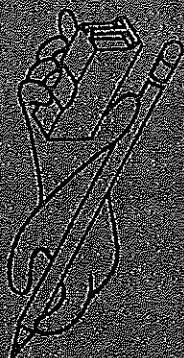


College Press Review

- Pat Mallon (1)
~~Mike Johnston~~
~~Mike Johnston~~

National
Council of
College
Publications
Advisors



SPRING, 1968

VOL. 8

NO. 2

A TRIENNIAL JOURNAL OF NEWS, REPORTS, AND MATTERS OF INTEREST TO COLLEGE PUBLICATIONS ADVISORS

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College Press Review

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SPRING, 1968

Vol. 8, No. 2

Those "Four-Letter Words"

"Before the Revolution Come the Words" is the title of our lead article on the opposite page. And following an article by Billy O. Boyles on a problem at Florida State University, your editor surveys a later situation in the university system which might be titled "After the Words Comes the Revolution."

The words, of course, are those two commonly-used vulgate terms for fornication and defecation, the "four-letter words" which are liberally sprinkled in our current books and which occasionally appear in some magazines. So far as I know, newspapers still hold the line against their use.

Editors and advisers of collegiate literary magazines should define their policies on their use, if they have not already done so, for it seems certain that more manuscripts containing these words will be submitted next Fall to some magazines.

Our own campus literary magazine, *The South Florida Review*, contained in this Spring's issue a one-page vignette titled "Beta Hall at 3:15 p.m." It was about a third-rate student who was flunking out of school. A sampling of the dialog:

... I knocked and the force pushed the door open. It smelled like old dirty socks. Some trousers lay in the center of the floor. A shirt was dropped a little further and on the tiles near the bed lay some old stained jockey shorts. ...

"Yes, whaddya want?"

I introduced myself. "... I'd like to talk to you, Craig."

"Whaddabout?"

Down the hall, someone yelled, "Long distance for Craig Rolland."

"Merde!" He rolled out of the bunk and propped himself on the cluttered dresser. ... "You'll hafta wait a minute. ..."

The magazine editor, a graduate student in English, edited the copy, which originally had read:

Down the hall, someone yelled, "Long distance for Craig Rolland."

"Shit!" He rolled out of the bunk and propped himself on the cluttered dresser. ...

The author, in a letter to the editor of the student newspaper, *The Oracle*, protested the "censorship" of his article and argued that by no stretch of the imagination would his character Craig Rolland use the "intellectual" French synonym, nor even know it.

Neither the literary adviser—an associate professor of

English—nor I as publisher, had been consulted, and we both agree that in this instance the editing was in error and we had no objection to the use of the original American expletive.

Dr. Walter Wilcox of the University of California at Los Angeles—a large state university in a metropolitan area—writes that the gauge for standard for the literary magazine at UCLA should be students. He is aware, I know, of the difficulty of gauging student standards and student tastes, although one may expect a more liberal attitude in a big city university with a large graduate-student population. But even within an institution standards and tastes vary widely and, as former *Saturday Evening Post* editor Ben Hibbs once said, "You can't edit a magazine by arithmetic."

Where does one draw the line between art and obscenity in a campus magazine? Who draws the line? Is an article "utter filth and garbage" in a campus magazine, but "honest realism" in a professional journal? What is good taste? What is appropriate?

Campus magazine editors and advisers in many institutions will have to answer these questions, and more. The only certainty is that they're never going to please everybody.

Compulsory Fees Dropped

"The Board of Regents of the vast State University of New York recently ruled out mandatory activities fees, an action binding on all 43 units of the State University," reports the Bulletin of the Association of College Unions in its June, 1968, issue.

"As a result," the *Bulletin* continues, "college union administrators and student activities staff on that institution's 43 widely-varied campuses are assessing the considerable damage to the University's student activities programs and are debating how best to finance their future operations, whatever these can be."

The Board of Trustees ruled that student assessments may be collected on a voluntary basis, that student governments may determine the amount of the student assessment, that students should be encouraged to elect to participate voluntarily in payment of these locally determined assessments, and that there be review and evaluation of programs financed through student assessments.

Schools have reported the impact on the campuses in three ways:

"Uncertain whether those not paying the fee should be deprived of the newspaper or radio station."

"Yearbook and literary magazines printed only for students who request them in writing."

"Students not paying will not receive yearbooks or literary magazines."

"All organizations will become self-supporting except those which are 'college-wide' (those which affect all students directly)."

From time to time on many campuses one hears of protests from some students or student groups about compulsory fees, including those for Health Service, athletics, student unions, or campus publications. Many campus publications are financed wholly or in part from student activity fees. Advertising revenues and voluntary subscriptions do not bear much of the cost of printing, supplies and salaries.

What is the situation in other states? Has there been official discussion of changing to voluntary student assessments? Let us hear from you, so that we may have a roundup in the next issue of our own *College Press Review*.

—A. M. Sanderson

Before the Revolution Come the Words

By Esther Kitzes
University of Pittsburgh

Student power . . . student rights . . . student revolt . . . call it what you will, the American campus is in ferment. As *Newsweek* points out in its May 6, 1968, issue on Student

Protest: "Goaded by spreading social and political consciousness, inflamed by traveling revolutionaries and the instantaneous word of the media, students today are rebelling on issues ranging from food in the cafeteria to academic reforms to the foundations of society itself."

Occupying one of the most sensitive posts on the campus scene is the college publications adviser; for preceding the Revolution Come The Words—the angry, protesting, charging words published in the college-sponsored newspaper. A survey of college-sponsored newspapers and the relatively new Underground Press reveals that present events cast their shadows over the past few years, forecasting the violent outburst on American campuses today.

The remarkable growth of the Underground Press is a direct result of the underlying frustration, anger and dismay of college students. It would be inaccurate to say that the Underground Press was formed as a direct result of campus publications' censorship, but it is apparent that the nearness of the Underground Press to college campuses and their frequent preoccupation with the campus scene is serving a hunger of college students for meatier articles that apparently cannot be dished up in college-sponsored newspapers.

In the past year another phenomenon has manifested itself. Paralleling the growth and readership of the Underground Press is a comparable growth in the more militant articles and editorial demands appearing in college-sponsored publications. Could it be that the student editors are taking their cue from the Underground Press and finding the courage to print articles they would never have attempted before? Or is this parallel growth of student power . . . student rights . . . student revolt . . . the natural evolution of a revolution now coming to a head?

Whatever the answer, an examination of the Underground Press and growing student militancy in campus publications is in order.

The Underground Press Syndicate which now claims 36

subscribers is something like the Associated Press—on a smaller scale. It rejects bourgeois journalistic values of accuracy and balance, and tackles those subjects dear to the collegian's heart: drugs, Dow, the draft, the Pill, abortion, sex and the Fuzz (Police Power). In California, it services the *Berkley Barb*, the *Oracles* and the *Los Angeles Free Press*. In Wisconsin it is *The Connection*. At Oberlin College it is *The Oberlin Other*. At the University of Florida it is *The Crocodile*; in Boston it is *The Avatar*. Others are New York's *East Village Other*, *The Washington Free Press*, *The Fifth Estate*, *The Rag*, *The Bag*. True, they are reckless, undisciplined and some are badly written. Yet their influence and readership is growing.

One writer explains their success to the fact that "It is the genius of these newspapers that they talk directly to their readers. They assume that the reader is a friend, that he is disturbed about something, and that he will understand if they talk to him straight. This assumption of a shared language and a common ethic lends their reports a considerable cogency of style."

Here are some examples of how the Underground Press has reached the college student by discussing subjects his own college paper would not have handled.

At the *University of Wisconsin* the bi-weekly independent *Connection* came upon the scene with considerable bravado; among other stories it charged the then chancellor Fleming with having "cold war technocrat mentality."

At *Stanford University* the *Resistance* is published by the Experiment—Stanford's version of a "free university." Its first headline was "Misuses of the University"; another article charged Stanford and members of its faculty with "flagrant and mercenary militarism."

At *California State College* in Los Angeles, a teacher, Jerry Farber, wrote in the March, 1967, issue of the *Los Angeles Free Press*: "Students . . . are politically disenfranchised. Students are niggers. When you get that straight, our schools begin to make sense. The faculty and administration make all the important decisions," Farber argued.

"The students get to choose their own Homecoming Queen. Occasionally when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions or maneuvered expertly out of position."

It was an angry, brutally to-the-point article. Ironically, it was just the sort of thing that a student might have published at his peril in a University-sponsored student publication. Precisely because of the situation Farber depicts, his article could not have appeared in the campus newspaper.

At the University of Pittsburgh, a short-lived mimeographed "newspaper" *The Muckraker*, came out attacking *The Pitt News*, the official campus newspaper, in an article written by a former associate editor. He charged "the farce of the editorial board, extreme collusion of the editor with the Student Government leadership, and the attempt of the editor to conceal a major scandal." It also contained an editorial asking for a public investigation of the low salaries paid food service employees, and greater involvement by the University "in urban problems."

To understand the growth of the Underground Press, we must examine examples of campus incidents involving censorship and suppression of the college or university sponsored newspapers. Following are some cases starting in March 1966 and running through this year, 1968. These cases involve attacks by editors on the state political structure; some involve alleged pornographic writing; others involve bad taste. It is interesting to note how the confrontations between student and administration is resolved.

March, 1966: The editor of the *Florida Alligator*, newspaper of the *University of Florida* at Gainesville was fired by the "student" board of Publications for writing an editorial critical of state politicians including the then Gov. Haydon Burns. The new editor lasted one day, the president of the University fired him and the subsequent new managing editor. There were seven charges made by the University including bias, inaccuracy and "constant and unprofessional harassment of state government officials and friends of the University." The editors were not returned to their jobs.

Spring, 1966: The *University of Massachusetts* humor magazine *Yahoo* published a cartoon of a priest pulling a rabbit out of a chalice. The State Senate condemned the cartoon and made plans to set up a commission to investigate student publications. The University president said the cartoon was in bad taste, but the students were entitled to their mistakes. However, the University withheld funds from the magazine and it has not been able to continue publication.

October, 1966: At *Monmouth College* in New Jersey student editors wrote in their independent the *Hawker* that college trustee Marcus Daley was a "political hack" and that the college should "exorcise him." They were warned not to distribute the magazine on campus. The students refused to obey the warning and were suspended and asked to leave campus. When they returned they were arrested for trespassing. Although they were subsequently cleared of the civil charges, both students were no longer enrolled at Monmouth.

January, 1967: At *Johns Hopkins University*, the student paper *The Newsletter* printed a ballot for the MAN OF THE YEAR. The reader could vote for Richard Speck, Charles Whitman, the Cincinnati Strangler, or for President Johnson described as "a Texas plowboy who has come a long way in the American crime business." It accused him

of murdering Kennedy, Oswald, Ruby and others, and said his "hobby is bombing defenseless people." Johns Hopkins President Milton Eisenhower had the two co-editors suspended. Asked if the suspension was a violation of freedom of the press Eisenhower replied: "Don't ask a stupid question like that. The newspaper is subsidized by the University. It is paid for by us. It is a house organ." Two days later, Eisenhower calmed down and the co-editors were re-instated.

January, 1967: At the *University of California at Los Angeles*, *The Daily Bruin* printed a long review of a book of drawings by George Grosz in the weekly supplement *Intro*. The review by a graduate student included four-letter words and an offensive (to some) Grosz drawing. Los Angeles County supervisors and two Republican students protested vigorously. *Intro* was suspended. California Governor Ronald Reagan said "Anybody who would print anything like that is sick." Two students filed a suit in Los Angeles County Superior Court to prevent publication of "filth and pornography." The case was dropped. When the furor died down the student communications board allowed *Intro* to resume publication.

January, 1967: Cornell's literary magazine the *Trojan Horse* was confiscated by the head of the campus police who charged it violated the state's anti-obscenity law. The article in question detailed the sexual experiences of a David Murray, a non-student resident of Ithaca, N.Y. The student editors were arrested by the county district attorney. Over the final exam break, the students quieted down, and shortly thereafter the State Supreme Court justice ruled that the story "Selections from a Journal by David Murray" may have been "garbage and trash" but was not legally obscene. (I do not know what happened to the editors.)

January, 1967: At *Queens College, New York City*, the administration removed the editor of *Phoenix*, the college newspaper, for printing an article analyzing the power structure of the deans' offices. The Faculty Committee on Student Activities also placed the entire editorial board on disciplinary probation. An appeal was successful in removing probation and having the editor returned to office after a week of suspension.

February, 1967: At the *University of Michigan*, a staff member of the *Michigan Daily* wrote an article pointing out that one of the regents (Eugene Power, president of the University Films, Inc. a nationwide firm that had contracts with the University Library) was in a conflict of interests. The Board of Student Publications refused to allow the staff member to become editor, although the students had nominated him for the position. The *Michigan Daily* staff threatened to strike, the Publications Board capitulated and Roger Rapaport became editor. The state attorney subsequently found that Power's position as president of University Microfilms and as a regent of the University were in conflict and Powers resigned.

March-April, 1967: At *Boston University*, Ray Mungo, editor of the *Boston University News*, called for impeachment of President Johnson, for abortion reforms in Massachusetts, and the legalization of marijuana. Mungo sent the Johnson editorial to Speaker of the House John McCormack in Washington. An apology for the editorial was sent to every member of the House of Representatives by the President of Boston University, and a student-led committee collected 6,000 signatures on a petition which they delivered to McCormack, expressing their disagreement with the editorial. It looked like Mungo was in real trouble—until it was discovered that the petition had been

run off in the University's public relations office, had been written with the help of University personnel and that the University had given the students money for their trip to Washington to present the petition to the Speaker. Mungo completed his term as editor.

Fall and Winter, 1967: This is the period in campus history when student protest left the editorial columns and took to the streets. Chartered buses brought students to Washington for the massive anti-war mobilization at the Pentagon. (Most famous writer arrested was, of course, Norman Mailer.) Dow Chemical recruiters were stopped by picket lines on campuses across the nation. Picket lines and protesters faced military recruiters and firms carrying on research connected with the U.S. military. In October, University of Wisconsin students had a bloody encounter with police in an anti-war melee. Draft resistance fever ran high, and the smell of charred draft cards filled the autumn air.

November, 1967: At the *University of Michigan*, the Board of Control of Student Publications set up a fact-finding committee to study the *Michigan Daily* senior editors' proposal that control of the *Michigan Daily* be transferred from the University to a new independent "non-profit corporation..." that "the new corporation be chartered to give full editorial control to the paper, including the appointment of new editors, to the senior staff."

December, 1967: Police raided the Office of the Underground Press *Avatar*, a newspaper distributed free in Harvard Square, Cambridge, Mass. The manager of Boston University's bookstore withheld sales of *Avatar* until University attorneys affirmed the legality of selling *Avatar* which is now back on the shelves at the BU bookstore.

January, 1968: At the *University of Windsor*, the co-editors of *The Lance* facing expulsion resigned over a controversy involving the use of common slang words which the editors admitted were "dirty."

February, 1968: At *Wayne State University* the *Wayne Daily Collegian*, which had changed its name to the *South End* under the editorship of bearded, motorcycle-jacketed Art Johnston "who considers the major forces of his life Marx and Freud," bumped head-on with Dean of Students Duncan Sells and out of the collision rose a rival publication *The Phoenix* which allegedly was backed by the administration. As of this writing, *The Phoenix* "is dying because of lack of ad revenue," and the administration is looking forward to June when a new editor will replace Johnston.

February, 1968: At the *University of Michigan*, the college President's Commission on the Role of Students in Decision Making released a draft of a final report calling for the creation of a Campus Council to replace the Office of Student Affairs as the University-wide rule making body. The Campus Council would be composed of equal numbers of students, faculty, and administrators and chaired by the University president. The Office of Student Affairs would be reduced to a service organization.

April, 1968: The assassination of Martin Luther King sharpened the racial issue and, taking their cue from *Howard University* where black students staged a siege, *Duke University* students went to the home of President Douglas Knight and spent two nights in his house. Among their demands: raise the minimum wage for non-academic employees to \$1.60 per hour; have President Knight resign his membership in a segregated club; sign an ad in favor of open housing which will appear in the Durham newspaper. (The trustees agreed to raise salaries to \$1.45 per hour.)

May, 1968: *Columbia University* students seized control of five University buildings, occupied and vandalized the office of the president, and held the dean of the college prisoner for 24 hours. The Columbia revolt "emerged as a microcosm of the cumulative disorders, riots and lesser protests that have been precipitating in one U.S. university after another since the Berkeley demonstrations in 1964."

As of this writing (May, 1968) there are indications that the *Columbia University* seige-type tactics are beginning to be viewed by student activists as crude and passé. The April, 1968, New Hampshire primaries were the turning point. Their exhilarating success with Senator Gene McCarthy pointed a new direction to activist students: traditional American politics. Senator Robert Kennedy's Presidential strategists are also cashing in on this new found exuberant student labor pool. With seasoned politicians eager to enlist the aid of students, a new cadre of college-age politicians is being trained. Already, it is beginning to find its repercussions on the American campus. At Princeton, "the activists envision confrontation within the system-grabbing hold of the traditional power levers—the student newspaper, student government and sticking with a cause until it is secured." (NEWSWEEK, May 6, 1968).

And so the cycle is completed: protest in the editorial columns, out to the streets, into the buildings and now back to the editorial columns. If you can't beat the Establishment with sit-ins, marches, and seige-ins, then use the Establishment's techniques—traditional power levers. This means back to the editorial columns in student publications, manipulations of student government and pressure on campus administrators, using these levers of power to achieve changes on the American campus.

Meanwhile, the college publication adviser can see no respite in the foreseeable future: he will continue to sit gloomily in the eye of the storm. #

Kentucky Scholastic Publications Proclamation

A resolution proclaiming Kentucky Scholastic Publications Week was unanimously adopted by the Kentucky Senate on February 14. April 21 through 27 was designated as Scholastic Publications Week.

Senator Edward A. Murphy introduced the measure at the request of Glen Kleine, assistant professor of English and adviser to the student newspaper at Eastern Kentucky University.

The resolution states that scholastic publications were honored because they "play an increasingly important role in the preparation of young men and women to be professional journalists of the future."

"Scholastic publications also continue to serve as an immediate training ground for youth in the exercise of the highest type of responsible citizenship through the opportunities afforded by the inculcation of American ideals of democracy and international good will," was included as another reason.

That students who enter the profession of journalism are "so imbued with the journalist's credo of the public journal as a public trust, accepting a full measure of responsibility as trustees for the public," was cited as another justification.

The last week in April has traditionally been designated as scholastics publication week in Minnesota and Missouri during the past several years. #

What Newspaper Do You Read?

By Arthur M. Sanderson
University of South Florida

If you read page 3-A of the *Tampa Tribune* (Monday, January 8) and saw the two-column AP picture, you got one version. If you read page 3-A of the *St. Petersburg Times* just across the bay, you saw the same picture but got a different version. Readers around the country got different versions, too.

The picture showed a tiny old Vietnam woman slightly bent over, a burly American soldier laden with water canteen, rifle slung around his neck, fatigue pants pockets bulging, his hand at the woman's back.

The *Tribune's* overline read "Some Helping Hands for an Evacuation," spread across five columns, with a second picture showing three cleancut smiling GIs handing a Vietnam child from one to another as two of the soldiers stood knee deep in water. The cutlines said "American soldiers lend helping hands to an old woman her neighbors wouldn't help—they'd be responsible for the rest of her life, and a small child as South Vietnamese were moved from area expected to see battles.—(AP)."

But *St. Petersburg Times* readers, including many in Tampa, got a different story. The cutline under the picture read "Elderly Woman Goes It Alone . . ." An accompanying AP story from Xuan Que by John T. Wheeler tells that hands of the American soldiers weren't helpful at all. "And so she was left, panting and whimpering along the trail."

Wheeler's dispatch, printed in a story seven double-column inches deep in the *St. Pete Times*, headed "Age and Youth In Vietnam," leads off thus: "Neither the 1st Air Calvary soldiers nor the band of refugees were in a good mood when the old woman began to stumble and stagger on the hike down the trail toward the district headquarters."

"It quickly became obvious she wouldn't make it under her own power. The company commander called a halt to regroup the refugees and to let the 80 oldsters and children rest."

"An American medic looked at the woman and said she would have to be carried. The Vietnamese interpreter was instructed: Tell the refugees the Americans will rig a litter and then the strongest refugees will have to carry the woman the last three miles."

It then developed that the Vietnamese refused to carry her. Wheeler explains that "despite the interpreter, neither the GIs nor the refugees really understood each other. Both were acting out of convictions drawn from their cultural backgrounds. To both the issue was clearcut."

"To the Americans the woman's friends and fellow villagers had a moral obligation to help their own."

"To the Vietnamese, aiding the woman meant accepting



responsibility for her welfare for the rest of her life."

The Americans weren't going to accept the responsibility, either. "She either makes it or we leave her," said their sergeant.

"And so she was left, panting and whimpering along the trail. Two Americans gave her water and some food, voiced the hope she would be found or could make it in after a rest and then pushed on."

(They had already burned the refugees' homes and destroyed all the food they could not carry—to deny them to the enemy. The homes of those who elected to stay were not touched, Wheeler reported.)

Readers around the country got differing versions, too. Many newspapers featured the pictures of the Americans helping a child across the river. Common captions were "Handy Helpers," "Lend a Helping Hand," "Soldier Gave Helping Hand to Refugee," "Villagers Resettled."

The *Baltimore Sun* featured Reporter Wheeler's story with a headline on page 1: "She Makes It or We Leave Her," cropping the picture to show only the old woman. The deck read "A Too-Old Refugee Is Victim in Clash of Two Cultures, Asian and American." A second picture is on page 2.

Wheeler's story concludes: "Then a new crisis arose." One of the women began having labor pains. "The Americans cut bamboo, shed their shirts and rigged a litter. They would carry her to open ground and call for a helicopter. . . . The helicopter landed on the creek bank despite the hazards of nearby trees, and the woman was picked up. She had the baby on the way to the district town."

And so goes the war in Vietnam. Among the civilian population, you lose one . . . you gain one. You got the same photograph in many papers, but you didn't get the same picture at all.

CLA Publications Guidelines

By Walter Wilcox
University of California, Los Angeles

of basic guidelines for student publications has long editors and their publishers alike at UCLA.

has been debated with some intensity for the past dor of the discussion varying in direct ratio to the re of volcanic eruptions centered upon responsibil-

o notions began to evolve. First, the lack of general posed to principles, as set forth in the Canons of must be tailored to the student press and not elsewhere. Second, the guidelines are critically student editors as a framework in which to make the controlling body as a framework within which blisher.

g function is vested in the ASUCLA Communica- nsisting of five undergraduate students and five ts, each appointed by their respective student representative of the Academic Senate appointed by a representative of the Administration appointed by ous officer. Editors are appointed; they in turn ffs.

es were evolved in the usual committee-oriented eral suggestions, a basic draft (by the writer), ges, additions and deletions and, finally, approval by title emerged as "A General Policy Statement for ations."

ows:

Introduction

set forth below is based on two fundamental s: 1) The ASUCLA Communications Board, late of its constitution, is the publisher of ations and it is responsible for their standards nce; the Board does not feel that it meets the of its mandate if it delegates this responsibil- rety to the publications themselves but that it e positive and constructive leadership. 2) The themselves cannot be expected to operate in a m, without some form of structured guidance pected in terms of function and performance. that under the policy set forth here a set of eria will gradually emerge, much as statutory inated, articulated and applied through court d precedents.

General

ublication is expected to maintain a level of ism consonant with its basic role, subject only ations of resources. Professionalism as used here at body of techniques, creativity, ethics and orformance with which excellence is commonly or the pertinent publication.

Policy Guidelines

rd feels that the distinction between censorship nes is a valid one; censorship applies to specific uidelines to overall purpose and performance. rules out censorship as a method of effecting

policy. Under guidelines, the Board establishes the follow- ing variables:

- 1) the function of the publication, or *content*;
- 2) the degree to which the audience is *captive* or *self-selective*, and
- 3) the limits of taste (propriety, decency, etc.) consonant with the content and the audience.

These variables are not independent; each has an effect upon the others. These variables apply as follows:

DAILY BRUIN (Newspaper)

News pages: Content: News

Audience: primarily captive, in that any member of the University community has little choice if he wants to be informed.

Limitations on taste: The Bruin news pages should not be offensive to any significant group in the University community. Offensive in this context is material which transcends the accepted norm of public expression. Public is used here to specifically refer to the University community at large, without respect to specialized interests. Significant in this context excludes the fringe or eccentric personality or group but includes those of good faith who are genuinely offended by material not normally found in a campus daily newspaper.

Gauge for standard: greater University community with the emphasis on student interests.

Editorial pages, and any other editorial material:

Content: Opinion, discussion.

Audience: Captive in the sense that a member of the University community seeking to tap the issues of concern to the University are restricted in great degree to this source, but self-selective to a greater degree than *News* pages.

Limits on taste scale: Same as *News* pages with the exception of latitude that must be granted for expression of opinion in terms of pungency, satire and forceful modes of communication.

Gauge for standard: greater University community with emphasis on student values.

Intro: Content: The popular arts: criticism, essays and reviews.

Audience: Self-selective to a degree significantly greater than *News* pages and *Editorial* pages above, but due to the bulk distribution system the self-selective aspect is not as clear-cut as for those publications which involve purchase.

Limits on taste scale: Latitude necessary to deal with the subject matter, to describe and evaluate the popular arts

honestly and adequately. The material should not be irresponsibly offensive to the University community.

Gauge for standard: Students, with some attention to the greater University.

Spectra: Content: Contemporary issues and values: essays, discussion and criticism.

Audience: Self-selective in the same sense as *Intro* above.

Limits on taste scale: Similar to *Editorial* pages with some additional latitude due to the self-selective factor and to the difference in content.

Gauge for standards: Same as *Intro* above.

SATYR

Content: Humor, satire.

Audience: Highly self-selective.

Limitations on taste scale: A degree of ribaldry is inherent in the definition of a humor magazine, as is satire, hyperbole, and iconoclasm. The limit is established at shock for shock's sake alone, prurience for prurience's sake alone and sordidness.

Gauge for standards: Students.

WESTWIND

Content: Literary: creative fiction, non-fiction, poetry and criticism.

Audience: Highly self-selective.

Limitations on taste scale: Literary merit transcends other values in this regard. Erotic realism may be expected, although erotic realism itself may not be considered a primary value.

Gauge for standard: Students.

SOUTHERN CAMPUS (Yearbook)

(The criteria for content, audience and taste for *Southern Campus* is firmly rooted in tradition to the point the Board feels no guidelines are needed at this time.)

Graduate Journal and Professor Evaluation Book

(... two publications are presently under development. Until such time as their function and status is evaluated no particular guidelines are possible.)

KLA (AM Station)

When the station moves to AM broadcasting it must necessarily conform to the broad rules of commercial broadcasting. Guidelines must await data on the audience.

In all cases, advertising policies should conform to the standards of the publication in which they appear.

As noted, two publications are under development and the guidelines must await further analysis of function. In the case of the radio station it is probable that it too will require guidelines within the University context.

Key sentence in the instrument is the last sentence of the Introduction, dealing with the emergences of specific criteria. This points up the fact that no set of criteria can be initially effective. They must emerge in practice, and, as in the law, remain always responsive to change. Whether the guidelines will be a great leap forward or even a tentative step in the right direction depends not so much in the nature of the instrument itself but rather upon the judgment and good faith with which it is administered. #

Book Reviews In Brief

Casty, Alan. *Mass Media and Mass Man*. New York: Holt, Rinehart and Winston, Inc., 1968. 260 pages.

This is a handy collection of articles and essays in one volume; it focuses on the media as processors and conveyors of culture and information and is useful as a text or for supplementary reading in such courses as introduction to mass communications or survey of the media. Part I relates to "The Mass Media and Culture," (Backgrounds and Perspectives, Individual Media, and Critiques and Cases). Part Two, "The Mass Media and Information," has similar divisions. Part III gives topics and questions, and a bibliography for further study, analysis and research. Much of the book deals with radio, television and film.

—AMS

Hohenberg, John. *The News Media: A Journalist Looks at His Profession*. New York: Holt, Rinehart and Winston, Inc., 1968. 320 pages.

In his preface, Mr. Hohenberg states that this book "seeks, first of all, to undertake a selective examination of the principal problems of the news media in the United States. But far more than that, it considers values that are rarely discussed by journalists themselves because they have so moralistic a sound—the ethics of the journalist, his outlook on society, his duties to the nation. Such values are difficult to measure except where specific cases have provided a guide, and even these may under certain circumstances prove contradictory."

He offers "an accounting to the public and the rising generation of journalists of the morés of a business that was once just a trade—a trade that became a profession during the wars, depressions, and revolutionary upheavals of this century."

—AMS

Medlin, C. J. *Planning Your Yearbook*. Ames, Iowa: Iowa State University Press, 1968. 130 pages \$5.95

C. J. (Mex) Medlin has come through with another book on yearbooks, *Planning Your Yearbook*. This one has a plastic binding and is a series of programmed exercises aimed at educating yearbook staff members.

It is a workbook that can be used in conjunction with his book, *Yearbook Editing, Layout, and Management*.

It goes about teaching the staff member what the purposes of a yearbook are on through outlining, allocating space, and to the making of full-sized layouts. It works on selection of type, fitting of type, production schedules, and even the business schedules.

There is no doubt that Medlin has a helpful item here for the staff member. Perhaps all the yearbook houses should furnish *Planning Your Yearbook* to all their customers instead of all the uninspired and inaccurate materials they sometimes mail to their staffs as aids to their jobs.

It appears that Medlin has come through with another way to help upgrade school yearbooks.

—John A. Boyd
Indiana State University

Student Power and the Student Press

By Dario Politella
University of Massachusetts

are the times that try student editors' blue pencils, administrators' patience and the faculty's ve.

the loudest noises we hear from the American campus, these days, are the echoes of protests which reverberate in the college student press: LBJ... chemical... Vietnam... the New Morality... freedom FROM grades, OF expression and etals.

established campus press, which until shortly after ar II was once THE campus power that enjoyed oned monopoly, is crumbling to the sounds of otests, as well as to the undercurrents of ion that are approaching full flood.

WAS when campus newspapers were NEWSpapers corded for history such burning *campus* issues as s and Greek life and the achievements of BWOCs, of BFOCs (Big Faculty on Campus).

he time also was, as Martin Duberman wrote in *The New York Times Book Review*, the time when "The colleges of our country, in contrast to most of the world, have a long tradition of ce. They have been islands of passivity and ce rather than centers of ferment and innovation. alties have tended their scholarly gardens of rare d leafless plants. The students, like dutiful inmates, in their time..."

have indeed changed... though not always for r, at least for the livelier.

uberman pointed out, "A growing minority of is no longer willing to settle for mechanical in which it has little interest and less control..." minority is the seeker after power who may be n the ranks of students-at-large or on student ons staffs specifically. You will hear his voice in nns of the campus press where most of the space in pus newspaper, these days, seems to be given over ent... to *soft* news. Pretty well gone now are the ws items which declare forthrightly the *who, what, why, when* and *how*.

eynote speech at the annual convention of the Journalism on of Junior Colleges, at Palo Alto, Calif., April 20, 1968, ario Politella, president of the National Council of College ns Advisers, and Coordinator of its Commission on the and Responsibilities of the College Student Press in

A swift glance at the majority of today's college newspapers brings on the feeling that the press has become more of a vehicle for opinion than for the communication of news, as such.

The press of today's student editor thus appears to reflect the dogma of "student power" if only by the authority with which it expresses opinions for fact.

This state of affairs reminds of one story they tell about *The New York Times*. That venerable chronicle of daily history, as you-all know, is NEVER wrong. One day, the necrology editor (that's what they call the obit editor) picked up the telephone to hear a complaint from the subject of an obituary notice.

"I am NOT either dead," Mr. Lazarus exclaimed. "You made a mistake," he accused.

The editor reacted with some heat.

"My dear sir," he retorted, "if the *Times* says you are dead, you... are... dead!"

He paused for a moment before adding, reflectively, "But I suppose we could run your name tomorrow in the births column."

* * * *

It is unfortunate that college publications advisers and student editors cannot also prove such perfection.

If they could, they might legitimately claim divine guidance in promoting the climate of service to *all* the constituents who permeate the student press. As it is, their roles seem to be dictated solely by the conditions of the day.

To any observer of the college press scene, it would appear that student publications are continuing their history of *irritating* college administrators and campus student governing groups, *dismaying* English Department faculties and philosophy academicians, and *embarrassing* journalism educators.

Such harassment may well result from the collegiate editors' misinterpretation of a phrase often quoted by Columnist Marquis Childs. He describes *Great Editors* of *Great Newspapers* as being those who "comfort the afflicted and afflict the comforted."

Since all college editors nurture aspirations of *Greatness*, they identify with this Childs-like slogan. But, being students, they react only to half the message... naturally,

the half that appeals most. So, they end up by *afflicting the comforted* . . . on their campuses and off.

Here are some examples of their *Great Afflictions*.

Barry Goldwater was stung by the *Colorado Daily* with a gaddy letter-to-the-editor which had called him "a fool, a mountebank, a murder(er), no better than a common fool." This was in September, 1962. You are all probably familiar with the case that gained nationwide attention that year, so I won't belabor the details and the results, excepting to remind that at one point the then President Quigg Newton had asked the University's Board of Regents to give jurisdiction over the newspaper to the School of Journalism. The *Daily's* editor said that he would resign if such happened. He was fired anyway—and the Regents avoided Newton's recommendation. Mr. Newton subsequently lost his job too.

And today, the *Colorado Daily* is being used as a laboratory for journalism students.

Meanwhile, in the fast-dimming past of once-upon-a-time, few citizens off the campus ever paid much attention to student editors engaging in the fun and games they used to call "hi-jinks."

But lately, the antics of these protestors-with-pens are finding space each month in the print of commercial newspapers. Michigan has been there, recently. Its neighbor at Northwestern has been there, too. And Boston University . . . and Cornell . . . and Wisconsin . . . and Johns Hopkins . . . and Oregon . . . and even a junior high school in Maryland. All of them have made headlines for a variety of reasons.

For example, when one controversial editor wanted to impeach the President of the United States, his college president disowned the editor with the plan to start a competing newspaper.

Another editor pronounced publicly his plan to secede from his union with the campus administration by taking out articles of incorporation. The reason for this declaration of independence was that his State's Legislature had voted to subject the campus newspaper to "an objective review by an outside group" because of controversial articles he'd been running (like a conflict of interest story concerning a member of the Board of Regents).

On a New England campus, the editor came under fire from no less a group than the faculty. These usually apathetic souls (at least as far as the college paper is concerned) were aroused to "go on record with a statement of discontent" over the student newspaper "as a vehicle for important and official news." The editor retorted that her paper was "not a bulletin board for the administration."

And there were other rebuttal statements to the effect that it was all sour grapes: that the faculty was ticked off because the student paper did not print enough news about faculty speeches and other accomplishments.

An article termed "obscene" by an energetic District Attorney resulted in a near-riot on an Ivy League campus. When the D. A. invaded the campus to confiscate the offending literary magazine, he was confronted by 1,500 protesting students. A police car was partially demolished and six students were arrested. The D. A. was labelled "The Ronald Reagan of the county."

Meanwhile, LBJ was joined to the fray when two editors were suspended until they apologized for a bitter satire which listed the President as being among the top "mass murderers" of the year.

And publication of a West Coast literary supplement to a campus daily was also suspended, earlier in 1967. Its sin: the reproduction of a nude painting that was apparently so

shocking that it aroused even a pair of *students*, no less, to threaten suit against the newspaper. The Student Communications Board called for a policy study committee to set up guidelines to insure the independence of student publications.

Here's one more case in point. The principal of a junior high school in Maryland banned a newspaper published by an eighth grade English class (they're preparing early for the Big Leagues). The paper carried a front-page "rights" editorial which cited the Board of Education rule against physical punishment and followed up with "You see teachers hitting the students for a simple mistake or for doing something wrong."

The principal said he thought the quality of writing was too high to be the work of students. He said he thought the teacher "put the children up to a totally negative project." The teacher replied that all she did was to help correct grammatical mistakes.

* * * *

While he merrily pursues his self-imposed mission of afflicting comfortable college administrators, state legislators and sundry citizens, the student editor must also brace himself for retaliation from hitherto unlikely quarters. Student governments are taking harder looks at the expensive communications media which they support. Such widely disparate campuses as the University of Alaska and Edinboro, Pa., State College have recently reported, respectively, censure votes against a student yearbook editor and the faculty adviser for making radical changes in format . . . and a cut-off of funds in retaliation for an unfavorable editorial policy.

Further retaliation has come from non-represented student groups who have charged that the campus newspaper is a "tool of the administration" or that it provides no more than a "bulletin board" for vested-interest groups. The result has been the proliferation of a so-called "underground" press, whose circulation is now estimated at some 400,000.

Citing only a few names of these media may give an idea of what they are about: *La Resistance*, *The Horn*, *The Mother of Voices*, *The Free Press*, *Avatar*, *The Promethean* and *The Gadfly*.

* * * *

With this recitation of examples, one comes easily to the obvious conclusion that the problems of the student press will grow before they improve.

Perhaps the basic reason is that campus leaders have even now not yet quite faced up to the fact that the student publications times have changed radically. The time is past of the so-called "good old days" when student publications provided a happy vehicle for transporting the egos of the big wheels on campus on a platform of personal journalism.

The "revolution"—if there is such—arises from the fact that latter-day student journalism has become Big Business as a result of the sheer numbers it serves. The facts of student publishing life now are that campuses with five-figure enrollments demand daily newspapers and monthly magazines which are paid for with six-figure budgets produced by salaried staffs who devote more time to newspapering than they do to studying. And on top of it all, they are a significant link in the national economy, since they command space to communicate with a significant part of the \$15 billion teen-age market once estimated by *Printer's Ink* magazine.

Unfortunately, too many educators today see the current student publications still in the light of their own experiences of some 20-30 years ago. Editing a publication

then was a jolly-go at an extracurricular labor of love, fun and games whose only virtuous reward was a BWOC label and STATUS among the peer group. Times are changing at a revolutionary pace to the extent that student publications now provide *vital* services to the *campus community*, which is paying premium prices for such professional-type merchandise. And the *extra-campus community* also reacts much more emotionally to the foibles of the campus communications media.

The "revolution" is that big-time student publishing is no longer the extra-curricular activity of other days. It is moving into a new dimension as yet unclassified.

At this point, please permit yourselves to be overwhelmed with just a few more indications of the *revolution* that has been brewing in the college press as a result of the rise of student power.

* * * *

Of course, no recitation of the power *off* campus of the student press could be complete without reference to the classic case of Annette Buchanan. The then managing editor of the Oregon *Daily Emerald* is still making the news after almost two years. The Oregon Supreme Court this year upheld her conviction for refusing to reveal to a grand jury the confidential sources of her information for a campus drug story of 1966. But she is carrying her appeal to the United States Supreme Court.

This student editor has created more favorable furor for the cause of protecting the newspaper reporter's sources of information than all the intermittent one- and two-day jail sentences that have been meted out to professionals in recent years . . . Maria Torres of the New York *Herald Tribune* notwithstanding.

Just last year, another student editor tested his power in the Federal courts after he had been dismissed as editor of the Troy, Alabama, State *Tropitan*. Gary Dickey won reinstatement as editor and as a student after a hassle with the Wallace-appointed College president, who resented a planned editorial sympathetic to a state educator who had aroused the ire of the former governor. When Dickey had inserted the word "Censored" in the space where the editorial would have appeared, he was charged with insubordination.

On the other hand, out in Louisiana, the faculty adviser to the Tulane *Hullabaloo* recently resigned because of printed obscenities. He called the staff "dishonest little jerks" for reprinting in a news story the objectionable parts of a Students for a Democratic Society pamphlet which had been banned from campus.

Other exposures to national attention of the student press have also come recently from Michigan and California.

Editor Roger Rappoport of the *Michigan Daily*, one of the best in the country, besides exposing conflicts of interest of some University officials in the sale of land near campus, has also run a four-part series of classified Pentagon research on campus.

Meanwhile, just up the road, at San Francisco State, Editor Jim Vaszko of the *Daily Gater* was recently beat into semi-consciousness by members of the Black Student Union because they claimed that the *Gater* had delayed unnecessarily in publishing the pictures of their candidate for Homecoming Queen.

Also in the headlines has been the case of *Yahoo*, the humor magazine of the University of Massachusetts. The State Senate voted 34-3, on May 12, 1966, to form a five-man committee to investigate all student publications at the Amherst campus, after an enraged State Senator from the witch country of Salem, Massachusetts, com-

plained that a cartoon from the April humor magazine was "blasphemous" and an affront to what he termed "*my* religion." The cartoon showed a baldpated individual, garbed in robes, pulling a rabbit out of a cup shaped like a chalice; the while exclaiming, "SHAZAM."

The resulting furor had many of the commercial newspapers in the state echoing the threat-to-press-freedom-cry raised by a student Free Press Committee. At the same time, the 65 per cent Roman Catholic population of the state reacted with equal emotion.

* * * *

Rare indeed is the vigorous college campus which has developed immunity to such trials of student journalism.

* * * *

While the sap was running, about two years ago, the publication *Sabrina* of Amherst College elicited disclaimers from the college administration that it had anything to do with student publications there. The incident involved the photograph of a truck marked with the name of a local business man. It was used to illustrate a piece of fiction about a wife running off with another man. The result was that the business man who owned the truck appeared on campus with his lawyer.

And if you need more evidence . . . here's a fast run-down of power ploys from both sides of the academic aisle that have come into play since the beginning of this very year.

The *Polar Star* of the University of Alaska was suspended in February by the Student Government president on the grounds that the Journalism Department had criticized the student newspaper for "technical flaws and violations of the canons of good journalism; that finances were being sloppily handled."

The newspaper resumed publication in March after a publications board was formed and guidelines established.

* * * *

Three editors of the Wayne State University *Metro* were charged with "conduct unbecoming a student," in March, for their complicity in starting an independent metropolitan newspaper in Detroit. Faculty members and students protested the closed hearing of the three student editors, with the result that the hearings were rescheduled and opened to the public.

* * * *

Also during the windy month of March, the University of Texas *Daily Texan* complained editorially that "A funny thing happened to an editorial on the way to the press, Monday night. A pre-publication challenge of Texan copy was made—not by the Board of Regents, nor by the Administration, nor by the faculty. Lloyd Doggett, president of the Students' Association, took it upon himself to check on publication of an editorial . . ."

* * * *

Brooklyn College prohibited distribution of the bi-weekly *Nova Vanguard* on campus because of language allegedly obscene and offensive to a religious group.

* * * *

And down at Asbury College in Wilmore, Kentucky, the Collegiate Press Service has reported that students may have played a significant role in getting their College president fired. In their petition to the Board of Trustees, "The students charged, in part, that the president had censored the College's student newspaper and had demanded that some articles which were already prepared be removed."

* * * *

And reports coming from abroad indicate that the "revolution" may be spreading. The editor of the student

newspaper of Edinburgh University was warned he would be expelled if he persisted in running articles advocating the use of dangerous or addictive drugs.

The *Lance*, a student publication at the University of Windsor, Canada, got into trouble with an article entitled "The Student As Nigger," which was "liberally sprinkled" (say reports) with four-letter words.

Mount Allison University in New Brunswick, Canada, also drew ire of the editorial advisory board of the *Argosy Weekly*, when its editor decided to print the same piece, written, incidentally, by an English lecturer at California State College at Los Angeles. The Board recommended firing the editor.

And the editor of the University of Capetown, South Africa, *Varsity*, was expelled in January for "bringing discredit upon the University" by publishing certain articles deemed to be in poor taste.

* * * *

As a result of the foibles thus far enumerated of the student press, it appears evident that the "revolution" in the student press can provide virgin territory for the educator who is bent on exercising his calling.

His active participation in the fun, fame, fear and foibles of student journalists will inevitably result in the improved quality of the media; in the sharpened reflexes of educators who might otherwise petrify in their ivory towers; and in better-trained journalists for society.

You are probably wondering, at this point, whether anyone connected with student publications has learned anything at all of the legacy that has been transmitted to succeeding generations of students.

This is admittedly a continuing problem for both the student journalists and their mentors—how to provide continuity so that student staffers need not exercise their powers to experiment with already established principles and to spend their energies, instead, on penetrating new frontiers of thought and action.

The role of the college publications adviser in promoting the climate of learning which is inherent in such activities is to help students to transfer their theories to practice . . . to convert energy to power . . . power to light.

To do this effectively, one suggests that college student publications must be removed from the extracurriculum and be installed in a third dimension of Academe. They should be independent business entities which, under the tutelage of qualified teacher-advisers, will provide the student editors with on-the-job, non-credit but salaried training for communicating in the "real" world.

One would liberate the teacher-adviser from the confines of his "advising" role and promote him to "consultant." But with a mandate to initiate guidance, rather than to continue the passive role of waiting for student editors to approach him with problems. One would further suggest that the new look in publications consultative services include a consultant not only well-versed in his craft but energetic enough to take charge of the training programs now being given, if at all, by the students themselves. One need not remind that the current student-run staff training programs too often result only in the propagation of misinformation.

The authoritative training one has in mind would include the freedoms and responsibilities of the student press . . . laws of libel and invasion of privacy . . . copyright . . . ethics . . . layout and typography . . . photography . . . headline writing and copy editing . . . business and advertising.

You will note that the suggestion here is for a consultant

to function in the liberal arts college which has resisted the encroachment of any journalism courses into the curriculum . . . the suggestion is that such a consultant become the promoter of the climate of learning in this respect. In those enlightened schools where journalism has already been accepted as a desirable option in the preparation for life, the consultant's role would be modified to avoid repetition. But he would still be needed, since one should not assume that all student press staffers will be journalism majors. Indeed, such an incestuous state of affairs would be highly undesirable. In such cases, the consultant could well serve the uninitiated with basic training, and to supply more sophisticated refinements of the craft to more advanced students.

* * * *

Lest there be misunderstanding of the motives thus far indicated, here is a summary of these observations on the student power structure: It is called *The Credo of a Student Publications Consultant*.

I BELIEVE that student journalists are vested with the unalienable right to make honest mistakes;

I BELIEVE that student journalists must be free to exercise their craft with no restraints beyond the limitations of ethical and legal responsibilities in matters of libel, obscenity and invasion of privacy;

I BELIEVE that student journalists are as free as any other responsible citizen to probe every facet of their campus community, their nation and their world, without fear of reprisal;

I BELIEVE that student journalists are basically persons of good will, who serve their publics' interests as they see them within the limits of their training and experience; and

I BELIEVE that their consultants are vested with the mandate of guiding student journalists toward the most responsible applications of their craft, and of defending the students' rights in so doing.

* * * *

Forgive a last word about student power and the student press.

There are some 9,000,000 students on college campuses around the country . . . and the population is growing.

As a matter of fact, the fastest growth is anticipated for the two-year colleges of the nation. According to recent estimates reported by the Associated Press, there will be 1,000 junior colleges by 1970, with an enrollment of more than 2 million students. And by 1975, these colleges will be teaching more than one-half of all the freshmen and sophomore college students in the country.

And just think that in 1965—only three years ago—there were only 837 two-year colleges in the country with an enrollment of 1.5 million students and 72,000 faculty.

* * * *

There are some 2,600 student newspapers, 4,500,000 copies of yearbooks and 3,200,000 copies of magazines being produced above-ground on the college campuses at an annual cost of some 60 million out-of-pocket dollars.

In this context, it is inevitable that student publications are becoming more visible. And one result may be that there will be more book burnings in protest against editors . . . as there was at Tampa, Fla., last year, when the editor's picture appeared 24 times in a single issue.

Or it may be that an admitted marijuana-smoking student government president is impeached as the result of a campaign by the student press at an Iowa college.

For this is the hidden power of the student press.

Censor, Censure, or Advice?

By Billy O. Boyles
Adviser to Student Publications
Florida State University, Tallahassee

Having been a publications adviser for 10, 15 years and more, I thought I had pretty much gotten a working knowledge of the three most important words in the field of publications of any nature. The words referred to are defamation, libel and slander.

I suspect that my problem was that I had a theoretician's knowledge of these words because I had never locked horns with the reality of a libel suit or had face-to-face confrontation and real-life correspondence with attorneys about libel suits and other results of defamation. Teaching in the classroom that "defamation is a written or spoken attack which damages a person's character or reputation . . . that libel is a malicious and false attack published on another, which damages his character or standing in a community . . . that malice is an evil intent manifested by harmful act and may even mean simply the lack of a legal excuse for an act" (*Florida Law and Practice*, Vol. 15, "Libel and Slander," J. Kenneth Ballinger, The Harrison Company, Atlanta) is quite different from working on a day-to-day basis with the reality of these things arising in a newspaper for which one serves as adviser.

Now, to put this discourse in its proper perspective, bear with me for some background: I joined the professional staff of the Florida State University in July, 1967, as Adviser to Student Publications. I entered this position following a period of time when the University had not had an adviser and much of the Student Publications Department organization and financing was in limbo.

To compound the problem, some of the previous editors had thoroughly prejudiced the incoming staff against the total concept of an adviser and had pretty well imbued the new staff with the idea that the prospective adviser, no

matter who he might be, would be fulfilling an administrative role as censor or a new version of an old Hitler, to quote one staff member.

It was into that atmosphere that I stepped, realizing that something of a problem existed but not to what extent. We had to start with first things first: this was the area of business and financing. Publications were in pretty sad shape financially so we put into effect sound financial practices and got the publications back on their fiscal feet.

During this early period, we worked constantly to create a spirit of rapport between the adviser's office and the staff of the student newspaper, the *Flambeau*. No problems were evident with the other three student publications staffs—the yearbook, general interest magazine and literary magazine—except a copyright violation problem which occurred before I joined the staff and which I solved by the simple expedient of not distributing the magazine. The major problems existed for the *Flambeau* in the area of quality of writing, makeup and layout, editorial direction, staff organization and a 60-to-40 advertising-to-news ratio.

With this background, the plot thickens.

Complaints began to come thick and fast as the new university year unfolded from students, faculty and staff about the quality of the *Flambeau*, the improper ratio of advertising-to-news content, lack of news and feature coverage plus the fact that printing of the paper which had previously been a daily was of necessity cut back to three days weekly circulation because of financial problems.

The Board of Student Publications enters the picture at this point.

The functions of the Board are, according to the University Committee's manual and other sources: to be a recommendatory body and to establish policy and to maintain desirable standards in student publications, to appoint editors and business managers, to remove these officers from their positions for cause and to approve business operations of student publications.

The Board is composed of five students and three faculty members, with the latter persons appointed by the University president. Three students are elected during Spring Student Body elections and two are appointed by the Student Body president. The only three persons who must have had previous journalistic experience or even any exposure to journalism are the three elected Board members and their qualifications are that they must have had two-thirds of a year's experience on student publications. The Board in previous years, I am told and have learned from a rather close survey of Board minutes, has



Billy O. Boyles was director of Publications and Information at Central Florida Junior College (Ocala) from September, 1961, through June, 1967. He was NCCPA Southern District Chairman, 1963-64, and was a founder of the Florida Council of Junior College Publications Advisers. His previous contribution to the *NCCPA College Press Review* was an article based on results of his survey of student publications in Florida's public junior colleges in the early 1960s.

Boyles is adviser to student publications at Florida State University, (Tallahassee). In this capacity, he is head of the Department of Student Publications and coordinates editorial and business activities and mechanical production for the university newspaper, yearbook and general interest and literary magazines. Boyles also edits the university's official student handbook.

Too many campuses are plagued with lusty communicators when such campuses are not ready for them. Current events certainly indicate that the problem here is that few persons know the answers to the burning journalistic questions of the day: Who are you? Where are you headed? And who is your captain? The student staffers have similar problems. They don't know the answers, either. And today's generation, they tell us, is constantly questioning itself.

Perhaps *this* self-questioning is really the loud noise we are hearing from the American college campus today.

It may well be the echo of indecision that results from a too-fast growth to power, and being unprepared to express this power adequately in the powerful student press.

But be not dismayed.

The answers may be forthcoming in the next year or so when the Commission on the Freedoms and Responsibilities of the College Student Press in America issues its report of a study even now in progress.

Until then, one may well conclude with these words of caution to those who hold power of the written word: *Be discriminating and maintain perspective, for the tragedy of our times is that the highly vocal minority who make news should create the negative image of our youth on the American campus as being MORE WILLING to live for nothing than to die for something.*

Newspaper Fund Sponsors Editing Internships

PRINCETON, N. J. — Thirty students from 29 colleges have been selected for The Newspaper Fund's first summer editing internship program, directors of The Newspaper Fund have announced.

Each student will receive a \$500 scholarship in September after completing an intensive editing course and 8 to 10 weeks as a beginning copy editor on a daily newspaper.

Fifteen students will attend the editing course at Temple University, June 7-22, and 15 will attend a similar course at the University of Nebraska, June 9-28.

The editing course is designed to prepare the students for their summer of newspaper work by presenting the fundamentals and mechanics of editing. After the course is ended, each student will be assigned a newspaper, where he or she will work the rest of the summer.

The \$500 scholarships and basic expenses during the editing course are independent of the salaries the interns will receive as summer staff members at the co-operating Midwest and Eastern Seaboard newspapers.

Professor Gene S. Gilmore of the University of Illinois College of Communications will direct the Temple program. Professor Edward Traves of the Temple faculty will assist.

Neale Copple, director of the University of Nebraska School of Journalism, and Professor John Botts will conduct the Midwest training program.

Professor Botts and Gilmore will visit the newspapers during the summer to observe the progress of the interns.

The Newspaper Fund, supported by gifts from *The Wall Street Journal*, is a foundation to encourage young people to enter journalism careers. Since 1960, The Fund has given \$343,500 in \$500 scholarships to 687 young men. In the three years of the Intern Prize Competition, \$30,000 has been shared by 95 young men and women. #

5-Column Newspapers Preferred in College Press, Directory Survey Finds

AMHERST, Mass. — Mini-newspapers appear to be the rule among the mini-journalists on the American college campus.

More than 90 per cent of college newspapers publish five-column pages in preference to the standard eight-column format of the professional press, according to the *Directory of the College Student Press in America*.

Compiled by Dr. Dario Politella, associate professor of journalism at the University of Massachusetts and president of NCCPA, the Directory lists 1,017 tabloids and 106 regular size newspapers of seven or eight columns wide.

Noting that "There is no particular pattern of the size of campuses using eight-column layout," Politella points out that the Directory lists papers ranging from the *Ohio State Lantern*, an eight-column by 21-inch paper with a circulation of 22,000, to the eight-column by 22-inch *Lookout* of Cascade College, serving 400 students at Portland, Oregon.

"But the larger universities may well move toward eight-column format, when one or all of three conditions are met," he said.

He listed the "conditions" as 1) when coverage of off-campus issues increases; 2) when the campus press becomes a local substitute for the commercial press to the campus community; and 3) as larger budgets become available from student subsidies.

Politella estimates that the total budgets for U. S. college newspapers alone now reach nearly \$35,000,000 a year.

The leading state, in numbers of college newspapers, is California, with 141 papers listed in the Directory. Of those reporting their sizes, 81 are tabloids and 23 use the eight-column format which, Politella says, conforms generally with the national proportion.

Based on the data the Directory has listed, Politella estimates that "There must be at least 2,600 student newspapers, with press runs that reach 8,000,000 issues. In addition, students publish 4,500,000 copies of yearbooks and 3,200,000 copies of magazines of various types."

The Directory includes names of faculty advisers and financial information for all media; information on the schools; physical size and frequency of publication; space sold to advertisers; press runs and annual budgets.

Copies of the Directory are available at \$5 from the Executive Director of the National Council of College Publications Advisers, Indiana State University, Terre Haute 47809.

BAND MARCH COMPETITION

The Eastern Progress, student newspaper at Eastern Kentucky University, is offering a \$100 prize in competition for composers of marches. The winning composition will be entitled "The Eastern Progress March." Deadline is Sept. 1. The composer of the winning composition will retain copyright rights, but will grant Eastern bands unconditional performance rights. The conductor's full score must be submitted, but the Eastern bands will prepare parts for performance. Manuscripts should be sent to the editor, *The Eastern Progress*, Eastern Kentucky University, Richmond, Ky. 40475. Write to the editor for contest rules. #

not been a strong one and has really not attempted to lend guidance and direction to student publications to the extent apparently needed.

This year the Board *has* attempted to firm up its position—to define its role, to assist the adviser in defining his role and to work with student publications and the student business office in developing sound organization patterns and practices of operation.

The biggest problem then, on that dreary January day, seemed to be the cementing of stronger relationships with the *Flambeau* staff; everything else apparently was running along pretty smoothly for the Department of Student Publications. The department has its own composing machines and prepares its copy camera-ready and at 4:45 p.m. with a 5 o'clock completion deadline on January 25, I discovered that there was an editorial about a dean in the *Flambeau*, an editorial which violated all kinds of things legally, morally and otherwise, including the three words defined earlier in this discussion.

In my opinion, the editorial was blatantly libelous and in extremely poor taste. I requested that the editor "hold" the editorial; she refused to do so. I then informed her that, speaking for the Vice-President for Student Affairs, I requested the editorial be withheld until the Board of Student Publications which met that evening could review it. She complied; the editorial was held and the Vice-President for Student Affairs came to the Board meeting that evening and explained why he felt the editorial was libelous and did indeed point out that most of the points covered in the editorial were untrue. In a subsequent letter to the editor, he said, "that editorial was one of the most irresponsible, erroneous, and vindictive pieces of editorial writing that I have seen in my eight years at this institution. During my tenure as an administrative officer of this University, I have strongly defended the concept of 'freedom of the press' because I feel that a vital, alert newspaper is an essential part of a distinguished University. Commensurate with the idea of freedom, however, is the important corollary of editorial responsibility. In my opinion, student editors of a university newspaper have little claim on words like 'freedom' and 'independence' unless they can demonstrate factual accuracy, logical consistency and editorial responsibility."

My attention was called to the editorial by one of the proofreaders and I had in turn gotten the Vice-President's reaction.

The Board ruled, following a very lengthy meeting, that the editor should revise the editorial, bring it back to me for an opinion and/or consultation and if I felt it to be non-damaging to run it; however, if I felt it to be damaging, she would present the editorial to the Board for judgment. She rewrote the editorial after a lapse of several weeks, and brought it to me about ten minutes before a BOSP meeting. I felt the editorial was still potentially libelous although it had been "cleaned up" to a certain extent and so I took it to the Board for "re-review."

The Board concurred that it was still dangerous and recommended that professional legal counsel be sought, in this case the State Attorney General's Office. Such counsel was sought, the revised editorial was judged to be possibly potentially actionable but was in extremely poor taste and the editor was so advised. The editor had been informed that if the attorney consulted considered the editorial not libelous she could print it. Upon receipt of the attorney's decision the editorial was printed.

Almost simultaneous with the printing of the editorial students on campus staged a march on the Capitol to

protest a situation in education in which teachers had walked off the job throughout the state protesting inadequate funding of education. The editor was advised by the University Director of Information Services that classes would not be dismissed for the march. She learned from another source—rumor, apparently—that classes would be dismissed and this she so printed in a bold-face box on the front page of the day's newspaper. Needless to say, the President and other assorted administrators just about "blew their cool" over this one.

Among other examples of poor and irresponsible editing, another incident stands out; it also points back to my three words defined in the beginning. Most of us who serve as publishers, editors and advisers live with constant fear of that mistake-prone area, "letters to the editor."

We were having a lively, continuing discussion in the letters column of the use of "pot," with many letters pro and con for the use and legalizing of marijuana. We received two letters one day, one stating that the author thought it should be legalized, didn't see anything wrong with pot's use, etc. He or she (it was unsigned) concluded the letter with this admonition: "To the Editor: Please tear this letter up and flush it down the toilet before publication. Avoid any reference to my identity. This will minimize the risk I am taking."

The second letter, also legally unsigned because it had a typed signature, concerned an attempt then under way to unionize FSU's non-academic employees.

You can guess what happened. The "pot" letter ran but over the signature of the author of the letter about the unionization attempt.

I thought the young man who wrote the second letter showed remarkable restraint in politely asking that the editor "adjust the negligent mistake you made in the Nov. 16, 1967, edition . . ." etc., in a properly-signed request in writing.

Nothing happened—no retraction or correction.

Then came the attorney's letter. Also polite and more than fair. The editor now realized the gravity of the situation, brought the letter to me—it was the first I knew about the event—and upon my advice printed a retraction and wrote a letter of apology to the young man who is a law student and will seek to pass the bar exams ultimately and to whom a non-besmirched reputation is all-important.

The offended person and his attorney accepted the apology following an exchange of correspondence with me.

These events led to the Vice-President writing two letters, one of reprimand to the editor and a second to the Board of Student Publications asking it to investigate the lack of editorial responsibility and make recommendations to him as to what type of action "is deemed appropriate." The Board did so and after several unsuccessful attempts at reaching a conclusion, put it in a committee. This committee, in the meantime, had been studying charges leveled by the Student Body President that the editor failed to cover campus news adequately and that the *Flambeau* was not discharging its total responsibilities as a campus newspaper. The committee reported its findings which censured the editor, but the Board did not accept this report. Instead, its membership voted to enlarge the committee and to study and take action on the Vice President's request. The committee this time came back with a very cogent and responsible report and made specific and realistic recommendations. The final result was that the committee found the editor to be guilty of "harsh and intemperate criticism where personalities are involved" and that the editorial "is clearly innuendo with no documented

in fact... and represents an attack on personal ty." The committee concluded its report by issuing a reprimand to the editor and the Board subsequently ed the basic report.

r University does not have a school or college of dism and as a point of fact there is only one course in communications *per se* although there are several in h Education, one in Sociology, and several in the l of Business. Part of the problem which has arisen ear has been many years in the making and is based on the fact that there's no trained or semi-trained of students from which to draw staff members for it publications. Another part of the problem stems the fact that much of the editorial staff's selection ast has been on the basis of politics rather than on r. For example, the editor under discussion here did meet the minimum requirements for editor but was ed because there was no one else competing for the cidentally, I am told that she used this as part of her se in the subcommittee's study of her misfeasance in ; that is to say, she pleaded she should not have been the job (of editor) in the first place because she t qualified.

hink I can summarize by saying that the Board now es to a much greater degree, as do I in my own role, our responsibilities are and, more than that, what our tions are to students who staff student publications what we are to say to students in regard to rules and lines, freedom of the press, publishers' policies and a number of areas.

is has been a year of exploration for me, a year of ation, but also a year of enjoyment and the ration of a feeling of accomplishment because I can merging patterns for operation which have not been nt before, patterns which I feel will lead to successful tion of student publications at FSU.

all areas, improvements have been brought about, ding the editorial function in that we are sponsoring shops and hopefully will see initiated next Fall a series urses in journalism, specifically a basic editorial nce.

udent Publications, it seems to me, have only one role hat is to serve students of the University. When they to serve that University and instead begin to grind own axes and serve their own selfish aims, then they nger carry out the charge that is rightfully theirs.

o suffice it to say that the battle—which has been ned with a great deal of interest throughout the state lorida by our fellow Universities and junior colleges—rawn a great deal of attention, as rightfully it should. he surface, it represents a struggle between an adviser an editor with the adviser apparently bent on prior rship. This was not the case. Censorship was not ved, as the Board ruled. It was the case of an unskilled, owledgeable and unprepared young person who pted to do a job without availing herself of the advice counsel of her peers or of her adviser, her dean, the President for Student Affairs or qualified legal sel.

great number of hours have been devoted to meetings ssing the subjects covered in this article; millions of ls have been said and thousands have been written in orandum and in the minutes of committees and ommittees, and, hopefully, out of all this will come a r understanding on the part of future editors, Board bers and me and our administration of what this erness of student publications is all about. #

—Aftermath—

Since Mr. Boyles submitted his article, much has happened, highlighted by a state-wide furor over the use of "four-letter words" in the campus literary magazine at Florida State, the submission of his resignation by the president of the University, and a re-working of policy for student publications by the State Board of Regents.

It all started when adviser Billy Boyles objected to the use of the vulgar terms for fornication and defecation in an article written in Negro dialect for the 1968 edition of the campus literary anthology. The article was reviewed by the Board of Student Publications (BOSP), which cleared it. It was then brought to the attention of the administration.

According to a news story in the Florida State *Flambeau*, student newspaper, Dean of Men Herb Reinhard termed the story "utter filth" to BOSP Chairman Barbara Paterson, a student.

A special BOSP committee, advised by two professors of English, ruled that the story was not obscene as a whole and that the language in question was used to create mood and character of a literary work. University President John Champion then asked the BOSP to meet in its entirety and submit a written opinion on the story. With one exception, voting members recommended that the story be allowed to run.

President Champion then, on May 12, said that he would ask the Faculty Professional Relations Committee to review the matter with him.

However, he said, "the response in general has been not to lessen but rather to increase the tension at the University. Regardless of the recommendation of the Committee, it might appear to some that any decision I might make would be in response to pressures and ultimatums. I have decided, therefore, not to refer the matter to the Committee. After prolonged study and deliberation, I am unable in good conscience to approve in the name of and under the seal of the Florida State University a story which, in my opinion, contains offensive and filthy language. ... As publisher of the magazine, I believe I have this right, but more important, this responsibility."

Meanwhile, students, who numbered up to 250 at times, maintained 24-hour-a-day vigils on the grass at the side of the administration building in protest. Most of the daily newspapers in the state took a dim view of the affair, labeling the protesters "hippies," "leftists," "radicals," and the like. (Later, when several hundred students gathered elsewhere to hear speeches in support of President Champion, the assembly was called a "rally" by some of these newspapers; the sit-in was invariably called a "demonstration," or, as one newspaper called the group, a "rag-tag band of protesters.")

The FSU Liberal Arts College faculty met with the president and then tabled by only a 175-to-165 vote a motion to censure the president and demand his resignation. He offered his resignation to the Regents, who refused it. Later the FSU Faculty Senate endorsed a resolution requesting President Champion to withdraw his resignation. Student and faculty protesters said they were fighting "the system," not Champion.

Recent news reports told of the president's collapse and hospitalization because of "extreme fatigue."

Finally, it appears that the banned magazine with its controversial article might yet achieve distribution, but not with University funds nor with the University seal.

—AMS

These college perspectives

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District VII Group Holds Meeting At Baylor University

The first of what is hoped to be an annual meeting of the National Council of College Publications Advisers in District VII was held at Baylor University in Waco, Texas, on Saturday, April 6.

Charles Reynolds, the district director, is business manager of student publications at Baylor and he was able to secure the approval of the University to sponsor the meeting and defray some of the expenses.

About 50 students and advisers from throughout Texas, and one adviser from Louisiana, attended the meeting.

One of the main attractions of the meeting was the presence of Bert MacMannis, director of the National Educational Advertising Service and a Reader's Digest executive.

MacMannis spoke at a morning session and during the day was available for individual conferences with advisers, business managers and staffs of publications.

The conference was designed, Reynolds said in his opening remarks, "as a shirt-sleeve, workshop-type session in which we hope to be able to discuss together some of our mutual problems and the possible solutions to them."

The program began with a discussion on "The Responsibility and Freedom of the College Press" by Dr. James L. Rogers, administrative vice-president of North Texas State University in Denton, and Dr. Donald T. Rippey, president of El Centro College in Dallas.

Rogers, a former college publications adviser, discussed the various ways administrators can look at the college press and said that the journalistic viewpoint was the one he supported.

"The main purpose of a student newspaper is to present professional training and experience to the students," Rogers said. "A student newspaper must be judged on professional standards. It must do a professional job and must be compelled to meet journalistic standards."

Rippey posed the question: "What does college administration have a right to expect from student publications?" His first response was the traditional one: "the avoidance of libel, indecency, attacks on personal liberty," etc.

But Rippey went one step further when he said, "Too often the real potential of the college press is lost because the real issues on campus are not covered."

Specifically he named the "sex, drugs and hippies" type of news as being "what students are interested in."

In a discussion of this point both Rogers and Rippey agreed that the way in which the subject is approached is the most important consideration and both stressed the necessity to maintain professional standards.

MacMannis explained in detail the purpose and function of the National Educational Advertising Service and some of his ideas about college newspapers.

"National advertisers are looking for editorial vitality in the college press," MacMannis said and in discussing the question of college press freedom he said: "With freedom comes an accompanying responsibility."

In relating business to advertising in the college market, MacMannis said:

"We're in an era of unparalleled prosperity. A strange malaise exists throughout the nation. Business is perplexed. It is difficult to make forecasts. There is much uncertainty."

He gave as an example how the concern about the gold crisis slowed advertising during March and then how the advertisers responded to President Johnson's speech about de-escalating the Vietnam war.

But in the end MacMannis was optimistic.

"College newspapers are carving out a bigger and better chunk," he said. "I have faith in the college press and I think the advertising future with the college press is bright."

After a Baylor-sponsored lunch for the advisers, panel discussions were held for both faculty and students participating in the conference.

Taking part in panel discussions for advisers were: Sara Anderson of Cooke County Junior College in Gainesville; Blanche Prejean, Tyler Junior College; Frank Deaver, Victoria Junior College; Jeneanne Johnston, El Centro College; and Red Gibson, North Texas State University.

David McHam, director of student publications at Baylor, and Charles Reynolds presided over the sessions and moderated the panel discussions.

Miss Johnston is vice-president of the NCCPA for two-year colleges. Deaver is chairman of the junior college advisers conference in Texas.

The participants agreed that the program was good for a start and that perhaps two precedents had been set:

First, it was the first time in recent years that anyone could recall the junior and senior college advisers in the state had gotten together.

Second, while it was the first gathering of District VII advisers, it may have also been the first such gathering for any district in the NCCPA. #

Sculpture Censorship Charged at Long Beach

Fifty protesters staged a sit-in the morning of April 1 in front of the campus art gallery at California State College at Long Beach, the student newspaper, *The Forty-Niner*, reports.

Focus of the protest movement, the story continues, were ten nude, larger-than-life-size, sculptured figures portrayed in sexual positions and displayed within the confines of a small, roped-off circle on a lawn.

The figures, part of a master's thesis by a graduate student, had been placed on the lawn at 7 a.m. by art students and members of SAC without the consent of authorities in the Art Department.

School officials about noon persuaded the protesters to allow the figures to be placed in storage.

The unrobed figures, the newspaper reports, had been spirited onto the lawn in defiance of a decision not to allow the artist a showing for his master's project. He and other art students present claimed that censorship was involved.

George Demos, dean of students, told the group that "the administration cannot dictate what the artist will create; by the same token, the artist cannot dictate what the administration will display." #

More Than the News

By John Nadeau
Dutchess Community College
(Poughkeepsie, New York)

In a two-year college editorial staff win readers paper in which there can be very little "news"? is a problem at Dutchess Community College in Poughkeepsie, N. Y., where students publish *The Spectator*.

In any given issue there can be very little "news" in the paper, since the Dutchess campus is not vast, and information travels quickly by word-of-mouth. Notices read by instructors in morning classes, either posted or transmitted to various points by a circuit television system, and coverage of this college's news by local newspapers and radio have meant that Dutchess' 1,800 students are well-informed about what's happening on

Moreover, how can the writing in a college newspaper be as fresh when printers' deadlines require that submitted one or two weeks prior to publication? Staff of DCC's *The Spectator* found that one answer to these questions is a strong feature approach to the news. In the past several years, *The Spectator* staff has included features that inform, clarify, or entertain are the offset the dullness that comes from merely reporting the results of a basketball game that took place weeks ago or the appearance of next week's guest

document of record, *The Spectator* does report the work of its staff tries to go beyond that by providing news and stories in considerable depth as well. For example a news story dealing with the Biology Department's exhibition on problems of water and air pollution led to a feature on several abandoned Hudson River houses that Dutchess and other local colleges use as research centers.

Barry Goldwater and Senator Wayne Morse spoke for us, *The Spectator* not only reported their views on the Vietnam problem but also attempted analyses of their views and a sampling of faculty and student reaction. The staff tried to help the underprivileged led *The Spectator* staff to do a background piece on Horizons, a group of Dutchess students that assists economically deprived youngsters who are having trouble with school work.

In the ring of authenticity, there is nothing like having news done by someone who knows his subject inside. When the student dramatics group produced its play, *The Spectator* editors cajoled the stage manager into writing a piece describing behind-the-scenes activities. Another member of a spelunking club, submitted an article featuring plus photos he himself took of a spelunking expedition.

During features, like regular columns by the Student Union president and the chairman of the College's Cultural and Cultural Committee, offer news plus opinion and

often lead to lively debate with members of the College community who do not agree with programs and policies.

On the campus, there is bound to be some conflict of interest among students themselves and among students and professional staff members. If handled judiciously (and there's a phrase that should be underscored), contrasting opinion pieces and strong editorial stands on campus issues can win increased readership.

Through the letters-to-the-editor column and bylined pieces by the staff, *The Spectator* has debated most of the issues that are rocking college campuses today. To this end, the watchword is fairness. In a newspaper that cannot publish frequently, there should be an equal opportunity in the same issue for opponents to express their views—especially when they clash with those of the editors.

Rousing intellectual debate is certainly appropriate in an academic community and certainly makes good reading, but the rules for the debate should be equitable.

Of course, besides informing and stimulating, well-written features can also entertain. Subjects for the light touch abound on any campus: fashions, "self-help" manuals for college success, the routines of form-filling out, the college weekend, almost any topical subject, if you can find a writer who likes a creative change of pace.

Humor pops up also in columns like *The Spectator's* "Seen, Heard, and Done," which deals with amusing observations of campus life that would perhaps be too frivolous for regular news stories.

We must say here that the importance of focusing on campus life cannot be overemphasized. Professional publications handle national and world news far better than amateurs can, and students in a two-year college write much more authoritatively when their materials are close at hand. Occasional syndicated features dealing with news from other campuses have their place, but overuse of canned articles is the surest way to rob a student newspaper of the individual flavor it should have.

Some journalists will say that a strong feature slant is reneging on a newspaper's basic promise of reporting, that such a policy turns the newspaper into more of a magazine. Perhaps so.

But many metropolitan dailies, in competition with radio and television, have been evolving a similar approach for years. The New York *Herald-Tribune*, before union troubles and its demise, had a strong feature approach to the news. The *Christian Science Monitor*, an outstanding international newspaper some of whose readers receive their copies a day or so after publication, has developed a similar method of treating news so that it is timely and, to an extent, timeless.

Beginning journalists, who want readers as much as any other writers, could do worse than imitate such an approach. #

The question of troubled students.

The question of five years, the number and nationality and taste.

Gradually, the guidelines (as of Journalism, etc.) borrowed from needed both by decisions and by to function as p

The publishing Board, graduate student governments, a that body, and the chief can appoint their st

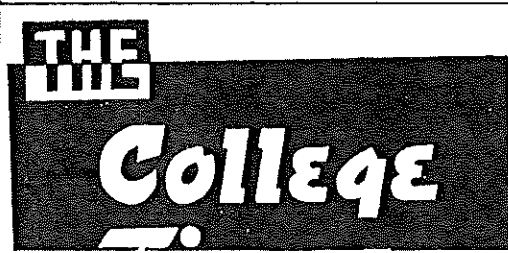
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İ. Betil Chosen Student Leader, Explains Plans

Under recently elected president İbrahim Betil, The RC Student Union will this year aim at improving the out-of-school activities and relations

Tören

10 Kasım'da Kolej K. Atatürk'ü Andı

Büyük kurtarıcı Atatürk'ün sonsuzluğa geçişinin 28. yıldönümü, 10 Kasım 1966 Perşembe, parçalanmıyan bağımsız

Turkish vs. American Press

By Aydin Bilgin
University of South Florida

"IF we had the financial strength and technical facilities the American Collegiate Press possesses, we would produce the best college paper . . .

IF we were a part of a social climate and intellectual environment as liberal and favorable as our American colleagues enjoy, our efforts for a better college paper would be more functional, effective and consequential . . .

IF we had access to the superb tools and techniques and the professional assistance which are at the disposal of college journalists in the United States, we certainly could produce a paper of higher journalistic and technical quality . . .

IF we received the intellectual contribution and support the American college papers receive from their students, faculty and administration, our paper would be very powerful with great prestige . . .

IF we had the freedom . . .

IF we had the time . . .

IF . . ."

. . . and so the IFs would continue in step with our never-ending problems, complaints and dilemmas. . . .

The preceding IFs and the easy generalizations, justifications for inefficiency and conclusive prospects following them, would be somewhat what you would hear if you had the opportunity to be in our staff-room of the *College Times* about ten months ago. I was then editor-in-chief of this newspaper, the student newspaper of Robert College in Istanbul, Turkey. We would usually have what I called these "get-together dream sessions" after coming out of most issues trying to attribute our inefficiency and sometimes failure to everything else other than ourselves. None of us, including myself, at that time would realize that we were almost asking for everything necessary for producing a good, functional and effective paper. Now I question it. With the premise that the American Collegiate Press has all of these at the present, does it mean that these were all handed to the American college papers directly, or did they themselves contribute to these returns significantly by their struggles, efforts or, at least, attitudes? The latter seems more realistic to me.

The IFs reflect another significant fact. These statements lead to the conclusion that there was a technical, journalistic and functional gap between our works and results with those of the American college papers, which we observed (or we thought we did observe). However, I question this, too, but only on the basis of logic. First of all, we do not know about the American Collegiate Press

that well to make a comprehensive comparison with our own works. Secondly, a black or white statement as a result of the comparison is unrealistic. "Relatively" is the key word. American college papers may be relatively better in certain aspects but may as well be relatively disadvantageous in other respects.

These were the greatest motivations for me in my attempt to study and observe college papers in the United States to compare with the Turkish University and College Press. I think it is helpful to point out one of my conclusions, even at this step, which is that I was right in questioning the validity of our statements during our dream sessions. The answer is not true or false, however. The American college papers do enjoy many privileges and advantages; however, they are not necessarily better in all respects. Even within our primitive approaches to our goals, we have some advantages, too. The only statement, not questionable at this step, is that the American and the Turkish Collegiate Presses are similar in some ways and differ significantly in other ways.

An important fact deserves attention as an aid to hamper the temptation of generalizing the characteristics of *The College Times* as the entire collegiate press in Turkey. Robert College is the oldest American institution abroad with a considerable number of American faculty and administrative staff. Thus *The College Times*, the student paper of this campus, is still somewhat a follower of American journalistic traditions in many respects; fifty per cent of its content is in English and it has an American adviser. Naturally this paper differs significantly from the rest of the university and college papers in Turkey by goals, traditions and journalistic approaches. Although I will try to point out the characteristics, similarities and differences generally for the Turkish college papers and individually for *The College Times*, I suggest caution in reading into my generalizations.

My observations, since September, on *The Oracle*, All-American and Pacemaker newspaper on the University of South Florida campus, are my major source of information on the American collegiate press. My assumption that *The Oracle* is at least typical of a great number of American college papers, —an assumption that may be challenged, of course— is helpful and simplifying nevertheless for my study.

Is there a Collegiate Press in Turkey?

I cannot help asking this question at times, not because there are no college papers in Turkey but because of lack of organization and of material strength. My answer is

sometimes "Yes" because the college papers in Turkey do exist and are giving their individual wars as part of the responsible Turkish intelligentsia against the relatively negative pluralistic forces as compared to their stand on an established pole. Though not so loud as the labor unions, normal press, military keyposts and political establishments, they shout as loud as possible reacting to the political atmosphere in Turkey. My answer is "No," however, considering the inefficiency, feebleness and, most important of all, temporariness of this voice. Their struggle is like guerilla warfare—they are effective in giving blows to the important targets but their blows are never as conclusive for a victory as a regular military force. They are not organized or unified. Their working conditions are primitive and poor, and their financial standing ill.

What is the function of a college newspaper?

I observed that a universal and complete function definition is neither possible nor practical in the United States. I will have to agree with the statement that there are as many definitions as the number of individuals ever attempted to define the function. However, very generally the primary function of news and information, and the medium of publicity of opinions, criticisms and stands for different groups of the campus (faculty, students, administration and newspaper staff) should be included for the sake of inclusiveness and convenience. Then the question will arise, "but which particular group's publicity medium?" and every group will claim "their" forming the "five concept list" of Prof. Ernest Jerome Hopkins.¹

1. The administration viewed the newspaper as an official publication whose utterances, though student utterances, involved or might involve the entire college.
2. The faculty in general viewed the newspaper as a medium of publicity, departmental or personal, friendly or unfriendly . . .
3. The Associated Students . . . viewed it as the house organ of the student government.
4. The journalism students . . . viewed it as their own.
5. The journalism professor viewed it as a laboratory for training students.

I would like to take the wholly neglected primary function of news and information of Turkish college papers, first. This function is totally pushed aside by the Turkish student editor, adopting the idea that by the time the paper comes out, the reader is informed about "what has happened" through other channels. To the Turkish student editor, the reader is more interested in reactions to happenings rather than the actual course of events—"who reacted, how, to what happening?" "who thinks, what, about the happening?" This, in principle, applies to *The College Times*, too. The relatively few and largely scattered news, most of them on the front page, is no more than a reflexive but dry "Hi!" you say to the gentleman you see on the sidewalk whose name you do not recall.

Publicity medium feature differs significantly from the American trend. The college paper is by no means considered a journalism laboratory in Turkey. This consequently excludes claims of the journalism professor and the journalism student from Hopkins' list as applied to Turkey.

Interestingly enough, college and university administra-

tions in Turkey disclaim these publications at the root level with cowardly considerations. The administrator gives two reasons for the rejection. First of all, the student publications are fruits of the individual student efforts from the beginning to the very end with no school contribution whatsoever. The school does not finance the publication, nor does it accept it as an approved activity feature of the campus. Secondly, the publications are formed by students alone with due ultimate responsibility accruing to the students in any manner and incident. The administrator feels that the students are bound to raise hell wrongfully, at times, at the expense of their responsibilities, getting into trouble eventually. In this way, the administrators avert the possible headaches of suggested or projected responsibility by the courts.

The faculty's attitude is not very different from that of the administration. The faculty who point out that there is no faculty adviser to most student newspapers and the "ones which do have advisers have very inefficient advisor-editor relationships" ignore these publications as publicity media. The faculty publishes its own magazine or bulletin unofficially but still as a publicity medium.

Well! Everybody disclaimed it! Who is left, then, to adopt this noisy child? Fortunately, the most vital element of all embraces it—the student.

The students back and help keep these publications surviving and functioning. The average Turkish student is poor, yet he will spare a few liras for his paper. Here, I must reveal the idea underlying the mind of the typical university student in Turkey as a motivation for this attitude. Peculiar to the Turkish student only, he believes that he is the government watchdog. He feels that he has a responsibility to review every action of the government and the political institutions in Turkey in an attempt to criticize any actions he feels are wrong in terms of social justice and ultimate welfare of the public. Because about half of the population is illiterate, he commits himself to this responsibility as a result of his acceptance into the highly accredited Turkish university. However, this political orientation results in extreme commitments and consequential harm at many times, because of the extremist groups in the Turkish universities. The militant student unions and extreme nationalistic or extreme leftist groups succeed in provoking the students to demonstrate or engage in similar actions through some of these publications. I will return to this matter later.

The situation of *The College Times* is much more different. We have a functioning adviser, whom the editor chooses for reasons of mutual understanding and cooperation. The adviser has prior censorship authority. Though my adviser never directly said so, he supported the idea that *The College Times* was an official publication and that this activity for (not of) students should be considered a privilege by the students, since the school financed it entirely.

We (my staff members and I) believe that our function was to be an independent, objective and balancing channel of information and ideas of the student body among the campus community. Some of the staff members liked to see the paper as a useful weapon against the administration.

The student association always tried to convince us that the paper should be their organ, giving priority to their opinions, announcements and decrees, offering financial support as bribery sometimes.

The Journalism Department stuck to the idea that we were "a bunch of kids playing newspaper game" because most of the staff were non-journalism majors.

¹ Ernest Jerome Hopkins, "An Educational Approach to Supervision," in *Freedom and Censorship of the College Press*, edited by H. A. Estrin and A. M. Sanderson. Dubuque, Iowa: Wm. C. Brown Publishers, 1966.

The faculty observed us as a dangerous and potential misleading voice against themselves, because of the result of the student questionnaires about the professors, when each student rated his teacher with a mark out of 100, printed in the paper. This reflection of student opinion was considered a nuisance by the faculty, arguing that this could hamper future contracts of some teachers. They asked priority for their ideas in the paper. I must admit we always tasted some pleasure from rejecting their appeals, however.

Obviously no student newspaper in Turkey, including *The College Times*, offers any journalism laboratory like some college papers do in the United States partially or fully. This experience is provided only by the normal press in Turkey.

I said that the college papers were financially weak and working conditions poor in Turkey. This might be an understatement, for many papers sometimes have to mimeograph thousands of copies because they cannot afford services of a printer. Others which can afford low quality material and service of a small printing shop are usually confronted with problems of delay, because the printer gives priority to his normal customers who pay him much more. You could ask "why then should the student editor insist and strive for a paper, the quality of which will never be satisfactory?" The answer lies in consideration of the decoder of the message. Turkish State universities have large enrollments. The message must reach the ten thousands of students of the universities who have an active interest in what fellow-students think on political issues.

Although my paper was supported by the school financially, our position was not any better. It was normal to go to the printing shop every day for several hours six days prior to the publication date of each issue, spending some 17 to 18 continuous hours the last day before the issue, doing most of the job ourselves because we could not afford everything. Have you ever tried to proofread a paper set in English by a Turkish Linotype operator? Do not try it, because I have suffered enough trying to set copy myself at times. Our Turkish Linotype operator, who knew no English, had enormous difficulty in setting copy in English.

I have heard that there are some daily university papers in the United States. "Dailies" are only dreams and wishful thinkings of Turkish student editors who are working handicapped even with weeklies and bi-weeklies.

I know that a great variety of ideologies, political opinions, and functional attitudes are represented by the numerous American college papers. In Turkey except for *The College Times* and a few extreme rightist papers, most college papers appear socialistic. Receiving great support from socialist professors, the socialist college papers keep firing at the Government on political issues. They are carelessly courageous, inducing socialist attacks on the controversial issues.

The students are considered very important to the functioning of democracy in Turkey, especially after the 1960 revolution. In 1960, university students were extremely influential in alerting the armed forces to take over in Turkey as reaction to the suppression of press and student freedom by the Government then. By the present Constitution, the Turkish universities have legally protected autonomy, and students enjoy as much freedom. This fact keeps the Government from controlling the student publications directly, which sometimes become nuisances to key figures of the Government. As an alternative, Government tries an indirect approach. Though never admitted, there are evidences in Turkey that the Government financially supports the militant student groups who

publish publications in favor of the Government. However, this is an exception rather than the general trend.

Whether socialist or nationalist or of any ideologic origin, one kind of college paper is found very few in number and generally condemned by students in Turkey—that is, the "popgun" press Dr. Sanderson rejects.²

Every citizen becomes an adult with respect to Turkish laws at the age of 18 in Turkey. This applies to legal responsibility of the student editors, too. Any student editor over 18 years of age is legally fully responsible for anything printed in his paper; however, his responsibility is only with respect to laws. The school does not have much enforcement against the stand of the paper of the student body on any issue except for expressing its own view. Reciprocally, the school assumes no responsibility with respect to any incident involving the paper in any way, in contrast to many incidents in the United States where the schools were held responsible in suits, as I have evidenced from Mr. Vernon W. Smith's study.³

The responsibility being centralized in the student editor, he enjoys unlimited freedom of the press in Turkey, as long as he does not violate the laws. As soon as he does, however, he meets the "judge" rather than the president of his school.

A copy of every issue of every publication is handed to the public prosecutor in Turkey as soon as the first copy is on the newspaper stands. The idea is that the public prosecutor, who reviews the publication, has the authority to ask the court to employ law enforcement agencies in collection of as many copies as possible from the stands in case a publication deliberately and severely injures the social conscience or basic rights and freedoms of the people. The sooner he receives the issue, the sooner he can act to prevent any potential public damage. However, this is exercised only for extreme cases of obscenity, public offense, dangers to national security and Communist propaganda. This mainly applies to the collegiate press, too. The question for most courts examining incidents of college papers becomes one of "Is this article socialistic or communistic?" The Turkish regime not being open to Communism, if proved Communistic, propaganda is severely punished. However, student writers are so proficient in writing flexible articles at times that this proof is usually not possible.

I can say that theoretically and to a certain extent practically the Turkish collegiate press enjoys much more freedom than the American collegiate press, even as much as Prof. Mencher suggests,⁴ which I feel generally proves impractical and inefficient. As far as freedom goes, the Turkish college papers have great advantage over American papers having no prior censorship or school control. However, in practice if the editor goes too far, the legal penalty is severe and this restricts some editors to a certain extent. Only two years ago the student editor of the Middle East Technical University paper in Ankara was given a jail sentence because he had praised a Turkish poet who defected to Russia years ago fearing people's reaction against his communistic ideas.

2 A. M. Sanderson, "The Popgun Press," in *Freedom and Censorship of the College Press*, pp. 63-74.

3 "Studies in the Control of Student Publications," in *Freedom and Censorship of the College Press*, pp. 163-195.

4 Melvin Mencher, "A Challenge to Advisers," in *Freedom and Censorship of the College Press*, pp. 50-57.

5 *Op. cit.*

Again in this respect *The College Times* will differ from other college papers in Turkey. "Freedom of the press" is an ambiguous concept for this paper. I was assured many times by the dean of students and the student activities committee that my freedom in choosing the material to be printed would be ultimate and our opinions would be respected. Yet by a provision in our constitution the adviser held the reserved authority of final decision and prior restraint. My adviser attempted to exercise this authority once and our freedom was severely injured then. More or less, this must be true for many American college papers. I believe that *The Oracle* editors at the University of South Florida enjoy freedom, not because of administrative protection, but because of mutual understanding between the editors and the adviser. However, should the adviser decide today to exercise prior restraint, he will have provisional grounds. This practice does not promise to be healthy. Should a conflict between the adviser and the editors arise, offering no compromise, the present highly commendable relationship would collapse, resulting in direct control by the adviser.

I must add one of my experiences to suggest a parallel to the cases condensed in Mr. Vernon W. Smith's "Studies in the Control of Student Publications."⁵

Dwight J. Simpson, ninth president of the American Colleges in Istanbul, was relieved from his duties on February 10, 1967, by the board of trustees in New York supposedly for health reasons due to a nervous breakdown he had suffered. There were numerous rumors about the possibility that the removal of the president was the actual cause of his nervous breakdown and the reason for his removal was his firm stand against some demands of the faculty who then appealed to the board of trustees. We did not know what the demands were, however.

As a result of aroused student interest, *The College Times* decided to investigate the issue and to publish varying points of view on the campus. Also, confirmation of some rumors by a trustee motivated us further. The students were excited about the incident, because they had great respect especially for this president. While we were writing our articles, however, we received a message from the acting president. He threatened us with immediate measures if we discussed the issue publicly in the paper and our adviser also warned us.

In the February 28, 1967, issue of *The College Times*, we introduced the matter to the students though not as openly as we planned. I discussed the incident in my editorial. Measures of the acting president were not delayed. Only two days later I received a letter from him—he was also the chairman of the scholarship committee—informing me that my application for scholarship for transportation to the United States, which was formerly promised, was rejected. If it was not for a Turkish businessman in Istanbul I would not be in the United States now as an exchange student.

I must conclude by saying that the non-organized but largely politically-oriented and motivated Turkish collegiate press enjoys more freedom at least on theoretical grounds; however, the actual experience is not much different from that of the American collegiate press with paralleling attempts of control enforced by laws. Technically, the American collegiate press has obvious superiority with the material advantages it possesses. The greatest distinction of the Turkish collegiate press is the assumption of a normal professional press function in acting as a Government watchdog, and its contribution to the Turkish political balance in appearing as a positive pluralist force. #

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

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;

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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;

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

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or to inquire of our Executive Director for further information. A membership fee, usually paid for the member by his publication or by his department, is \$10, which includes NCCPA Newsletters and the *College Press Review* of news, articles and research of interest to newspaper, yearbook and magazine advisers. National and regional meetings are held with advisers from 48 states from coast to coast, from the smallest junior college to the largest university in the country.

For Further Information, write to . . .

Dr. John A. Boyd, Executive Director
TMU 401
Indiana State University
Terre Haute, Indiana 47809

School Publications In Colombia

By James W. Carty Jr.
Bethany (W. Va.) College

In the South American country of Colombia, the school publications are culturally-oriented and civic spirited. They are colorful and comprehensive.

Citizens of Colombia probably take more pride in the purity of usage of their language—in both the clarity of pronunciation and style of written expression—than those of any other country in Latin America. This careful consideration of specific words and precision of meaning is reflected in the student press.

Scholastic periodicals are set amid a journalism background that includes the great liberal daily, *El Tiempo*, in Bogotá, the "Athens of South America." There are 41 dailies with a total circulation of 1,100,000 and 15 weeklies with a circulation of 350,000. The magazines include three general interest ones with a combined circulation of 92,000; three, which dwell on women's themes, with a circulation of 62,000, and two agricultural ones with a 4,000 circulation.

The electronic media include 210 radio stations and 3 television stations with estimated audiences of 12,000,000 and 3,000,000 respectively. There are 550,000 privately owned TV sets and 2,000 educational TV sets.

Literary, news and other publications are issued by the 25 major universities in this country of 18,000,000 inhabitants. Several schools are centered in the four major cities of Bogotá (population of 2,066,147); Medellín (920,699); Cali (766,797); and Barranquilla (568,312).

The school press and students are tied together by a monthly newspaper which is distributed to universities throughout the country. It is published in Bogotá by Casa Universitaria (University House), which was founded in 1966 as a center for democratic students in Colombia.

Often in that nation, as elsewhere in Latin America, students are deeply involved in public affairs. They generally take part in community action programs, which many times are suggested and promoted by the school newspapers and journals of opinion.

An example of the scholastic press is *Voz Juvenil* (Voice of Youth). It is an eight-page weekly started in 1967 and managed by Jorge Enrique Muñoz Guzmán.

Its staff members represent several technical institutes and "colegios"—schools of a combined high school and post-secondary school level that have the depth of introductory general education courses at the North American college-university level.

The paper, *Voz Juvenil*, indicates its twin interests by calling itself a weekly of "information and culture." An examination of five recent issues provides insight into the quantity and quality of this publication.

From the standpoint of format, it is a three-column paper, 7 inches long and 9½ inches wide. The periodical is printed on inexpensive newsprint.

Most space is devoted to lengthy interpretatives, think pieces, and editorials. Usually, the lead item is set in bold face in two-column width on page one and is carried over in

Prof. Carty has taught in Central and South America, the Middle East and East Africa, and has conducted research on the mass media in Mexico and Spain. He is author of the Algonquin Press book, *Working With the Latin American Press*.

the same manner to page two. For such types of stories, paragraphs are long and generally comprise one-half to a full column, and sometimes two columns.

There are several spot news items relating to cultural events, activities of authors, sports happenings, women's news, jokes, and unusual statistical reports. Usually the brief ones consist of one to three short paragraphs to provide filler, change of pace material, and typographical effects.

Lacking are feature articles, photographs and other illustrations, except for a sequence panel of three cartoons on the back pages of some issues. The publication contains a few advertisements, as some of a soft drink firm, and some self-promotion lines suggesting purchase of more ads by businesses.

Several think-pieces are tied in with news developments. An example is the report of the death of Castro's friend, Che Guevara, guerilla leader in Bolivian jungles, and the editorial comment that the era of irresponsible saboteurs is over, further, that the time has come for creative revolutions based on common sense. The 50th anniversary of the Communist revolution in Russia was the occasion for evaluating it as a continuing bloody struggle for power among "an insolent and cruel Bureaucracy."

Other interpretatives dealt with the call for continued freedom of the press, for free enterprise in ownership of television stations, for criticism of North Americans for alleged exploitation of petroleum resources. The attitude of conforming to status quo in social conditions was attacked. The need for unions to be strong was stressed.

One item reported that the paper sells for 25 cents and will not be given free, because intelligent readers should realize their need for the publication. This article commented that people value what they pay for. #

5 U of Florida Staffers Quit in Disagreement With Editor over an Editorial

Five editors of the daily *Florida Alligator* at the University of Florida, Gainesville, resigned their positions in mid-April in disagreement with the editor and his editorial which they felt was "irresponsible."

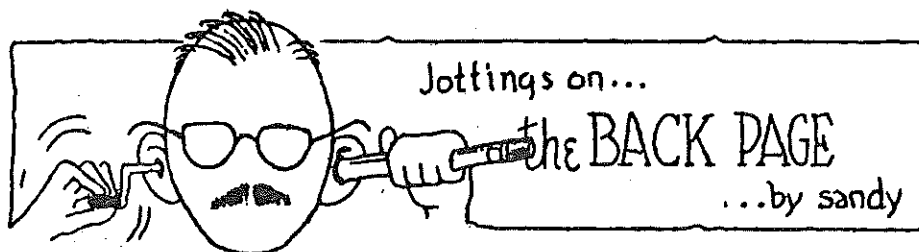
The editorial had demanded the apology of the administration for allowing the names of students to be read into the testimony against a professor who had been denied tenure.

One of those who resigned said that "The editorial devotes so much space to name-calling and so little space for the reasons for such beliefs we feel it prostitutes the integrity of the *Alligator*."

The editorial was withheld from publication following action by the Board of Student Publications, which upheld Student Publications Director Jack Detweiler who had originally pulled the editorial.

A revised editorial was read to the members of the Board by telephone. Detweiler said that the revisions were not sufficient to meet the intent of the actions taken by the Board previously. The editor claimed that the hearing on the tenure case "reeked of a witchhunt" and called the University attorneys "irresponsible."

Later editorials condemned the Board's action and finally a revised editorial on the case was okayed by the Board. #



HIGH FINANCES: We had a minor flap around the newsroom a few weeks ago—one of those instances that will plague almost every editor and adviser sooner or later. A professor had submitted a good six-page article for publication on the editorial page, a couple of lines were dropped out inadvertently, and the whole campus read that he was passionately in favor of Communism.

When the telephone call came, I made some inquiries to try to find out what had gone wrong. It developed that the editor needed a carbon copy and sat himself down to retype the article and had sent his own copy to the print shop, without proofreading it against the original version.

I thereupon delivered some platitudinous profundities to the editor. "Look," I said, "at 15 minutes a page, it took you an hour and a half to retype that article. At \$1.75 an hour, it cost our newspaper \$2.63½ for your labor. You could have given it to our typist who gets \$1.25 an hour. That would have been a total of \$1.87½, or a saving of 75 cents. Or even better, we'd have saved \$2.02½ if those six pages had been Xeroxed at 10 cents a page, and it wouldn't have contained any retyping errors."

When I recounted all this (I think there's a pun here, isn't there?) at lunch, a colleague countered that if the article had been Xeroxed we would have in fact lost 60 cents because our editor probably wouldn't have done anything else anyway.

So now I'm confused. I suppose that if we had had a clerk-typist do the work instead of a vice president or a dean, we would have saved maybe \$10 or \$12, what?

* * *

ON CAMPUS recently a small group of students were denied recognition as a local chapter of Students for Democratic Action (SDS). In presenting their petition to the Student Affairs committee, they seemed to have no clearcut goals or principles, but wanted "a free university in a free society." Whether their plans for a "non-meeting" will materialize is not known at this writing either to your Back Page editor or the SDS leaders, but there has been some talk of having a "non-meeting" in the patio of the Administration Building, complete with loudspeakers. The purpose, it would seem, is to harass the Administration and to achieve publicity. One can be sure that if such a meeting is called for, the press and television stations will be notified. Even better, from the SDS point of view, would be a break-up of the meeting by the campus security police; it will give them a chance to cry "Police brutality!" (The group leaders do not favor having a rally on "Crescent Hill," traditional gathering place for soapbox demonstrations.)

All this reminds me of a story told by a nightclub comedian: A jetliner was in the middle of the Atlantic Ocean in the middle of the night, when over the p.a. system came a voice: "This is your captain speaking. I have two announcements to make. One is bad news; the other is good news. I'll tell you the bad news first. We're almost out of gas, we've lost our way and we don't know where we are. And now for the good news: We're making very good time."

* * *

HELP! HELP! Your support is urgently needed by the *CPR*. Send in articles, clippings, suggestions, criticisms. (Now!) There is a need for a board of regional contributing editors. There's a dearth of information on student handbooks, literary or general magazines; we need more on yearbooks, financing of publications. What can you share with other publications advisers?

* * *

A **SURVEY** will be included in the next issue of the *College Press Review*. Four years ago we sampled the collegiate press on their endorsement policies on Presidential candidates, and we'll see what the trend is in the 1968 campaign.

* * *

THIS ISSUE has been set up and printed by Saint Leo Press, of Saint Leo College, Saint Leo, Florida (which reminds me of our former publication address: University of Iowa, Iowa City, Iowa). The text is set in Press Roman by IBM's Magnetic Tape Selectric Composer system and printed by offset on an MGD Duplicator.

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FOR LIBRARIANS: The title page of our last issue inadvertently listed "Vol. 8, No. 2"; it was No. 1.

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