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

YOUR MAMA IS BLACK . . .

Black College Journalism
Moves Toward Relevancy

—3

By ALAN BUSSEL, Clark College

★ Next Evolution of the College Press:
The Student Newspaper-Magazine
By EARL L. CONN

—5

The Campus Press and
Confrontation Politics
By Dario Politella

—7

An Adviser Crosses
The Generation Gap
By Charles A. Reynolds

—12

The Worst Censorship
Is Hidden
By Mary Moudry

—9

'Tell Only One Side
Of the Story'
By Wayne A. Norton

—21

Yearbook Staff Salaries
By Joseph E. Spevak

—11

Student Publications
In Peru and El Salvador
By James W. Carty Jr.

—25

Editorial: On Wayne State's 'South End'—2; Conference Program—24; "Call Him 'Mr. Curious,'" by Joann Langston—24; 'Ithacan' Incorporated—27; Sandy's

★ THE ADMINISTRATOR
AND THE COLLEGE PRESS
By MEL MENCHER, Columbia University

—14

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FALL, 1969

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Tolerance Needed

AGONIZING APPRAISALS are underway all over the country about the student press: How much direct authority should a publications board exercise? or the editor? or a president? Is the influence of the adviser on the wane? Is he an anachronism? In the light of Free Speech movements, demonstrations, moratoria, recent Supreme Court decisions on obscenity, the desire of many editors to "tell it like it is," Black Power advocates, the underground press, the oppressed press—it is an understatement to say that "times have changed."

This is an admitted generalization; the key point may be to what degree, or how much, and in what direction, such change is taking place, and it is a mistake to characterize all student publications in terms of a few well-publicized ones. Many, however, have changed from "news" papers into "views" papers. This is how the American press started, back in the colonial and Revolutionary days. But printers and editors of those days started their own newspapers. Collegiate editors today receive a newspaper from their predecessors, subsidy and often salary from their administrations, and equipment and quarters from their university, and they are supposed to serve the entire student body, the enrollments of which often are larger than that of many small towns in America.

Perhaps there is now a need for more than one campus monopoly newspaper to serve an entire university. Perhaps there should be a variety of newspapers to support a variety of views. Perhaps the university should get out of the business of subsidizing an "official" campus newspaper.

At Wayne State University in Detroit a couple of years ago, the Black Panther group took over the student newspaper, changed its name from *Collegian* to *South End*, and turned it largely into a polemical, black-racist sheet, while continuing to receive a net subsidy of about \$50,000 a year from university administered student fees.

"One Class-Conscious Worker is Worth 100 Students" appeared as its credo under the nameplate; much of the space has been taken with essays and interviews to the exclusion of traditional "news." One reads of National Liberation Front meetings in Windsor, Canada, across the border; on Students for a Democratic Society; on the oppressed working classes and labor movements; on a Revolutionary Student Coalition supporting strikes of high school students, and very little else.

The 16-page issue of April 10 was devoted entirely to the subject of "Black United Front Forms in Detroit," and editorial support of a black Recorder's Court judge.

"We are concerned with the inexcusable conduct of a police force who indiscriminately fired into a church and upon defenseless women and children," a lead quotation states.

"We are also concerned about the complete disregard of the constitutional rights of Black citizens and the subsequent castigation of Recorder's Court Judge George Crockett by the mass media and the police department."

Stories and articles on inside pages detail eyewitness accounts, statements by leading officials, including a page on "Black Police Officers Speak Out," and an analysis of coverage of the New Bethel Church shootings on April 1 (titled "Mass Media — A Racist Institution").

Examples of other incidents reported:

Item: "Early Sunday morning, June 25, 1967, a black man attempting to protect his pregnant wife from a gang of white youths was shot in the head at Rouge Park. . ." (The story was given inside page display by the city newspapers.) "On Wednesday evening, November 31, 1966, a white store clerk in the downtown Hudson's [department store] was stabbed by a black ship lifter. The incident was reported on the front page of both the *News* and *Free Press*."

"An editorial on December 8 . . . read in part: 'The fatal stabbing of a salesman by a shoplifter in Hudson's downtown store simply drives home the gravity of a crime problem which seems to grow deeper each month.'

"Why is one stabbing more indicative of a growing crime rate than the fatal shooting of a man in a park?"

Item: "Again we must ask—Why does the murder of a white boy by two black teenagers indicate the need to fight crime and the murder of a black man by a gang of white youths does not?"

Item: "In 'How To Control Riots' (August 29), the *News* states that 'Detroiters owe their generous thanks to the National Guardsmen who had risked their lives during our city's crisis.' What about the forty black lives that were lost?"

This special issue of the *South End* is commendable, insofar as it can be judged from a distance.

But aside from this special issue, *let it be strongly emphasized here that the question is not that radical or militant views should not be heard; it is not that any "South End" or such-similar publication be suppressed, on any campus, however much a reader may disagree with its policy or its point of view.*

This editorial states that if there is to be a campus monopoly newspaper, it should fairly represent all significant views, from conservative to liberal, in its coverage. Further, it is suggested that in our larger universities there is room for many voices to be heard, from which a reader may choose.

* * *

What happened at Wayne University?

The former daily *Collegian* (under the advisership of Frank Gill, former NCCPA president and now retired) was destroyed by a small group of militant black students.

After several months of the *South End*, a group of conservative students presented to the university president petitions containing 2,000 signatures demanding that the editor be fired.

President William R. Keast had come under intense alumni, faculty and student pressure last winter to change the *South End* following an article which said that Wayne State's 3,000 Jewish students should move to other schools, to make room for blacks, Mexican-Americans and Southern whites.

(Continued on Page 27)

YOUR MAMA IS BLACK

Black College Journalism Moves Toward Relevancy

By ALAN BUSSEL
Clark College

Southern black colleges have generally had weak and inconsequential student newspapers, but a breeze of change is rising that may eventually blow some dust off the magnolias.

What's stirring is a new brand of journalism dedicated to black consciousness and deeply committed to improving the lot of black people, both on the campus and in the community. The development mirrors the militancy of the black power movement and reflects the dissatisfaction of many black people with the "white" press.

A prime example of the new breed of journalism is *Your Mama Is Black*, a feisty, mimeographed weekly published at Atlanta's Clark College. Students in a group called PRIDE (Persons Ready In Defense of Ebony) began publishing *Your Mama* because they felt Clark's official student paper had failed to meet student needs effectively.

Clark's "official" student paper was plainly terrible. It was incoherently edited, infrequently published. For all intents it had been commandeered by a coterie more interested in promoting fraternities and sororities than in relating to the current generation of black students. PRIDE demanded more.

Your Mama first appeared in the spring of 1969 and quickly gained acceptance for its spontaneity and relevance. It didn't hesitate to tackle tough campus problems. Although the new publication covered general campus news, it refused to be fettered by the chains of conventional journalism. It adopted instead a freewheeling style that could make room in the same issue for a report of a baseball game and a lengthy, well-reasoned essay on the

place of the white instructor on the black campus.

Several students with daily newspaper experience helped guide *Your Mama*. James Mays, a Clark senior, a member of PRIDE and president of the college student government, was one founder of the new weekly. Mays had had summertime reporting experience at the New York *Post*. *Your Mama*'s first editor, Cleveland junior Roger Porter, continued part-time reporting at the Atlanta *Journal* while he edited the new publication. Mays carried on a continuing editorial commentary on black power in the pages of *Your Mama*, while Porter and others dug out and exposed some major campus stories.

When rumors flooded the campus concerning the case of a popular white English instructor who faced dismissal, *Your Mama* investigated, got the facts and presented them, along with an editorial supporting the instructor. (The instructor was retained.)

Your Mama's reporting was not always objective, but relevance—not necessarily objectivity—was the paper's aim. And nobody at Clark could doubt its relevance. Among the issues the paper hit:

—Faculty Arrogance. " 'Damn the students! ' " read the headline on a story that began: "This is the way . . . [the] chairman of the Chemistry Department responded . . . at a Clark faculty meeting to the suggestion . . . that students be allowed to play a greater role in deciding what their curriculum will be. It seems rather peculiar that in this time when Clark students have shown more responsible leadership than most schools, this old archaic type of approach to the managing of student affairs might still be going on."

—Clark's "Official" Student Paper. "A campus publication is more than a reflection of its editorial staff," suggested an editorial. "It is a reflection of the campus it represents. Clark College should have been embarrassed by its last [official] paper. If it was not, another perhaps poorer edition will be issued next month." (The editorial complained that the official paper had lifted stories from *Your Mama* without giving proper credit.)

—The Black Struggle. "It is time that over-emotional black leaders stop shouting 'kill the honky' so much and shout 'destroy niggerism,'" went a letter from a student jailed after he took part in a civil rights demonstration in Griffin, Ga. "... We are all in the same bag. If you think about it, who could infiltrate the black movement easier than a man or woman with dark skin?"



Alan Bussel received a master's degree from the University of Wisconsin School of Journalism. From 1965-1968 he taught journalism and advised the student newspaper at the UW Fox Valley Campus (Menasha). In the spring of 1969 he became assistant professor in the Journalism Studies Program of Clark College.

Clark is a member campus of the Atlanta University Center, one of the country's largest institutions serving the higher educational needs of black people. In addition to its Journalism Studies Program, Clark also sponsors (with a grant from the Ford Foundation) the Student Newspaper Project, a program designed to upgrade the caliber of black college student newspapers. Bussel is director of the Student Newspaper Project.

Though *Your Mama* never hesitated to mix opinion with facts, it often took care to present both sides of a story. For example, when members of the sophomore class complained about compulsory physical education, the paper ran both a lecture from the class president as well as a reply from a member of the college administration.

When Clark students failed to join a demonstration at neighboring Morehouse College, *Your Mama* reported the incident and then proceeded to set the record straight about Clark's students' non-involvement: "We students at Clark, in the past year, have seen wall after wall of former barriers dissolved and understanding and advancement substituted. Our record of togetherness cannot be questioned. Channels of communication are open and unlimited fields abound. . . . There was no need for desperate measures on the part of Clark students."

Your Mama had given birth to a journalism enlivened by gutsy polemics yet tempered by a solicitous regard for getting the facts straight. At times *Your Mama*, despite its devotion to a militant cause, seemed sedulously conservative and careful in presenting its material. Some established college newspapers could learn from *Your Mama*'s thoughtful and thought-provoking style.

At the end of its first semester of publication, *Your Mama*'s editor pledged the paper would continue. "We are going to deal with all the issues," he vowed. "We are going to see as many of them as we can resolved."

II

While *Your Mama* was taking care of business in Atlanta, elsewhere in the South other manifestations of the new journalism appeared.

Students at Virginia's Hampton Institute put out the mimeographed *Hampton Script*. Like *Your Mama*, it pulled no punches, but it failed to reach the Clark paper's standards of measured subjectivity.

Commenting with scorn and irony on a dean's actions during a campus ruckus, the *Script* offered "special commendation . . . to Dean T—H— and his conduct during last week's strike. High on the list of praise was the dean's 'Mother Hampton has been raped' speech—a speech which exhibited his careful thought and analysis of the whole problem. Working to keep the situation as calm as possible, Dean H— candidly misinformed parents and other interested observers that the students were being held inside the building by a dominant minority."

But the *Script* could also dish out criticism to students. The paper scored the student government president for a "completely unproductive year" and added that his actions in the student strike had "served merely to exacerbate the tensions and problems of the situation."

At Tougaloo (Miss.) College, students junked a traditional tabloid format and began publishing a mimeographed paper more suited to their needs. The new sheet was called *Harambee!* (Swahili for "pulling together") and echoed—mainly in the poetry it chose to print—the stridency of the black militant movement.

An example of *Harambee!* stridency may be found in a poem signed "fmj":

*i am a revolutionary
i work in the community
sometimes i share all my knowledge
with the masses out there
i tell them to tell mr. charlie
where to go . . .
i am a black revolutionary
i live behind the ivory walls*

Or in a "Tribute to Dr. King" by John W. Wesley:

*America, America,
Roll out your tanks now.
The wounds once healed by hope
have been reopened; the gangrene of rebellion
has set into the souls of men;
the cattle on a thousand hills
have laid down their heads,
The wretched of the earth are preparing
for war.*

The approach exemplified by *Harambee!*, the *Hampton Script* and *Your Mama Is Black* is not unique in collegiate journalism. Militant students at predominantly white colleges and universities long ago succeeded either in "radicalizing" traditional papers or, failing that, created underground media of their own. But for Southern black colleges, where journalism has not usually been part of the curriculum and where few students relate to or trust the "white" news media, the beginning of a new kind of student journalism is noteworthy.

III

What triggered the campus editors' search for a new and more viable form of communication? Some answers have been provided by a survey of 26 editors-elect of black college newspapers.

Most of the editors polled felt the daily press had failed to cover the black community adequately. Of editors who responded to a question on this point, 22 said they planned to try to remedy the lack of coverage by expanding their own papers' reporting from their campuses to their communities. Only three said they would limit coverage to campus events.

The editors were surveyed during a two-week journalism workshop at Clark College in June, 1969. Survey findings tend to confirm the Kerner Commission's estimate of how black people view the white news media. The Commission felt blacks were unsatisfied with the way the white press was reporting the black community, and the student editors strongly echoed this discontent.

Asked to rate the performance of daily newspapers in reporting news about black people, 15 editors responded "poor," nine answered "fair" and only two said "good." None of the editors felt the press had done an "excellent" job.

Yet 12 editors said they believed "most" daily news stories were accurately and truthfully presented, and 10 considered at least "some" stories satisfactorily presented. Four felt only a "few" stories were accurately and truthfully presented.

Dissatisfaction stems mainly from the way "black" news is covered. The editors felt, for example, that dailies have done poorly in explaining the concept of "black power." Seventeen editors felt the dailies had failed to explain it, while nine said the concept had been only partially explained. None of the editors thought black power had been completely explained by the white press.

Are white papers guilty, then, of prejudice in the way they report black news? "Yes," judged 22 of the editors responding. Only one editor believed the white press unprejudiced.

The editors, requested to explain how they felt the white press shows prejudice, responded with candor. Their comments reveal a variety of complaints.

One collegian scored papers for publishing editorials with a "conservative, keep-the-niggers-down attitude." Another criticized the white press for printing "only things that make blacks look stupid or violent."

The editor of a Tennessee college paper said some dailies show "an obvious bias for 'law and order,' which can be translated as a sophisticated way of saying 'keep the niggers off the streets.'" A Texas editor accused the white press of stereotyping blacks and "constantly" misquoting black leaders.

An editor from Delaware said papers show prejudice by identifying black crime suspects by race and by failing to cover "positive" acts of black people. Many editors felt the white press exhibits bias by devoting too much emphasis to civil disorders and too little attention to the causes behind such disorders.

Do network television news shows also manifest prejudice in covering black news? Sixteen editors thought so, while eight felt television news reporting to be unprejudiced.

Even though the editors expressed dissatisfaction with the white press, all 26 said they read a daily newspaper. Fifteen said they read a paper daily, nine said they saw a paper two or three times a week and two said they read a paper once a week or less.

Editors surveyed came from colleges in 13 states and the District of Columbia. States represented were Alabama, Delaware, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, South Carolina, Tennessee and Texas.

The student editors' unhappiness with the white press, their determination to help alleviate the situation by expanding their coverage into their communities and their first attempts to create more satisfactory communication formats are all part of the same pattern. The pattern thus far has been characterized by reporting that transcends the objective, coupled with lively criticism and salted with a dash of righteous militancy. The new black journalism now coming to life on college campuses represents the attempt of black students to shuck what have become meaningless, imitative communication modes and to substitute media that will be capable of communicating more efficiently and more forcefully the news of interest to black people.

IV

At the same time this ferment is going on in black college journalism, more and more of the traditional news media, at last heeding the counsel of the Kerner Commission to hire more black news personnel, are seeking black recruits avidly. Almost surely some of today's black college editors will find their ways into the nation's newsrooms. What will happen when they arrive?

Will young black militants be able to find a place in traditional journalism for the new approaches they tried to develop in college? Or will they, as many a white journalism graduate has, find their attempts at creativity stifled by the outworn formulas too many of the news media are willing to let pass for "journalism"? Or does the new journalism the black editors are developing represent the first inchoate steps toward some form that will eventually mature into a more suitable medium than that currently available to black people through the white press?

News media executives ought to be asking themselves those questions. Their answers could be important for the media, as well as for the course of black-white relations in this country. #

THE STUDENT Newspaper — Magazine NEXT Evolution OF THE College Press

By EARL L. CONN
Ball State University

I

The major development of the collegiate student newspaper in the past 10 years has been the extension of its coverage.

During this period the campus press has moved away from the theory that news about the college itself (often socially-oriented) was its primary and often its only beat.

Today, the college is still covered to varying degrees by these newspapers. But so is just about everything else. Politics? Vietnam? Black Manifesto? It's there in the campus press as all of us know full well. Some deplore this change; others glory in it. But it has happened.

In part this wider coverage comes from student involvement in issues extending far beyond the campus, from ready access to the wire services and feature syndicates, from an increasing awareness of the power of the campus press in today's world, and perhaps (let's take a small bow here) even to the better instruction and advising



Earl L. Conn is an assistant professor of journalism at Ball State University. He also serves as executive secretary of the Indiana Collegiate Press Association which puts him in daily contact with the collegiate press and has helped shape his concept of the coming "newspaper-magazine" described in this article.

of the students who produce the campus press.

And we must give credit where it obviously is due. The students editing these papers are better students, more aware of social issues, and less hemmed in by stereotypes (including what ought to be in the campus newspaper) than were those students of other generations.

II

But what about the next major development of the campus press?

I believe there is considerable evidence to suggest that this development will be the newspaper-magazine. This approach toward campus journalism by the student press will incorporate the best of both its predecessors: namely, the news function of the newspaper, the interpretation function of the magazine, and the opinion function of both.

What evidence points to this development?

First, there is growing disenchantment with the theory of strict objectivity in news coverage as commonly thought of in the past. One is tempted today to call it the myth of objectivity. We know very well that there has never been a truly objective news story; relative objectivity is the best we can hope for.

So to look at the campus newspaper as a strictly objective reporting instrument is not true—nor has it ever been. As a newswriting instructor, I deplore personal opinion in what purports to be a straight news story. But let's not kid ourselves that the copy which remains is an objective account in any final sense.

Second, the students producing campus newspapers today want to comment on the news as well as report it. They want to put the news in perspective as they see it. The mere writing of an editorial or an occasional column will not suffice.

Oldtimers are apt to throw up their hands in horror at this point and mutter something about not commenting until you have enough knowledge to say something intelligent. One point we miss is the fact that these young people very often do know a great deal about a great many things. They are exceptionally bright for the most part and, if we will listen, do have some intelligent things to say. They'll say some stupid things, but one might comment that college students do not hold the patent on saying things that are stupid.

This is to say, then, that increasingly this newspaper-magazine of the next 10 years will use lots of interpretation, more backgrounding, and probably, like it or not, more personal reporting of news.

Third, we have the technology on many of our campuses now to make this newspaper-magazine a reality. We have the capability to get articles into print rapidly which helps fulfill the news function of the coming newspaper-magazine. On our campus, for example, through cold type and modern offset printing, we put a paper on the campus at 7 a.m. That paper was written the previous afternoon and evening—and sometimes at midnight. The type was set and the paper was printed in the middle of the night. That whole process can be, and sometimes is, compacted into just a few hours.

With cold type pasteup actually prepared by the staff itself (and all the flexibility this means) the old rules are gone of what can and cannot be done with a paper's makeup. This allows the campus press to utilize the magazine approach in format: extensive use of white space, use of illustrations, different placement of type, wide variety in boxes, cutoffs, etc.

III

What will this newspaper-magazine look like? What will it include?

In format, it will be quite different from today's newspapers. It will have aspects of both the newspaper and the magazine. Probably *Newsday* with its magazine-type makeup is the prototype of what we can expect. It will include more color as color offset printing becomes even more practical. The departmentalization of the newspaper-magazine will make it easier to read.

IV

But, even more interesting, what of its contents?

It still will cover the important campus news. No other printed publication will have this assignment on the majority of our campuses. Gone, however, will be routine coverage of routine events. This would be true anyhow on many campuses because of the sheer volume of these activities.

Much of this routine news will be covered by residence hall complex, organizational and interest-centered newspapers which even now are springing up on many campuses—again, largely made possible because of the simplicity and low cost of offset printing. These papers, called the "suburban press" by some journalism administrators, could be termed a second development which will increasingly mark the next 10 years.

The student newspaper-magazine will cover, in a selective way no doubt, the news of the world. An increasing amount of this coverage will come from the paper's own reporters. Press credentials for students abroad? Why not? And as the campus becomes even more of a focal point of power and decision-making, people and institutions with stories to tell will want to make certain that these stories are told on the campus.

The student newspaper-magazine will include far more interpretative and opinion pieces. These articles will be written by a variety of persons. The campus editor will not hesitate to request a special article from a special source. Because of the importance of the campus audience, these article ideas will be accepted and written.

V

Where will the control for these publications rest? Will universities and colleges, now the actual publishers of most campus newspapers, retain their publisher status or will these new newspaper-magazines be independently operated, likely as corporations?

The answer to this question depends in part on the attitudes taken by college and university administrators and their theories of democratization.

If they hold basic democratic concepts, then probably many of these newspaper-magazines (which will demand great freedom in their operations) will remain within the framework of the collegiate structure. Paradoxically, enlightened democratic administrators might insist that an independent student press is the freest and best student press.

If administrative leaders and policy boards do not develop democratic concepts, then independent control probably is inevitable for those papers demanding freedom of operation.

No doubt this will be a major problem to resolve within the next 10 years as well. Or, given the speed of change today, within even the next year or so.

#

The Campus Press and

Confrontation Politics

By DARIO POLITELLA
University of Massachusetts

Why is a college editor like a dancer in a crowded nightclub? Because no matter which way he turns, he's bound to rub somebody the wrong way, that's why.

—pause—

And increasingly, college editors are rubbing many more people the wrong way, these days.

Time was, a couple of years ago, when the only recognizable enemies on the campus were the college president and the student government organization.

But times have gotten better.

The college editors are now taking on State legislators, Boards of Regents, ad hoc Societies for the Prevention of Obscenity in the Student Press, the underground movements, Bible-spouting printers, organizations of the New Left, the newly forming conservative groups and even vocal individuals—like their own staffers.

Here are a few of the many cases in point to illustrate the phenomenon that has resulted from the student press having apparently taken seriously the dictum that a Great Editor is one who comforts the afflicted and afflicts the comforted.

In the matter of dissident college presidents—a recent case is that of the now infamous San Francisco State College, where President S. I. Hayakawa suspended the *Daily Gater* because, he said, it did not represent the opinion of all the students. The way of assuring that the *Gater* would not be published was to freeze the paper's funds by court order. But the printer agreed to publish now and be paid later . . . bless 'im!

In that sterling Commonwealth of Massachusetts, just this week, Secretary of State John Francis Xavier Davoren told Communion breakfasters at Turners Falls that some student newspapers reflect the opinions of Hanoi on Vietnam and not those of the U.S. Government. He said he has copies of such papers in his office.

He added that "We must try to stop the movement in the United States today to undermine our Government."

—pause—

Out in Pennsylvania, State Representative Russell J. LaMarca, a Democrat, proposed the withholding of appropriations for the University of Pittsburgh if any part of the funds are used to finance student publications using "obscenities and vulgarities."

"I don't feel like sending \$36-million to a University that doesn't know what good taste is, and doesn't have the

guts to inform its students what good taste is," he said.

One publication he quoted from contained four-letter obscenities and carried the statement that "the President of the United States was guilty of an unnatural sex act."

—pause—

And out in North Dakota, State Senator Richard Forkner, a Republican, introduced a bill in January providing that student publications for which public funds are used, or which are financed by University-controlled student fees, would be published as laboratory projects of the supervising department—like English or Journalism.

Forkner said he intended "to settle once and for all who has control of college publications."

Three other Republicans co-sponsored the bill, which was killed in favor of a resolution directing the Board of Higher Education and college officials to "develop and enforce standards of decency and codes of fair play for student publications."

Meanwhile, Editor Ted Frederickson of the *Dakota Student* resigned for "personal reasons," although Senator Forkner strongly hinted he had something to do with the decision—according to the North Dakota *State Spectrum*.

—pause—

A recent inventory of this matter of obscenity in the college press reveals that at least 20 campus publications have aroused public reaction to their use of four letter words and other manifestations of the salacious . . . like photographs of the Beetle and his Bride.

And a file which has been building for a future magazine article of "The Printer as Censor" now includes an inventory of 15 cases of censorship.

The classic case is that of a printer in Merced, California, who refused to handle "vulgar" language for the Merced College *Mercury* as he quoted the Bible—including the paraphrase, "I would not help to sow evil among the young people of our community."

—pause—

The Regents or Trustees have also been busy across the land as the keening of four-letter words and the protests of confronting politicians have been heard.

In the University of California system, for example, Regent John Canaday sparked a decision to investigate campus newspapers after he charged that the newspapers indoctrinate readers toward radical philosophies, anarchy and lawlessness.

"Campus publications," he continued, "abound in obscene editorial and pictorial content and evidence little or no dedication to truthful and objective reporting."

In urging a complete administrative investigation of the

Text of the keynote address at the annual Eastern Region meeting of Alpha Phi Gamma, national journalism honorary, at Hanover College, Indiana, April 18, 1969, by Dr. Dario Politella, associate professor of journalistic studies at the University of Massachusetts, president of the National Council of College Publications Advisers, and editor of *The Collegiate Journalist*.

campus press, Canaday suggested that "Such an investigation should include a study of the advisability of divorcing such publications from compulsory student support and should consider effective methods of University supervision, such as an editorial policy and review board, or placing campus publications under the jurisdiction of schools of journalism or other appropriate academic departments."

Incidentally, this Regent's reaction was precipitated by an SDS publication at UCLA called *Aardvark*, according to Editor Michael Levitt of the *Daily Bruin*. A recent issue had sharply attacked the Regents and the UCLA administration.

In addition, *The Ant Hill* of UCal at Irvine had recently issued a lengthy expose on a Regent when he (Edwin S. Pauley) appeared on the campus there.

—pause—

A more sensational case of Regents getting into the student press act has been at the University of Wisconsin. There, the *Daily Cardinal* stimulated attention with a photograph spelling out a euphemism for the more classical word, "defecation."

The Regents reacted, last January, by imposing these sanctions: the newspaper may have to pay rent to the University, all subscriptions and other subsidies now being paid to the newspaper would be cancelled, and the *Cardinal* would be published on campus presses (the only ones in the area capable of producing the newspaper) only as long as the student staff lived up to the language standards established by the daily and weekly newspapers of the state.

—pause—

Militant rights groups and other extremists have also preyed upon college editors in these times of confrontation politics on the campus.

At San Francisco State, in the Fall of 1967, Editor Jim Vasko was physically attacked in the offices of the *Daily Gater* by a phalanx of the militant Black Students Union. Their complaint was that their activities "were not being reported through the eyes of a black man." Vasko had offered them space for a weekly column, but they never took him up on it and BSU continued to complain that the *Gater* was neglecting the Negro voice. And there was also the suggestion that the *Gater* had had something to do with the defeat of the BSU Homecoming Queen candidate the weekend before the attack.

—pause—

Back East, a dozen students of the conservative, all-white Student Coalition at Queens College invaded the offices of *The Phoenix* and vandalized the place.

A spokesman for the group said they were protesting what they called "condoning of violence during the SEEK crisis" by the newspaper. The crisis referred to was recent disorders on campus involving protestors, predominantly black, demanding control of a tutorial and financial aid program known as SEEK (Search for Education, Elevation and Knowledge).

—pause—

In mid-America, last month, the Black Students Union at the University of Michigan demanded that the University

suspend publication of *The Michigan Daily* because it feels that the paper is "too radical."

The blacks charged that *The Daily* encourages "sensationalism of the militant activities of blacks."

—pause—

At Berea College, Kentucky, Editor Gary Abrams of *The Pinnacle* resigned in February after a couple of students had collected signatures from more than 50 per cent of the 1,350 student body (715 names) asking that the newspaper be placed on a voluntary subscription basis.

What had disgruntled the conservative students had been because "In one edition they refused to print some news because they said they didn't have room for it, but in the same edition they printed a full-page picture of an atomic bomb explosion saying, 'Merry Christmas'."

The conservative students had also been chagrined because of the newspaper's coverage of Berea's newly-formed SDS chapter and of a student walk-out from a heart transplant symposium.

In reporting the Berea story, John Filiatreau of the University of Louisville *Cardinal* wrote that "The conservative members of the student body have shown that the power still lies with the people."

—pause—

Why is a college editor like a dancer in a crowded nightclub? No matter which way he turns, he's bound to rub somebody the wrong way. Remember that—and remember that you read it here, today.

—pause—

And remember, too, that confrontations on the campus today last as long as they are visible to the community. Which means that the campus press can either make or break the incidents—depending upon the exposure they give them.

The responsibility is grave.

And the criticism is rampant from every quadrant radiating from the campus.

Even from the campus editor's own staff, as witness this letter to the editor which appeared recently (March 18, 1969) on the page two of the *Post* of the University of Wisconsin at Milwaukee. It reads:

Dear Editor:

The *UMW Post* is a big laugh. How can college students who want to make journalism their careers have so little sense of news value, so much tolerance of poor writing, and so little effect upon their campus?

I have seen personal jokes written into front page stories. I have seen a picture of a piece of paper (a ballot?) centered on the front page. I have seen a feature on sheephead being the major story on the front page. I have read a slanderous anti-ad on Hooligan's. I have read names of girls recently pinned to their greasy Greek beaus. I have endured Muelver's stinking, petty (pardon the word) humor. I have read infantile accounts of classroom problems.

And I haven't been sitting back doing nothing. I have written three stories in three weeks. One published, two unpublished. The two unpublished stories were releases vital to the success of a campus event. They were well written, factual and newsworthy. Unfortunately, they did not contain wisecracks, personality slurs or Greek

garbage.

I am not a journalism major. But I know I would be downright ashamed to even attach my old high school's name to a valueless, ridiculous, unjournalistic pack of nonsense people call the *Post*.

At least one thing can be said in its favor, however; the price is right.

/s/ Carol J. Rappel

—pause—

And down in Durham, North Carolina, the photography staff of the Duke University *Chronicle* went on strike for two days because of restricted working conditions. One of their dark rooms had been converted to a color lab, apparently, and restricted in use to a selected few.

When no photographers were available to take pictures for the *Chronicle*, the editors decided to print white space where pix would normally appear, rather than use strike breakers to take pictures.

The strike was settled amicably after two days, when it was agreed that the color labs would be opened for use of all *Chronicle* photographers.

—pause—

There appears to be no universal solution to the student editor's problems of confrontation on the campus today. For each case is individual and must be treated as it happens, taking into account the who, the what, the why, and the wherefore.

But even though no solution will work everywhere, everytime, there are general guidelines that can be followed to assure a proper role for the student press:

be fair to all and usurp the freedoms of none; maintain mature perspective and resist sensationalism; and remember that it takes much more power (like 110 volts) to shed more light than it does to make noise (like 15 volts for a doorbell).

Perhaps the editors of *El Gaucho*, the student newspaper of the University of California at Santa Barbara, have said it best in an editorial they recently titled "The Role of Communication in Change."

"Much has been made of the allegation that *El Gaucho* 'is holding up the revolution,'" they wrote. "We have been called lackeys of the administration, subjective garbage collectors, and other epithets.

"All of this is based on the assumption that *El Gaucho* should be leading the reformation in every way that those groups pushing most vocally for change see fit . . . everyone on campus seems to feel this way. *El Gaucho* is the man in the middle in this campus situation.

"And when it comes right down to it, we intend to stay that way. We have no interest in becoming the voice for anyone.

"Our purpose, and it must remain our only purpose, is to try to communicate to everyone how everyone else feels . . ."

—pause—

And that's the way it should be, if one would comfort the afflicted and afflict the comforted in these times that try the copy pencils of campus press editors.

Peace be with us all.

#

The Worst Censorship

Is Hidden

By MARY MOUDRY
Mankato (Minn.) State College

Censorship of student publications isn't always as apparent as the administration dictating to an editor that he cannot publish certain materials.

The worst censors are the hidden censors. They often appear in the power positions in campus publications, e.g., the publications board and the adviser.

Widespread attention has not been called to hidden censorship. Its existence is usually only known by those it directly affects — the editors and staffs of student publications.

One reason for this is that hidden censorship is difficult to prove. It is not as clear-cut as an order not to print a story. Hidden censorship is an attitudinal concept to a great extent. The same action can be the manifestation of hidden censorship or it might not be censorship at all, depending on the motives behind it.

For example, when an adviser recommends one editorial candidate over another to the publications board it is censorship if he recommends the candidate because he knows he will print nothing controversial. It is not censorship if the adviser feels one candidate is more qualified.

Another reason for the lack of attention given hidden censorship is the positions held by the censors. If the only recourse given student editors in cases of censorship is a board of publications, how can the editors question the motives of the board with any hope of achieving something?

Students who want to work for publications can find it a fatal mistake to criticize the adviser or the publications when the board and the adviser are allied to protect each other's position.

Hidden censorship can occur when the chairman of the publications board is also a member of the administration. An almost insurmountable conflict of interest results when this person has to support administrative policies on his regular job and then may have to take a stand against some of these same policies as chairman of the publications board.

If a high administrative official, in control of the activity fee allocations committee, has decided that the budget for student publications will be cut, it is difficult for a subordinate administrator to oppose him in favor of

Miss Moudry, a political science major with a minor in journalism, was editor of the 1969 yearbook at Mankato State College, Mankato, Minnesota. She has worked on the college newspaper for three years and has held several responsible editorial positions on the paper during that time. She has been an appointed member of the MSC board of publications. Last year she was awarded a Pi Delta Epsilon Medal of Merit for her outstanding contributions to journalism at Mankato State College.

publications even though he is chairman of the publications board. If this budget cut results in killing a publication in high student demand it certainly constitutes censorship as much as does a halt in publication.

Another conflict of interest situation can develop if the adviser of the student newspaper is also the director of informational services. It is his job to send out press releases which present the college and its administration in a favorable light. How can he be expected to allow student editors to publish material that presents an unfavorable image of an administrator, even if it is entirely factual?

There are ways in which an adviser in this position can cover up his censorship of such material.

He can recommend that the publications board appoint as editor a person whom he privately knows he can easily influence.

He can praise a past editor's firm stand on such issues as the Vietnam war. This is an excellent cover-up for censorship. The adviser can make a big issue of how free the editor is to express his opinions. Sure he's free—as long as he doesn't have any opinions about campus affairs.

An example of an adviser overstepping his role occurred when a reporter quoted remarks made by an administrator after he had asked that he not be quoted. The administrator spoke in an open meeting of a student-faculty committee.

The adviser did not see the article until it had appeared in the newspaper. Since he had also attended the meeting, he called in the editor and convinced him that journalistic courtesy had been violated and that an immediate apology should be sent the administrator. The administrator was out of town at the time the story appeared and no complaint was sent to the newspaper.

The reporter who wrote the story considered anything said in an open meeting to be usable information. The adviser tried to reason that since they were the only ones present besides the committee members, the administrator was not really speaking to an open meeting.

The reporter reminded the adviser that she was there representing the newspaper's readers and refused to sign an apology written by the adviser.

The result of this was the adviser telling the reporter that she would no longer cover meetings of that committee, even though such a decision was not his to make.

Any work on the publication that the adviser does is a means of potential censorship.

"He keeps talking about what 'we' are going to do," one editor complained about an adviser.

The editor was concerned that the adviser was trying to subtly force his opinions on the staff.

The adviser can censor material by saying he finds it poor quality work. This discourages more of the same type of material. How can the student effectively complain when his work is censored if the adviser says it is not worth publishing?

This is why hidden censors are so hard to detect—the things they do might or might not be censorship and it is more difficult to prove in a specific case that they are censors than that they are not.

Administrators can also be hidden censors. When an editor refrains from editorially criticizing the administration and news stories don't contain any embarrassing quotes, at midterm an administrator sends the editor a letter congratulating him on the fine job he's doing. This way editors learn that there are rewards for those who do as they are told.

The student government is another group that can be guilty of hidden censorship. Student senators generally try

to have a liberal image—they would be the last ones to censor an editor, they say. Allowing the student government to control the student portion of the membership of a board of publications can lead to more censorship than most administrators would dream of. Student senators generally support the wants of the student government. This means that the most qualified applicant for an editorial position won't be selected if his campus political views aren't right and the student government holds a majority vote on the publications board. This makes for the selection of editors who are more prone to criticize the administration in Washington than the student government or the college administration.

When appointees of the student government are members of a committee which interacts with the publications board, such as an activity fee allocations committee, a conflict of interest situation arises.

For example, a student member of the allocations committee could be privately offered an expense-paid trip to a convention if he votes to cut a publication's budget. If this student were also a member of the publications board how could he be expected to fully support a request for more money by the publication?

Hidden censorship can also develop if the editorial staff of a publication is given complete control of a publication. An editorial clique, once formed, can easily edge out new talent and ideas.

An unchecked editor can slant the tone of news stories to favor one side in a student dispute. By selective coverage of events he can present an unfavorable image of the administration.

While the exclusion of representatives of student editors on a publications board can result in censorship by the administration or student government, allowing student editors to hold a majority on the board could possibly condone an editor who was not giving fair and unbiased coverage to the college scene even though complaints were made by the staff.

Failure of a publications board to define its rights, responsibilities and limitations leaves another opening for hidden censorship. When an editor feels he is being unduly pressured he doesn't know where to turn for help unless the areas of publication board control are defined and enforced.

For example, defined channels of power eliminate the possibility of the adviser usurping a right of the publications board and appointing a replacement when an editor resigns. This power can be taken by an adviser to put in an editor who is pleasing to him but not the most qualified.

Defined powers prevent an activity fee allocations committee from designating specifications concerning publications e.g., a hard-cover yearbook, contingent to appropriating funds.

The adviser's role should be defined. This would give the editors a check on the adviser who tries to dictate what they print or do not print.

The best way to prevent hidden censorship is to give no one group majority control of publications. A balance of power between administration, student government and journalism students is needed.

Publications boards must develop an awareness of methods of hidden censorship. Today, if we really believe in freedom of the college press, it isn't enough to just control open administrative censorship. Publications boards must recognize and eliminate the causes of hidden censorship.

#

Yearbook Staff Salaries

By JOSEPH E. SPEVAK
San Diego State College

An average of 10 per cent of the yearbook budget goes to pay staff positions, according to the results of a mail survey covering 157 colleges and universities with enrollments ranging from 39,000 to 600 students.

The average pay for a 1968-69 collegiate yearbook staff position was \$268, the average yearbook budget for salaries was \$3,219, and the average number of paid staff positions on a yearbook was 12. The average yearbook budget was \$32,302.

The yearbook data gathered from each college were used twice in the accompanying table so that, with the exception of the colleges at the extreme ends of the enrollment range, each yearbook is, more or less, centrally located within an enrollment group.

Fifteen per cent of the yearbooks had no paid positions, and 11 per cent of the colleges offer academic credit for

working on the yearbook.

The range for the average salary paid for each position was from \$1,700 to \$37. The range for the total amount of money budgeted for the salaries from each yearbook was from \$18,321 to \$100. The range for the number of paid positions on the yearbook staffs was from 100 to 1.

The lowest paying positions, on the average, were from the colleges with extreme enrollments—either very large (Group 1) or very small (Group 11). The highest paying positions, on the average, were from colleges with enrollments between 4,900 and 1,500 (Group 9).

At the same time, however, all of the colleges with enrollments of 15,000 or larger had paid yearbook positions, while 39 to 46 per cent of the colleges in the Groups with enrollments of 4,900 or less had no paid positions. #

Table Of Average Yearbook Staff Salaries
Grouped According to Size of College

Group Number	Enrollment Range	Number** of Colleges	Enrollment Average	Average Yearbook Budget	Average* Number of Paid Staff Positions	Average* Total Salary	Average* Salary Each Position	Salary % of Budget	Yearbooks With No Salaries	Academic Credit Given
1	39,000-24,100	8	30,483	\$61,106	18	\$3,253	\$181	5%	0	2
2	39,000-20,000	17	25,728	53,512	20	4,055	203	8	0	4
3	24,000-15,000	27	18,552	53,390	21	5,339	254	10	0	2
4	19,900-12,000	35	15,051	\$50,328	17	\$4,696	\$276	9%	2	5
5	14,900- 9,600	31	11,819	36,461	12	3,154	263	9	3	8
6	11,900- 7,000	38	8,949	29,216	12	2,672	223	9	1	6
7	9,500- 5,000	47	7,003	\$28,877	10	\$2,726	\$273	9%	2	9
8	6,900- 2,600	44	4,856	24,164	9	2,902	322	12	11	8
9	4,900- 1,500	31	3,101	17,481	6	2,395	399	14	12	3
10	2,500- 600	23	1,394	\$ 9,863	3	\$ 578	\$193	6%	9	3
11	1,400- 600	13	1,038	8,590	4	541	135	6	6	2
Overall Average or Total			9,872	\$32,302	12	\$3,219	\$268	10%	23	17

* Average for those yearbooks which have paid staff members

** The data from each college was used twice so that each college is centrally located within an enrollment group

Across the Generation Gap

By CHARLES A. REYNOLDS
University of Kentucky

Today's issues are the most varied ever to hit higher education. Students and especially activists on campus are wearing more hats than the college press can report.

The Collegiate Press is particularly up against the wall. Money, space, time, personnel and a thousand unique limitations force it to become the hero today and villain tomorrow, no matter what philosophic approach to collegiate journalism it reports. The students are deeply involved in social change. The adviser must also involve himself. The poorest possible defense for an adviser is ignorance of the issues. Advisers must build a bridge that attempts to span the "Generation Gap."

I have prepared a few personal experiences to illustrate the kind of thing a person must do to keep even the smallest glimmer of insight to the student journalist in an activist situation. As a new adviser at a large university last year, I received a bath by fire. I traveled half-way across the generation gap last year and, for an over-30, squared member of the Establishment, it was a psychedelic trip.

The journey moved me from a conservative private university in the heart of Texas to a state university in the Blue Grass of Kentucky. There were four side trips to New York; Washington, D.C., Chicago, Nashville, Dallas and Cincinnati. I saw "Hair," The Electric Circus, many so-called hippies and sections of the new village and old village in New York. I walked in the Poor People's March while serving on active duty in Washington, D.C. Had a dinner in the riot torn areas there, just near enough to see the Capitol dome over the rubble and burned buildings. I took telephone stories from the Chicago demonstrations called in by student editors who wanted me to hear the popping gas canisters and the angry mobs in the background.

Each event pushed me deeper into the structure of the images reflected by the behavior of the new generation. In truth, it began as a job. Most of the trips were of a

professional nature. And, in fact, I had inherited a touchy situation as the new adviser to an elite University newspaper that was peopled with 18 paid staff members whose cumulative grade average was a low A. Two were juniors, and 16 were seniors. Three were selected for Phi Beta Kappa. The major part of my edification was accomplished as a defense mechanism to try to understand the reasoning behind a type of college journalism that was as new as the generation these students represent.

It was my role to carry the major part of the dialog between a Board of Student Publications, which was feeling the pressures of the University administration, and state government, alumni, a conservative city and organized student movements. The First Amendment, editorial support and an enlightened faculty dedicated to the ideals of higher education were of great comfort. This concrete support and the fact that I was new and had inherited fiery-penned libertarians gave me some time to explore these contemporary communications phenomena that seemed to be precipitating so much social excitement, especially in the pages of the Collegiate Press in my situation and in many other major universities.

The solutions, although only diagnostic, seemed to be a combination of over-reactive confrontation from both sides to the "Generation Gap." Having served as a combination professor-administrator for several years, I felt I knew and understood the problems of the Establishment. Having been a student for most of my life, I felt I could get near to the sensitivity of youthful dissenters.

This assumption proved to be partly wrong. There is a certain rationale among a growing minority of students that many of us may never understand. I'm not sure that they can verbalize the emotional effect it has upon their own lives. The spirit of this emotional climate generates from the predisposed feeling that material wealth is not the answer to the maladies within our social complex. Most college students have at least had exposure to domestic materialism. Few of these students accept what their parents have as emotional or goal fulfillment. Therefore, they can eliminate the possibility of making material separations and distinctions, as their parents did, in order to concentrate on immediate inequalities in the society as they know it.

My half-trip took me to love-ins, be-ins, pot parties, incantations, and introduced me to multisensuous knowing. I attended policy meetings of the Black Student Union, tactics sessions with the Students for a Democratic Society, lectures for and against the use of drugs. I heard George Wallace say, "You need a haircut." I was present when Socialist Workers' candidate Fred Holstead said, "American forces in Vietnam are caught in a trap; the enemy is at home." In New York a reporter friend took me to Harlem



Charles A. Reynolds is the Director of Student Publications at the University of Kentucky. He was an adviser at Baylor University from 1963-1967. He did his undergraduate work at North Texas State University and M.A. at Baylor. He was chairman of District 6 of the NCCPA for two years and is presently chairman of the NCCPA Committee on Freedoms. The Kentucky Kernel had a busy year last year and Reynolds was there.

to hear Eldridge Cleaver use his most emotional pitch and strongest four-letter words to encourage black ghetto-dwellers to cast their vote for his Presidential bid. I read a hot copy of *Soul on Ice* to stay in the swing. I read about Che Guevarra and learned the arts of revolutionary tactics. I shivered a little as I digested the dynamics of Urban Guerilla Warfare. I listened to the endless dialog and diatribe of the "New Left" and draft resisters. There was an enthusiastic proliferation of new tactics to dramatize the younger generation.

In the competition for attention, the use of four-letter words, public fornication, nudism and all manner of Establishment taboos came forth. I also calloused an ear listening to the other side of the story and, contrary to what the varying other attention-seekers believe, I understood a major portion of their concern. I found myself eternally trapped between the old and the new. I was the defender of one and the relator of the other. There was no easy escape because my avenues to avert actions were virtually blocked. I was never to act as a censor of the editorial decisions made by students. However, I was always to provide a "responsible influence" on editorial matter and eliminate any libelous material. One doesn't influence from a chair in his office. He must know the facts and these facts lie somewhere out there with the 15,000 students and 4,000 faculty and administrative personnel.

I had inherited an editor, a staff and a budget that had been over-subscribed two years in a row. I had teaching responsibility for 65 students who augmented the campus coverage via a course labeled practicum. The financial responsibility was completely under my control. My staff and I agreed early that the power of the purse strings was indeed a fatal one when misused.

Finances were never a major factor in the confrontation of ideals. I was personally treated as a deodorized skunk that had never been tried. As long as I didn't make a stink I could work on the fringe of the newsroom and attend all staff meetings. "Would I please read the flats for possible libel."

The dynamics of my first rocky step in the generation chasm came early in the publication schedule when seven students and one high school girl were arrested on possession and pushing dope charges. The editors and I came to a marked disagreement over an editorial espousing the virtues of pot and how the fuzz were a sorry lot to interfere with students. The main crisis passed when the editorial was rewritten to point out that marijuana laws were unfair but that the students in custody did have the tools of hard dope (needles and capsules) and that there was evidence that the high school girl (18 years old) had been pushing to high-school-age kids. This they said they could not condone.

The Board of Student Publications, composed of four faculty members, seven selected students and three citizens from the community at large, took this opportunity to open up on the editor-in-chief with all guns. They dragged him up and down and all through the evils of past mistakes his newspaper had made. They even took him back five years and brought him forward slowly, stripping the hide and applying salt on every wound. I, with the door only opening to this other generation, came to his defense and gained a permanent seat for all the trip I could make. The editor himself had not completely made the distance. He had been thrown or kicked from a conservative base into the generation awareness when after two weeks of classes his parents entered one night and announced that his brother, one year his senior, had been killed in combat in

Vietnam. With some bitterness and an open awareness, he opened up his policy and made good use of his brain-powerful staff.

The incidents came in pairs when the Box of Pandora opened. The Alumni Association sent a committee to prepare a report for its executive committee on the campus newspaper and its functions. There were more than generation gaps in evidence at this meeting. There were political pressures and ideological differences. There was the philosophy of the rural image as opposed to urban problems. In capsule it pointed out the great pain that contemporary societies suffer from the forms of communications and the kinds of things communicated.

As the meeting progressed, in my position as educator and communicator, I realized that there is not a clear enough definition of the specialized nature of communications mediums. The college press is a very specialized communication for a very specialized audience. The treatment given to wars, riots, assassinations, and civil rights, academic freedom, and student rights have little meaning to those outside the campus boundaries. The fact that SDS, Marxists, the National Liberation Front and even the expanded library science program are news on a college campus creates pain for those who don't realize that much of this activity is innate to the stimulation of the thought processes. We give only lip service to the fact that a high school graduate of 1969 may have as good an education as a college graduate of 1949. We seldom mention outside the professional journals that great strides have been made in the learning process. When these innovations are communicated to the general public it comes at a poor time on electronic media or is located in the back pages of print media.

We have almost forgotten the 30- to 50-million Americans in the lower middle class who are making time payments on everything, including their children's higher education. Most of these people would have gotten a smack in the mouth if they'd talked back to their father; nor did they spend the time he was buying for them, through loans, in any of the thousands of extremisms and dissents students practice today.

The university community is turned on. The least inhibited youths become the dominant innovators because they are the freshest and most spontaneous product on the market. Everything becomes possible and "anything goes," because those who are least programmed by the clichés and inhibitions of the past respond to and exploit a new possibility of instant revolution in every area of life and in all institutions.

The receiver of communications edits the content of the message in accordance with his own structures, images, predispositions, and needs. What is transmitted to the mind is meaningful in terms of what is already there. On the university campus, more is there and more ideas are tolerated. There is a continuous need for a free exchange of ideas. The student press must be a leader in providing a forum to present these ideas. The pressures are as much a part of the student press as the budget problems with which we must deal.

One fad peters out in a few weeks and another becomes a permanent way of life. The adviser remains the middleman. He may never cross the grassy fields, bright lights and bursting sounds of the gunfire which are part of the "Generation Gap." He must, however, try to understand that he can see more than halfway across the "Generation Gap" than he can from that fat, padded, Establishment-looking chair in his air-conditioned office. #

A STRANGER IN A FOREIGN LAND



the adminis- trator and the college press

By MEL MENCHER
Columbia Graduate School of Journalism

"This is an area of confusion for me," the president of one of the exclusive Seven Sister Colleges in the Northeast wrote.

She was commenting on the newspaper on her campus. She and other administrators, and faculty advisers and college editors at some 500 institutions, were questioned by mail and in person in a study of the college press conducted over the past several years by the Graduate School of Journalism at Columbia University.

Asked about the measures she takes to carry out her responsibilities to the newspaper, the president replied, "At times, sweet reason; at times, quoting Prometheus on Patience (to myself)."

She summarized her confusion and perplexity this way:

What we lack are guiding principles on how to protect a free student press while supporting it financially, and on how to assure honest, responsible control in a small, self-perpetuating group.

The editor of the newspaper on this campus was asked about the newspaper's relation with the president and her administration. The editor replied:

The administration is very concerned about the "image" of the school. The president has declared that we should be in the "lag" rather than in the "vanguard" (at least socially, sexually). The paper has been trying to criticize this image and the philosophy behind it.

Here, in essence, is the situation on most campuses. An administrator, not clear about the role of the newspaper, espouses freedom, but with reservations. A student, sure of her function as an editor, presumes her freedom to cover the news and to assess decisions of the administration. The editor and the administrator were bound to clash, and indeed they did some months after they made the comments quoted above. The president acted on a presumption she was assuring "responsible" press performance. The editor responded that the action inhibited her freedom.

The situation at this school was no exception. Tension and misunderstanding abound on most campuses. Student journalists complained that administrators had no idea of what the newspaper staff was trying to do and administrators responded that the staff refused to see itself as part of the school.

The sources of conflict between students and their administrators was sought in several questionnaires mailed to editors, administrators, and advisers. In one, they were asked to check on a list of functions those they thought the student press should perform.

From Table A, it is obvious that all agree on the basic functions of the campus newspaper: Its task is to give

Table A

Functions for a Student Newspaper (in Percentages)

Function	Student Rank—%	Adminis- tration Rank—%	Faculty Rank—%	Journ. Rank—%	Pres. Rank—%	P.R. Rank—%
Meeting the student need for campus news. (1)	1 - 100	1 - 99.9	1 - 99.9	1 - 99.9	1 - 99.9	1 - 99.9
Experience for writing, editing, etc. (2)	3 - 95	2 - 99.8	2 - 99.8	2 - 99.8	2 - 99.8	2 - 99.8
Meeting faculty need for campus news. (3)	4 - 87	7 - 87	4 - 86	5 - 90	6 - 82	5 - 85
Feedback of student opinion to administration. (4)	1 - 100	3 - 97	5 - 84	3 - 94	4 - 84	4 - 87
Support, reflect proper image of school. (5)	11-32	4 - 92	3 - 95	4 - 87	3 - 95	3 - 95
Serve as a bulletin board to students. (6)	9 - 63	5 - 90	6 - 71	6 - 86	5 - 83	6 - 84
Critic, gadfly of administration and faculty. (7)	5 - 83	8 - 70	10-48	9 - 60	10-50	10-51
Critic, gadfly of students. (8)	6 - 81	6 - 79	7 - 70	7 - 76	9 - 64	7 - 69
Vehicle for personal expression. (9)	7 - 73	10-60	8 - 62	8 - 61	7 - 68	8 - 61
Meeting student need for general news. (10)	8 - 69	12-33	11-37	11-46	12-34	12-33
Vehicle for creative writing. (11)	10-43	9 - 64	12-36	12-43	8 - 65	11-50
Meeting faculty need for general news. (12)	12-24	13-15	13-15	13-15	13-15	13-15
Serve as a bulletin board to the faculty. (13)	13-23	11-52	9-53	10-58	11-45	9 - 55

Explanation for Table A

Student: Editors of college and university newspapers.

Administration: Deans, their assistants, and similar positions outside those listed here.

Faculty: Members of the non-journalism faculties acting as advisers to the campus newspaper.

Journ.: Journalism faculty members who are advisers to the campus newspaper.

Pres.: Presidents, chancellors, and others in charge of the administrative activities of the school.

P.R.: Employees of the public relations and similar offices on the campus.

Respondents were asked to indicate the functions the newspaper "should perform." The percentage is that part of the entire group that checked that category. The author made the rankings. A total of 500 institutions are represented in the returned questionnaires.

students news about the campus (1). The educational task of the newspaper, to give students experience in journalistic techniques (2), is also highly rated by all.

There is less agreement in the areas of opinion and criticism (4, 7 and 8), and there is sharp disagreement on a key question that involves the newspaper's operating philosophy.

This critical disagreement came in answer to the item: "In your opinion, the newspaper should support, reflect proper image of the school." (5.) A third of the editors agreed, giving it a low percentage of acceptance. But 9 out of 10 of the presidents, administrators, and advisers said that the newspaper should indeed present the school properly to its readers.

A disagreement on this item was to be expected. Most newsmen think of the campus newspaper as their voice, serving no master, obliged to no one. The permanent members of the academic community see the newspaper as a potent influence on others besides student readers: their parents, alumni, legislators, governing boards, and residents of the community in which the college is located. The university needs the newspaper to reach these people. Because it is a newspaper, it carries more weight than any brochure and pamphlet the college could distribute.

To students, the word "image" is an obscenity. Born on Madison Avenue, nurtured by the huckster, the word is shorthand for a superficial or false representation. To the

administrator, image summons up pictures of ivy-colored walls behind which chemists bend over Bunsen burners and students pursue elusive conjugations. (In studies of student expectations, the only campus group that shares the starry-eyed and unrealistic expectations of incoming freshmen are administrators.)

At the annual meeting of the National Council of College Publications Advisers in 1962, the difference between the student journalist's view of his job as in-service training for a profession and the administrator's view of the newspaper as a publicity organ was revealed at a panel discussion, "Administrators View the Role of Student Publications."

One of the panelists, a dean at Wayne State University, said the student newspaper holds a "monopolistic utility in trust not only for the students, but for the university, for its welfare as well as for the welfare of the student."

An editor of the *Michigan Daily* felt moved to comment on this and similar sentiments voiced by the panelists.

"A student newspaper is not the image of the university," he said, "but of telling the truth."

Most student editors indicated that truth-telling extends to the administration and faculty, too (7). The faculty was not so agreeable to the idea of the press as its critic; it was more amenable to the press as critic of the students (8).

An analysis of items 7 and 8 was made to determine where the greatest resistance occurred to the concept of the

student newspaper as critic. The denominational schools seem most opposed.

Everyone agrees that the newspaper should contain campus news for students (1), but there is no unanimity about general news, the news from the college town, the state, the nation, and the world (10). Although many college newspapers will not carry off-campus news—usually those published at urban schools where good daily newspapers are available—most college editors think this kind of news should be published, whereas only about a third of the administrators and presidents believe in general news coverage.

The reasons for the disagreement seem obvious. Faculty members and administrators have only one outlet for the news they generate, and they have only one source for the news about their colleagues and their institution—the campus newspaper. The college town newspaper will not carry the run of the mill news, such as the trip of an assistant professor of psychology to Berkeley to deliver a monograph. To the young man this is a major honor, and he is anxious to let his colleagues know about it. To the student editor the item has low priority. He is not anti-faculty; the student body president's trip to the annual meeting of the National Student Association is given the same treatment.

To the complaints, and they are legitimate, the editor answers that space is not available. Obviously, editors could carry nothing but such routine news, and many do. But this is not the concept of journalistic responsibility of many of them.

Students are sensitive to their obligation to move about the world through the columns of their newspapers. But these stories arouse the passions of off-campus readers. These readers rarely write letters to the editor. They make speeches in the Legislature or telephone the president. Or the editor of the local newspaper will editorialize about irresponsible campus journalists, as did the Columbus newspapers when the Ohio State *Lantern* crossed into town on February 12, 1964, with a story about a student who was arrested and put in a city jail cell when she failed to pay a \$5 jaywalking ticket.

Under a headline that ran across the page, "Coed in Jail 1½ Hours; Crime? Jaywalking," the *Lantern* described the 19 year old coed's terrifying day. She was taken from her sorority house to the jail in a paddy wagon. She was taken upstairs to the cells, there given a physical examination by a matron, and then placed, crying, in a cell.

On the evening of the day the paper appeared with the story, a crowd of several thousand students demonstrated in Columbus in sympathy for the young woman. Traffic was tied up, minor damage was caused, and a few students were arrested.

President Novice G. Fawcett was furious. He held the student newspaper partially responsible because of its "very long and somewhat spectacular" treatment of the story. President Fawcett ordered an investigation of the circumstances surrounding the demonstration, including the *Lantern's* role. According to the *Plain Dealer's* correspondent in Columbus, President Fawcett did not criticize the police action.

The two local newspapers supported the president and accused the *Lantern* of yellow journalism. The newspapers had carried the arrest in a few sentences and mentioned nothing of the young woman's experiences in jail. The head of the School of Journalism, the late George Kienzle, defended the *Lantern's* story, saying it "exposed a police policy under which a girl was jailed and treated as if she

were a hardened criminal."

The president, no friend of the newspaper or of Professor Kienzle, said he had no intention of stifling the *Lantern's* freedom but that it should learn a "lesson" from the incident. He added that the university's job "is to see to it that these students graduate as responsible journalists."

Retorted an editorial in the *Plain Dealer*:

President Novice F. Fawcett of Ohio State University will do well to leave instruction in journalism to the able faculty of the university's school of journalism . . .

President Fawcett believes there is a "journalistic lesson" to be taught in the circumstances surrounding the student riot of Feb. 12. . . .

Columbus newspapers gave the incident perfunctory mention. The *Lantern* devoted its front page to full details of the girl's frightening and humiliating experience. If any lesson is to be taught, it should be directed at the downtown newspapers.

We agree with Prof. George J. Kienzle, director of the journalism school, that the *Lantern* performed a proper newspaper function in exposing a reprehensible police policy. "This is what a newspaper is for—to call attention to the infringement of human rights," says Kienzle. . . .

Then the editorial went on to describe the kind of friction between administrator and student newspaper that cropped up frequently in the School's survey:

It is no secret that the *Lantern's* insistence on maintaining editorial integrity is irritating to President Fawcett. The student newspaper has refused to become a captive force for the university administration. We applaud that stand as being in the best newspaper tradition. The school of journalism, in teaching this, is teaching well.

The desire of student editors to cover the world about them leads them to downgrade the routine functions of the newspaper. This is revealed in the relatively small percentage of editors who felt their function is to serve as a bulletin board to students. As in the case of the word "image," the selection of words might have been unfortunate. "Bulletin board" is a pejorative term to most editors. It means the kind of newspaper that is content to publish precedes by the score and unwilling, or unable, to dig into the news for its meaning. Administrators, who need to reach students with special messages, naturally gave this item a high rating.

At many of the smaller colleges, the newspaper is looked upon as the publisher of essays, poems, short stories and other forms of creative writing, as well as news. This may be the reason four of five administrators and presidents at the small denominational schools say that the newspaper should be a vehicle for creative writing, whereas only two of five students find this as one of the newspaper's functions.

Some observers, skeptics to be sure, might say that the reason this function ranks so highly with these schools is that the administrator regards essays on George Eliot and Henry James as one way to keep student reporters preoccupied, out of the president's ante room and off the streets of the nearby town.

In their comments, university officials clearly pictured the newspaper as the only significant means of distributing information about the university to the public. They wrote of the necessity for the newspaper to carry material about the institution that would interest parents, alumni, and benefactors. Some of the officials, primarily the heads of

'Most Presidents Set General Standards'

smaller schools, saw this as the newspaper's only reason for being.

Even the presidents and deans of larger schools expressed dissatisfaction with the kind of institutional news carried. "They only carry bad news about the University," one wrote. He said an outsider would conclude from reading the newspaper that the hospital clinic was killing instead of curing, that the food was unpalatable, and that the administration was engaged in a conspiracy to keep students from being educated.

Several presidents said they ignored the so-called feedback function of the press because the content of their newspapers was the work of a minority group, often of political activists, who would not report adequately or accurately.

"There is too little reliable feedback of thoughtful constructive or creative opinion of the majority of students," was a typical comment.

There was frequent reference to the *South End*, the student publication at Wayne State University, in interviews I conducted in 1969. The *South End*, edited by militant blacks, was the subject of articles in *Editor & Publisher*, *Seminar* (published by the Copley Newspapers), and other publications hostile to the college press. The *South End*, unique among college newspapers, was held up as an example of what happens when students have the power to set policy.

Of 43 presidents who described in detail their responsibility to the student newspaper, 23 indicated they took a direct hand in the operation of the newspaper. They did so in a variety of ways, one even appointing the editor, another personally seeing to it that the newspaper projects "the corporate image of the school as defined by administrative policy." Most presidents said they were content to set general rules and standards. Sixteen said they best carried out their responsibilities by obtaining a "good adviser." Four accomplished their purposes by selecting the governing board.

Presidents who laid the strongest hand on the newspaper generally were heads of smaller institutions. They held strong opinions about the role of the press on their campuses. It was clearly the students' job to publicize the institution, they indicated.

An examination of the newspapers on these campuses showed them to be among the lowest caliber publications. There is little question that the administrators on these campuses find the possible educational value of a free newspaper of less importance than the presentation of a pleasant façade to the public.

Several administrators at these smaller schools said they would be more willing to allow the newspaper staff freedom of expression if the students could handle it.

"If this were Harvard or Stanford," one administrator said, "there would be no problem."

Even on large campuses, administrators prefer to keep the prying newspaperman out of the files and away from meeting rooms. A former editor of the *Stanford Daily* describes what happened when private information was made public by his newspaper.

There was a professor of economics at Stanford who, unfortunately for his position there, was a

Marxist. He made the serious mistake of admiring Fidel Castro and saying so. For this he was denied automatic salary raises, and indignant alumni were told by an embarrassed university that they'd like to fire him but academic freedom being what it was, they couldn't. Almost by accident we discovered this and printed it. The university was quite upset—the president and trustees, I mean—at this, and extensive denials were made that he was being treated wrongly. It all ended quite anti-climactically and ironically, when the heirs of William Randolph Hearst thought enough of the disclosures to give me half of what it cost to go to Columbia's journalism school and the professor in question relieved the university's acute embarrassment by dying.

In looking over the comments of administrators about the student newspaper, the reader sometimes has the feeling that their observations could as easily apply to a squad of cheerleaders or to the manager of the athletic teams. The newspaper often is seen as just another extracurricular activity.

Administrators do have a point when they complain that students do not understand their problems. But the student staffers seem to have a far better case when they charge ignorance of their function.

Even the best-intentioned administrators are incredibly uninformed about the newspaper. The president of a small Eastern college whose comments revealed him as a permissive and intelligent administrator said he works "through the public relations director to keep open the channels of communication" with the newspaper. Administrators who use public relations officials on their campuses as middle men or as advisers cannot understand the staff's objections to having to work with a man whose first interest is favorable publicity for the institution.

At Texas A&M University, the president was unhappy with the attitude of the newspaper staff toward their adviser. The adviser has previously been employed by Life Lines, a right-wing organization financed by a Texas oil millionaire.

In the ensuing dispute, the president then appointed the head of the university's press relations staff as editor. The students, in correspondence with me, stated the president knew precisely what he was doing: He wanted no uncontrolled expression on the campus. The American Association of University Professors seems to have confirmed the students' views.

The AAUP formally censured Texas A&M in April, 1968, after an investigating committee found an unhealthy "climate of academic freedom and tenure." It found that tenure of faculty members "does not exist at Texas A&M." Also, faculty members had told the committee that there was little participation by the faculty in the governance of the University. The AAUP committee heard reports that many faculty members had left the school because of a lack of academic freedom.

This year, another repressive administration was censured by the AAUP, and the action again came as no surprise to the student journalists. Troy State University in Alabama was censured for denying reappointment to a young faculty member who the president had said would have been a good teacher had he "got off his agitating." The teacher had actively supported the freedom of the student newspaper, which was edited by Gary Dickey, whose desire for editorial freedom led to his expulsion by the president.

Again, as at Texas A&M, the president intruded his views

Responsibility Often Equated with Docility

on the newspaper by appointing as adviser to the newspaper the director of public relations at the university. The AAUP investigating team reported:

During the 1967-68 academic year, under the new adviser's guidance, the *Tropolitan* (the school newspaper) had nothing controversial in it and did not criticize either the State of Alabama or President Adams.

Asked how they would define their responsibilities in "insuring the proper performance by the student paper" and how they carry them out, many administrators replied that they meet as often as possible with editors.

"We have candid cooperative conversations," said the president of an Ivy League school.

"A weekly meeting to discuss matters," said a Big Ten president.

Editors object to the nature of the sessions some presidents conduct. These are off-the-record, for-back-ground-only meetings that appear to be directed toward explanations of why the matters discussed cannot be published.

Administrators were asked questions that were designed to allow them to discuss at length their relations with the newspaper staff. They were asked, for example, whether the scholastically superior staff is more responsible. The word responsible was not defined. Ten answers were selected at random.

Is the scholastically superior staff more responsible?

- 1) Yes, unspecified reason.
- 2) Yes, more receptive to reasonable discussion.
- 3) Yes, because can see reasons for adequate administrative control.
- 4) Yes, has more self-discipline.
- 5) Yes, able to spend more time on newspaper.
- 6) Not necessarily—responsibility depends on degree of interest in paper.
- 7) Not necessarily—responsibility depends on personality structure.
- 8) No, harder to control.
- 9) No, are too critical and too willing to put forward own ideas.
- 10) No, unspecified.

It is interesting to see how some of these administrators define responsibility. They appear to equate responsibility with docility.

Even the best-intentioned administrators fail to see the newspaper in what editors would call the proper perspective. One editor said the obvious educational benefits of newspaper work meant nothing to his dean of students, who was charged with the job of supervising the newspaper. He enclosed a list of "the real questions to be asked about education" that Harold Taylor, a former president of Sarah Lawrence College, compiled. He said the list had made no impression on his dean. The questions are:

Will [the activity] deepen his interest in ideas? Will it give him something to think about? Will it help him understand himself and his society? Will it free his imagination? Develop his initiative? Give him a sense of purpose? Broaden his knowledge? But most of all, will it make him a free man—free of the

cliches and prejudices of his society, free to express himself, to act independently, spontaneously, wisely and justly?

To this student, only the newsman on a newspaper free of limitations can say yes to each question. He said he could not get through to his friend, the dean.

Another editor expressed his reactions less gently. He and his president were in a battle, and each knew the other's motives. The comments are by Nick Gager, a former editor of a large private university in the Boston area.

The university when I was editor had a full-time enrollment of 14,000 students and should have had a daily paper but the president of the university wanted the paper kept a weekly paper because he felt it did not present a "positive" image of his administration and the less often it had the opportunity to be negative the better he liked it. The president had control because the fee collected for the paper did not go to it but to a university general fund, and the paper was given a budget, which was much less than the amount collected. The president approved all budgets and this was one way he exercised indirect censorship over the paper. He controlled not what was said—at least during my editorship—but how much was said.

I was never told that I was irresponsible, but that I was not positive. The president continually said I was "negative" and made it sound as if it were a sin worse than incest. Coincidentally he never called the *News* a paper; he said it was an "organ" of the university that "served" the university community of which the students were only a part.

There was frequent overt pressure from the president of the university, a narrow man incapable of any subtlety. At one time he called me into his office and told me: "Years from now when an employer writes and asks me what kind of a person you were, I want to be able to give you my full support, boy. I won't be able to do that if you continue to write these negative editorials."

I was also called on the phone and threatened with everything from removal as editor to expulsion from school. But I knew he didn't want to risk the controversy my dismissal would arouse and went along as I saw fit. I was fortunate in two respects, however. I had an adviser who was a former professor of mine in whose class I had done extremely well, and he never interfered with me. Then there was a vice president in the university who was much more intelligent than the president and helped me a great deal. He was in charge of university publications and acted as a buffer between me and the president.

The passage of time and a new president apparently failed to bring a change, however. Said a recent editor:

"The president wished to have pre-publication reading by the administration for 'accuracy.' We held out."

In addition to the disagreements over the basic functions of the student newspaper, and behind the explicit issues that lead to conflict, are deeper sources of antagonism. The college journalist believes he is engaged in a calling, as high a vocation as any of the professions. Some administrators have the contempt for journalism that is endemic to liberal arts faculties.

The president of a large and respected private university in New York ventured a reason for his belief the newspaper on his campus is inadequate. He wrote:

Part of the problem is the low pay scale for newspapermen. Good students are attracted to science, mathematics, business, law, medicine, etc. The occasional bright journalism students work for local newspapers instead of wasting time in student publications.

Few administrators were this explicit. But little space was needed between the lines of the comments of many others to understand that they found the news staffs to be made up of the less able students.

Administrators cannot understand the ferocity with which students demand the right to publish despite their obvious intellectual limitations.

"You would think they would prefer to print things they were sure of," one said. "Instead they practice the most difficult kinds of journalism, and we are their victims."

The president of a Midwestern state university said in an interview that he never questioned the good motives and the sincerity of the newspaper staff, but he grew tense every afternoon about 2 p.m. when he knew the newspaper was being readied for publication. Occasionally, he would walk across the campus, pick up the proof for the front page and read it without comment. In his office, he often had to resort to his medicine cabinet for relief. But he rarely found malice or intentional error, he said.

The administrator is, as we have seen, news source and publisher. He is the final arbiter of student behavior and of student activities. When there is trouble on campus, the journalist blames the administrator.

Some editors go further. They contend that there can never be peaceful coexistence because the administrator is the natural enemy.

The following picture of the administrator emerged from interviews with student newsmen, their answers to questionnaires, and attendance at many of their press conventions.

Not only is the administrator by inclination an orderly person who finds change difficult to adjust to, he is by nature anti-educational. The administrator does not understand that in the transfer of knowledge, heads get cracked, ideas are exploded, and that no one is above the intellectual battle. But the administrator sees the institution as the sanctuary where one group, the faculty, gives another group, the students, a body of knowledge, like a serving of baked Alaska. He is unable to understand that the educational process is an interaction, an exchange in which the customer has the right to toss the serving back at the maitre d'hôte with the admonition that it is half-baked.

The administrator's concept of his task on the campus is to provide an atmosphere in which the transfer of information from the mature to the immature may take place, continues our composite student journalist. He provides the landscape, the buildings, the classroom, the schedules. He hires the teachers, recruits the students. He is the solicitor, paymaster, canteen keeper, landlord, and restaurateur. His life is devoted to order and stability. To critical editors the means become his ends. The paraphernalia is the institution. There can be little interaction with students, for they may impede the efficiency of the mechanism over which the administrator presides.

The administrator is anti-Heraclitean, and his motto may well be that of an unnamed royal duke who commented: "Any change, of any kind, at any time, is bad."

The chief administrator, who is the president or chancellor on most campuses, bridges the gaps among the

administrators, the faculty, students, and outsiders. He balances the needs of these groups and he mediates the pressures they generate.

To many of the student editors, the chief administrator has neglected his duty to the most important group, the students, in favor of attending to the outsiders. He also spends too much of his time with his housekeeping duties, they say.

They pity the chief administrator for his too-ready desire to mediate with the anti-intellectuals of the governing board, the press, the Legislature, and the state capitol.

They try to make him understand that when a legislator attacks an editorial urging the admission of Red China to the United Nations, he is not attacking a 21-year-old anonymity (the editor), but the institution that succors him and that should conceive of itself as the proper arena for such ideas to be discussed openly.

In the words of one editor, "When the chief administrator throws the dogs bone, the skull of the editor, all he does is temporarily appease the animals. They forage for meatier game, the university itself."

In two instances, where presidents dismissed editors, at the Universities of Colorado and Florida, the actions were obviously taken for what the presidents thought was the best interest of their universities. In both cases the presidents were under pressure from critics of their universities to whom the college newspaper was only a token of deeper changes.

The president feels these pressures most intensely. He takes the waves head-on and is convinced he must act. But when they reach the inner campus, the shock waves have diminished. At the University of California at Los Angeles, the Communications Board took with equanimity the outrage that was building up in the community over a drawing and literary essay printed in *INTRO*, the *Daily Bruin's* weekly literary supplement.

The front page of the January 18, 1967, issue of *INTRO* included a George Grosz drawing that contained the well-known German painter's frequent themes. As explained in a box on page 7 of *INTRO*, these are "personal depravity, soul starvation, mutilated and malformed bodies, and implicit or accomplished violence." The figures in the drawing are typical of Grosz's mordant pictorializations of German life, "a pig-faced man, open handling of female genitals, the ravaged despair in a woman's face, a mutilated war veteran."

The literary essay of William Burroughs's novels, and the quotes included so-called obscene language.

The supplement landed on the scene with a thump. Ronald Reagan had just taken office. In his campaign for governor he had condemned leftism and "filth and obscenity" at Berkeley, and the voters had indicated they agreed he was the man to clean up higher education.

The Los Angeles County Board of Supervisors condemned *INTRO* as "an outrage to public morality." Mayor Sam Yorty sent a vice squad official to the campus who stayed long enough to denounce *INTRO* in front of television cameras as lewd and obscene.

Billy Graham saw the issue as "evidence of moral decay among the young," and his pronouncement was given a banner headline in a Santa Monica daily newspaper.

On the campus, except for an aroused interest in the *Bruin's* issue containing *INTRO*, things were quiet. But some action had to be taken, and the Communications Board debated for four hours how to go about answering the criticisms without compromising freedom of expres-

'Placate the Opposition By Limiting the Press'

sion. The Board decided to shoulder the responsibility for the issue itself.

Then Chancellor Franklin D. Murphy appeared. In California, Dr. Murphy was seen as the spokesman for the University of California system following Clark Kerr's dismissal by the state Board of Regents.

Dr. Murphy told the members of the Communications Board he would have a "credibility gap" with the public unless some meaningful action were taken, such as dismissing the editor. Too much was at stake for the university system to pass over the incident lightly. An eloquent man, Dr. Murphy convinced the board members they had to act. But they balked at firing the editor. They suspended INTRO and established a committee that would set up policies for future issues, the best compromise they could achieve.

To some editors, the actions of the chief administrators at Colorado, Florida and UCLA are typical of what university officials do under pressure. These actions, indeed the office itself, they contend, make the administrator an implacable enemy of free expression for students.

INTRO's editor, Digby Diehl, commented:

Several people have suggested that the publication of Wednesday's INTRO, while completely acceptable to them, will provide emotional material for anti-intellectual enemies of the University at a crucial political point. I deeply regret providing such aforementioned persons with material which might be distorted against the University. Yet honesty compels me to point out that the unspoken threat of such distortion exists constantly, and I do not feel that the arts should be cowed by these unfortunate forces at any time. The writer who omits any portion of the truth due to considerations other than his own conscience gives tacit consent to the oppression which has silenced him. In a University, we have the great privilege to be free of such constraint. I would regret very deeply any participation in such self-imposed censorship. I am aware that this point of view fails to regard certain "pragmatic realities," but I hope that the Multiversity has not outgrown honest idealism.

Now, some 30 months later, the UCLA dispute seems to be insignificant. California has become a battleground between the governor and his supporters and the state college and University of California systems.

Newspapers on these campuses have become increasingly critical of the governor and his followers. As usually happens in times of crisis, language becomes strained and ultimately collapses into profanity and obscenity. As the governor's young press critics find that what is to them logic and rational discourse are not stemming the stampede to conservatism, they resort to the language of the barracks and the bar room. This only further infuriates the college critics.

Similarly provocative is the social and political liberalism-turned-radicalism of the students. Their newspapers have supported the campus demonstrators. Some of them believe that a system they believe to be corrupt must be destroyed.

At mid-year, 1969, the inclination of university and

college officials is to placate the opposition by limiting the student press.

"The pressure is building up," an official told me in June. "We are going to be engulfed unless we do something." That "something" will be action against the college press. And equally predictable as this action against the newspapers is its futility. Editors say their attackers' target is really the university itself.

The administrator's attitude toward the student press may be summed up in this portion of a letter from the president of a state college in northern California to the faculty member in charge of student publications:

We would have little difficulty, of course, if we could confine ourselves to the "academic community." Educating the two or three older generations in the community about our objectives and standards is something else. There remains the hard fact that we are a public college, publicly supported, with the necessity of accounting to that public for our practices, products, and behavior. To find the acceptable balance without sacrificing basic and justifiable principles is difficult, but necessary. Let us do the best we can to achieve our chief goals without alienating our supporting publics. It can be done.

But can it? At Oklahoma State University, the president of the University, Robert B. Kamm, set the objectives and standards.

"There are, from where I sit, several publics to consider," he told the University chapter of the American Association of University Professors.

"Thinking of our students is important, but we must consider the thinking of parents, the general public which supports us as a state institution, and our legislative friends."

The consequences:

1. He asked that an invitation to Dr. Thomas J. Altizer, the "death of God" theologian, to speak at Religious Emphasis Week in February, 1967, be withdrawn.

2. The director of the University Student Union building refused to let the Oklahoma Civil Liberties Union meet in the building because it is "too controversial."

3. The chairman of the graduate committee in sociology, Richard Larson, resigned "to protect my (academic) rights."

Most editors find the actions of administrators indefensible but understandable. They view the college president as the mediator of countervailing forces, much as Clark Kerr describes him in "The Uses of the University." These editors do not subscribe to the natural enemy theory. They say that the modern university must have a corps of administrators, and that the officials must be able to act when they find imbalance in the delicate pyramiding they must build among students, faculty, and forces outside the campus.

These editors do not believe that administrators are in a cabal to deprive them of their right to inquire and comment. Rather, they see the administrator as ignorant of the tasks the student newspaperman sets for himself.

These anti-cabalists blame the more forceful editors for making frequent confrontation with the administrator an end in itself that has led to endless motive-seeking, suspicion, and distrust that enervate a staff.

Ralph Blumenthal, a former editor of the newspaper at The College of the City of New York who is now with *The New York Times*, recalled that one of his major aims was "to destroy the conspiracy theory of faculty and

administration vs. students."

Few editors commented on the role of the faculty member in the campus exchange between journalist and administrator. On most campuses, administrative power is tempered by the tenured faculty. Yet the faculty infrequently has involved itself in these confrontations unless it has been to serve its own interests.

The students can stand apart from themselves and joke about their conflicts with administrators and their bumptiousness.

At a meeting of college editors, Tom DeVries of Roosevelt University in Chicago, remarked:

"I'm a little bloody this week. I've been trying to get rid of the president."

On most campuses, editors willingly team up with administrators in a joint effort to better the institution. The day of reckoning comes when the student staff realizes that their interests and the administration's may not be the same. The staff then must decide how to handle the particular issue. Often, the student advocates of cheek-by-jowl journalism try to resolve the differences in discussions with administrators who would feel betrayed by public disclosure of the issue.

This closed-door discussion does not work out too often. The obvious example is that of the social fraternal system. Attacked for at least 20 years as undemocratic, the system has managed to survive unchanged on campuses where the administration, unwilling or unable to confront alumni pressure, has an ally in the campus newspaper.

Here, as in other instances, the administration has taken into its confidence the newspaper editor to show him all the reasons for making changes by evolution, moral suasion, and gentle persuasion.

Sometimes, an editor suddenly realizes that lo and behold evolution means never. Then he becomes a convert to the administrator-as-natural-enemy camp. Such controversies occur every year, as any adviser to an aggressive staff can testify.

Advisers are hard-put to explain editor to administrator, and administrator to editor. Some advisers confessed they hoped only to keep their heads intact in the bombardment between the two. Although it is impossible to compute figures of right and wrong in this unending tension between student and administrator, advisers describe more administrative outrages than actions of willful irresponsibility by student journalists.

There is no question that some editors are spoiling for a battle, and that they see every administrative act as repressive.

In its statement on freedom of the college press, Sigma Delta Chi asked whether the college newspaper tries "to talk over differences in the calmer atmosphere prevailing when there is no specific dispute, or does it actually welcome a 'fight' as an opportunity to assert its freedom?"

Several years ago when Neal Johnston, a former editor of the University of Chicago *Maroon*, was a trouble shooter for a national student group interested in press freedom, he was dismayed by the pettiness of some of the issues over which editors asserted their freedom had been violated.

Unquestionably, there are as many unreasonable and irrational editors as there are administrators. But the tension between the two will remain even should sweet reason come to dominate the dialog. As the dean of students at a Midwestern university put it, "We think of the newspaper as the University newspaper. They (editors) think of it as a student newspaper. We act on our beliefs. They act on theirs." #

ANOTHER VIEW

Tell Only One Side Of the Story

By WAYNE A. NORTON

Page 1 of the style book of *The Commercial Appeal* in Memphis, Tenn., notes, "We try to tell both sides of a controversy. If one of them is not available we so state."

Telling both sides of the story—the principle is basic to responsible, professional journalism. Yet on many college campuses, this is not always possible, and it becomes better journalism—though still not the best—to tell only one side of the story than not to tell the story at all.

Let me explain:

The reason this statement is true, it seems to me, is because the "typical college administrator" is not really endeared to the concept of freedom *per se*. He can talk a good line about academic freedom, freedom of speech, and freedom of the press. But he is not really committed to what he says. He is somewhat like former President Lyndon Johnson of whom someone said, "It's not the right to dissent he objects to, just the practice of it."

In fact, it seems to me, the main thing the typical administrator is committed to is not rocking the boat.

In another day and age, our "non-boat rocking" administrator might have clamped down swiftly on an "objectionable" issue of the student newspaper. He might have jerked the edition off the "newstands" before it got very much into circulation, called the editor in for a "stiff reprimand," and, perhaps, given the adviser his "walking papers."

But this is not another day and age. And whatever else you may say of the current generation of administrators, most of them, I believe, have the savvy to realize that today's breed of students must be dealt with a bit differently than those of previous years. It's not the administrators who have changed. It's the times!

The typical administrator, just as much as ever, would like a "controlled" newspaper, for he fully recognizes the power of the press to rock the boat. But he also realizes that direct censorship has long since gone out-of-style. So he tries to accomplish the same thing in roundabout—and, sometimes, not-so-roundabout—ways. If he fails, however, he is apt to keep quiet about it.

It is this situation which leads to—indeed, allows—telling only one side of the story. For one of the methods by which our typical administrator tries to control the newspaper is telling the editor to forget a story ("There's nothing to it," "It's not newsworthy," "You have more important things to print"), when the editor goes to him for the administration's side of a controversy. And in so doing, our typical administrator's tone is just sinister enough that you're afraid not to follow his directive.

On the other hand, and this is the point of this whole piece, I, and the student staffs I have worked with, have found that if you don't ask the typical administrator for the administration's side of the story, very little happens after the article is in print—even though only one side is covered.

Let's take a couple of "for instances."

Midway through the fall semester of the 1968-69

academic year, the typical administrator on the campus where I am now employed walked out the back door of the administration building and happened upon a young man and woman engaged in what he called "unbecoming conduct." He "pulled" the students' identification cards and directed them to report to the dean of students' office for "counseling." According to the accounts of the couple involved, he was rather abrupt and rude throughout the encounter.

Word of the incident reached the newspaper staff a couple of days afterward, but too late to make that week's paper. The story simmered for the next few days. The following week, as the staff considered how to write and display the story, it occurred to someone that, to be fair, the paper should also tell the administrator's side of the encounter.

As it so happened, our typical administrator was on campus that particular night preparing to attend a concert in the auditorium, only a few doors down from the student newspaper office. A reporter sought him out, showed him the story as it then stood, and asked for his version. The roof blew off!

Our typical administrator bounded out of the auditorium and barged into the student newspaper office in what could only be called a rage. Among other things, he reportedly told the staff that the story was not newsworthy, that they had better things to do, and that individual disciplinary actions were *not* to be reported. The editor telephoned me.

After a lengthy discussion, we decided that there was nothing else to do for the moment but kill the story. And that is what we did.

However, with this emotional outburst, our typical administrator had trespassed upon ground considered by the staff as its own, and consequently the staff felt the incident with the couple could not be allowed to blow over. So a couple of weeks later, the editor, feeling the incident was by this time too old to be carried as news, printed an editorial which criticized an unnamed "college official" after briefly and vaguely explaining why.

This was not the way the story should have been handled, of course, and it probably caused more talk and more rumors than had the story been treated in straight news fashion and followed up with a critical editorial. Under the circumstances, however, this appeared to be about the only way to handle the incident. We waited for the ax to fall, but it never did.

How, you may ask, would our typical administrator have reacted if we had simply carried a straight news account of his encounter with the couple without attempting to get his side of the story? Something which occurred just a couple of weeks later convinced me that not much would have been said.

The editor got word that the college's governing board had not given its approval, despite repeated urgings, for portions of nine college buildings to be used as community fallout shelters. The story begged for a statement from our typical administrator on the reasons why the board had not approved use of the structures. But, in light of our earlier experience, we decided to print the account without seeking such a statement. Here are the first four paragraphs:

Fallout shelter stocking for approximately 8,000 people in campus buildings is awaiting approval of the college Board of Regents, said Bill Swann, director of the city's Civil Defense Unit, in an interview Tuesday.

The buildings were inspected and approved as

prospective shelter sites by the CD Corps of Engineers last summer.

Swann said the CD had testified before three Board of Regents' meetings, but had not as yet received permission. He said he did not know why the signing for the license for stocking the college buildings had been delayed.

"It is desperately needed to provide protection for students as well as townspeople," Swann continued. "I would like to get them signed."

Again we waited for the ax to fall. But we never heard a word. Now you might say, and I would agree, that there are significant differences between the first and second example. The first example reflected more personally upon our typical administrator and he, therefore, would have been much more likely to take issue with us. It also involved an issue more likely to arouse the student body.

Still, there were enough other examples of a similar nature throughout the remainder of the 1968-69 year to convince me that he would not have made more than a token protest, certainly would not have put as much stress on his blood pressure as he did, and would not, in any case, have taken the drastic measures which might have been characteristic of days gone by.

In conclusion, because of our deliberate decision to print only one side of the story in carefully-chosen cases—cases where it seemed unlikely we would get the other side anyway—we have a freer press on our campus. *And this, considering an administration which once censored the national No Doz advertisement because of its catchy reference to "The Pill," is no small accomplishment.*

If you are faced with a similar situation, perhaps the same technique will work for you. #

Half of Nation's Top Students Are Potential Editors, Writers

PRINCETON, N.J. — More than half of the nation's top high school students, the 1969 Presidential Scholars, are potential writers or editors, The Newspaper Fund has reported.

Eighty-nine of the 121 Scholars have expressed strong interest in some form of journalistic or creative writing experience, according to information supplied The Fund by the Commission on Presidential Scholars.

The Fund reports 65 of these outstanding high school graduates had previously demonstrated an interest in Journalism through work on school newspapers or in Journalism and creative writing courses.

Twenty-four additional students showed interest in writing through work on school yearbooks and literary magazines, and by other writing activities.

The following information was outlined:

—29 Scholars edited their school newspapers.

—25 Scholars were newspaper staff members.

—28 Scholars, many of whom also worked on their school newspapers, took courses in Journalism and creative writing, or were members of Journalism clubs in their schools.

—9 Scholars have announced plans for Journalism careers.

Awards or prizes for creative writing have been won by 24 of the Scholars. Fifty-four students reported having poems, stories, essays or articles printed in publications outside the school. #

With an emphasis on informality, 35 advisers from four states participated in an NCCPA regional meeting hosted by Taylor Publishing Company in Dallas on Aug. 23.

Although scheduled as a District VII meeting for Texas and Arkansas, advisers from Oklahoma and Louisiana were also invited.

Sessions in advertising, newspaper, yearbook and business management highlighted the one-day affair. Advisers also attended a luncheon at the Dallas Country Club and witnessed the professional football exhibition game between the Dallas Cowboys and the Green Bay Packers, both through the courtesy of Taylor.

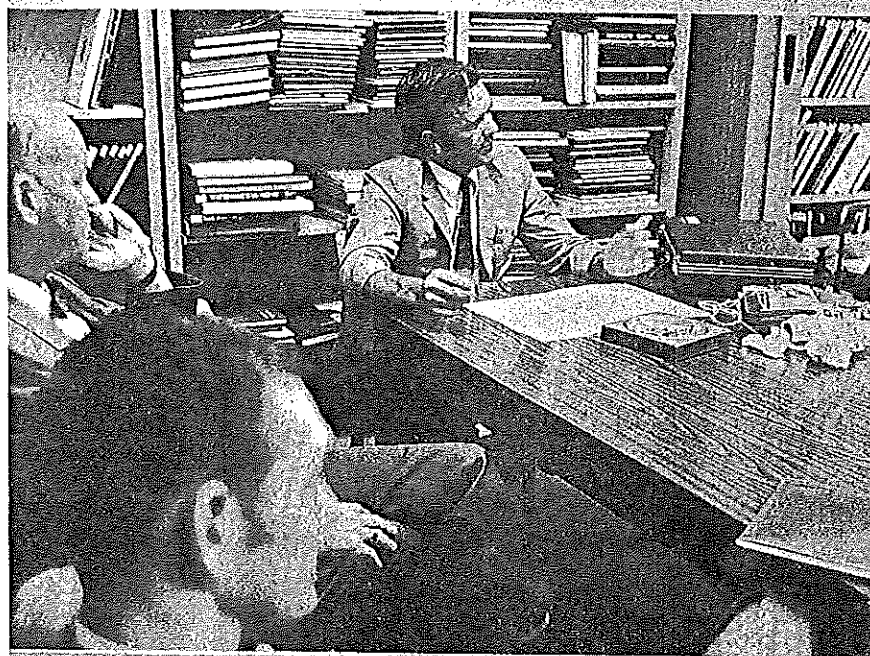
The advertising session was under the direction of Pete Hanson, sales manager of NEAS. After a formal presentation, Hanson fielded a number of questions from the audience.

Charles Reynolds, director of student publications at Kentucky, led two newspaper sessions. He discussed the changing role of the newspaper adviser on today's campus.

Norman Dowdy and Jerry Dixon of Taylor were in charge of the yearbook session, showing slides and discussing modern trends in yearbook layout.

Loyd Emonds, director of student publications at the University of Texas at Austin, handled the business management session in much the same manner as the others, making a short presentation and then turning the floor over for discussion and questions.

The affair was coordinated through Bill Dean, District VII chairman of Texas Tech, and Fred Koger and Phil Orman of Taylor. Bill Taylor, president of the publishing firm, was also on hand to welcome the visitors. #



PICTURES: (Top): Norman Dowdy of Taylor Publishing Company makes a point during his yearbook session with NCCPA advisers from Texas, Oklahoma, Louisiana, and Arkansas. (Second Row): Loyd Edmonds, student publications director at the University of Texas, Austin, handled the business management session for advisers; Pete Hanson of NEAS directed the advertising session; he listens to Bill Taylor, president of Taylor Publishing Company. (Third Row): Charles Reynolds, director of student publications at the University of Kentucky, listens to a question during his newspaper session. (Bottom): Pete Hanson of NEAS, Mrs. Jean Finley and Bill Dean, both of Texas Tech, enter the Dallas Country Club for the NCCPA luncheon. Mr. Dean is chairman of District VII.



NCCPA Conference Program

Thursday, October 30

Noon—2:00 p.m. NCCPA EXECUTIVE BOARD OF DIRECTORS LUNCHEON. Eastward Room.

2:00—4:00 p.m. ADVISERS' ROUND TABLE I: "RIGHTS, RIOTS, AND REBELLION." Eastward Room.

Discussion Leader: Prof. Stephen Beiner, Rockland Community College, Suffern, N.Y. (A chance for advisers to discuss common problems, case histories, policies, ideas. Bring your own problems and solutions to share.)

7:30 p.m. BUFFET AT POOLSIDE.

Friday, October 31

9—10:30 a.m. ADVISERS' ROUND TABLE II: "YEAR-BOOKS AND MAGAZINES IN THE SPACE AGE." Eastward Room.

Moderator: George R. Southworth; consultants: William H. Muff, Norman B. Koski, Wilson Hicks, all of the University of Miami, Coral Gables. (Bring your questions and join in discussion of common problems, ideas, trends in content, finance and business, staff selection and salaries, etc.)

10:45 a.m.—12:30 p.m. ADVISERS' ROUND TABLE III: "CAMPUS NEWSPAPERS IN THE AGE OF AQUARIUS." Eastward Room.

Moderator: Dr. Arthur M. Sanderson, the University of South Florida, Tampa. Consultants: Walter Frederick, the University of California, Berkeley; Barbara Garfunkel, Miami-Dade (Fla.) Junior College, North Campus; Wilton C. Scott, Savannah (Ga.) State College. (Bring your questions and answers on relation of advisers to editors and staffs; the newspaper vs. the student government, the administration, the academic programs; policy statements and boards of student publications; freedom and censorship of the college press.)

2:00—3:30 p.m. NCCPA BUSINESS MEETING. Bal Masque Room.

Dr. Dario Politella, the University of Massachusetts, presiding.

4:00—6:30 p.m. TOUR, MIAMI HERALD.

For advisers only, at this time. Bus transportation will be provided; sign up at the NCCPA Registration Desk upon arrival.

6:30 p.m. RECEPTION. Lanai area.

For advisers only. Hosts: ACP, NEAS, NCCPA.

Saturday, November 1

9:00—10:00 a.m. GENERAL CONVOCATION. Ballroom.

10:15—11:15 a.m. COMMISSION ON FREEDOMS AND RESPONSIBILITIES OF THE COLLEGE STUDENT PRESS IN AMERICA. Eastward Room.

Dr. Dario Politella, chairman. (For all advisers)

11:30—12:30 NCCPA DISTRICT CHAIRMEN'S MEETING. Westward I Room.

Dr. Louis E. Ingelhart, Ball State (Indiana) University, presiding.

11:30—12:30 TRENDS IN GRAPHICS, PRINTING, PHOTOGRAPHY. Eastward Room.

Prof. Edwin P. Fricke, Publications Editor, Kent State (Ohio) University, presiding.

1:30—3:30 p.m. TRENDS IN GRAPHICS, PRINTING, PHOTOGRAPHY, continued. Eastward Room.

Call Him 'Mr. Curious'

By JOANN LANGSTON
Texas Wesleyan College

"Thirty" may be the symbol for the end of the student journalist's story, but typing that first "30" can be the beginning of many wonderful experiences for a fledgling reporter. And when he graduates to a "byline," chances are he's hooked on journalism for the rest of his life.

Suddenly he becomes more aware of what getting an education is all about. People, ideas, and things take on new meaning for him. He learns that not all information is found in textbooks. Getting to know people and to understand them and their beliefs, he realizes, can never be learned completely from textbooks or attending classes.

He mingles with the masses of students who make up his daily news beat and finds out what they are doing and why they are doing it. He also finds that reading a daily newspaper, listening to or watching newscasts, and reading news magazines, are vital to keeping up with day-to-day changes in the nation and the world.

The reporter begins to look beyond the superficial and to seek the answers to questions that challenge his comprehension and that of his readers. Only through going to the proper sources does he get those answers.

Getting one good story can lead to many other assignments—some routine; other, never to be forgotten.

The student journalist knows he must feed his reader information he can digest. He must amuse him, entertain him, inform him. He must learn to distinguish between that which is important and that which is unimportant; that which is interesting and that which is uninteresting.

He carries a pencil and notepad everywhere he goes. He might be seen with a camera slung over his shoulder, a tape recorder in his pocket or under his arm.

He claims a small niche in the newspaper office, where he assembles his pencils, eraser, and pocket thesaurus or dictionary on his desk.

He becomes philosopher, grammarian, writer, historian, artist—an expert on getting news under pressure.

He objects strenuously to any of his material being "cut" and he "bleeds" when it is.

Truth takes on new meaning for him. He realizes that being truthful is a vital requirement for any story he writes. He realizes, too, that he is not there to manufacture news, but to report it—truthfully and accurately.

He knows he must have *all* the facts if he hopes to tell the story "the way it really is." He knows, too, only the proper seasoning, color, and style, will make it a really good story.

"Accuracy" is drilled into his head daily by his editor. Also expressions like "Write it tight!," "Use the right word!," and "Know who your audience is!"

Out of all this "organized chaos" he emerges to write about the newsworthy events of the day. He seeks the elements he has been trained to look for—immediacy, prominence, proximity, disaster, progress, conflict, human interest, oddity and, of course, sex.

He is alive, vital, persistent, curious, aware—a believer in the fundamental principle of free speech. He is 'Mr. Curious,' a representative of our search for an enlightened America.

Life is his laboratory; words, his chemicals. His formula? Get the facts and get them right! #

Student Publications In Peru and El Salvador

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

Radical policies play a commanding part even in a science faculty within a technical university in Peru, one of four South American republics facing the Pacific Ocean. One evidence is the leftwing orientation of *Universitas*, magazine published by the Student Center of the Faculty of Physical and Mathematical Sciences of the National Engineering University at Lima, capital city.

The twice-a-year issues indicate a student preoccupation: a solid anti-gringoism. The periodical is published by a department encompassing 150 students, one of the nine University faculties. This school, one of the nation's most important, if not the largest, with its 3,600 students, has a reputation for radical student politics.

Universitas is the only University publication appearing regularly in Peru. Until December, 1966, there was a bi-monthly student-edited magazine, *Horizontes Universitarios* (University Horizons), published in Lima, but it quietly and quickly died. Other student works are crude mimeographed sheets, which come out when someone has the money for paper and the use of a machine. Their regularity is infrequent; their life, short.

Carlos Ruiz Durán is publisher of *Universitas*, which was initiated in 1965, and draws upon some of the finest writers around the world for its offerings.

The format of this 48-page periodical includes 10 essay or think pieces ranging from 2,000 to 4,000 words; an interview, and a collection of poems. The front and back covers are in full color in heavy stock of the quality of paperback book covers for permanent filing. Art work is psychedelic.

Five pages of the 6½ by 9½ inch publication are devoted to advertising. It is printed on book stock paper, and typographical devices are minimal; there are heads, but not subheads.

In the most recent issue, the one graphic aid illustrates an article on Viet Nam by Australian writer Wilfred Burchett. In this reprint of his feature from *Pensamiento Crítico*, (Critical Thought) in a Havana periodical, Burchett contends that an American goal is not to occupy but to kill. He says the Vietnamese will not stop fighting until foreigners leave the area.

In an article ostensibly calling for University co-government by students and administrators, Peruvian writer R. Vasquez Olano attacks imperialists. He alleges they try to control Latin American universities in Peru, Brazil, Ecuador, and Colombia.

Professor Carty, chairman of the Communications Department at Bethany (W. Va.) College, conducted a press seminar for 60 journalists and students on an assignment for the U.S. Information Service in San Salvador in 1969. It was completed following a surprise interruption caused by the five-day undeclared war of El Salvador and Honduras.

Mario Benedetti of Uruguay examines the writer's situation in Latin America. Although it is not a part of his theme, he writes the U.S. is drugged by political propaganda. He says the U.S. is devoted to pressure, prohibitions, invasions, blockage, assassination and other means to impede obtaining full rights by Latin Americans to act on their own account.

In a dialogue, Gabriel García Márquez, Colombian writer, says good literature should destroy the established order and create new forms of life. He and Mario Vargas Llosa, Peruvian novelist, discuss the subversive functions of authors.

In still another piece, C. Carlos Malpica, author of several books, calls the Alliance for Progress a failure in Peru. He attributes its shortcomings both to Peruvian Government administrators who did not fulfill reforms demanded by the charter of Punta del Este, and to lack of sufficient U.S. financial aid.

Ricardo Gades Acosta, journalist imprisoned for two years while awaiting trial on supposed political charges, was interviewed. He affirms that youth loved Ernesto (Che) Guevara, Fidel Castro's No. 1 adviser, and his death in Bolivia represents a great loss for the world. But, Gades adds, youth will not be frustrated and will arise to be revolutionary.

Two non-political articles deal with repertory theatre and the relation of science fiction and actual problems. The heavy diet of propaganda, well conceived and written effectively, indicates a definite perspective, policy, and plan of the editors. But the generalizations are too apparent, despite the skillful writing. #

— El Salvador —

The home of the administrative chief of the national University of El Salvador was damaged severely by a tremor in the capital city of San Salvador, situated amid beautiful mountains.

Five years later, the principal executive officer of that institution rocked the nation with an earthquake-shaking statement.

Warned the rector, Dr. José María Méndez: funds must increase by 16 per cent or the school would have to close. The budget, he affirmed, should be raised correspondingly from 12,613,409 colones (\$5,045,363.40 in U.S. money) to 14,988,731 colones (\$5,995,392.40 U.S.).

The occasion: the increase in students from 7,569 in 1968-69 to 9,170 during the 1969-70 academic year.

The dilemma was set forth in a five-column, front-page article, in *El Periodista*, (The Journalist), bi-monthly publication of the University Journalism Department. The interview was implemented by five, one-column, side-by-

side, photos of the rector and his short, incisive quotes in the cutlines.

This hard-hitting newsy periodical is one of three regular major school publications. Others are *La Universidad*, literary journal with five issues in monograph form annually and *El Universitario* (The University Student), a bi-monthly newspaper published by the University Department of Public Relations.

The University Press publishes not only these periodicals, but also books of distinguished authors and beginning writers. One of its signal contributions was the history of the press in the nation, *El Periodismo En El Salvador*, (Journalism in El Salvador), written by Italo Lopez Vallecillos in 1964.

Outside the official family are the occasional underground publications, as *Bomba Estudiantil* (Student Bomb). In a special boxed item, a recent issue of the Journalism Department publication asked readers to ignore publications which do not indicate their source and staff. The contention: only publications which identify themselves can be considered a University publication, even an unofficial one.

The J Department periodical, founded a decade ago, was renamed *Primera Plana*, (Front Page or Page 1), beginning with the edition of the final week of August, 1969. The re-titling marked a new era in administration, and apparently the different director wished to indicate editorial changes.

In July, 1969, Raul Castellanos, an economist educated at the national University of Mexico, assumed the post of this communications department, which was begun in 1954. The past staff, including the former director, Christóbal Humbarto Ibárra, was retained, to insure continuity.

In its beginning issue under a new name, an editorial commented that the title signifies a change in direction. As in the past, the paper represented experimental lab journalism and would continue the traditional aims of informing fully and objectively about school activities as related to nationwide interests and social development.

In addition, there were announced new departures of opening columns to spokesmen of labor, farmers and intellectuals of all views to provide a more democratic forum.

This paper shares in the characteristics of practically all dailies and weeklies in the nation. It is tabloid in size—although not in typography or style of writing—and sells for 4 cents, U.S. money, an issue.

The 4- to 8-page periodical has a distribution of about 5,000, serves as a laboratory for the 50 journalism majors, who work by day in the mass media and attend the night classes. All photos are taken by students, who develop them in the small campus facilities.

The Journalism Department publication, fortunately, is unlike many university publications in several other Latin American countries. Whereas they are opinion-oriented, it is news-oriented.

Primera Plana contains few adjectives, and there is no disguising opinion as fact. True, some opinion is expressed, but the author attributes it to himself or an outside specialist.

Moreover, the style is simpler than in other Latin American nations. There are shorter sentences and paragraphs.

Also, more news is printed about the problems, prospects, plans of the University of El Salvador and the nation. Elsewhere, papers seem in other nations to have everything but news of their own school and its context,

their nation.

The University is liberal, like most schools in the western hemisphere. The country largely is friendly to the U.S., and the paper has few critical articles of the "giant of the north."

A few articles have dealt with the Vietnam war, but there has been no campaign. One issue reprinted a letter in which Jean Maurice Hermann of France, secretary general of the left wing International Organization of Journalists, praised newsmen who attack the U.S. for its continued actions in that Asian battleground.

A student bylined article—and most items carry the name and class year of their contributor—chided the U.S. for alleged contradictions. The author contended that North America claims peaceful aims in Vietnam, but cannot control violence at home.

Many articles report on J Department developments, as the thesis approval of one graduate and its publication probabilities as a book. Two other items mentioned the departure of one student for overseas scholarship and the prospect of starting a University radio station.

One column criticized the bookstore manager for alleged attacks on the J Department. The same issue contained another which reported on his leadership in augmenting bookstore sales from \$28,000 to \$80,000—largely in the humanities and cultural field—within four years.

Many articles treat national issues, as unemployment. Some 300,000 Salvadoreans—one-tenth of the population—work in underpopulated Honduras.

Expulsion of several thousand Salvadoreans by Honduras apparently was a contributing factor in the five-day undeclared war of the two nations in July, 1969. Economies of both nations—indeed of all five in the Central American Common Market—sustained a setback as a result.

At a time when some Central Americans were inflaming public opinion by calling for resumption of the Salvador-Honduras conflict, *Primera Plana* calmly pointed out the negative consequences. The paper said such action would harm, not help the countries.

This reaction is typical of the maturity of staff members of this and other contributors to the University publications in San Salvador.

The writers' dedication is so appreciated by readers that there is a growing publications' market. *Vida Universitaria* (University Life), discontinued several years ago, was resumed in late 1969. The editor is Uriel Valencia, student in the humanities and winner of a poetry contest in Peru.

A recent issue of *La Universidad* presented detailed, analytical articles on five subjects. They described new aspects of agrarian reform, status of education, evolution of income tax, union development, and trends in narrative writing in the nation.

El Universitario, started in 1963, is published by the Public Relations Department of the school, and has an 8,000 distribution. Contributors include students as well as staffers.

The eight pages are filled with news of various University departments, such as archeological findings in El Salvador and the Central American country of Nicaragua. It has longer sentences and paragraphs and while well written, is not so well written as the J Department paper. However, *El Universitario* has more and better photos, sometimes as many as four or six to a page.

Primera Plana and *El Universitario* are better written and edited, more comprehensive in school news coverage, and more relevant to their reading publics than a majority of school publications in Latin America. #

— Tolerance Needed —

(Continued from Page 2)

The president called the newspaper irresponsible and "disturbingly reminiscent of Hitler Germany," and told the editor that the responsibility for reforming the *South End* rested with him as the editor.

The editor, John Watson, said that he had no intention of changing his political position. He received support from members of the Black Panther Party and from other black students.

He said that the real reason his newspaper was under attack was that it had fought for black revolutionaries in their battle with the Chrysler Corporation and had hit at Detroit's slum landlords, making powerful enemies as a result.

The administration, rather than risking the effects of a confrontation, chose to ride out the newspaper and its policies through the spring term.

During election campaigning for the editorship last April, students were assaulted by a group of three or four black youths who hit each student several times and then fled.

One of the white students had, by a reported 6-2 vote, been elected editor by the Student-Faculty Publications Council.

The council, at a later meeting called for another purpose voted to reconsider, 3-2, the selection of the new editor. The *Detroit News* on May 4, in a page 1 story headlined "WSU scuttles white editor in wake of beatings, threats," said that the council "backed down, said one source, to black militants who attended the meeting and made threats that were 'plain blackmail' and 'naked suppression of the democratic process.'"

"Part of the pressure was a warning by the chairman of WSU's Association of Black Students that he could 'no longer assure' that there would be tranquility on campus if a black editor was not named."

Meanwhile, selected to be editor for the summer quarter was the *South End's* copy editor, a white girl who was reported to have identified herself as a "White Panther" who'd be a "Black Panther" if she were black.

Those of us in far away places, who know only from second hand sources what has been taking place in the Detroit area concerning race relations, can join with the black community in its frustration and anger. Some of the exposés in the *South End* are jarring to the nerves, but they needed to be told, and only such a paper as this would tell them. (John Hersey's *The Algiers Motel Incident* gives some idea of what went on before, during, and after the riots in Detroit, too.)

Thus, one can appreciate the view of black editor John Watson who says "The black movement must build an independent movement and eventually have its own black, independent paper which [President] Keast can't shut down."

Agreed.

But this writer, at least, cannot agree that the way to accomplish this goal was to shut down the *Collegian*, or to threaten disruption or violence if a black editor of their own views were not selected. Intolerance leads to bigotry, threats of intimidation lead to suppression, and violence leads to chaos.

Nobody can win.

— AMS #

Ithaca's Student Newspaper Becomes a Corporation

Ithaca College's weekly student newspaper, *The Ithacan*, at Ithaca, N.Y., has incorporated and is now solely responsible for its own fiscal and editorial policies. It will operate as a membership corporation under the name of The Ithacan Publishing Company.

Formerly the *Ithacan*, although edited and written by students, was financed through the College administration. The administration also appointed an adviser who was responsible for approving fiscal policies and making recommendations on editorial policy.

Richard Cohen, *Ithacan* business manager explained, "This does not mean that the College will no longer give any financial support to the paper. Since the general fee paid by each student includes money for a subscription to the College newspaper, the administration has agreed to contract with the corporation to provide papers for the student body."

Approximately half the annual budget for the newspaper will be raised by the corporation from the sale of additional newspapers and advertising space.

The *Ithacan*, which incorporated July 11 on the approval of the College Board of Trustees, publishes 25 times each academic year. With a circulation of about 4,500, Cohen believes that it may be the smallest, independent college-affiliated newspaper in the nation.

Cohen said the paper will retain its present editorial structure and all officers of the corporation will be students. The editorial board hopes to appoint a Board of Directors of both students and non-students with the hope of involving persons from the faculty and community who are experienced in business, printing, and writing.

The student editorial board will, however, take full responsibility for all information and editorial material which is printed in the newspaper. The administration, under the agreement, will neither assign an adviser, nor assume responsibility for the content of the newspaper.

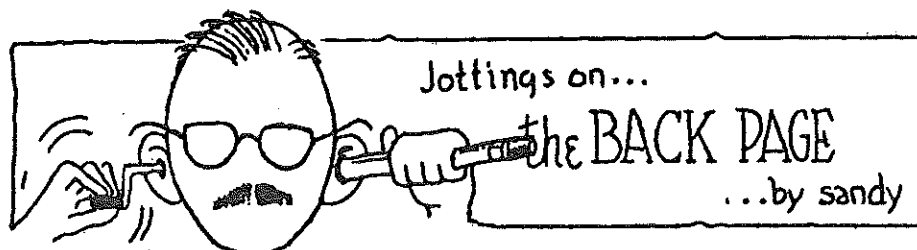
The editorial board is making plans to sell the paper on local newsstands, in addition to selling subscriptions to parents and alumni, according to Cohen. #

If You Are Not Now a Member of
The National Council of
College Publications Advisers,
We Cordially Invite You to Join

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*.

For Further Information, write to . . .

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



IT ALL STARTED during the bedlam that characterizes freshman registration period in the gymnasium. A Sweet Young Thing asked me if I had seen the yearbook from her high school last year. I allowed as how I was unable to keep up with all the high school yearbooks in the country and expressed deepest regrets that I hadn't seen hers. "Were you the editor, or someth'n?" I asked. "No," she said, and seemed shaken that I didn't even know the name of her book. "It's one of the best in the country," she assured me.

"Frrmmpfh, frummpfh," I said, as I turned to hand out the 105th class card for my Introduction to Mass Communications class to another student, knowing that only 80 textbooks had been ordered.

"I'll bring my copy to your office tomorrow so that you can read it," she said. "You can keep it for the day."

"Fine, fine!" I boomed heartily. (Great day in the mornin'! — I don't even have time to read my mail at this time of year, let alone answer letters, or read high school yearbooks.)

But there on top of my littered desk the next day was The Yearbook. I did get around to looking through it in the afternoon, remembering her warning that I had only the day to study it. I enjoyed reading it, really, although in glancing at some of the autographed remarks, I felt as if I were peeking into a girl's private diary — and perhaps it is, in part.

I reflected, too, that kids today are more sophisticated than we were in high school. My own high school yearbook has mostly such literary gems as "Roses are red, violets are blue..." or "I'll never forget you. From your old pal, Tommy," or "Lotsa Luck, Bill Jones."

This 1969 book had polished little essay paragraphs, or words of wisdom or

remembrance, with apt quotations from Shaw or Kerouac, or Eliot, no less.

But what impressed me, and justifies the space in this column, were the lines in the upper left corner of the inside cover. They were from this freshman girl's mother. Here they are:

Graduation Day

My Dearest Daughter:

At this moment I feel like the King in "The King and I" — When called upon to give his son and heir some good and lasting advice, the only thing he could say was, "It's a puzzlement. There are many facts inside my head of which I'm certain I'm not sure there's confusion in conclusion I concluded long ago—"

So it is with me, my dearest daughter, a puzzlement. Therefore I give you the same advice the wise king gave his son:

Every day do your best for one more day.

*I love you,
MOM*

Well, it had been another hectic day before I read that. The continuing horror of Viet Nam, the threats of more campus unrest and violence as colleges opened across the country for the fall term, the stories of drugs and graft and confrontations and students' rights and faculty protests... another term starting.

But somehow, things fell into perspective. There are still a lot of nice people in this country.

Lucky girl to have such an understanding mother. Lucky mother to have a daughter who asks her to be the first to sign her yearbook.

* * *

CORRECTION: In the last issue, you got a bum steer on travel to the Miami conference. If you drive down the Sunshine Parkway (toll road) to the end, turn east (left) on State 826 (Golden

Glades Drive) and follow the road to the ocean. Then turn SOUTH (not north) into Bal Harbour. The Americana is about two miles down the road.

Slow down as you near it; there's a turnoff where you can scoot across the highway and up the ramp to the hotel entrance. Pile out there; a car-man will give the driver a claim check and will park the car for you.

If you fly, airport limousines will take you direct to the Americana. Be sure to reserve your return trip to the airport with the Limousine Service office in the Americana lobby at least 6 hours in advance.

The Sunshine Parkway is the fastest route, but it gets monotonous. You may wish to turn off earlier and finish the ride along A-1-A and the beach towns and Hotel Row. Incidentally, if you go through Fort Lauderdale (where the boys are) take a short detour to the docks where you can drive alongside the Queen Elizabeth. No charge to look; about \$2.50 if you want to go aboard. When I was there a couple of months ago (looking) a naval aircraft carrier was docked alongside the Queen. A thrilling sight.

Incidentally, again, when I drive down the lower east coast of Florida, I try to keep as close to the ocean as I can. U.S. 1 (and sometimes A-1-A) go through warehouse districts, and are lined with hot dog stands and gas stations. You miss the beautiful homes, the beaches, and the lush gardens.

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ALL FACULTY ADVISERS: Please sign the register at the NCCPA desk. We share in the registration fee you pay to ACP. It's dismaying — and costly to our treasury — to discover that many advisers (even veteran NCCPA members) fail to do this each year.

You will note from the program listed on another page that we have scheduled three "Advisers Round Tables." These are the times to get things off your chest, to ask for advice or to give it. No speeches are scheduled; come prepared to share information.

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