000	27,477	24,912
10,000 plus	43,768	43,000

TABLE 11

Average Cost per Copy		
Enrollment	NCCPA MEMBERS	OTHERS
1 to 1,000	\$ 7.14	\$ 7.15
1,001-2,000	7.53	7.71
2,001-6,000	7.13	5.89
6,001-10,000	7.06	6.11
10,000 plus	8.33	5.62

Most of the respondents indicated that some journalism courses are offered (Table 12), although the amount of journalism at some of these schools is slight.

TABLE 12

Does School Offer Journalism Courses?				
Enrollment	NCCPA MEMBERS		OTHERS	
	Yes	None	Yes	None
1 to 1,000	11	7	16	29
1,001-2,000	16	2	6	5
2,001-6,000	21	6	5	1
6,001-10,000	20	0	3	1
10,000 plus	13	0	1	0

Thirty-two NCCPA members and nine of the other schools report that academic credit is offered for work on the yearbook, an indication that the yearbook is becoming somewhat less extracurricular. Table 14 indicates that about a third of the NCCPA respondents and 15% of the others offer a journalism major. Interestingly enough, the schools which offer the journalism major are, for the most part, not the ones offering credit for yearbook work.

TABLE 13

Is Academic Credit Given
For Work on Yearbook?

Enrollment	NCCPA MEMBERS		OTHERS	
	Yes	No	Yes	No
1 to 1,000	7	11	5	40
1,001-2,000	5	13	0	11
2,001-6,000	8	19	1	5
6,001-10,000	9	11	1	3
10,000 plus	3	10	0	1

TABLE 14

Does School Offer Journalism Major?

Enrollment	NCCPA MEMBERS		OTHERS	
	Yes	No	Yes	No
1 to 1,000	1	24	0	45
1,001-2,000	4	14	1	10
2,001-6,000	7	20	4	2
6,001-10,000	12	8	4	0
10,000 plus	9	4	1	0

The larger schools, then, have larger yearbooks, bigger budgets, and larger staffs. The larger schools are more likely to have paid editors and spend more money on staff pay. The larger schools also are more likely to offer credit for work on the yearbook. In general the same differences that exist between large schools and small schools also tend to exist between NCCPA members and non-members.

It seems fair to say from all this that at the larger school the yearbook is becoming less extracurricular, more curricular; and less amateur and more professional. Whether or not this is a widespread trend is a matter of speculation. It is perhaps more important to remember that the differences exist between yearbooks of different sizes and that these differences have not

—Yearbook Finances—

prevented some yearbooks in each of these categories from attaining excellence.

The 1963 yearbook questionnaire of the National Council of College Publications Advisers asked for detailed financial information which now has been compiled. This report covers 73 yearbooks at NCCPA-affiliated schools for which we received detailed information about income and expenditures. We have divided these yearbooks into five categories according to the enrollment of their schools. The categories and number of yearbooks in each are:

1 to 1,000,	8 yearbooks
1,001 to 2,000,	12 yearbooks
2,001 to 6,000,	24 yearbooks
6,001 to 10,000,	18 yearbooks
More than 10,000,	11 yearbooks

We are reporting three major categories for both expenditures and income. We felt this was as far as we could break down expenditures and income accurately.

Table 1 shows the average expenditures within enrollment categories. As might be expected, expenditures in all categories, as well as total expenditures, go up as enrollment goes up. However, some categories increase more rapidly than others.

Table 1—Average 1963 Expenditures of NCCPA Yearbooks

Enrollment	Total	Printing	Photog.	Salaries	Other
1 to 1,000	\$4,864	\$3,678	\$878	\$56	\$252
1,001 to 2,000	\$11,125	\$8,341	\$1,654	\$306	\$824
2,001 to 6,000	\$16,638	\$12,587	\$1,455	\$701	\$1,895
6,001 to 10,000	\$27,669	\$21,400	\$2,060	\$2,251	\$1,958
More than 10,000	\$43,441	\$30,348	\$3,548	\$2,712	\$6,833

Table 2 shows that the percentage of the budget going into printing is nearly the same for all enrollment categories, but the proportion of the budget going into photography is less for the larger books. (Incidentally, printing here includes engraving, covers and binding because most yearbooks reported a single figure.) The proportion of the budget going into salaries and other expenses increases as the enrollment increases. Under "other" we included such expenses as office supplies, conventions, awards, membership dues and telephone, which tend to be minor for the small yearbook. The combined trends can be seen if we note that yearbooks at schools of less than 1,000 enrollment spent 94% of their budgets for printing and photography, while yearbooks at schools of more than 10,000 enrollment spent only 78% of their budgets for printing and photography.

Table 2—Percentage of 1963 NCCPA Yearbook Expenditures in Main Categories

Enrollment	Printing	Photog.	Salaries	Other
1 to 1,000	76	18	1	5
1,001 to 2,000	75	15	3	7
2,001 to 6,000	76	9	4	11
6,001 to 10,000	77	7	8	7
More than 10,000	70	8	6	16

Table 3 indicates that there is considerable variation from one enrollment size to the next on the source of income. For instance, income from student fees and school allocations goes up for each enrollment category until we reach the schools of more than 10,000 enrollment. These yearbooks, with budgets nearly four times as high as those of books at schools of 1,001 to 2,000 enrollment, have only slightly more income from fees and allocations. The difference, of course, is that yearbooks at these larger schools depend primarily on sales, not allocations.

Table 3—Sources of Revenue for NCCPA Yearbooks, 1963

Enrollment	Student Fees and Allocation	Sales	Ads	Other
1 to 1,000	\$3,488	\$64	\$912	\$400
1,001 to 2,000	\$6,703	\$690	\$1,850	\$1,882
2,001 to 6,000	\$9,984	\$4,061	\$941	\$1,652
6,001 to 10,000	\$12,441	\$8,861	\$1,524	\$4,743
More than 10,000	\$7,209	\$27,984	\$642	\$7,606

As Table 4 shows, the yearbooks at schools of more than 10,000 enrollment receive 64% of their income from sales. At the other extreme, yearbooks at schools of less than 1,000 enrollment receive only 1% of their income from sales.

Dependence on advertising is less at larger schools. Yearbooks at schools of less than 1,000 enrollment receive 19% of their income from ads, but yearbooks at schools of more than 2,000 receive negligible income from advertising. Yearbooks at larger schools also seem to depend more on income from fees charged organizations pictured in the yearbook and sitting fees for individual pictures. Both these sources are included under "other."

Table 4—Percentage of Revenue from Various Sources for NCCPA Yearbooks, 1963

Enrollment	Student Fees and Allocation	Sales	Ads	Other
1 to 1,000	72	1	19	8
1,001 to 2,000	60	6	17	17
2,001 to 6,000	60	24	6	10
6,001 to 10,000	45	32	6	17
More than 10,000	17	64	1	18

Figures for the non-NCCPA schools responding in our survey look much like those of the NCCPA schools, except that NCCPA budgets generally are a little higher.

Individual Assignment Sheet And Cumulative Copy Sheet

By RICHARD G. FROHNEN

Eastern Montana College of Education, Billings

A FOUR-COPY FORM that is somewhat laughable at first glance has proved itself an effective device that is taken seriously by students who do reporting, writing and editing for *The Retort*, weekly newspaper at Eastern Montana College in Billings.

Perhaps the impressive appearance and imposing size of the tool are among reasons for its success. At least it gains the attention of the intended destination of the message, as Wilbur Schramm of Stanford University would advise. It is hard to lose in the pages of a textbook. The 8 1/2 x 14 inch "Individual Assignment Sheet and Cumulative Copy Sheet," in quadruplicate on self-carbonized paper, is the instrument in a system which primarily replaces the giving of assignments to student reporters orally or on scraps of paper. It has other built-in uses.

Introduced last January at the beginning of Winter Quarter, the system resulted in improved communication and staff coordination during Winter and Spring Quarters, compared to the preceeding Fall Quarter. *The Retort* staff consisted of the same adviser, the same editor, and substantially the same students during all three quarters.

Any journalist knows that instructions usually are and should be given orally in newsrooms staffed by full-time persons. But there are special communications problems in a small college journalism department whose staff can work together for only two or three

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Sample copies of the form described in this article may be obtained from Mr. Frohnen or from the NCCPA central office.

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hours a week. Most staff members are in different classes from 7 a.m. until 9 p.m. under the extended day schedule caused by classroom shortages.

Staff members in such a situation must do their work individually, when they are free from other classes. On *The Retort*, in addition to attending the two regular one-hour classes each week for the newspaper staff, each staff member observes "office hours" in the newsroom for at least two hours each week.

For those office hours to be productive and for any significant degree of coordination to be achieved, reporters and editors must have available to them the information that would normally be exchanged orally among them if all could work at the same time.

The four-copy form and the system it represents were designed in response to misunderstandings about assignments, fractured deadlines, duplications of stories, inadequate running records of copy at the printer's, and other problems resulting from poor communication.

The system is intended to help student editors improve internal communication generally, and to accomplish the following specifically:

1 - *Get the story that is desired on the editor's desk by the assigned deadline.*

The form has blanks that must be filled in by the editor giving the assignment to ensure that uniform minimum specifics, and an adequate explanation of the story or picture to be obtained, are included.

When a reporter picks up his two copies of the assignment in his mail box, he must fill out the "Receipt for Assignment" on the second copy and put it in the adviser's box. The reporter keeps the first copy for his use, and discusses the assignment with an editor if contact can be made.

The editors retain the third and fourth copies on a clipboard in the newsroom. When the story is received or the assigned deadline has passed, whichever is earlier, an editor completes the "Editor's Report to Adviser" on the third copy and puts it in the adviser's box.

All staff members are informed that the adviser gives an "F" grade for each deadline missed and that he will remove from the staff any person who misses three or more deadlines in any one quarter.

The system gives the adviser exact information on which he can judge individual cases. Such facts were not available when assignments were given orally or sometimes on scraps of paper.

The system helps the student editors and the adviser to keep track of the stories that are needed for a partic-

ASSIGNMENT AND COPY SHEET—9

ular issue and, when a reporter fails, to recover before final deadline.

2 - Prevent duplication and improper identification of copy.

A simple list of stories (copy sheet) to include the subject of the story, reporter, deadline assigned, time received, length, headline and special typographical treatment, should be easily kept current and accurate.

But such a copy sheet, once started and later relied upon, may easily become inaccurate by the failure of some students coming and going to make the proper entries, or by misunderstandings of the brief story descriptions on such a list.

A 15-inch story with a three-column headline can be at the printer's and not be listed on the copy sheet. When the editor who sent it out is absent, another editor may assign the same story to another reporter, or he may forget it completely and leave it off the dummy, if the proof is delayed.

This can also happen in the system built around the Individual Assignment Sheet and Cumulative Copy Sheet, although it is less likely to happen with this system because there is a separate sheet attached to the newsroom clipboard for each assignment, and for each unassigned story received.

Frequent checks of the clipboard by editors and reporters make it possible for all staff members to know what has been assigned and the current status of each story. Even if some details are accidentally omitted, there is enough information to guide the staff members in solving problems.

3 - Encourage continuity in certain editing functions.

Instructions on the four-copy form used in the system amount to an abbreviated do-it-yourself course in the organizational aspects of editing. Student staff members who have had little formal training in journalism (especially at the start of the school year when a paper must be put out before instruction is given) can get along by following the step-by-step directions on the form.

The instructions place emphasis upon uniformly identifying a story or illustration from assignment through the dummy with one single "slug" word or phrase, used only once for any issue of the paper. Adherence to this rule alone eliminates much confusion.

4 - Impress reporters with the importance of their assignments.

Just as the ornate "sheepskin" diploma is valued more highly than a less formal document, the formalized Individual Assignment Sheet and Cumulative Copy Sheet is taken more seriously by reporters for *The Re-*

tor than a memo roughed out on a torn piece of copy paper.

During the two quarters that the form has been used at Eastern Montana College, reporters missed fewer deadlines and were more accurate than during previous quarters when the form was not employed. Two students received failing marks as final grades in the course for Fall Quarter because they missed deadlines, while none failed for that reason during the following two quarters in which the form was used.

Undoubtedly, the Fall Quarter's experience and training resulted in improved performance during the next two quarters by those staff members who continued on the paper; however, similar progress was not noted in the same degree during the previous year when the form was not used, and the editors and adviser of *The Retort* believe that the new four-copy system was largely responsible for improved adherence to deadlines during the two quarters in which the form was used.

The entire staff, and the adviser, clowned about the government-like multi-copy paperwork of the Individual Assignment Sheet and Cumulative Copy Sheet, but observed together that the copy came in on time and was processed with minimum confusion.

Thermostat Control For Journalists

By REEF WALDREP

Western Illinois University, Macomb

I favor a "thermostatic" control of the college press—a journalistic thermostat.

First, let's talk about freedom.

I am going to use the term freedom of the press in this paper even though the term does not communicate any sharp, precise, or cogent concept. Down the years we have used the term. The term is built into our language.

As a matter of fact, I may not be free to suggest that absolute freedom of the press does not exist. *Freedom* is a grand and sacred American word and ranks with Mother, Flag, and the rest of the gods. This absolute is not philosophically tenable.

I thought of using the word *independent*—but this word is no better. Who can be truly independent—without qualifications, without reservations, and with-

out hedging? Who really wants to be independent?

Objective press is no better.

Uncommitted press is no better.

There, naturally has never been a free, independent, objective, and uncommitted press.

Virgin press? Existential press? Irrational press? Anarchist press? Committee press? Crowd press?

What about a Godwin press?

William Godwin (1793) has been described as a philosophical anarchist. Let us hazard a guess that a Godwin press would be free from all compulsions put on it by any organization. The Godwin press would be free from laws, rules, and especially and particularly free from rulers of any institution including family, church, state, university, town, city, committee, council, communism, Christianity, Judaism, tradition, greed, advertisers, circulation, and superstition.

Crane Brinton, in *A History of Western Morals*, explains:

"The anarchist (Godwin type) believes that man is born with a kind of self-regulating instinct—if the somewhat unfair and gross metaphor may be pardoned, with a kind of very complicated and effective spiritual automatic regulator or thermostat—which always works perfectly if its possessor does not try to improve on it, tamper with it, and, worst of all, try to replace it in other human beings by exercising power over them."

Continues Brinton: "All that needs to be done, then, is remove this (evil, bad, artificial) environment, remove all institutions that prescribe, regulate, compel human action; all that needs to be done is to leave the individual *really* free . . ."

To aim this at the press, let us say that the press has this "thermostat."

It is not to be tampered with. If the thermostats of publishers, editors, readers, advertisers, administrations, student government, and the board and alumni are working the way nature intended them to work, the First Amendment to the Constitution, all legal formalities for the defense and protection of the "freedom of the press" and the absurd talk about freedom, independent, responsible and uncommitted press are absurd and unnecessary.

The idea is to keep all hands off the thermostat—church, state, university, and law.

Godwin's position, as Brinton describes it before I tampered, is said to be the gentlest and most hopeful of positions. Says Brinton: ". . . it is the position of modern sentimental Christian liberalism . . ."

Before we get carried away with this thermostatic freedom let us make a statement:

In any given human society, any given moment, free-

COLLEGE PRESS REVIEW, WINTER, 1964

dom of the press is the result of the interaction of the unchanging instinctive and the economic forces with the local conventions of morality and religion, the local laws, prejudices, and ideals. The degree of permanence of these conventions, religious myths, and ideals is proportional to their social utility in the given circumstances of time and place.

Before you decide that my literary style has markedly improved, let me rush to say that the above paragraph was written by Aldous Huxley with a few fundamental revisions. He was talking about love. I substituted *freedom of the press* for *love* and *economic* forces for *physiological material of sex*.

Of course, Huxley is saying that love is not free from certain named conditions. And my revision makes freedom of the press another name for social utility.

A crowd press might be considered free. Modern spokesmen for the crowd explain that individuals can find freedom—escape from their ego and private cravings and curbs—by joining a mob. The editor who commits himself to the crowd, the circulation, the bandwagon, the mob and the current American way can free himself from his squalid little self.

If culture is a prison, and we want to be really free, if we want to understand, then Huxley has the solution, let the editor uproot himself from the culture, "by-pass language, get rid of emotionally charged memories, hate . . . fathers and mothers, subtract and subtract from our stock of notions."

And for the man of science, the artist, the philosopher, and, I might add, the press:

"Only the disinterested mind can transcend common sense and pass beyond the boundaries of animal or average-sensual human life." Pass beyond, and to true freedom.

All this is an 18th Century pipe dream. Society holds us with a thousand tiny strings—like Gulliver in Lilliput.

In spite of all said and quoted, I have always felt that the free press is existentialist by nature—a press *condemned to be free*. The italicized words are those made popular in certain quarters by Jean Paul Sartre. The press, in my view, must create its own beachhead of freedom daily and weekly and hourly by its choices.

I am willing, for a time, to waive further promotion of this idea for a more practical plan.

I suggest abolishing the committee, the council, and board control of the college press. These artificial thermostats seem to have solved no problems.

I suggested a journalistic thermostat. The English profs, the biological sciences profs, the chemistry profs, the physics profs, and the profs of other disciplines

THERMOSTAT CONTROL FOR JOURNALISTS—11

claim "discipline" control, control of the scientific method. No committee, board, or council interferes and dictates to the prof in his classroom—so I am told by the advocates of academic freedom.

No city, town, county, or national newspaper in this country is controlled by a council (unless it is a biracial committee in a Southern city) and told what to suppress or print. No local paper has a committee of civic-minded lay citizens to dictate the paper's content and editorial direction—with power to lower the boom.

A friend in Lincoln, Neb., attending the Association for Education in Journalism, said: "Yes, but there would be such a group if the town owned the paper."

Nevertheless, I suggest and recommend that the adviser of college and university publications be freed from campus boards, councils, and committees and given his academic freedom rooted in his discipline and his know-how.

This means that masters of the discipline be appointed by the president—as carefully screened and selected as an English or biology professor.

If he shows, before earning the privilege of tenure, that he does not know his profession and his discipline, his contract should not be renewed.

This plan would not create a free press. The science profs, however, are not free of their disciplines either. The science prof is controlled by the opinion of his colleagues—not a committee of students and representatives from other disciplines.

The adviser should be held to the proper and proficient practice of his trade and profession.

Just check out his thermostat to see that it is operating and put him to advising.

JOHN F. KENNEDY MEMORIAL SECTION TO BE FEATURED IN SPRING REVIEW

A 20- or 24-page section of the Spring, 1964, issue of *The College Press Review* will show how—with text and illustrations—the nation's collegiate press covered the tragic events of November 22-29, 1963. Eighty-three representative newspapers from university and colleges across the nation have been selected for display. Film slides are being made for distribution to NCCPA members who request them (details will be in the next issue). Copies of the Spring issue of *The College Press Review* and a set of slides will be offered to the John F. Kennedy Memorial Library.

Also in the Spring issue: a study of the Nicaraguan student press by James Carty, a follow research study on "Students View the News" by Dr. Guido H. Stempel, NCCPA research committee chairman.

The Winter Of Our Discontent

By The Rev. Theodore M. Hesburgh, C.S.C.

President, University of Notre Dame

University of Notre Dame officials last March deleted from an issue of the student weekly news magazine, *Scholastic*, material which they considered objectionable. The editors protested, and the University cancelled publication of the following issue, the last the editors would have put out before turning the publication over to underclassmen in the traditional spring changeover.

Several weeks earlier the *Scholastic* had proposed that the Rev. Theodore M. Hesburgh, C.S.C., resign as University president, that he assume the title of chancellor, and that a layman be made president to administer the day-to-day operation of the University. The editors contended that Father Hesburgh's many activities took him away from the University too often.

Father Hesburgh wrote a letter to the student body after a number of incidents raised issues frequently debated on college campuses: How much freedom should student editors have? How "democratic" should a school be in permitting students to protest the institution's policies?

Father Hesburgh became Notre Dame's president in 1952 at the age of 35. He has inaugurated sweeping changes in curriculum, *The National Observer* reports, and during his administration the Roman Catholic institution has undergone the greatest period of physical expansion in its 121-year history. In addition to his duties at the university, Father Hesburgh is a member of the United States Civil Rights Commission; the United States Advisory Commission on International, Educational, and Cultural Affairs; the National Science Board; and the board of trustees of the Rockefeller Foundation. He is also the Vatican's representative to the International Atomic Energy Commission.

The accompanying letter is reprinted, with his permission, in full.

University of Notre Dame

Notre Dame, Indiana

Office of the President

April 8, 1963

Cable Address "Bulac"

My dear Notre Dame Students:

President Kennedy was asked recently if this had been for America, the Winter of our discontent. He said no but hedged somewhat. If I were asked the same question, as regards Notre Dame, I would say clearly yes, without hedging.

For anyone who has been around here for the last decade or two, this discontent is not very easy to understand or to explain. There are some simple explanations offered, but they do not explain very much.

There are ample reasons to argue against discontent: The University has emerged as the Catholic university in this hemisphere, if not in all the world. The faculty is better regarded than ever before, the students more intelligent, the facilities vastly improved and improving to the extent of forty million dollars in less than two decades. The course of studies in all colleges has been revised. All of this is graphically represented in a tripling of the University's operating budget in the past ten years, from about eight to more than twenty-three million dollars annually.

The whole regime for administration, faculty, and student life is vastly changed too, seemingly for the better. Since the appearance of the Articles of Administration some years ago, the University has been decentralized in theory, and more and more in fact, as faculty members, department heads, deans, rectors, and vice presidents use the authority clearly delegated to them to conduct their own particular affairs.

Student life is considerably different than it was a decade or two ago. Disciplinary regulations have been relaxed and simplified. One of the simple answers lays all the blame for discontent here: "Lay on with heavy hand and the troops won't become restless." I cannot accept this, but I will say a word later about the status of discipline at Notre Dame.

Student social facilities were very limited ten years or so ago. No LaFortune Center, no Stepan Center, fewer playing fields, fifteen thousand meals a day served to long lines of students at one dining hall, no bowling alleys, no outdoor basketball courts, no field house in proximate prospect. Student academic facilities were even more limited: No Liberal Arts or Science Buildings, no new Library in immediate prospect.

Student government was largely non-existent a decade or so ago - no student body president or senate, for example. Some might allege the same condition in practice this past year, and look here for some cause of discontent. Possibly some, but not all. To the extent that a vacuum was created in student government, something else had to rush in to fill the gap.

If we assume that progress has been almost rampant here in the last decade or two, compared to other comparable academic institutions (and many people may take a bow for these accomplishments), then one might ask, "Why all the discontent?"

I'm not sure that anyone can adequately answer this question, except to point up symptoms, concomitant phenomena, and other tangential realities at work here.

Let me profess first of all my belief that discontent is not all bad. Any perceptive or sensitive person who knows anything of what goes on in human life today will suffer from chronic and divine discontent that will never be completely cured this side of the Beatific Vision. Any person who really knows himself and senses what God expects of him will be continually dissatisfied with his own personal performance. Plato joined these two perennial discontents when he said that anyone who wanted to remake the world had best start by remaking himself.

To get back to the local Winter of discontent, how to explain it? The weather? Hardly, even though it was the worst Winter since 1903, and everyone contracted a certain amount of cabin fever. This, in turn, led to almost morbid reappraisal of everything in sight here, as though the main preoccupation of students here should be to take the whole place apart and put it together again in some new image. Anyway, it was a field day inside the cabin. I did recognize some of the symptoms easier after seeing remote outposts in the Antarctic last December.

In a broader context, I believe the discontent might be seen, in small measure, as a part of the total spiritual malaise that afflicts so much of our world today. One senses this in the negativism reflected by a sign I saw last year on a wall in South America, NADAISMO (Nothingism). There is a deep frustration endemic to much of modern life and it is very catching when Christian optimism wanes, or courage falters, or people turn too introspectively upon themselves and their own petty narrow problems.

One might legitimately argue, I suppose, regarding how widespread discontent really was among the student body. Many seemed to be having the time of their lives, while others wailed and railed. One thing can be said for certain - discontent was syndicated and, I suppose, aggravated in no small measure by our local publications, official and unofficial. Humor might have helped, but the fact that true humor is as difficult to handle as mercury may lessen the cruelty of the judgment that the two attempts at humor magazines were, in turn, sad and then disgraceful. In any event, there was little humor last Winter, and instead, the dead pan seriousness of an apocalyptic era.

The Scholastic had moments of greatness and the promise of being the best, rather than a mixture of the best and the worst, ever. Several tendencies marred the greatness: an excessively negative attitude that felt called upon to scorn everything under God and to pontificate far beyond the limits of its writers' modest wisdom; bitter analysis that often missed the point by ignoring or misrepresenting the facts of the matter; rather crude and unkind personal criticisms; and, on one occasion, an open lack of integrity

on the part of those in charge that would have cost them their jobs anywhere else and here, too, if the University were indeed what they were depicting it to be.

One might well have responded with the old-time fire and brimstone. It seemed the better part of wisdom, however, to see for once how far irresponsibility might go if allowed in large measure to run its course. The answer: pretty far. Anything even remotely connected with that omnipresent bugaboo, authority, was scourged. The barricades were noisily manned for every cause of student freedom, be it good, bad, or foolish. Worst of all, the lifelong dedication of hundreds of valiant priests and brothers, over the course of a hundred and twenty years since the birth of Notre Dame, was brushed off in several pen-strokes. For their penance, I would ask these writers to walk down the long rows of crosses in the cemetery and ponder the difference between what this silent brigade has given to Notre Dame and what they themselves have loudly contributed by their thoughtless and tasteless words.

(I have not mentioned by name an unofficial publication, because its title is indeed perverse. I have exorcised (literally) those who are associated with it, and have asked God in His mercy to forgive them this perversity for they really know not what they do here.)

Getting back to the Scholastic, when the plug was finally pulled, the editors walked out and seemed to become martyrs, although I have always thought martyrdom required dying on the job, not giving up. So, while I am not about to confer on them the palm of martyrdom, neither do I overlook their good efforts this year to create an intelligent and serious student publication. Anyway, it was all a reasonably predictable ending to a Winter of discontent, and I suspect that many were slightly fed up by this time, and ready for Spring and sunshine and the open road ahead. I'm sure some students were even anxious to continue their education in a more peaceful atmosphere, although no good university is ever entirely peaceful.

I have often been reminded this past Winter of the young student who found Christianity inadequate and decided to found his own new and better religion. He asked a wise old theologian for advice on how to get started. The old scholar, with a twinkle in his eye, said: "I suggest that you arrange to get yourself crucified, and then rise from the dead on the third day."

Discontent more often than not tries to drive a wedge, to foster divisions, so that it may feed upon itself and prolong its melancholy mood. I can work up a good case of anger against anyone or anything that tries to divide those who must grow together on this campus, faculty - all faculty - and students, administration - on all levels - and faculty and students, priests and laymen. Neither do I consider faculty and students equal partners in the educative process here, since students by definition are here to study under the direction of the faculty, and to learn. Nor do I consider student leaders to be makers of broad University policy or wielders of pressure, except in their own domain. How long have we waited for student leadership to organize an honor system that really works, to outlaw, once and for all, the widespread cheating that tarnishes academic life on most campuses, and this one too? How long student leaders have talked without producing a code of

student conduct worthy of Notre Dame? The Iroquois would have to team up with the Apache to equal the recent St. Patrick's Day damage that some of your classmates wreaked on a Chicago hotel. Much of substance awaits the touch of fine leadership in the student domain. Manifestoes of rights are always easier to produce and more popular than proddings to difficult responsibilities in areas where only students can assume real leadership.

I would call to your attention a recent definition of political leadership: "The subtle and sensitive attuning and disciplining of all words and deeds - not to mend the petty conflict of the moment, nor to close some tiny gap in the discourse of the day - but to define and to advance designs and policies for a thousand tomorrows." (John Hughes)

We hope that Notre Dame will be with us as a unique institution of education for these thousand tomorrows. Discipline, which I assume none of us like, is and will be part of the education at Notre Dame during these tomorrows. So will values and standards. Two years ago, fifteen pages of rules and regulations were reduced to one page of seven or eight essential rules. This leaves at least some basic discipline to gripe about. Beyond the normal griping, if anyone seriously believes that he cannot become well educated here without a car, or girls in his room, or if one really thinks that his personal freedom is impossibly restricted by curfew, or State laws on drinking, or the presence of priests in the residence halls, then I think the only honest reaction is to get free of Notre Dame, not to expect Notre Dame to lose its unique character and become just another school with just another quality of graduates. Notre Dame has changed greatly, and will change more, for the better, one hopes. But set principles must guide the change. Permanent values must remain. And, benighted though it may appear to some, we do see permanent educational value in the few essential rules and regulations that were retained when all the non-essentials were dropped two years ago. The dropping is now over as we catch our breath in this exhilarating new freedom of abridged discipline.

If you aren't smiling at this point, you are still too serious - even for the revolution. Am I saying that students shouldn't be critical? Of course, not. But they shouldn't be Don Quixotes either - there are too many really important targets for your fresh and idealistic thought. I am equally ready to admit that we of the faculty and administration can learn some valuable lessons from students as we walk this road together. Nonetheless, your primary rôle as students here is to learn, not to teach. Students who think otherwise should go out, found their own universities, and then take lessons from their students. This, in fact, is the sad anatomy of most South American universities. It is also the reason that they do not amount to much, as universities.

These latter words will have to many the tone of a Neanderthal growl. They will sound even worse, after our Winter of discontent, because nerves are frayed, emotions run high, implications are always assumed to be the worst, and the nay-sayers welcome any grist for their mill. At the risk of sounding hopelessly naive, and what is worse, possibly maudlin, may I say quite simply that I love students, especially Notre Dame students, not because you are all inherently lovable at all times, but because you do represent one of the best

present hopes for a better future, if you learn here the really important lessons for the long tomorrows. I assume that all faculty members - clerical and lay - and all administrators - clerical and lay - also love students. If they do not, they should not be here. I further assume that loving students means that we wish you well, particularly in the educational context, so that we all want to aid and abet in every way possible, at whatever cost of time, talent, or dedication, that mysterious process by which young men grow in wisdom and grace, as well as age. Once said, this still leaves a good deal unsaid as to ways and means and particularities; student government, publications, and all the rest, but I trust that our honest love of students establishes the human context in which mutual respect and productive action are possible on all levels for a better Notre Dame. The particularities can be settled if we are agreed on the context of life at Notre Dame.

To mention just a few of my own present preoccupations: I take it that we are wasting our time if we leave you so bedazzled by the fascinating bright light of your emerging intellectual insight, that you become unduly proud rather than humble in the face of all that is still unknown to you. I hope we might also represent to you personally, in some small way at least, the other values beyond the intellectual: honesty and integrity, compassion, human understanding, magnanimous generosity, kindness, loyalty, and ultimately the wisdom that encompasses most of these.

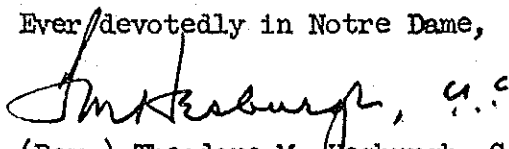
May I also take this opportunity to lay to rest one myth. I believe that a university president may be expected to give leadership and a tone, possibly even a style, to the whole operation, but he cannot personally be involved in very much of the day-by-day operation. President Barnaby Keeney of Brown University recently remarked in his annual report that students were restive about his being away to raise funds, and not being always on hand to pat their heads or their bottoms. I take it you men don't need such patting, at least not from me, as I too am often away, raising money and trying to involve Notre Dame in many crucial areas where no Catholic university has been involved before.

Lastly, I would hope that we might inspire you to serve, not only God, country, and Notre Dame, but in a humbler context, your fellow student while here today, your neighbor at home and abroad tomorrow.

We must also try to interest some of you in the educative process, so that you too might give yourselves to this total endeavor that is Notre Dame, as a priest or layman in the days ahead. There is no real cause for discontent here that could not be dissipated by more intelligent, more understanding, more dedicated people on every level, including my own. If a few stalwarts among you make this move, the positive deed will outshine the negative word, and the Winter of our discontent may be forgotten in the flowering of a new Springtime of hope.

Happy Easter to all of you and to your families.

Ever devotedly in Notre Dame,



(Rev.) Theodore M. Hesburgh, C.S.C.
President

Novalinguistication: Some Verbalization on

By JOHN MERRILL

Texas Agricultural and Mechanical College

A new language, flexible in its verbal manifestations, syllabic elongations and syntactic multistructurations, is ascending importance-wise in our journalistically-oriented periodicals, even in those offering instructional patterns specifically aligned with aspirations peculiar to academic publications, both student and faculty related. It is not the older, simplicated, uni-directional language extensively found on American campuses in the 1930s and 40s. Rather it is a language of intellectual import and is completely in accord with the pattern of the modern conceptual models following group-oriented linguistic consultations at the university and college level.

This neo-linguistic concept, making ever more penetrating incursionary indentations in the older static language of simplicity, is a dignified communicative profile; it is particularly adaptable to the communication process emanating from the publications adviser in the academic situation and funneling direction-wise toward the staff-related students of the campus publications.

No longer does this New Language (which I call "Novalinguistication") serve as solely specialized or conclave communication in the over-tedious departmentalization of academic organization; it is emerging as an interdisciplinary system of message transmission fully capable of maximal information conduction.

The college publications adviser, wrapped as he is in complexified pressure systems on his campus, will find the New Language perhaps a little heavy. But it is filled with a meaty and muscular quality that has a hypnotic effect (especially on college presidents and college freshmen) and manifests evidences of much learning and deep-rooted cerebration.

What is obviously needed in communicating with administrative superiors and with crusading students who staff our college publications is this dignified language. The old language, devoid of modern emphases on manifestations symbolic of a more flexible and repetitive communicative pattern, was simply not good enough.

Without a doubt this New Language will be criticized by some of the publications advisers of the old school, but most of their criticisms are obviously unfounded and would even be revealed as grossly misleading and probably statistically unreliable* if sub-

jected to differentiated forms of survey methodology so often frowned upon by the encoders of the criticisms. These are evidences of non-scientific skepticism, and reactionary tendencies, which fortunately are expeditiously disappearing from our campii.

These critical remarks directed at the New Language simply allow those persons who are non-oriented in the study of symbolic entropy, high probability sequences, and cross-cultural experimentations an opportunity to disadvance into the pre-scientific dark alleys which lead ultimately to suffocating linguistic imprisonment and semantic frustration.

Let us go back a moment to the old language and note its monotonous simplicity. The following selection comes from one of the older English textbooks appertaining to rhetoric:

In the first place, the sense of your language was not acquired primarily from books. You began the process of learning language when you were an infant, and the process has continued ever since.

Even with several readings, those two sentences fail to take on any luster and life, and it is quite obvious that the writer is afraid to proceed past his primer linguistic habits. Now let us reinforce that meager passage with the *NEW* language, so that in the reinterpretation the reader might feel the ebb and flow of a more vital communication wave. Here is the way it should read:

A primary consideration of rank-order importance should be noted in terms of the student's realization that his linguistic-sensory concept was not the resulting mental awareness that proceeds in the main from the printed specialized communications media often designated as "books." The student began the implementation of the process of linguistic-symbolism acquisition at such a time as he was in the extreme lower age levels of childhood, and this same learning process has continued in essentially unaltered fashion up to and including, with negligible schematic change, the present time.

Anyone with a well-developed language sense can easily recognize the superiority of the latter rendition; it flows easily and reinforces itself with powerful redundancy.

In conclusion, it should be repeated that the number of New Language users is growing rapidly. This is indeed encouraging; it indicates that truly we are coming into an era of dynamic language, and that Americans are evidencing an unwillingness to remain straight-jacketed in a static and obsolete language.

Novalinguistication: may it be the receiver of an extended temporal existence!

**Pun-wise, this is rather good.* - Ed.

Studies in

The Control Of Student Publications

By VERNON W. SMITH

Hartwick College, Oneonta, New York

PREFACE

A study of existing publications dealing with the campus press reveals many works on technical proficiency but few on legal and moral responsibilities and the relationships between those who operate and those who seek to control student publications.

This paper brings together a number of cases in which the effort to control campus publication has been made visible. It is well to remember that some form of control always exists and that it may be most effective where there appears to be no visible struggle.

As a former student editor who "was not invited back" and as present student publications adviser representing administration, the author treads a rather ambivalent path. It is impossible to claim objectivity in the process of summarizing as many cases as appear in the following pages. A measure of the difficulty of equating ideals with practical action can be observed by comparing the author's position as an editor (Page 28) with his position as chairman of the publications board (Page 28). The author's motivation in gathering these cases is to establish what is being done or has been done in campus press control.

Cases are presented at face value. Comments within a case are entirely those of the source cited in the footnote. No attempt has been made to investigate the positions of the parties involved or to measure the reliability of the reporter or validity of the report.

Sources for the information appearing here are either published reports in campus or commercial newspapers, letters from participants, or excerpts from magazines and books.

Special attention should be paid to the date of a case. It would not be fair to assume that the situation prevailing at one time necessarily reflects a present condition.

The author especially thanks the following individuals who assisted him in the gathering of information. While none bears any responsibility for the final shaping of this study, each contributed to the project in the manner indicated.

Professor William Burch of the Syracuse University School of Journalism provided the original citation for *Langford v. Vanderbilt University*, the only case of legal action found by the author.

Michael Kiefer, associate editor, *Ball State News*, sent copies of issues dealing with student government relations with the student press.

C. J. Leabo, assistant director, Associated Collegiate Press, ran a notice in *ACP Feature Service* inviting the submission of cases for use in the study.

Robert A. McGaw, director of information and publications, Vanderbilt University, provided background information and further citations on *Langford v. Vanderbilt University*.

Professor Melvin Mencher, Columbia University Graduate School of Journalism, furnished several leads to case sources.

Professor Dario Politella, Ball State Teachers College, Department of English, provided references to cases included in the study.

Professor Arthur M. Sanderson, editor and executive

director, National Council of College Publications Advisers, suggested several sources.

Michael O. Sawyer, chairman Maxwell School Citizenship Department, Syracuse University, recommended some secondary source material.

J. C. Simpson, editor-in-chief, *The California Tech*, sent a large personal collection of newspaper accounts of college press control.

Robert Vaccarelli provided personal information about the LeMoyne College case. Mr. Vaccarelli is a student at the Syracuse University School of Journalism.

Members of the class, "Seminar in Problems of the Press," contributed to the project by commenting critically on methods of presentation. These included Robert Blanchard, George Diel, Robert Vaccarelli, and Professor Robert Murphy, chairman of the newspaper sequence, Syracuse University School of Journalism.

In studying the following chapters, caution should be taken not to consider the cases a comprehensive answer to the question preceding it. It is expected that what has been done will be of interest but it should not be considered the only possible answer to a similar question at another institution.

Caution should also be observed in applying the principles outlined in Chapter I, "Legal Responsibility for the College Press." State laws differ. Interpretations of all laws change from year to year and trial to trial. Those responsible for the operation of the college press should be familiar with the specific legal requirements of the state in which they publish. Legal counsel should be sought in case of doubt.

I

LEGAL RESPONSIBILITY FOR THE COLLEGE PRESS

1. Who is legally responsible for the college press?

In most instances, the college. "Separate incorporation of the publication division of the college may provide some protection, but there is always the uncertainty as to the extent to which the court will respect the legal fiction of separate corporate identity in the event of a suit, if the parent corporation continues to exercise any substantial degree of control over the subsidiary."¹

2. Has any college institution ever successfully de-

¹Thomas Edward Blackwell, *College Law: A Guide for Administrators* (Washington, D.C.: American Council on Education, 1961) p. 189.

fended its position as separate from student publications?

Yes. In *Langford v. Vanderbilt University*, "the University, the student editor of the *Hustler*, Ormonde Platter, and the printer, Benson Printing Company, were joined as defendants. . . . Vanderbilt University . . . pleaded that it was not liable under the rule of *respondere superior*, because the publication was not made by it or by any servant or agent for it."²

"Early in the trial, the court dismissed Vanderbilt from the suit, it having been proved to the court's satisfaction that our student publications are not the University's publications."³

3. On what grounds can responsibility for the student publications be separated from the college institution?

In *Langford v. Vanderbilt University*, the following conditions were stated: "There is no advance censorship; no member of the University staff is assigned to a publication as adviser; the student proprietors make their own contracts with printers, etc.; profits and or losses belong to the editor and business manager of each publication."⁴

4. Can the student writer and editor be held legally responsible?

Not necessarily. "It should be remembered . . . that, in the eyes of the law, (the student) is still an infant until he reaches the age of majority. At common law, an infant becomes of age the first instant of the day preceding the twenty-first anniversary day of his birth. By statute in many states, a female reaches her majority at the age of eighteen. (43 C.J.S.: Infants 2-3 (1945). . . . In general, an infant may, at his pleasure, repudiate and disaffirm some of his contracts. This rule has very few exceptions."⁵

5. If the student writer and editor cannot be held legally responsible, who can?

The college. "The power which the officers of a college may lawfully exert to restrict and to control the actions of its students is based on the fact that, in law, the college stands in the same relationship to its students as that of a parent—in *loco parentis*—and it can therefore direct and control their conduct to the same extent that a parent can."⁶

²*Langford v. Vanderbilt University*, 318 S.W. 2d 568, Tennessee, July 3, 1958, pp. 570-571.

³Robert A. McGaw, Director, Information & Publications, Vanderbilt University, Nashville 5, Tenn., letter to the author, March 7, 1963.

⁴*Ibid.*

⁵Blackwell, (*op. cit.*) p. 101.

⁶*Ibid.*, p. 104.

6. *For what can a student publication be sued?*

Libel. "Libel may be defined as any false statement, written or broadcast, which tends to (1) bring any person into public hatred, contempt or ridicule; (2) cause him to be shunned or avoided; or (3) injure him in his business or occupation."⁸

"A criminal libel may be defined as a malicious or wanton publication of defamatory statements or pictures. In contrast to civil libel, truth cannot be relied upon as a defense against an accusation of criminal libel."⁹

"A (civil) libel may consist of a statement of fact, ... a statement of opinion based on facts, actual or supposed ... (or) ... an indirect statement or imputation ... if susceptible of a defamatory interpretation."¹⁰

Among types of libel which can be defended only by proving the truth legally (often difficult to do) are "accusations or imputations of crime ... statements or insinuations of insanity or of loathsome or contagious disease ... assertions of want of capacity to conduct one's business or profession ... any expression which tends to bring public hatred, contempt, or ridicule."¹¹

Right of privacy. "The prohibition is ... against the publicizing of private affairs with which the public has no legitimate concern or the wrongful intrusion (the bad taste, if you please, of an intrusion) into private activities in such a manner as to cause mental suffering, shame, or humiliation to a person of ordinary sensibilities." However, "when a person becomes a public character, he relinquishes his right of privacy or at least great areas of privacy."¹²

Contempt. "A story or photo which tends: (1) to produce an atmosphere of prejudice where a pending case is being or is to be tried; (2) to delay or interfere with the administration of justice; or (3) to cause justice to miscarry, may be held in contempt of court."¹³

7. *What are the dangers from libel suits or contempt actions?*

"Juries punish by enormous verdicts (of money to punish the wrongdoer or compensate the injured) ... Stable, long-established properties have been crippled as a result of one libelous comment."¹⁴

Fine or imprisonment may also be involved.

⁸Paul P. Ashley, *Say It Safely: Legal Limits in Journalism and Broadcasting* (Settle: University of Washington Press, 1959) p. 3.

⁹*Ibid.*, 12.

¹⁰*Ibid.*, 12-13.

¹¹*Ibid.*, 26.

¹²*Ibid.*, 83.

¹³*Ibid.*, 73.

¹⁴*Ibid.*, 4-5.

8. *Who is responsible for a libelous statement which has been published in a student publication?*

Anyone who at any point handled the copy as well as those who have overall responsibility for the publication. "Men processing copy may be as much to blame when a libelous statement slips by unnoticed as is the excited cub reporter ... all writers, copyreaders, ... editors, ... admen, proofreaders, printers, and makeup men who at one stage or another handle the copy ..."

9. *Why aren't there more suits involving college publications?*

Legal action is time consuming and many of the individuals who might otherwise sue for libel are employed by the institution which bears the legal responsibility for what the publication does. When the desire is to punish the person committing the libel, there are other methods more easily used than the courts. Many cases are settled out of court with or without the initiation of court action. In most cases, the institution possesses means of punitive action which do not require court action and its attendant publicity.

¹⁵*Ibid.*, 5.

II

STATE LEGISLATIVE ATTEMPTS TO CONTROL STUDENT PUBLICATIONS

1. *What control do state legislatures exercise over colleges?*

Institutions operated by the state are subject to legislation. Private institutions chartered by the state may be indirectly affected by legislation which is passed.

2. *Can a student publication comment freely on public issues under discussion by the legislature?*

Not always. "A member of the Regents, oil and ranch millionaire Claude Voyles, told the *Austin American*: 'We feel *The Daily Texan* has gone out of bounds in discussion of the Harris-Fulbright natural gas bill when 66 per cent of Texas money comes from oil and gas.' ... Describing suppression as a legal and not a philosophical issue, the Regents called attention to House Bill 140, the state's appropriation bill for the University (of Texas). A rider on this bill, they pointed out, prohibits the use of state money 'for influencing the passage or defeat of any legislative measure.' Under their interpretation, 'editorial preoccupation with state and national political controversy' would also be prohibited. The application of this State law to *The Texan*, whose funds are derived solely from

student fees and advertising was, to put it mildly, questionable," wrote Willie Morris, *Daily Texan* editor. At the time of his article which appeared in *The New Republic* April 2, 1956, a test of the situation had resulted in rejection of copy by advisers, student support on and off campus, and a pending situation while the board of publications prepared a report to the Regents "reclarifying" *Daily Texan* editorial policy.¹

3. *Can a student publication carry an article dealing with political and economic concepts which are in opposition to those of the state legislature?*

Not without protest, it seems. According to *The Florida Flambeau*, November 30, 1962, "the editorial policy of (this daily student newspaper at Florida State University, Tallahassee) has been labeled 'Communist, atheistic, socialistic, and un-American' on the floor of the Florida State Legislature.... A state legislator read (an article entitled 'Socialize Natural Resources') on campus, ... had the article reprinted and circulated among other lawmakers... including the newspaper's masthead, which lists names of student editors."²

Student political clubs on the campus became involved when a joint statement of the campus chapters of Young Democrats and Young Republicans was read to the Legislature. Later denounced as not the opinion of officers other than the vice president of the Young Democrats and the president of the Young Republicans, the statement stated in part, "We do not agree with those editorials expressing the un-American ideals of Communism, atheism and Socialism. Furthermore, we do not believe that they reflect the views of the student body."³

"Flambeau Editor Ben Sharp explained... *The Flambeau* regularly prints columns dealing with issues ranging from arch-conservative to arch-liberal. We have always stood for the rights of students to discuss freely issues of their choosing as long as they remain in the bounds of good taste and libel and do not deal in personality attacks on individuals."⁴

"In general, newspapers of the state which commented, did so favorably for the student newspaper's stand. "Neither the Commonwealth of Florida nor the Republic are endangered by a college student's expressed opinion of socialization of natural resources, however

fallacious his reasoning may be,' editorialized the *St. Petersburg Times*. 'But both the state and the nation are endangered by the disregard of legislators for freedom of expression both by student editors and by members of university faculties. ...'⁵

"The president of the Young Republicans said that by approaching the Legislature, his intention 'had been to clear up ideas held by the majority of the State Legislature that students at FSU were encouraging and supporting Communism, atheism, and Socialistic ideas.' ... He added (the newspaper reports) that many legislators have asked him to stay in contact with the situation and advise them from time to time on 'further developments with regard to Communist, atheistic and Socialistic ideas at FSU'. "⁶

4. *Can an editor be removed for taking a stand on a controversial political position?*

The probability of such a situation is discussed by Robert M. MacIver in *Academic Freedom in Our Time*.⁷

"Leonard Saari, editor of the University of Washington *Daily*, vigorously and in our opinion very intelligently exposed in a series of issues the methods of the Canwell Committee's investigation of subversive activities in the state and particularly at the University of Washington. Saari printed at the same time student opinions on both sides of the question.... A little later Saari spoke before the student organization in support of a resolution condemning the subversive activities bills as 'invasions of the civil liberties of the people of the State of Washington.' The same day the faculty adviser asked for Saari's dismissal. He was charged with various editorial offenses, such as harping too long on a single theme and 'promoting the interests of a special segment of the campus.' The faculty of journalism, which possesses the authority, accordingly dismissed him."⁸

MacIver continues, "We have studied the available evidence in this case... and conclude that the dismissal of Saari was ill-advised and unwarranted. We have no means of knowing how far the motivation was simply the fear of what the Canwell Committee would say or do about it, and how far other considerations entered in, but the charges brought against Saari were devious and misleading and suggest that other factors were at work. Was the impact on the University of the rough-riding Canwell Committee not one of the most important issues that the institution faced? Was it un-

¹William W. Morris, editor, *Daily Texan*, "The Presence of a Censor," under "How Free is College Journalism," *New Republic* (April 2, 1956), p. 12-13. [See also A. M. Sanderson, "Daily Texan vs. The Board of Regents," *College Press Review* (March, 1956), pp. 2-3, 19.]

²"Florida State Legislators Attack Policy of FSU's Student Newspaper," *NCCPA Newsletter* (Issue #2, December, 1962) p. 7.

³*Ibid.*

⁴*Ibid.*

⁵*Ibid.*

⁶*Ibid.*

⁷Robert M. MacIver, *Academic Freedom in Our Time* (New York: Columbia University Press, 1955.) pp. 218-220.

⁸*Ibid.*

reasonable of a student editor to devote so much space to it and freely to speak his mind? Was it only 'a special segment of the campus' that had an interest in the affair? We may be permitted in passing to surmise that, if Saari had defended the ways of the Canwell Committee, such charges would not have been preferred officially against him."⁸

5. *What is the reasoning behind the limitation of student publication freedom to comment on state and national issues?*

"Generally, the administration says that a college newspaper should not comment on things of national and state importance; they say the college newspaper is financed by the University and is thus 'State property.' Being such the paper should not enter into any controversy, they say."⁹

⁸*Ibid.*

⁹Gordon Roberts, editor University of Georgia's *The Red and Black*, "Perhaps I Will Be Canned," under "How Free Is College Journalism?" *New Republic* (April 2, 1956) pp. 13-14.

III

OFF-CAMPUS, NON-LEGISLATIVE ATTEMPTS TO CONTROL STUDENT PUBLICATIONS

1. *Can an organization force a student publication to refuse an advertisement for a motion picture which it does not approve?*

In 1962, an American Legion unit in Syracuse, New York, sought to prevent the use of an advertisement for the motion picture *Spartacus* in the LeMoyne College student publication, *The Dolphin*. Yearbook advertising by the Legion was withdrawn and letters were written to the editor protesting the use of the advertisement for a local theater which was showing the picture. *Spartacus* was said to have been authored by a writer allegedly blacklisted in Hollywood during the McCarthy period for his supposed Communist sympathies. The publication and the administration of the College publically opposed the Legion request and ran the advertisement.¹

2. *Will an editor of a student publication accept a bribe to support a newspaper chain's campaign against subversive professors on the campus?*

The *Syracuse Journal*, a Hearst publication, started a campaign "to drive all radical professors and students from the University." Two reporters disguised them-

¹Robert Vaccarelli, former staff member, *The Dolphin*, verbal message to the author, March, 1963.

selves as students and interviewed the head of the educational psychology department at Syracuse University. Subsequent information shows that they concocted a distorted interview to make the man sound radical. Similar campaigns took place in other communities under a Hearst directive.² At Syracuse, the editor of the student paper was offered remuneration if he would publish an article favorable to the *Journal* shortly after the campaign started November 22, 1934. He replied by vigorously condemning the whole campaign.³

3. *Can a student publication be banned for writing about the labor practices of a company of which substantial stock is owned by the college?*

"*Progress*, the organ of the 'Radical Club' at Oberlin, in 1933, published an article entitled 'The Aluminum Company of America and the N.R.A.' The substance of the material was based upon a series of exposures in *The Nation*, bearing upon the labor policy of the Aluminum Company. Under the 'code' established by the company, girls were paid sixty-three cents a day in the factories where aluminum bronze was made. The student magazine connected these low rates with the college which owned \$4,002,500 of stock in the Aluminum Company of America. Later the magazine tried to investigate wage conditions of campus workers and protested to the president . . . (of the college) . . . that no one would cooperate in giving working conditions or hours of work or salaries. Three months later *Progress* was banned. (The president) . . . said that he did not enjoy either its tone or manner."⁴

4. *Can an editor be dismissed for advocating racial integration?*

"In 1945, Mary Kaemmarle, editor of the *William and Mary High Hat* presented social and biological arguments against racial discrimination. She did not advocate the violation of the state segregation laws, as was charged against her, but certainly favored their repeal. At once there was fulmination against her from all over the state, and she made the opposition more furious by looking forward to a time when the Negro would be free to attend the same classrooms and even to intermarry with whites. A significant number of Southern newspaper editors, while disapproving the editorial, came out in favor of free speech for the editor, and some expressed general sympathy with the objectives while deprecating the direct approach, of the editorial. . . . The college board instructed the pres-

²James Wechsler, *Revolt on the Campus* (New York: Covici-Friede, Publishers, 1935) p. 224, ff.

³*Ibid.*, p. 228.

⁴*Ibid.*, p. 160.

dent to take corrective and disciplinary measures and to see to it that the contents of the student publication were properly controlled." After a student protest and some compromises, "Miss Kaemmerle resigned her post, and the new order was established."⁶

5. *Are any student publications controlled by off-campus, non-student organizations?*

Alumni occasionally form the controlling unit. MacIver, who indicates that this publication is one of the best among colleges, says, "(The Harvard *Crimson*) . . . is managed by a separate corporation made up of alumni; among them former editors, over which Harvard University claims no control."⁷

6. *Can aroused public opinion cause the suppression of a student publication?*

"In the fall of 1926, Felix Cohen, editor of the City College of New York student newspaper, *The Campus*, left its editorial pages blank except for several excerpts from *Manual of Military Training* headed by this selection: 'The inherent desire to fight and kill must be carefully watched for and encouraged by the instructor.' When the local patriots began to demand the decapitation of the editors, the Student Council conducted a referendum which disclosed that 2,092 were opposed to compulsory ROTC and only 345 were in favor of it. Two days after the outcome of the survey, (the president) ordered *The Campus* to refrain from any further mention of the course in its columns. Whereupon the paper appeared with three blank columns, draped in black as a protest against his edict. When the paper tried to report an incident in which a (different) president refused to allow the Social Problems Club to hear a report about a strike in Passaic, the students attempted to hear it anyway. A stench bomb was thrown into the group by a member of another student group. (The President) prevented the reporting of the story by calling one of the 'Alumni Editors' — under the paper's constitution several alumni were instrumental in controlling its affairs—and ordered him to have the issue suppressed."⁸

7. *What is the reasoning behind the limitation of the student publication to non-controversial public issues?*

Robert Folsom, former editor of *The Florida Flambeau*, wrote in 1956: "The February 16 Statement of Purposes by the Campus Publications Board says, 'Rightly or wrongfully, (Florida State University) is

held accountable by the general public for everything that appears in campus publications. Although the editor . . . is not an official or semi-official spokesman of the University he is presumed to be by the public. The spirit of a publication must be consistent with the continuing purposes of the University, which are perpetual, rather than with the ideas of any individual or group within the University, which ideas vary from year to year . . .'"⁹

8. *What happens when a nationally famous public figure is apparently libeled in a student publication?*

The Gadfly, a weekly supplement to the *Colorado (University) Daily* on September 21, 1962, contained a paragraph which many felt was clearly libelous of Senator Barry Goldwater ('murderer, no better than a common criminal'). Goldwater asked for apology. The president of the University wired an apology deploring the statements made. The editor, Board of Publications, and secretary of the Board of Regents also apologized, but the author of the article would not.

Senator Goldwater indicated that his concern was not so much about the words used by a student as about an institution which would permit "socialists . . . to have the ability to do what they want without censure." President Quigg Newton replied, "No longer need we engage in fruitless exchanges about the bad manners of a handful of students whose violent expressions of opinion only embarrass their friends and strengthen their enemies . . . We have a genuine democracy of ideas on our campus . . . I shall not silence them."

But when the student author sent to the *Colorado Daily*, a letter which was uncomplimentary about former President Eisenhower ('lap dog,' 'old futzer') and President Kennedy ('slippery ideals'), President Newton wrote the Board of Publications, "There is no defense for students in responsible positions who mistakenly assume that academic freedom and freedom of speech are unlimited licenses to indulge in vilification and personal abuse." He asked the Board to reconsider the *Colorado Daily* editor's qualifications to continue in his position. The Board refused 4-2 to fire the editor. Five days later the president dismissed the editor by executive authority and with permission of the Board of Regents added three faculty to the Board of Publications. Newton told the student body, "There were no cynical and relentless political pressures. Throughout this entire affair I have had no conversations, discussions or correspondence on the subject with any politi-

⁶MacIver, *op. cit.*, p. 220.

⁷*Ibid.*, pp. 217-218.

⁸Wechsler, pp. 379-380.

⁹Robert Folsom, former-editor, *The Florida Flambeau*, "An End to Criticism," under "How Free is College Journalism?" *New Republic* (April 2, 1956) pp. 10-12.

cal party representatives or leaders, any governors, any senators except one of course, and he lives in another state—any congressman, or any candidate for these offices The fundametal motive of my actions in this case is to protect your academic freedoms, not diminish them. I want more student participation in University administration, not less. But I want it in the hands of responsible students, and so must you.”⁹

The Denver Post noted that a student editor is entitled to make mistakes in order to learn but that “twice for the same sort of demonstration of bad taste, that’s too much.”¹⁰

Professor Charles T. Duncan, director of the School of Journalism, stated that he felt President Newton “acted properly” . . . “on grounds of demonstrated incompetence . . .” . . . “Some good heads-up copy editing . . . would have prevented it all!”¹¹

⁹A. M. Sanderson, “A Case History - The Colorado Daily Situation,” *NCCPA Newsletter* (Issue #2, December, 1962) pp. 1-4.

¹⁰*Ibid.*, p. 4.

¹¹“A Memorandum from Prof. Duncan,” *NCCPA Newsletter* (December, 1962) p. 5.

IV

STUDENT GOVERNMENT ATTEMPTS TO CONTROL STUDENT PUBLICATIONS

1. How does a student government exercise control over the student publication?

Often, financially. Student publications which receive funds through a student government may be subject to removal of those funds if the governing body decides so to act.

“A student newspaper had existed at Pratt Institute since 1940, and the Student Government Association, which came into being in 1945, found that its jurisdiction included the loosely organized, fiercely autonomous group of students active in the paper’s publication and distribution,” wrote Joseph Crenshaw.

When the newspaper printed a story, cartoon and editorial suggesting that student government voting representation was not democratic, the Executive Board of the Student Government Association withdrew *Prattler* funds until such times as declared conditions of retraction and explanation should be published. Charges and counter-charges flew, followed eventually by a reversal of the Executive Board’s freezing of funds and some minor retractions by the *Prattler*.¹

¹Joseph Crenshaw, *Student Administration of Activity Funds: A Study of the Program at Pratt Institute* (New York: Teachers College, Columbia University, 1954) p. 42.

²*Ibid.*, pp. 44-47.

Crenshaw concludes, “. . . The freezing of *Prattler* funds constituted a precedent-setting disciplinary measure that could be interpreted as censorship of and interference with a free press. . . . It is believed that the action taken in 1947 by the Executive Board — an action admittedly hasty and ill-conceived — would not be repeated today. . . . The existing plan of referring all matters of financial policy and administration to an experienced and qualified faculty-student committee for its consideration and recommendation is an outgrowth of the experience undergone by the Pratt Institute pioneers in student government.”²

2. What should be the relationship between a student government and a student publication?

Ball State Teachers College in Muncie, Indiana, threshed out the problem in February, 1963. In the February 5 issue of the semi-weekly *Ball State News*, Associate Editor Michael Kiefer in his column, “Campus USA,” wrote “There seems to be quite a bit of concern among a certain campus governing group as to how the *Ball State News* should be classified. Should it be labeled a ‘student organization’ and as such come under the jurisdiction of Student Senate? . . . Or, is a student newspaper in reality a separate function of any particular college or university?” He concluded that the paper should be subjected to no outside rule.³

In the February 12 issue, the *Ball State News* reprinted a long and complete motion introduced by James W. Lucas at a meeting of the Student Senate. It concluded by stating, “The student newspaper must be regarded as an integral institutional function, responsible to the Student Body through the Student Senate since it has been instituted by the students and permitted to continue by assessment and by a reading public.” This was preceded by an editorial explaining that no attempt had been made by any of the senators to submit a letter to the *News*.⁴

In a front page editorial, it was noted that “the only jurisdiction that the *Ball State News* falls under is that of the Student Publications Committee which is composed of six faculty members and two student members — students recommended for appointment by the Student Senate.”⁵

Not to be overlooked was a column by Mike Kiefer

³*Ibid.*

⁴Mike Kiefer, Associate Editor, *Ball State News*, letter to the author received April 27, 1963 and “Campus USA,” *Ball State News* (February 5, 1963) p. 2.

⁵“I Move That” and “Let’s Check the Facts . . .,” *Ball State News* (February 12, 1963) p. 2.

⁶“An Editorial - Freedom of the Press,” *Ball State News* (February 12, 1963) p. 1.

covering the stand taken by Sidna Brower, editor of *The Mississippian*. This case is considered in greater detail below but the choice of this subject at a time when freedom of the press was an issue on the Ball State campus was obvious. Miss Brower was commended for resisting pressure to conform with Student Senate opinion at 'Ole Miss' in coverage of the Meredith integration issue.⁷

By February 21, the situation had been resolved with the sanction of the *Ball State News* through an "amended amendment" which read, "The Ball State Student Publications be designated as a student group so that any student with a grievance toward the student publications may request review and action to be taken thereon through the Student Senate, Student Affairs Council, and Student Publications Committee."⁸

Sunny Lloyd, editor of the *News*, explained, "This does not change anything that is not already in existence, but just defines the steps that a grievance can take."⁹

In an earlier issue, the *News* had outlined ways in which students "libeled by the *News*" could gain a place in the paper. Retraction, libel suit, or approach to the Student Publications Committee were listed. Students were invited to submit opinions freely with no fear of censorship short of indecent or libelous remarks.¹⁰

Since the original motion by Lucas (president of the Senate) was considered potentially much more restrictive than the "amended amendment," Mike Kiefer wrote, "the Senate agreed, in the end, that the newspaper should be regarded as a separate function with no outside control. We believed this to be a victory, although on somewhat a small level, for freedom of the press."¹¹

3. Can an editor maintain private integrity in the face of student government opposition?

"Sidna Brower of *The Mississippian* was reprimanded by the Student Activities Committee of the Student Senate for failing to 'counter the distortion by the national press of the image created' of the 'Ole Miss' student body. Not advocating integration, not defending segregation, she has condemned violence on the part of a few students in their efforts to preserve segregation..."¹²

⁷"Campus USA," *Ibid.*, p. 3.

⁸"News, Senate Reconciled," *Ball State News* (February 26, 1963) p. 1.

⁹"Let's Check the Facts," *Ball State News* (February 12, 1963) p. 2.

¹⁰"Freedom of the Press," *op. cit.*, p. 1.

¹¹Kiefer, letter to the author, April 27, 1963.

¹²Ben C. Sharp, editorial, *The Florida Flambeau* (December 3, 1962) as reported in *NCCPA Newsletter* (December, 1962) p. 8.

"October 1, 1962...her newspaper published an extra edition carrying an appeal by the editor to the students to 'stop dishonoring "Ole Miss" 'during the recent James Meredith integration issue. . . . A week later the 21-year-old senior appealed to her classmates to make annual Homecoming events 'a time for regaining personal dignity and the continuation of integrity and the quality of this fine old institution.' When seven students were harassed recently for joining Meredith at a lunchroom table, Sidna indignantly protested that students should have the right to associate with whom they wish without harm to themselves or their property. . . . Miss Brower has been nominated for a Pulitzer Prize in Journalism . . . the first time that a college student has been nominated for this award."¹³

4. What happens when conflict between student government and a staff is irreconcilable?

At the University of California (at Santa Barbara) in 1962 a new paper was formed (*The University Post*) when *El Gaucho* staff was forced to resign because, editors said, 'the student government did everything in its power to influence policies short of actually controlling them.' The new *Post* said that the discontinued paper 'consistently demonstrated poor taste, unsound judgment and inferior journalism.'¹⁴

Almost blanket resignations of *The Daily Californian* senior board members, lower staff, and editors and managers of other student publications took place in 1960 when Executive Committee of the student government association revised editorial staff by-laws and became publisher of the newspaper as 'the representative agency of the campus.' An amendment would allow position on the senior editorial board to be open to applications from any undergraduate rather than 'being based on journalistic competence and previous *Daily Cal* experience.' Executive Committee claimed selection of new editors by the senior editorial board 'encourages . . . an inbred philosophy.' Executive Committee wanted 'to insure that the paper will be more responsible to the student body at large,' and that the action was taken 'in response to growing student dissatisfaction with attitudes found in news policy.'¹⁵

In 1934 at Columbia University, the Student Board conducted a poll on policies of *The Spectator*. A leaflet published by a group of "undergraduate leaders" warned that unless *The Spectator* was curbed, the paper would be transferred to direct administrative supervision of the

¹³Kiefer, "Campus USA," *Ball State News* (February 12, 1963), p. 3.

¹⁴"Other Campus Publications," *NCCPA Newsletter* (May 28, 1962) p. 12.

¹⁵"Daily Californian Staff Walks Out," *NCCPA Review* (Vol. 3, No. 2, November, 1960) p. 43.

School of Journalism. The Board failed to receive the quota which had previously been agreed upon for any action. Next a committee was formed to revise the constitutions of the campus publications. No member of the *Spectator* staff was invited to participate in the deliberations from which emerged a set of 'proposals' for changes in the *Spectator's* conduct. The aim was to transfer the publication into an administration newspaper. The power of the editor would have been divided, to rest in the hands of the five members of the managing board. In protest, the *Spectator* published a virtually blank column issue with editorial explanation and columnists comments. The Board officially suspended the publication. Funds (a student subsidy) were taken away. But, the students started collecting money and the *Spectator* was being published as an independent publication the following day. Six hundred students assembled in a protest group. Administration was forced to permit a referendum, which, although it ratified the changes, accomplished what the student staff members wanted: the clear position of the publication as a student paper."¹⁶

In 1962, George Washington University Student Council called for the resignation of two top editors of the *University Hatchet*. As reported by that paper, "The newspaper . . . has been sharply critical of the Council. . . . Council President Donald B. Ardell accused the paper of 'yellow journalism techniques,' 'editorial calumny,' scandalous headlines and bad taste. . . . Robert A. Aleshire . . . (said) 'We have no way of getting our views presented fairly.' . . . Editor Remsberg . . . said the Council had made blunders and the paper has reported them. 'We are not out to get them,' he said. 'We are not going to resign.'"¹⁷ To resolve the differences, "Dean Paul V. Bissell, director of men's activities, has called a meeting of editors, Council members and faculty."¹⁸

¹⁶Wechsler, *op. cit.*, pp. 406-410.

¹⁷Leslie H. Whitten, "Ouster of Two Editors Asked at GWU," *George Washington University Hatchet*, undated clipping.

¹⁸*Ibid.*

V

COLLEGE ADMINISTRATION ATTEMPTS TO CONTROL STUDENT PUBLICATIONS

1. Why is there conflict between administration and student publications?

Clarence A. Schoenfeld gives an administration view in *The University and Its Publics*:

"A fruitful source of undergraduate intelligence can be the student newspaper. Its value as a mirror of stu-

COLLEGE PRESS REVIEW, WINTER, 1964

dent opinion will be in direct proportion to its freedom from faculty control. A free student paper with a vigorous editorial page will give university administration a running picture of the undergraduate slant on all matters of campus policies and procedures. Each administration will have to decide for itself whether it can afford to keep a militant junior journalist in the stable or whether it will settle for a 'kept' press. If it chooses the former, it will acquire all manner of headaches as well as honest insights into undergraduate thinking. If it chooses the latter, it will not need to worry but it will also slam the door on a fertile source of student perspective. Certainly an administrator must never fall into the trap of believing his student relations to be sound merely because they are endorsed by an intimidated editor."¹⁹

2. Does the college have a legal responsibility to avoid suspending the student publication?

At Flint Junior College in Michigan, a suit was entered in behalf of *The College Clamor* in late 1962. The student plaintiffs are suing the college on the basis that "the guarantee of experience in journalism contained in the college catalog description of *The Clamor* constitutes a contract which would be violated by suspension of the paper, and that such acts may continue on 'an arbitrary and capricious basis.' The college, it is said, filed briefs contending that this is beyond the scope of the court and that the paper is an educational device which they must control in order to make sure that it fulfills its educational purpose."²⁰

3. What seems to be the trend in administrative control of student publications?

The trend seems to be away from independent publications toward publications controlled by a student publications board. The move to publications boards occurs with varying degrees of conflict and involves a variety of student-faculty ratios.

In 1956, the University of Maryland replaced its publications board which had a student majority with a committee on Student Publications and Communications, composed of eight faculty members and two students. Student remuneration was stopped. Strict faculty supervision was anticipated.²¹

At Hartwick College in Oneonta, New York, student

¹⁹Clarence A. Schoenfeld, *The University and Its Publics* (New York: Harper & Brothers, 1954) pp. 26-27.

²⁰"Legal Clarification of Student Press Freedom Sought by Flint Junior College Editors," *NCCPA Newsletter* (December, 1962) p. 5.

²¹Roger Keith, editor *The Diamondback*, under "How Free is College Journalism?" *New Republic* (April 2, 1956) p. 13. See also "Maryland University's Board of Publications," *College Press Review* (March, 1956), pp. 19-20.

publication editors in 1953 saw advisers only when they had a problem, usually a technical one. A publications board met only to pass on editorial and business manager nominations from the publications. In 1963, each publication has overall supervision from the Director of Publicity who is Chairman of the Publications Committee. Student editors are members of the committee along with faculty advisers and two faculty members elected by the faculty annually. The President and the dean of the college are ex-officio members.

4. *Can editorial freedom be maintained by students who must work with a board of publications in which faculty may hold a majority?*

"The Ohio State *Lantern*, student daily at Ohio State University, in its October 4, 1962 issue notes that the Council on Student Affairs clarified the relationship between the editor and adviser of five major campus publications (*Makio*, *Sundial*, *The Agricultural Student*, *Ohio State Engineer* and *Law Journal*). They, plus any other publication come under the jurisdiction of the Publications Board, a sub-committee of the Council on Student Affairs (CSA).

"While formerly each editor was responsible solely for the editorial policy and content of his publication, under the new rule passed by CSA the editor shall now determine topics, editorial position, and general approach of his publication. The adviser shall determine the quality of the execution, the newspaper reports. The rule also provides that in event of a disagreement between editor and adviser, the material in question shall be withheld from publication until such time as the publications Board can make a recommendation on it to CSA. The latter then would be the final judge on whether the material would be printed.

"James H. Gross, student body president, said, "This new provision guarantees freedom of the press for student editors and at the same time guarantees the professional standards of the publication.

"Under the old system it would be possible for a publications adviser to withhold material for an indefinite period. With the new rule, material could be withheld only for the period between issues'."

5. *Are editors always forcibly removed to end an undesirable situation?*

Not always. Time is on the side of the administration. At Marlboro College in the town of the same

name in Vermont, in 1949, the author wrote a critical editorial advising the president's wife to quit trying to run the kitchen and the president to hire a good business manager. He did so in the firm belief that these sentiments were universal among the student body and that they needed to be publically acknowledged. As a working student without enough money for tuition, the author was notified the following year that "the money which would have gone into your tuition is being used to implement the changes you recommended last year in your editorials."

At Syracuse University in 1956-57, the humor magazine was found to be in questionable taste. At the end of the year, the Publications Board failed to find any of three candidates for editor eligible and the magazine ceased to publish.⁵

In the fall of 1962, the publication known as *Syracuse 10*, which had taken on expose characteristics, was temporarily suspended. Its editor tried to submit new ideas for a publication but was unsuccessful in getting Publications Board approval. In the spring of 1963, he published two issues of an independent publication called *Sword of Damocles*. Continuing the pattern of the earlier *Syracuse 10*, it remained a probing publication. The name *Syracuse 10* was continued for a publication of a more literary nature.

6. *How prevalent is censorship among student publications?*

"In 1952, 141 institutions surveyed showed that 91 exercised control over editorial policy; 64 'predicated prior censorship of editorial content'.⁶

7. *What is the role of the adviser or staff representative with the student publication?*

Attitudes vary from institution to institution. Professor Melvin Mencher writes, "One area you should not overlook is the influence—pernicious as well as salutatory—that publications advisers have. I think it is understressed."

An overzealous adviser may misrepresent both students and administration as was the case with an experience of the author at Hartwick College. When a student was proposed as business manager of a new literary publication, *Desideratum*, the author as Chairman of the Publications Committee knew him as that

⁵"Syracusan Issues Final?" *Syracuse Daily Orange*, May 15, 1957, p. 1. See also "Publications Board 'Censures' Magazine; *Syracuse Daily Orange* Cries 'Censor!'" *College Press Review*, (May 1956), pp. 6-7.

⁶MacIver, p. 217.

⁷Melvin Mencher, assistant professor of journalism, Columbia University Graduate School of Journalism, letter to the author, April 3, 1963.

⁸"Ohio State Changes Publication Rules," *NCCPA Newsletter* (October 10, 1962) p. 4.

person whom he had asked to resign a similar position on the yearbook, *Oyaron*, earlier in the year. The author then drew up the ballot of officer nominations in such a way that affirmative votes would approve all offices except this particular one. A separate item on the ballot made an affirmative vote the approval of a statement denying a student the opportunity to apply for a position on one publication which he had not satisfactorily filled on another publication. Both faculty and student members of the publications committee (including the president of the College) protested this biased presentation of the ballot. A full committee meeting was held and the student successfully defended his position that his motivation for service on the new publication and his time for activity were substantially different from his previous situation.

One extreme of feeling about advisers is probably represented by John H. Duke, professor of journalism, Fresno State College, and editor of *The Publications Adviser* (addressed to high school journalism advisers) when he says, "...control must rest with the adviser. Someone has to be boss! Power is not something to be divided into small strips and handed around. Like the politician, the business corporate executive, or the school administrator, the adviser heads an organization. If the publications are ever to meet their deadlines and be distributed to students, someone must make decisions and see that they are carried out. The problem of organizing the staff and the make-up of its hierarchy begins formally with the decision—'WHO RUNS THE SHOW.' Advisers encounter here sometimes a 'dualistic' theory which frequently clouds the picture and causes some wide-eyed idealists to advocate turning the publications over to the students as a constructive way of teaching the principles of 'freedom of the press.' This concept, however, conflicts with the fact that control must rest with the adviser." Confusion in make the profits and loses. . . . The Board of Education with the persons who put up the money and stand to make the profits and losses. . . . The Board of Education is the ultimate authority for the paper—and can start and stop publications under the power invested in it by the PEOPLE OF THE COMMUNITY. . . . Students do not own the school newspaper or yearbook. The student EDITOR is not the PUBLISHER."

This contrasts with the author's experience as an editor at Hartwick College in 1954 when his adviser would talk about the paper only if the student editor requested it. No interest was shown in the paper in the form of either encouragement or discouragement.

*John H. Duke, "Who Runs the Show?????" *The Publications Adviser*, (San Joaquin Valley Scholastic Press Association, Fresno, California, 1960) p. 7.

Requests for critical reviews which would lead to improvement in technical quality were met with brief discussions of administration drawbacks and the strongly stated position that the adviser should have as little to do with the student publication as possible.

The National Council of College Publications Advisers has developed a "Code of Ethics" which includes the following:

(The adviser) "Should be a professional counselor whose chief responsibility is to give competent advice to student staff members in the areas to be served—editorial or business; a teacher whose responsibility is to explain and demonstrate; a critic who will pass judgment on the work done by the staff and who will commend excellence as well as point out fault; an adviser whom staff members will respect for professional ability and contribution to the college or university publications.

"Must have personal and professional integrity and never condone the publication of falsehood in any form; be firm in opinions and conviction while reasonable toward the differing views of others; be sympathetic toward staff members, endeavoring to understand their viewpoints when they are divergent; seek to direct a staff toward editing a responsible publication that presents an unslanted report.

"Should direct the staff or individual members whenever direction is needed but place as few restraints as possible upon them; never be a censor, but when staff members are intent on violating good taste, the laws of libel, or college or university principles, should be firm in pointing out such errors; make suggestions rather than give orders; be available for consultation at all times; instill in the staff a determination to make the publications as professional as possible by being truthful and recognizing that fidelity to the public interest is vital; lead the staff to recognize that the publication represents the college or university, and that the world beyond the campus will in part judge the college or university by the product; encourage accurate reporting and see that editorial opinions expressed are based on verified facts."

In conflict between student editors and administration, the faculty adviser is often a buffer.

At the University of Redlands, the *Redlands Bulldog* ceased publication April 30, 1962, when the adminis-

*"Code of Ethics," submitted by the NCCPA Code of Ethics Committee, November 3, 1961, and adopted unanimously by NCCPA members present at the business meeting, on the same date, at Miami Beach, Florida, during the seventh annual national conference.

tration announced that it had given the advisers the authority to delete articles from the paper. The *Bulldog*, named an All American student newspaper by the Associated Collegiate Press that year, had been rated "excellent" in 15 of 23 categories with "superior" achievement for editorial pages, feature pages, inside news pages and headline writing. The president of the college refused to accept a Student Council policy statement which made the *Bulldog* editor "the sole authority for determining what shall be printed in the paper" and "directly responsible to Student Council, the publishers."¹⁰

Dr. Stanley K. Freiberg, *Bulldog* adviser who was removed as adviser to the publication as it went into silence, stood by the students. He explained, "I, as an adviser of the newspaper, strongly support . . . the decision . . . to cease publication. . . . It must be noted that a college newspaper does not gain whatever freedom it enjoys due to the public heritage of the freedom of the press or the provisions of the First Amendment. Whatever freedom or independence a college newspaper possesses is conferred upon it by administrative respect for the tradition of free expression and the educational values derived therefrom. . . ."

"One must be on guard against such statements as, 'It is assumed that the adviser will grant freedom to the editor and his staff in proportion to their ability to accept responsibility.' Such a statement betrays a basic misunderstanding of the very nature of freedom. It assumes that freedom is some sort of commodity or medicine to be measured out in doses, rather than that freedom is an attitude of mind, an orientation toward life, a vital philosophy. . . ."

"When students come to feel (as members of the *Bulldog* staff evidently do) that there is more concern for the maintenance of a smooth-running administrative machine than for the safeguarding of the privilege to question, to air unpopular ideas, and to stretch the mind, bitterness, apathy, and disillusion are inevitable."¹¹

In July, 1962, the Student Publications Committee of the Louisiana State University (at New Orleans) newspaper, *Driftwood*, approved a statement that "the editor-in-chief alone be responsible for what is printed in the *Driftwood*. He is to be the sole censor. This freedom applies to all areas, subjects and topics." Dissenting was the administrative adviser, Walter Lowrey.

¹⁰"'Bulldog' Stops Publishing Due to Censorship Threat," *Redlands Bulldog*, April 30, 1962, p. 1.

¹¹Stanley K. Freiberg, "College Press Should Be Free," *Redlands Bulldog*, April 30, 1962, p. 3. See also A. M. Sanderson, "Case History: Redlands Student weekly ceases publication; Adviser is ousted," *NCCPA Newsletter* (May 28, 1962) pp. 8-12.

Vice President in Charge, LSU in New Orleans, Dr. Homer L. Hitt, subsequently reviewed the minutes of the meeting and wrote the Student Publications Committee Chairman, in part, "Under this policy, the staff adviser to the newspaper would function with no real immediate authority bearing upon the paper's contents. Such a decision is, of course, a reversal of the policy prevailing in the past, under which the staff adviser could indicate the need for the correction or deletion of materials deemed by this adviser to be inaccurate, clearly offensive, or a misrepresentation of University policy. It is also in conflict with the basic policies of the University pertaining to such matters. I must reluctantly ask you to inform the Committee that the final responsibility for the *Driftwood's* contents must remain with the University, which in this case is represented by the publication's staff adviser."¹²

8. Is there a need for a written statement of policy?

Yes. When editors at the Virginia Polytechnic Institute in Blacksburg, Va., received notification of certain types of material which should not be accepted or used in an authorized V.P.I. publication from the director of student affairs, the publications board then met with the president at the latter's request. He pointed out that "the publications board was not losing any of its freedom of the press; because, since this had always been University policy—although seldom enforced in the past—the publications board never really had this freedom in the first place."¹³

In the case of the Louisiana State University *Driftwood*, mentioned above, it was noted, "The extent of student control over the *Driftwood* had never been formulated but the question was raised when on July 1, 1962, the Student Publications Committee held its first meeting for the 1962-63 term."¹⁴

9. Does an off-campus publication assure immunity from administration control?

Apparently not. At Wheaton College, two students published an off-campus magazine previously discouraged by school officials. "Jack Hommes, editor of the campus newspaper, was removed from his office for a 'breach of faith,' and Philip McIlroy, his partner in publishing the magazine, was ejected from the school by the Faculty Committee on Student Affairs for 'disregard of the spirit of the college.'"¹⁵

¹²Editorial, "Clarification on Freedom Needed," *The LSUNO Driftwood*, November 1, 1962, p. 2.

¹³"Editors Fear Censorship," *The Virginia Tech*, October 19, 1962, p. 1.

¹⁴"Clarification on Freedom Needed," *LSUNO Driftwood*, Nov. 1, 1962.

¹⁵College Press Service release appearing in *The Stanford Daily*, April 9, 1963, p. 1.

10. Will student-administration tension over student publications ever end?

No. The role of the press in society has been conceived by some as a balancing of power by exposing authority to constant justification of its actions. Whenever authority at a university, or anywhere else, finds activities too closely scrutinized with negative results for its program, the temptation to use censorship will be present.

Whenever student editors touch the boundaries of good taste, libel, obscenity, or administrative criticism, they impose upon the university or college the necessity to defend itself legally and for purposes of public relations.

Recently, "three editors at the University of Notre Dame resigned from the magazine, charging the University administration with censorship. Their faculty adviser withdrew in sympathy."¹⁶

The editors of *The California Tech* put it this way, "The editor of a newspaper may not always be right, but neither is a college administration or student government infallible. An independent source of criticism is necessary."¹⁷

The editor-in-chief of *The California Tech* suggests one solution which has worked on his own campus. "The student body at Caltech is incorporated (Associated Students of the California Institute of Technology—ASCIT), and is financially independent of the administration. *The California Tech* is a wholly owned subsidiary of ASCIT, and thus responsible solely to it. We have absolutely no censorship of any kind. The *Tech* editor is elected and therefore cannot be censored or controlled by ASCIT. He can only be removed by impeachment, requiring a two-thirds vote of the student body. ASCIT is also prevented from monetary-power censorship because the by-laws designate a certain minimum amount of ASCIT's income to the paper. We do have a faculty adviser but his only purpose is to advise, conduct journalism classes, and to deal with those persons or agencies who insist on dealing only with an adviser. He never sees a copy of the paper until after it is issued. We believe that our system is one of the best for guaranteeing editorial freedom."¹⁸

SUMMARY

The institution where a student publication is published is legally responsible for the contents in most

¹⁶College Press Service, *The Stanford Daily*, April 9, 1963, p. 1.

¹⁷J. C. Simpson, Richard Karp, "A New National Fad," *California Tech*, Nov. 15, 1962.

¹⁸J. C. Simpson, editor-in-chief, *The California Tech*, letter to the author, April 19, 1963.

instances. The only exception is where the publication can be proved without question to be completely independent in financing and control.

Because the university or college can establish its own criteria for admission and continuation as a student, it exercises control even when the publication is produced off-campus.

Students under the legal age limit may not be held legally responsible for some of their acts. The college as the "local parent" is responsible.

State legislatures exert direct influence over state institutions and indirect over private institutions which it charters. In some states expression of opinions which are held in disfavor by power groups in the legislature can bring retaliatory action against the publication.

Public opinion from powerful off-campus, non-legislative groups may be exercised against a student publication. Usually this is in the form of pressure upon the institution to take tighter control.

Student government control of the student publication is most frequently financial. Whether the student publication represents all the students or only those who actively work in its day-to-day preparation is an area of conflict.

Because college and university administrations have absolute power over the degree of freedom which the student publication will have, actual practices depend pretty much on the current administration and the policies it wishes to follow. Conflict comes most frequently when policies are unwritten and misunderstood.

CONCLUSIONS

The conflict between student publications and administrations in our institutions of higher education is heightened because each speaks in a separate tongue.

The student asks for freedom to say what he wants to say in any way he wants to say it. He claims this right as fundamental to a person living in a democracy.

The administration answers that a college institution is not a democracy and therefore freedom of speech is not an issue to be discussed.

The administration asks for student responsibility which frequently can be translated into conformity with the standards of the society which the institution approves and is supported by.

The student replies that he is learning and should be allowed to make mistakes even to the point of creating a change in society or at least the portion of society of which he is a part—the university.

The problem arises because of fundamentally different concepts about education. If education is to present the student with a variety of experiences similar to those he will experience later in life, then the college atmosphere should be as nearly free as possible. Some institutions carry this to the point of allowing students to participate in policy decisions. Most however, believe that education is more than a preview of life's experience. In this case, education is considered to be the establishment of principles and standards by which new experiences can be judged.

The crux in education comes at that moment when the student begins to express himself in reaction to the things he is learning. Because education deals with ideals as well as the practical, the student at this time of life charges forth with the pure lance of ideal to battle the ugly world of compromise. This is the ever renewing educational combat which does much to improve society and remove some areas of blight.

The error comes in thinking that this continuous eruption of new mind can take place without wounds.

The question therefore becomes, "how can we minimize the scars while fighting the inevitable battle?"

The author believes the answer lies in a clear statement of the ground rules.

The institution which wants its students to have the utmost freedom of expression can best do this by permitting the publications to be operated as separate entities, independently financed and controlled by those who participate in its publication.

The institution which wants to keep responsibility in adult hands can best do so by charging an adviser with absolute control over the publication. The students under such a system deserve to be informed in a clear policy statement of the limits to their own authority.

Neither of these situations will be entirely good. A compromise which seems to fit the best of both situations is the student-faculty publications board. It is possible to preserve a great deal of student freedom by breaking down responsibilities into three areas with the board serving as arbitrator.

Area I gives student editors the responsibility for deciding what will be the subject matter and who will carry out the necessary tasks of operation. The day-to-day operation and supervision of the staff remains with the students.

Area II gives faculty advisers the responsibility for training, by instruction sessions and by critiques, for all

of the functions of the quality control of the publication. This does not include prior censorship. The adviser should be as much a representative of the students to the administration as he is of the administration to students. The ideals necessary for responsible publication should be as carefully taught and nourished as the practical aspects but the adviser should then be willing to gamble each issue that the students will live up to them.

Area III gives the publications board the responsibility for setting policy with the understanding that the administration may have to insist on policies which are not wholly acceptable to students or advisers. The time to set such policy is not when the publications are in conflict but at a time when students, advisers, and administration representatives can consider objectively the total role of the publications in the institution.

What can be done about other attempts to control campus publications? The author believes that the public should be educated to the fact that students speak as students. They have a right to express their growing knowledge without penalizing the institution at which they are studying. In a letter to Robert A. MacIver, Professor J. Edward Gerald, of the University of Minnesota, then president of the Association for Education in Journalism, said, "There is no disposition or activity evident among the universities to persuade the general public to accept student discussion of critical issues as a necessary part of the process of growth toward maturity and as a valid link in the universal quest for truth."¹

The student newspaper should be kept open to student contributions from the entire student body, preferably through an active letters to the editor section. Student government control of the press should be limited to representation on the publications board. The editor should expect to have to submit his budget requests to a student organization if the fee structure calls for this type of financing. But this budget justification should come at the opening of the year and should not be subject to review at any time. The appropriation should be firm and final so that there can be no use of funds to manipulate editorial opinion.

The conclusion must be drawn that without conflict there is no life. History suggests that society has grown up as it found ways to substitute arbitration for shooting wars. Minor conflicts will and should continue. Their ferocity can best be controlled for the good of all by clearly stated policies subject to continual review by a board of publications.

¹MacIver, p. 215.

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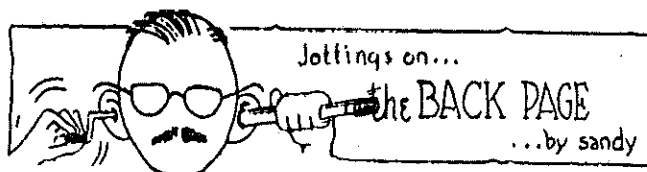
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 Ball State Teachers C, May 56, 19; S 62, 22, 23
 Bemidji (Minn.) State Teachers C, Jan 57, 23-24
 Brigham Young U, May 56, 5; Nov 60, 46
 Canadian universities, W 63, 4-8
 Carthage (Ill.) C, Nov 60, 6-7

Central Florida Jr C (Ocala), W 63, 24
 Central Michigan U, Feb 59, 4; Feb 60, 4; Nov 60, 11-13; W 63, 23-24
 City College of New York, May 56, 3-4
 College of Emporia (Kan.), S 62, 26
 Colorado A & M, May 56, 5
 Cornell U, Jan 57, 26-29
 Drake U (Des Moines, Iowa), S 61, 24
 Eastern Illinois U, Feb 58, 18; Feb 60, 29; S 61, 23
 Eastern New Mexico U, May 56, 5
 Florida State U (Tallahassee), S 62, 10; W 63, 3
 Furman U (Greenville, S.C.), May 56, 17, 19; May 58, 5-6
 Illinois State Normal U, S 61, 25; S 62, 25-26; W 63, 26-27
 Indiana U, S 62, 23
 Kansas State U, May 57, 2; S 62, 2
 Lewis and Clark C (Portland, Ore.), W 63, 3
 Louisiana State U, Nov 60, 39-41
 MacMurray C (Jacksonville, Ill.), Mar 56, 9; Nov 60, 28
 Memphis State U, Feb 60, 27
 Mexico City C, Jan 57, 14-15
 Michigan State U, May 56, 6; S 61, 2
 Newark (N.J.) C of Engineering, Feb 58, 18
 Northeastern U (Boston), May 56, 3; S 62, 3-6
 North Dakota State Teachers C, Jan 57, 30-31
 Northern Illinois U (DeKalb), Feb 60, 18; S 62, 14
 Northwestern U (Evanston, Ill.), S 61, 14-15
 Ohio State U, Nov 60, 42
 Ohio Wesleyan U (Delaware, Ohio), May 58, 5
 Oklahoma City U, Feb 58, 17
 Oregon State U, Jan 57, 25
 Parsons C (Fairfield, Iowa), W 63, 37-39
 Purdue U (W. Lafayette, Ind.), June 59, 3-10
 Princeton U, S 61, 35-37
 Regis C (Weston, Mass.), May 57, 7-8; Feb 58, 16-17; S 61, 2; S 62, 14
 Rochester (N.Y.) Institute of Technology, May 56, 11, 14-16, 27
 San Jose (Calif.) State Teachers C, Feb 60, 17; S 61, 24
 South Dakota State C, S 62, 14
 Stanford U, Feb 58, 7
 State C of Washington, May 57, 9; Feb 58, 11
 State U of Iowa (at Iowa City), Mar 56, 22; May 56, 8, 26; Jan 57, 37; Feb 58, 19; Feb 60, 18; Nov 60, 15; S 61, 16-18; S 62, 14
 Syracuse (N.Y.) U, May 56, 6; Jan 57, 32; May 57, 12
 Texas A & M, May 56, 11
 U of Alabama, S 61, 12
 UCLA (U of California, Los Angeles), May 56, 3, 7; Feb 58, 11; Nov 60, 45; S 63, 14-23
 U of California (Berkeley), Nov 60, 43
 U of Colorado, May 58, 5
 U of Florida (Gainesville), W 63, 12-15
 U of Kansas (Lawrence), Jan 57, 7; May 58, 3, 19; Feb 59, 6; Feb 60, 17
 U of Maryland, Mar 56, 19; Feb 58, 7; Feb 60, 28
 U of Massachusetts, May 56, 18; May 57, 3-4
 U of Miami (Florida), Mar 56, 8; Jan 57, 30, 33; May 58, 19; Feb 60, 14
 U of Michigan (Ann Arbor), S 61, 13-14
 U of Minnesota, May 56, 16; Feb 58, 11
 U of Nebraska, Nov 60, 14, 24; S 62, 14; W 63, 10-11
 U of Nevada, Feb 58, 8
 U of North Carolina, S 63, 13
 U of North Dakota, Feb 59, 3
 U of Oklahoma, Feb 58, 17
 U of Omaha, Mar 56, 21-22
 U of Oregon, S 62, 7-9
 U of Pittsburgh, S 63, 7-12
 U of South Florida, Nov 60, 15; S 61, 3-4
 U of Teheran (Iran), May 56, 17
 U of Utah, May 56, 5
 U of Texas, Mar 56, 4-5, 19; May 58, 4; Feb 59, 16; S 62, 14
 U of Virginia, Jan 57, 18
 U of Wisconsin, Feb 59, 4; S 62, 14
 U of Wyoming, Mar 56, 20
 Utah State Agricultural C, May 56, 5
 Virginia Polytechnical Institute, Jan 57, 17
 Wartburg C (Waverly, Iowa), S 61, 31-32
 Washington State C, Feb 58, 11
 Wayne State U, Mar 56, 22; Jan 57, 31
 Wenatchee (Wash.) Valley C, W 63, 35-37
 Western Washington C (Bellingham), Mar 56, 22
 Wisconsin State C, S 62, 15



(continued from page 44)

mean endorsement of the product or content.

The second part contained some of the arguments also advanced above by the editor, adding that some might consider the ad in bad taste; as propaganda; as statements twisted to support a biased view; that statements made by Abraham Lincoln more than a hundred years ago, although true, were torn out of historical context and have no relevance to the situation today. Irrelevant to judgment are: Any claims that *The Daily Iowan* endorses the advertisement; that the advertising department 'controls' *The Daily Iowan*, or that *The Daily Iowan* puts revenue above principles.

Arguments given in favor of accepting the ad included: Freedom of the press extends to advertising as well as to news content, and all persons or legal organizations should have equal opportunity to be heard. (That *The Daily Iowan* may disagree with the content is beside the point. A monopoly newspaper has an obligation to publish a multiplicity of viewpoints. The principle involved here is that the Citizens' Councils have been allowed to express their views because many views should be examined to arrive at truth or sound judgment.)

Further points for discussion included: If these statements had been given in a speech in Iowa City, doubtless *The Daily Iowan* would have sent a reporter to cover it, and most likely a night editor would have used the statements, perhaps on page 1. (How many readers would jump to the conclusion that this campus newspaper therefore endorsed the arguments reported? The editors reserve the signed editorial columns on page 2 to evaluate.)

If a newspaper rejects any type of copy because the material is contrary to what the editors (or the advertising director) believe in, we may then have an alternate danger of a totalitarian press. With opposition from some news-editorial staffers, *The Daily Iowan*, after careful consideration, accepted the advertisement because it believes in freedom of the press; it believes that the Citizens' Councils should have their views presented; and that no matter how much we may disagree with the content,

each reader should have the opportunity to form his own opinion.

In defense of *The Daily Iowan's* decision to accept the ad, I concluded: "I welcomed the opportunity to gain some insight into the thinking of the white Citizens' Councils, repugnant as such a philosophy is to me. The controversial ad has brought sharp reaction; it has forced, I hope, many readers to think. If they have re-examined their own beliefs or will strengthen their opposition to the content of the ad by searching for more adequate answers to support their own beliefs, then perhaps a useful purpose will have been served by the necessary publication of this disgraceful propaganda."

* * *

IMPORTANT to me was the discovery that many students, when faced with an ugly reality, were confused, wavering between the two points of view but comfortable with neither. They seemed to have no basic principles upon which to rely, or they judged emotionally—as did many of the student letter-writers—without real thought or criteria by which to measure.

Should freedom of the press have been extended to include this advertisement? Or, would *The Daily Iowan*, a monopoly campus newspaper, have been morally justified in refusing the ad? (The city daily newspaper refused to publish the ad, but carried an Associated Press story with the views of Congressman Fred Schwengel and a brief excerpt or two from the ad. I respect its decision, but would have felt frustrated had I not seen the ad in *The Daily Iowan* and been able to judge its content for myself.) Should we pretend that such ideas do not exist—in the North as well as in the South—or, aware that they may exist, refuse to think about them at all?

Your Back Page editor will welcome your own reaction. Certainly many will disagree with my views, as did most of the letters to the editor following publication of the arguments. On the other hand, several have informed me privately that they concur with my opinions. Copies of texts and of the advertisement will be sent, upon request, for your study if you wish to prepare an answer. Let's have a good discussion in the next NCCPA Newsletter.

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 citizen of a free society.

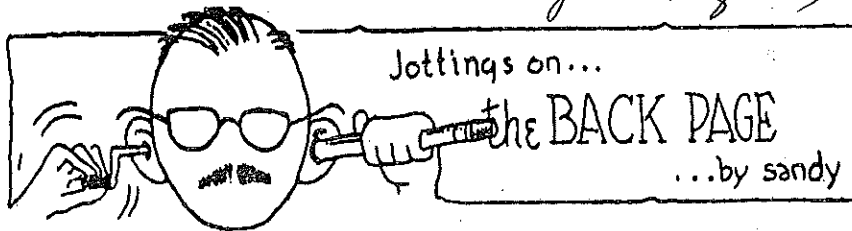
**We Cordially Invite You
To Join . . .**

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 \$7, which includes NCOPA 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 46 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,
205 Communications Center
University of Iowa, Iowa City

Real test? (to publish point of view with which
you disagree)



A REAL RUCKUS developed in mid-February over the publishing in *The Daily Iowan* of an advertisement from the white Citizens' Councils. Here's what happened. On Monday, February 10, our student newspaper's advertising director came to me with a proofsheets of a 3-column by 12-inch ad and an insertion order from an accredited national advertising agency. The student editor, who had been shown the proof as a courtesy, vehemently objected to the content and declared that the ad should not run. The faculty advertising adviser supported the advertising director.

There was a summit conference in the hallway near my office. In the absence of the publisher, my decision as news-editorial supervisor and assistant publisher was that acceptance of advertising in our newspaper was the responsibility of the advertising director, not of the editor (just as the advertising department should have no control over the news-editorial functions). The advertisement was, therefore, published on Tuesday, February 11.

Headed "Lincoln's Hopes for the Negro," the ad, over the signature of the Citizens' Councils of America, Jackson, Miss., gave three excerpts from Abraham Lincoln's speeches, in the vein of the following examples: "What I would most desire would be the separation of the white and black races." . . . "I will say, then, that I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races—that I am not nor ever have been, in favor of making voters or jurors of negroes—nor of qualifying them to hold office, nor to inter-marry with white people . . ." "I, as much as any other man, am in favor of having the superior positions assigned to the white race . . ." "It is better for both, therefore, to be separated."

I later discussed the ad with staffers. Others sought my opinion during the day. At my suggestion, a reporter interviewed Dr. Leslie Dunlap, University director of libraries and a noted Lincoln scholar. (He said the quotations in the ad, while accurate in themselves, were twisted far out of historical context.)

The Daily Iowan also printed on page 1, Wednesday, an Associated Press story from Iowa's Congressman Fred Schwenkel, another Lincoln scholar. He called the ad (which evidently appeared in many papers across the country) an "ugly, unhistorical, unscholarly misuse of the facts of history."

Letters to the editor began to appear in *The Daily Iowan* Wednesday; some were a mishmash of irrelevancies: one objected to the newspaper's giving its "stamp of approval to such an organization"; three coeds suggested that a collection be taken if *The Daily Iowan* were in such desperate need of revenue. Several telephoned to protest the inclusion of the advertisement.

It was time to set the record straight. I had expected the editor to present his views on the editorial page, and Wednesday afternoon I wrote my very first "letter to the editor." The editor told me he had expressed his feelings, too. His 33-inch article was displayed across six columns at the top of the editorial page on Thursday: "The Minority View—The Ad Should Never Have Been Published." My letter was printed under it as a 30-inch article headed "The Majority View—Why the Ad Should Have Been Published."

EXCERPTS from the student editor's views: After the *Iowan* received the ad, the advertising director, the publisher, advisers and editorial staffers all aired their opinions on whether it had a place in the *Iowan*. The majority view was that the advertisement should be published and it was. . . . I have no quarrel with the majority view regarding the content of the ad, of course. We are in basic agreement that the ad is misleading and pointless. . . . Their position is that despite their personal disagreement with the Citizens' Councils views, it is the responsibility of the press to accept their advertising, otherwise the press would be censoring views simply because they do not agree with them. . . . This position, however, somewhat ignores two salient facts: absolute freedom of the press is only an approachable, not a realizable goal; and

it is doubtful that all the people subjected to misleading propaganda can resist it and find the truth . . . a newspaper has as much of a responsibility to assure that its advertising columns are not used as a vehicle for distortion as it has to assure that its news columns are not used to propagate untruths . . . distrust of advertising matter may cause distrust of the news columns. . . . Unfortunately for my case, the validity of abstract concepts is difficult to gauge. . . . Ideas are a nebulous thing, and our belief in an open marketplace for all ideas makes it difficult to reject any of them. If we reject advertising from the Citizens' Councils, you might reason, we could reject that of the Republican or Democratic party—on the grounds that *their* ideas could hurt our readers. The only answer to that argument is that newspaper could censor the Republicans or Democrats but that they are not likely to. A reasonable newspaper is capable of accepting variant points of view without accepting those which it adjudges potentially dangerous to the general welfare. Failure to exercise such judgment . . . is failure to accept its responsibility. . . . The protestation of 'freedom of the press' to justify the press's general philosophy on such advertisement seems to me a cowardly refusal to accept its moral responsibility.

* * *

EXCERPTS from my views as news-editorial adviser: Anyone who reads *The Daily Iowan* should know that it consistently and sometimes militantly supports minority rights, and has done so long before it became fashionable. It may come as a shock to some, therefore, to read on the back page of the (February 13) issue an advertisement from the Citizens' Councils of America. . . . Opinion is divided among the student news-editorial staff, including some who are not sure what to think. . . . I offer some remarks which may help them, and other readers, to form their own opinions.

(My article was in four parts: Facts; Why the advertisement should have been refused; Why the advertisement should have been accepted; and, Further points for discussion.) Included were the facts that advertisements are accepted or rejected by the *Daily Iowan* advertising department, not by the news-editorial staff; that the revenue received had no bearing on the decision; and that acceptance of any ad does not necessarily

THE BACK PAGE
(continued on page 43)

COLLEGE PRESS REVIEW, WINTER, 1964