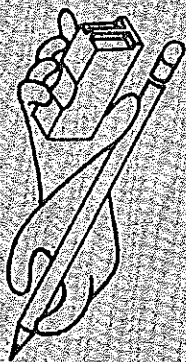


College Press Review

National
Council of
College
Publications
Advisers



WINTER, 1970

VOL. 9

NO. 2

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

- The Transylvanian* —
The Oldest Living
Student Literary Magazine —3
By GLEN KLEINE, Eastern Kentucky University
- Kansas State University's
High School Press Conference
on Drug Abuse —9
By EVERETTE E. DENNIS and
Deryl R. LEAMING, Kansas State University
- Memo: To College Editors —6
By Daniel Z. Henkin,
Assistant Secretary of Defense for Public Affairs
- Reader Response to a
Greek Newspaper —11
By GUIDO H. STEMPEL III, Ohio University
- We Publish, Too! —13
By GLENN A. HEIMBAUGH, Kent State University
- Presidents and Editors —14
By GEORGE W. STARCHER, President, University of North Dakota
- Proceedings of 15th Annual Convention —22

College Press Review

Published by the National Council of College Publications Advisers at 226 University Center, University of South Florida, Tampa, Fla. 33620. Contents of this issue are views of the writers, not necessarily those of NCCPA or their institutions. Address communications concerning news-editorial content to the editor. Address communications concerning subscriptions or membership to the Executive Director, Dr. John A. Boyd, TMU 401, Indiana State University, Terre Haute, Indiana 47809. *The Review* is published during Fall, Winter and Spring quarters of the college year.

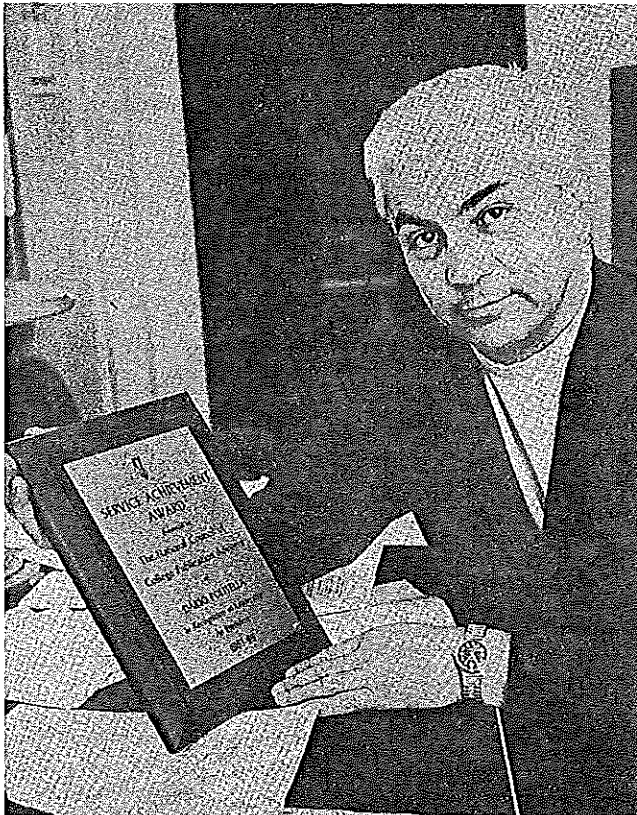
Editor

ARTHUR M. SANDERSON
The University of South Florida, Tampa 33620



WINTER, 1970

VOL. 9, NO. 2



Dario Politella

Hail, But Not Farewell

At the Miami convention your editor asked Dario Politella, outgoing NCCPA president, "to write a few words" for this magazine. "Not a swan song," we said (we expect him to be around for a long time to come), rather, "some personal guidelines or a charge to the membership." He demurred modestly, feeling that attention should now go to the new officers.

We put the squeeze on him, deliberately and cunningly lapsing into his own peculiar language to establish rapport: "'twud be wizzard iffen thee wudst, friend Duke." He melted. We received the copy this week, on his 1969 letterhead. (He had neatly lettered "President That Was" above his name.)

"Getting the right words down has been a problem," he says. "And I don't know that what I am attaching is the solution. I can get sentimental about my associations, as you know."

That's the problem at this end, too. We've known Duke and have been associated with him in NCCPA since its inception. No one has given more vigorous and capable leadership. Officers and committee chairmen have never before been so flooded with Prexygrams, exhortations, ideas, projects to consider (on at least five different letterheads). No one has been more enthusiastic about the National Council, aware of its potential growth, and concerned for its future. There's much more that can be said, but the words don't come out right. Why don't each of you try? Drop him a personal note. (Dr. Dario Politella, Machmer Hall, Center for Journalistic Studies, University of Massachusetts, Amherst, Mass. 01002.) Please do.

Here's his final observations as president and, from all of us, a salutation of "Hail, but certainly not farewell."

Each One, Teach One

Even his best friends won't tell him . . . but during three years in the NCCPA slot, His Prexyship learns a lot about each one teaching one as the essence of progress.

His constituents let him know right quick that they don't believe his outfit's doing enough for them — like not stepping in to mediate their problems with administrators . . . not providing enough resource materials for Instant Advising . . . not scheduling enough local meetings between annual conventions . . . not communicating more frequently and more extensively and more seriously . . . not finding enough projects to keep them busy.

And charging too high dues for too little doing.

He learns quickly that no one ever gets enough of everything — even in an affluent society . . . especially of the getting requires some giving.

There's nothing personal in all of this, he learns, y'unnerstan'.

But what he does take personally that may be the solution for the ills of every organization is the realization that there is always a paucity of communication — even among professional communicators.

So, he grants that there is no ideal organization (or even an ideal Prexy, for that matter) that is all things to all men (or even many things to some men). But by gathering energetic men of good will who are bound by common interests, one has the beginnings of achievement.

As the years go by, he believes, NCCPA comes inevitably closer to the goals of its founding fathers. For year after year are recruited members who *communicate* their experiences to share. And those who receive will ultimately give, so that others among them will benefit.

This has been the essence of His Prexyship's three years in the slot of NCCPA.

By giving, he himself has received.

He can leave no better charge to those who follow, than for Each One to Teach One.

The Transylvanian — The Oldest Literary Magazine

By GLEN KLEINE
Eastern Kentucky University

The West was feeling its oats. Andrew Jackson had been elected president by a whopping margin of 95 electoral votes. "Old Hickory" had long been claimed by the West as its frontier hero and symbol of the common man. One month after his election, the then sleepy town of Lexington, Kentucky, saw students at Transylvania University give birth to the first college literary magazine.

The Transylvanian or Lexington Literary Journal, later to become more simply the *Transylvanian*, was first published in January, 1829. As such, it holds the best claim as the oldest surviving collegiate literary magazine despite periodic lapses in publication. (Frank Luther Mott in his *American Journalism* credits the Yale Literary Magazine, founded in 1836, with this distinction, however.)

The first student magazine was in many respects a prototype of later student publications. It was outspoken, thoughtful, argumentative, and went into a period of inactivity after only one year. The editors provided generally sound and readable copy.

Although it styled itself a literary journal, it bore little resemblance to literary journals we know today. Essays, however, were included in this little magazine. One was "An Essay on the Tides of the Ocean" and another was called the "Letters of Theodoric to Aspasia" which was sent to the editor of *The Transylvanian* by a Cleanthes from West Tivoli on January 26, 1829. The former tells how the moon produces the tides and the latter is a tale of unrequited love. The attention given to poetry, however,

was slight. Only five of the 75 pages in the first two issues were devoted to poetry. It was obvious from the outset that the editors planned for *The Transylvanian* to be a general publication. The last page of the first issue carries the following statement:

ADVERTISEMENT

In consequence of the want of sources from which to derive information, the quantity of selected matter contained in the present number is unavoidably small. It is however expected that previous to issuing the February number, our means in this respect will be much extended, and that we shall be able to fill at least one half of each succeeding number with interesting and valuable extracts from the most noted periodicals of the day, and thus to present to our readers all that may be desired respecting the present state and progress of education, literature, and the sciences, not only throughout our country, but also, in Europe, Asia,



Glen Kleine, assistant professor at Eastern Kentucky University (Richmond, Ky.) and a former staffer of the *St. Louis Post Dispatch*, developed the Bachelor of Arts in Journalism program at Eastern where he served for two years as adviser to the *Eastern Progress*, the student newspaper. He is currently NCCPA Vice President for District Affairs.

He remarks about this article: "It was written after noting the early date claimed in the *Directory of the College Student Press in America*, an NCCPA publication. It appeared, and correctly so, that *The Transylvanian* was the oldest living student publication in the United States. I simply wanted to see what this early student publication had to say, so I visited the Transylvania College library. Although the library has a fabulous collection of 18th and early 19th century books, *The Transylvanian* was missing. I then checked

the Lexington Public Library without result. Several weeks later I was doing research in the University of Kentucky Library and found that it had a complete first volume. I had the first two issues of the monthly magazine Xeroxed and studied the material at some length.

"The school newspaper was founded in September, 1895, and the yearbook was founded at about the same time. Transylvania University (as it was then called) itself was founded in 1780 and *The Transylvanian* literary magazine was founded in 1829. This date made it, to my knowledge, the oldest living student publication. Thus, it appears it is seven years older than the literary magazine F. L. Mott claimed to be the oldest surviving literary magazine. This made the time I spent worth it."

and South America.

Conscious of the responsibility and labour which devolve upon him, the Editor respectfully solicits the aid of the scientific and literary throughout the union. Such original communications of merit, as are suited to the design and character of the work, will find a place in the pages of the *Transylvanian*.

If it were not for the magazine format this might well be the platform for a fledgling newspaper. It calls for half of its content to be extracted from the periodicals of the day, it states that its concern will indeed be broader than its own campus, and it solicits the views of others. None of these fit the standard criteria for a college literary magazine.

Perhaps the most significant contribution made by *The Transylvanian* was the publication of several articles which reflect the educational theories of the great Swiss educator Johann Heinrich Pestalozzi. At first glance it appears that Pestalozzi himself is the author of two articles in *The Transylvanian*. Since he died in 1827 and is found answering letters criticizing his theories in February, 1829, it is apparent his Kentucky followers took the liberty of speaking for him.

Whether or not Pestalozzi actually contributed to the first issue is subject to debate. Two articles appear; the first is "signed" by him and the second is about him but includes a letter from him which runs three pages in type. The latter carries an editor's comment immediately prior to the letter which reads, "It is delightful now to have this great philanthropist's own words in telling the story of his successful experiment upon this seemingly hopeless case." The first article interestingly concludes:

I cannot close this essay without congratulating my fellow citizens upon the principles which have guided the reorganization of Transylvania University. "Complete," "thorough," "accurate," "analytical," &c. are favourite terms with its officers in relation to the business of instruction. Only let them be sustained by public opinion and the public purse; and I have not a doubt that with regard to rationality and practical utility, education in the West, will, under their guardianship, in a short time be made to vie successfully with education in the East.

PESTALOZZI

It is likely that the above passage was written by a student or faculty member who was a follower of Pestalozzi rather than by the educator himself. It is unlikely that Pestalozzi would have been familiar with the "favourite terms" Transylvania University's officers used to insure favorable public opinion and public purse. Public relations was obviously an early concern of Western college administrators. This passage, if in fact authored by a student, suggests an early student awareness about the college-public relations function.

The first article by "Pestalozzi" calls for something more than mechanical or irrational education. It suggests that there is little value in unreflecting imitation. It further suggests that there is too much memorization without reasoning in the study of the dead languages, grammar, geography, and the other branches of science.

The year before the publication of this article the educational establishment met at Yale and formulated the

Yale Report of 1828. This report had a two-fold impact. It insured that the focus and methodology of higher education would remain unchanged. Effectively re-entrenched were the Latin and Greek entrance requirements, the Classical curriculum, and it killed any chance of students electing courses until Charles William Eliot brought sweeping changes to Harvard University after the Civil War.

It also led President Nathan Lord of Dartmouth College to say that a college education was not meant for those planning to engage in mercantile, mechanical or agricultural occupations. This being the tenor of the times in educational circles, *The Transylvanian* was quite liberal for its day.

Two letter writers take "Pestalozzi" to task. "Philopaidos" suggests that there is little point in attempting to teach children to reason until they are ready. He writes "As the powers gradually open should they be gradually and successively exercised, each one in its appropriate sphere. As already mentioned, premature exercise of either of them or rather an attempt at it, is not only fruitless, but hurtful. Sound education consists in suitably instructing these powers as they become susceptible of it." "Pestalozzi" answers this:

In the science and art of education I am but a student and would not be thought to aspire to teach others. One motive for my writing is my own improvement, and having made this declaration I shall not feel mortified if I should be compelled by Philopaidos to relinquish or change an opinion, a thing which every learner has to do, even in the course of his private investigation. I hope, however, it will not be considered an evidence of insincerity if notwithstanding the reasoning of Philopaidos I still persist in believing that a child is but a man in miniature, intellectually, as well as bodily — that he is in earliest childhood a reasoning little creature, and from the age of four years certainly, if not younger, susceptible of rational cultivation.

"Pestalozzi" goes on to suggest that the best technique is to "proceed always from the known to the unknown, from the most easy to the most difficult."

"Kappa," the second antagonist, not nearly so subtle as "Philopaidos," begins by writing, "although your object is highly praiseworthy, I am afraid your principle is essentially erroneous. That the minds of children should be developed slowly and progressively, is one of the wisest ordinations of God." He continues, "There is a boy in this town, say twelve years of age, who has been under a Pestalozzian teacher for some time, and who was induced to write a letter to his father the other day. Though the words were all of the very plainest and simplest that could be used, four-fifths of them were spelt wrong. And yet he could tell you all about an electric machine and the lightning rod. Now would it not have been better for this child to have been employed in mechanical writing and spelling and reading, and at a more suitable age to have taught him 'why winter was colder than summer'?"

In the course of his answer to "Philopaidos," "Pestalozzi" dismisses the "fear of forcing a precocious growth" and of encouraging vanity by "making men of boys." With a quick thrust of his pen he then responds to "My friend Kappa whom I must not pass entirely unnoticed, will excuse me if I am not deterred by any apprehensions as these. Vanity is the attendant of

ignorance, not of genuine knowledge."

The first issue also carried an article about a new method of using the sextant with the accompanying computations for "locating" Lexington.

The second issue carried articles entitled "Reflections on the French Revolution"; "To the Students of Transylvania" (an editorial on the value of learning); "Extraordinary Anecdote of a Spider"; "Suggestions to Parents" from the *Journal of Education*; "Compression of Atmospheric Air" by Perkins in *Silliman's Journal*; "Sideroscope," "Crystal Bed," and "Artificial Spider's Web for Micrometers" from *Ferrussac's Bulletin*, Juillet, 1827; "Beet Sugar in France" and "Odors Affected by Electricity," from the *Annals of Chemistry and Physics*, January, 1828.

The public school report for New York, dated December, 1828, was also reprinted. Regular instruction was reportedly given to 441,850 students in that state.

A reprint from *Silliman's Journal* announced the completion of *Webster's Dictionary*. It was noted that, "More time and labor have probably been bestowed on this performance, than upon any other that has appeared in this country. It is the most extensive vocabulary of the language extant: the author states that it contains twelve thousand words more than Todd's Johnson, and between twenty and thirty thousand definitions more than the most copious English dictionaries before published."

There was an obvious concern at this time for the status of the English language and those who taught it. The article on Webster's Dictionary ends: "Webster's Dictionary must, both at home and abroad, stand before all others in the language, and that it will form a valuable part of the treasures of learning common to all countries — not excepting the parent isle — where the English language is studied."

The first article of the first issue gives attention to this concern. The author, simply identified as "A. W.," writes,

Peculiar facilities are afforded at the University for giving the necessary attention to this subject [preparation of teachers], in consequence of the establishment of an English Department, in which there is an endeavour to give the best education which can be obtained without a knowledge of the Greek and Latin languages. This is a peculiarity in College establishments. But there appears to be an obvious propriety in having such a department. Why should a young man who intends to be a farmer, or planter, or mechanic, or merchant, be excluded from the advantages of a public education at the State University because he does not wish for a knowledge of Latin and Greek? . . . This English Department has already received unequivocal tokens of public approbation; and promises to extend the advantages of the University, not to a select few, but the great mass of the people.

Not to be outdone in the quest for a higher position in the academic pecking order, an article reprinted in the first issue of *The Transylvanian* from *The American Journal of Education* entitled "The Natural Sciences," offers "a few reasons for considering the natural sciences worthy of a still higher rank than they now hold, in every complete system of education." The article states "It has always appeared to us a fallacious opinion, that these sciences must yield in importance to intellectual philosophy, the mathematics, logic, &c. if we take for our standard the proportion in

which they respectively exercise the higher faculties of the mind."

There was no clear-cut distinction between "straight news" and "editorial" copy in *The Transylvanian*. The first article comes closer to being an editorial by present day standards than do the others. That first "editorial" begins by briefly summarizing the development of higher education through the ages and the support given to colleges and universities in ancient and modern times. The writer of the "editorial" observes that "The Universities of Oxford and Cambridge, of Dublin, of St. Andrews, Aberdeen, Edinburgh and Glasgow, are a lasting monument to the honour of those public-spirited rulers and those benevolent individuals under whose auspices they were established. . . . In France, while education is generally very limited, provision is made in the University of Paris, with princely munificence, for the patronage of learning. . . . Thirty years ago Germany could boast of more than forty Universities in a flourishing condition."

The writer then observes that "Several of the States of the Union have, in the establishment of Schools and Colleges, laid deep the foundations of their future prosperity. In the northern States, Schools have been established in greater number and perfection than in any part of the Union. But it would be impossible to sustain these schools to any advantage or with any reputation, were it not for their higher schools, their Academies, their Colleges, and their Universities. Without these higher Institutions a sufficient supply of competent teachers could not be obtained."

It is at this point that the first expression of opinion in a collegiate magazine occurs. Interestingly it deals with a local matter.

We rejoice greatly in the assurance that public sentiment in this State is decidedly favourable to the establishment of some system of public schools. It is probable, that a very lucid and able Report made to our Legislature in 1822 and printed by order of the General Assembly, has contributed much to this state of public sentiment. We rejoice in this assurance because we verily believe that the preservation of all that we hold dear as men and as christians depends on our making a common education as extensive as the right of suffrage.

Having backed up the need for public support of education in the Commonwealth of Kentucky, the writer moved on to arguments for providing sound teacher education programs and financing of institutions of higher learning. He writes, "The donations, public and private, to Harvard college, Mass., are stated to amount to five hundred thousand dollars. . . . The munificent liberality of the State of New York, to her institutions of learning, combined with her gigantic efforts for internal improvement, has made her in many respects, the first and most powerful State in the Union. Upon her colleges alone she has bestowed \$638,575. . . . The State of South Carolina has endowed her college at Columbia with a liberal hand. Her grants to it have amounted to \$400,000. . . . As the daughter of Virginia [Kentucky was originally part of Virginia until it became a state in 1792], we will be disposed to regard with particular attention the example of our maternal State . . . Out of the annual proceeds of the literary funds, the General Assembly appropriated \$45,000 to the education of poor children; and \$50,000 a year for several years to the Virginia University at Charlottesville.

Upon this University Virginia has already bestowed about \$400,000, and still continues to bestow upon it annually \$15,000."

The writer then cites Thomas Jefferson's report to the University of Virginia in 1818 which gives support to the argument for public rather than private support of colleges and universities. He also cites George Washington as a strong supporter of home-grown higher education. Washington is quoted as saying in his will, "It has always been a source of serious regret with me, to see the youths of these United States sent to foreign countries for the purpose of education, often before their minds are formed, or they had imbibed any adequate ideas of the happiness of their own, contracting, too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government, and to the true and genuine liberties of mankind."

The "editorial" continues, "The disadvantages of a foreign education were not at all overrated by Washington. There are also serious disadvantages attending an education in a very distant part of our own country. Besides the necessary increase of expense, there is the removal of the restraints of parental counsel and discipline: — a breaking up of the endearments and moral influence of home. There is an estrangement from one's native climate, which renders a return to it perilous."

He then calls for the state to establish a state university. "By a judicious and seasonable patronage of learning, Kentucky might not only erect to herself a monument of imperishable glory, but make her University a model, which should be copied for its excellence by the numerous literary institutions springing up between the Alleghany and Rocky Mountains."

The first "editorial" and first article in the oldest surviving student-written collegiate literary magazine concludes:

The present is an important crisis in the history of our State. We are fixing the character of the next generation. We are deciding the question whether literary institutions shall flourish among us, or languish and die: whether our own offspring, Transylvania, shall be nurtured with a father's care, or become an outcast in the land.

The way to an honourable pre-eminence, and a glorious destination lies open before us. Situated, as we are, in the midst of the vast and fertile valley of the Mississippi, our responsibilities are great beyond conception. This valley has already a larger population than that of the whole United States at the time of our revolution, when we threw off the yoke of British bondage, and, in the name of Heaven, bade defiance to British power.

In twenty-one years more, the States west of the Alleghany mountains will have a larger population, and a greater number of representatives in Congress, than all the Atlantic States from Maine to Florida put together.

The formation of the intellectual and moral character of this Western Empire, is of the last importance to the destinies of our beloved country. Let, then, Kentucky arise in the majesty of her strength, and vindicate to herself a name and a praise in the earth. Let her forget the petty, jarring interests of the day; and, in the cause of education, do that which may add centuries to the existence of her country's freedom and glory.

#

MEMO: To College Editors

By DANIEL Z. HENKIN
Assistant Secretary of Defense for Public Affairs

This promises to be an interesting session — certainly at least for one retired editor as he meets with you hundreds of active editors of the college press establishment.

I am breaking no "hold for release" or non-attribution ground rules when I tell you that any University of California graduate who ventures to Florida would be wise to talk softly and to place himself in a posture, as we might describe it in Pentagon jargon, to listen and learn. That, most of all, is what I want to do here today with you editors from campuses throughout the nation — listen and learn.



DANIEL Z. HENKIN
Assistant Secretary of Defense
for Public Affairs

There is a need for all of us, in Government and out, to listen to each other, to learn from each other, and to respect each other's views. The need for a confrontation of ideas was underscored this week at Wisconsin State University by Secretary of Defense Laird. He went there, accompanied by Secretary of Health, Education and Welfare Finch, to meet with more than 250 high school students and to answer their questions.

Speaking to the students at the all-day meeting, Secretary Laird said: "I do not believe that there is any reason for a communication gap or a generation gap between public officials and the young people of America."

The Secretary expressed his hope for a greater relative emphasis on discussion rather than on dissent. In this vein, Nixon Administration officials in the weeks ahead will be meeting with student groups throughout the country — to listen and to learn.

Discussion and the exchange of ideas are vital heartbeats of our joint interest, yours and mine, in a free and vigorous press and its importance to a free and strong nation.

We in the Department of Defense believe strongly and resolutely in the need to talk things over. I suppose these days that a graduate thesis or a fashionably, in-depth news report would refer to it as a "dialog." I prefer to describe this basic need in a more basic English phrase that is the subject of my remarks, "Let's Talk It Over."

The Department of Defense is the last place in the world to put a knock on youth. We're a youth-oriented organization. The average age of our 3.4-million people in uniform is 22.7 years, and this will probably go down as our percentage of volunteers increase.

General John D. Ryan, Chief of Staff of the Air Force,

put it this way recently: "I consider youth to be one of the oldest and best institutions in the world. After all, it has kept the 'Establishment' on 24-hour alert throughout history."

What I look forward to at this session and later today, should you desire, is an opportunity to talk it over, frankly and candidly, on matters of mutual concern. I look forward to your questions regarding National Defense matters. I'll do my best to answer them.

Let's begin with a quick survey course — Pentagon 202, all seminar, no quizzes, three credits — covering topics which I hope are of mutual interest: These topics include:

- Our Vietnamization program and progress toward peace.
- Reform of the draft and the elimination of inequities and uncertainties affecting thousands of young Americans.
- Major cuts in defense spending and the consequent availability of additional resources to meet other national priorities.
- New Department of Defense initiatives to help solve some of our major domestic problems, such as housing, medical care, education, equality of opportunity, and jobs.
- The need to assure a blending flow of graduates from civilian universities and colleges into the officer ranks of the Armed Forces through a modernized ROTC program.

First, of course, there is Vietnam. Keen interest will be focused on the President's important address to the nation at 9:30 p.m., Monday night. All Americans eagerly await this address by the President — none more so than your readers.

Obviously, the proximity of the President's address makes it inappropriate for me to discuss today many of the specifics about the situation in Vietnam. This is no time for speculation on what the Chief Executive will say in his report to the Nation.

For now, it is appropriate only for me to discuss with you in broad outline the new directions being taken to achieve our objective in Vietnam — a peace which provides the right of self-determination for the people of that country — and how we are on a planned course towards the attainment of that objective.

Beginning with the Midway conference in June, an orderly and carefully formulated program of Vietnamization was initiated to redeploy thousands of U.S. military men from Vietnam without impairing our basic objective of self-determination for the people of South Vietnam. Since Midway, the momentum has been growing steadily.

Through the program of Vietnamization, we are turning over to the people of South Vietnam the ultimate total responsibility for their combat against aggression. Within the next 45 days, the United States will complete the redeployment of some 60,000 military men, of whom thousands will be released from the military rolls.

Whereas, last January, the authorized U.S. military strength in Vietnam was 549,500, this week the actual strength fell below 500,000 for the first time in 20 months. And in just over a month — by December 15 — the new authorized strength will stand at 484,000. I would anticipate that the actual strength at that time probably will be several thousand below that figure.

Based on progress in one or more of the three criteria set by the President, consideration will be given to the

redeployment of additional thousands of U.S. forces from Southeast Asia. Those three criteria, as you know, are: (1) progress in the Paris negotiations; (2) improvement in the readiness of the military forces of South Vietnam; and (3) the level of enemy activity.

In the continued absence of any willingness by the North Vietnamese to negotiate meaningfully in Paris and in the absence to date of any sustained assurance that the enemy intends to reduce the level of battlefield conflict, Vietnamization has held the front and center position in our plan to reduce U.S. involvement in the war and to turn over ever-increasing responsibility to the Government of the Republic of Vietnam.

With Vietnamization, we are embarked on a new course that averts the danger of precipitate withdrawal, enhances attainment of self-determination for the South Vietnamese, upholds a national commitment and moves with firm and inexorable vigor to assure that not a single American remains in Vietnam — or elsewhere in Southeast Asia — one day longer than is necessary.

Vietnamization is a program which has been carefully devised and programmed to achieve its objective, and which has been achieving accelerated momentum.

In large measure because of the progress in Vietnamization — which now commands the highest priority in the revised orders which have been given to our commanders — it will be possible during the current fiscal year to reduce the total strength of the U.S. armed forces by 220,000 men and women.

Reductions in the number of our uniformed military personnel impact directly on the second topic I would like to talk about briefly — the draft.

Programmed draft calls for November and December, which would have totaled 50,000 men, have been cancelled. Later this year, we will take a new look at the currently programmed draft call for 35,000 for January. Depending on voluntary enlistment and re-enlistment rates, it may also be possible to reduce this January call.

But more important than the current cuts in draft calls, in my view, is the fact that in January affirmative action will be taken by the President to alleviate or eliminate inequities and uncertainties which have marked the draft in recent years.

We just don't think it is fair for young people to be confronted by uncertainties about their military service obligation for periods of up to seven years.

The House of Representatives this week voted approval of the President's request to repeal a single sentence in the present Selective Service Act so that we would be able, depending of course on Senate approval, to go to a truly random system of selection.

If Congress fails to vote the legislation we are seeking, the President will take action by Executive Order to do everything that is possible, short of absolute random selection, to make the draft more equitable. In any case, the period of uncertainty will be reduced from seven years to one year.

I know there are some, among your readers and elsewhere, who contend that the primary reason for seeking this change is to placate dissident college students. This is simply not true. The fact is that under the present draft system the inequities and uncertainties fall most heavily and most unfairly on those who do not go to college and who do not benefit by deferments. We want to assure fair treatment to all young men, whether they are able to go to college or not.

Concurrently with the program of Vietnamization and

the reductions and changes in the draft, the Department of Defense in 1969 has launched a major program to cut Defense expenditures. With the exception of one 12-month period at the end of World War II, Secretary Laird has made the greatest reductions in Defense expenditures in a single year of any Secretary of Defense.

Let me give you some insight into the magnitude of the cuts now being made in defense spending.

In early January, 1969, Congress received a Defense expenditure budget from the outgoing Administration of \$81.5 billion for the fiscal year which started July 1. As a result of a series of actions, based on recognition of the Federal expenditure ceiling voted by Congress, the needs of our economy, the fight against inflation, and the desire for maximum efficiency and economy, Secretary Laird has approved expenditure cuts in the Army, Navy, Air Force, Marine Corps and Defense Agencies of \$4.1-billion for this fiscal year.

Since the impact of the \$4.1-billion cut will come in only a six-month period, the last half of the fiscal year, we can project a reduction in defense spending at an annual rate of about \$8.2-billion by the end of the fiscal year. This means a spending level of about \$73-billion at the end of fiscal year 1969, compared with \$81.5-billion projected at the start of the year.

As a further measure of increased attention to defense expenditures in relation to domestic needs, the President's Council of Economic Advisers, headed by Dr. Paul McCracken, now will participate on a Defense Review Committee to assess military spending plans.

In developing the Defense budget for fiscal year 1971, careful consideration will be given not only to security needs but also to domestic requirements. This is a significant innovation in Federal budget making.

Recognition of the urgency of domestic problems is reflected also in the establishment by Secretary Laird of a Department of Defense Domestic Action Council, headed by Assistant Secretary of Defense for Manpower and Reserve Affairs, Roger Kelley. Secretary Laird and Deputy Secretary of Defense David Packard are convinced that many Defense dollars can do double duty in serving national security requirements while simultaneously helping to solve some of our pressing domestic needs.

As one of the world's largest users of housing, we are now working on modernized construction techniques in military family housing that may be applicable to low and middle-cost civilian housing — possibly reducing construction costs by 20 per cent.

With the cooperation of the Department of Health, Education and Welfare, the Department of Defense has initiated a New Generation Hospital study to find ways to build hospitals which can be staffed and operated more effectively and more economically. We hope that lessons learned from this effort will be applicable to civilian hospital construction and help avert \$100 a day room rates.

Secretary Laird also has directed that the Department of Defense make available to civilian health organizations in every state the names of some 30,000 to 35,000 military people who leave active duty each year with medical care skills which are desperately needed in civilian health facilities.

We have taken new actions to further strengthen equality of opportunity in the Armed Forces. And we are expanding our programs designed to help prepare for civilian job opportunities the more than one million service personnel who will return to civilian life during the next year.

Because I know this is a matter of urgent interest to many of you, I want to say a few words about our philosophy towards the ROTC program. This program, now 150 years old and with a deep tradition in our national life, will become of ever-increasing importance as we move toward the President's ultimate goal of an All-Volunteer Armed Force.

Essentially, we believe it is of the utmost importance that the officer ranks of our Armed Forces be strengthened by the leavening process in which thousands of ROTC graduates each year serve side by side with graduates of the Service Academies and the graduates of our Officer Candidate Schools. The Department of Defense wants no part of civilian-military separatism. We want and we need large numbers of officers who have been educated at civilian colleges and universities.

Changing times require changes in the ROTC curriculum, and we want to strengthen the participation by college and university officials in the supervision of ROTC programs. In the past, faculty committees and administrators too often have not paid enough attention to the ROTC program. We want to work with each college in tailoring ROTC to best fit each campus, serving jointly the mutual needs of the college and the needs of the nation.

There is a strong feeling on campuses throughout the nation for increased emphasis on a voluntary approach to military service. The ROTC program is consistent — not inconsistent — with that desire.

Finally, from my particular point of view and because of my particular responsibilities, I want to close with an affirmation of the need for reporters and editors, including you influential ladies and gentlemen, to keep Defense activities and programs under close scrutiny. The strength of our nation depends in the final analysis on the understanding and support of an enlightened public. Such understanding and support come as a result of a steady and uninterrupted flow of information, restricted only by security considerations. Crucial to this flow of information is the recognition that we must continue to "talk it over" together. #

The above is the full text of an address by Mr. Henkin to delegates of the NCCPA-ACP Convention in Miami Beach on November 1, 1969.

State Paper for High School Press Started by Dickinson State College

Youth Express, a four-page tab for the North Dakota school press, made its appearance with "Vol. 1, No. 1" last December 7.

According to Archie N. Hill, associate professor of English and journalism at Dickinson State College, who is adviser to the new publication, it will be a sounding board on a statewide level for North Dakota youth.

The newspaper will feature the best editorials, news stories, artwork, photography and features of the state's high school press, and hopes to stimulate dialog on the issues of the day.

Copies of *Youth Express* are made available by the *Dickinson Press* for circulation to each of the state's 281 secondary schools. Students at Dickinson State College edit the newspaper, headed by Jim Odermann, of Belfield, N.D. #

KANSAS STATE UNIVERSITY'S High School Press Conference on Drug Abuse

By EVERETTE E. DENNIS and DERYL R. LEAMING
Kansas State University

Drug abuse, a serious, growing problem in this country, is a concern that reaches deeply into our values and fears and one which is an emotionally charged area for almost all people. Writing about drugs is but one of the challenges facing the press today in attempting to report new complexities with understanding as well as with accuracy.

Louis Villano of the Niagara Falls (N.Y.) *Gazette* wrote recently in a *Quill* article that:

The social revolution we are undergoing calls for specialists in the major areas of news coverage so that newspapers may go beyond the fact to illuminate what is happening. The press cannot afford to be a mere compendium of events; it must delve into their background and treat them not in isolation but as a meaningful pattern of life. The recurring question heard louder and louder is not so much what happened but why, and how.

It was with these beliefs, along with suggestions that drug abuse was becoming an increasing problem among young people, that led to the first high school press conference on drug abuse. It was reasoned that young people should have accurate information on drugs presented to them by their own peers in a language they use and understand. Hence, high school journalists were thought to be especially qualified for such a challenge.

Specifically, the conference attempted to:

1. Provide high school journalism students with factual information on the problems of drug abuse.
2. Provide high school journalism students with information relating to the creative use of resources for handling in-depth writing assignments such as the problems of drug abuse.
3. Bring high school students into contact with drug experts of national stature.
4. Develop creative and innovative approaches toward a continuing nationwide series of conferences with the high school press on drug abuse information.
5. Prepare a film of a selected group of high school editors in conference with Mike Garrett, a professional football player with the Kansas City Chiefs and a person interested in the problems of youths.

These ideas were incorporated into a full proposal which was submitted to the National Institute of Mental Health for funding consideration. The proposal was approved and a contract made to conduct the drug abuse press conference in conjunction with a high school journalism workshop already scheduled for one week in June. A number of changes were then made in the

workshop format. The principal change was that of scheduling an afternoon in-depth reporting session for all participants who had completed at least one semester of high school journalism. Dave Sibbett, formerly a reporter for the *Chicago Tribune* and now of the Coro Foundation in San Francisco, conducted these sessions. These instructional periods centered on in-depth reporting, with Dave Sibbett using the problem of drug abuse as a central theme.

Other changes included scheduling one evening session for a film festival which was conducted by a communications officer from the National Institute for Mental Health. Also, one day was given to formal presentations by a number of drug experts as well as by a writer. Dr. Sidney Cohen, director of the Division of Narcotic Addiction and Drug Abuse from the National Institute of Mental Health, talked on "Youth and Drug Abuse: A National Overview." Ray Kennedy, a consultant on drug abuse from Columbia, Missouri, spoke on "Drug Abuse and the Law." He also discussed "Addictive Drugs and the Physiological Effects" and "Psychological Aspects of Drug Use and Abuse." Alton Blakeslee, science writer for the Associated Press, spoke on "The Creative Use of Resources in Writing about Drug Abuse." A time for questions was reserved after each presentation so that students could ask questions or discuss with the speaker points which concerned them.

In order to attract participants from schools located in cities likely to have a high incidence of drug abuse among high school students, scholarships were provided for ten students who could not otherwise afford to attend. These students came from Kansas City, Wichita, Salina (all in Kansas), and Lincoln, Nebraska.

Assessment and Evaluation

Assessing an approach to journalism education as well as providing a feedback mechanism for students was the purpose of evaluative studies conducted by the program staff. For journalism educators a conference of this kind raises questions as to whether a topical, content-oriented approach can provide an effective medium for teaching the principles of interpretive reporting or other journalistic processes. Does a controversial social issue enhance student understanding of interpretive reporting or is such an approach so heavily laden with content that it obscures teaching goals? Additionally, is there a link between student receptivity to material on drug abuse and their plans to write about it in student newspapers?

The conference was designed in a sequential manner

exposing students to basic journalistic techniques and processes before approaching the drug abuse material. Buttrressing the goal of teaching interpretive reporting were three seminars for advanced students. The seminars introduced and reiterated the notion that effective interpretive reporting involves an examination of many aspects of any given issues as well as seeking out several news sources. It was suggested that one point of view, however well-intentioned, simply cannot provide full understanding of any issue in a highly-complex, turbulent world. The drug abuse press conference was designed to provide such a multi-faceted, multi-source assessment of a major social issue. Thus, there were sessions on aspects of drug abuse ranging from physiology and psychology to law. Reiterating the initial purpose was a final session on creative use of resources in writing about drug abuse.

Students had an opportunity to sharpen their critical facilities during a drug abuse film festival where they were asked to evaluate films and television public service announcements in terms of language, believability, use of illustrations, educational value, overall effectiveness, color and narration. In addition, they were all asked to comment on the film's effects upon current attitudes toward drugs as well as how the films might be used with particular target audiences. Thus, the students faced the actual press conference presentations after making a number of judgments about audio-visual materials concerned with drug abuse.

In a followup questionnaire mailed to students after they returned home, questions were grouped in two areas: (1) How did the drug abuse sessions compare with other aspects of the total publications workshop? and (2) How effective were the sessions in stimulating students to consider writing articles about drug abuse in their school newspapers? Questionnaires were mailed to 89 high school student who participated in the newspaper division of the workshop.* More than half (57.4%) of the questionnaires were returned.

Results of the Study

Students were asked to rate all presentations made during the week, including those in the newspaper workshop as well as all those in the drug abuse conference. Ratings used were "best," "second best," and "no value." The students gave the drug abuse sessions high marks in comparison with other sessions on news stories, editorials, columns and other aspects of journalism practice. Except for one especially popular session on graphic arts, the drug abuse sessions outranked all other presentations. More than half of the students (53.8%) indicated the drug abuse film festival was on the "best" sessions while an additional 36.5% adjudged the festival as "second best." By totaling the two figures it can be determined that 90.3% believed the film festival to be one of the better sessions of the workshop. Only 9.7% reported that it had no value. This compared with no-value ratings on non-drug sessions which ranged from 11.5 to 73.1%.

Press conference presentations on drug abuse also rated higher than most of the other sessions, with 65.4 per cent

of the students giving the sessions a first or second best rating. Small group discussions following the drug abuse presentations were less popular with students, as only 66.2 per cent adjudged them first or second best. However, this rating is higher than that given to many of the journalistic sessions. In unsolicited comments many students gave further impressions of specific sessions, particular personalities and information they found interesting.

Several questions were asked to probe the matter of linkage between the conference and possible articles in student newspapers. 40.4 per cent thought they would definitely write articles about drug abuse while 46.1 per cent were uncertain. Only 13.5 per cent definitely ruled out the possibility. When asked about frequency of publication, those answering "yes" indicated the following:

	per cent
Twice a month	7.7
Monthly	15.4
As Often as Possible	3.9
Undecided	11.5

Those who said they did not intend to write articles about drug abuse indicated the following reasons: no interest at their school, no personal interest, other problems more serious, contrary to school policy, lack of time and inadequate knowledge.

Findings from the initial questionnaire provide only a very preliminary profile. The real test of linkage will come in the fall when student newspapers begin publishing. At that time a content analysis study will probe the more tangible influences of the drug abuse conference. In terms of immediate results we are certain that the student editors attending the conference left with a higher level of information about drug abuse and with some strategies for the application of this material to the framework of interpretive writing. We suspect that while some students have no immediate plans for drug abuse articles, they may utilize some of the drug abuse material in the context of other articles about social problems or national priorities. Surely, they will be more attuned to the complex nature of the drug abuse question or other controversial social issues.

Within this limited context of one specific conference, the students did clearly indicate that the drug abuse material was a more exciting and challenging approach to journalism education than other more traditional approaches. There is no evidence that a high level of interest in the drug abuse material obscured other more subtle issues related to interpretive writing.

In an era of growing militancy of high school students, we were not unaware of the potential threat of having students with particular political views thwart the objectives of the conference. It was not our desire to present a given political view and we avoided taking a stand on many of the inherent controversial issues. Instead, we chose to bombard the student with factual information, research findings and the view of professionals concerned with this field. We did not include law enforcement officials or those advocating particular political approaches. We believe that a student could have emerged from the conference with a number of alternative perspectives and this, we believe, is the essence of an educational approach.

Implications of the Conference as a Model

What application does an approach of this type have for other high school press institutes, seminars and workshops? Does the drug abuse conference provide a model for an

*Although the audience at some sessions occasionally numbered 250, approximately 89 students in the newspaper session are known to have attended all of the sessions.

approach to journalism education? We pose these questions for the thoughtful consideration of journalism educators. While we are suggesting that another institution of higher or secondary education would not necessarily want to emulate our approach, we do believe that several considerations should be examined. First, we believe that there is considerable social value in an exposure to material on drug abuse. Secondly, the high level of interest in this controversial area is an effective medium for broader interest in the relationship between journalism and social problems; thirdly, in one admittedly limited study, there is evidence which leads us to the conclusion that a topical content approach to journalism education is worth further study and consideration.

We do, therefore, urge other schools of journalism to examine this approach within the context of regular high school journalism workshops and for high schools themselves to make appropriate adaptations for use in the classroom and in interschool student press meetings. The implications for interdisciplinary cooperative ventures between the social sciences and journalism education at the secondary school level are evident. We would hope that those who might choose further exploration of this approach would use it in the context of teaching journalism practice: that of seeking the truth through the free flow of information and not as a public relations device for the propagation of a particular political or social policy view.

It is hoped that these efforts in this drug abuse conference development might be viewed as an initial case study in an area that needs much additional examination.

#

California Student Newspapers 'Mildly Criticized' in Special Study

University of California Regents accepted in January a 156-page document which summarized a study of campus newspapers and turned it over to University administrators for possible action.

The Los Angeles *Times* reported that the UC campus newspapers were only mildly criticized, although they were called subjective, dishonest and "abounding" in obscene material by the Regent who initiated the report.

The newspapers represent a cross-section of the national campus press, the report noted, adding that the worst shortcomings "generally result from simple ineptitude and inexperience (or) sometimes from staff exhaustion."

Student editors, the *Times* said, generally agreed that the report was "fair, accurate and that the recommendations are realistic," according to a poll by the UCLA *Daily Bruin*.

It is believed that administrators plan to study the establishment of a separate foundation to finance each newspaper, thereby making them legally independent from campuses, or at least the newspapers at Berkeley and Los Angeles campuses.

Chairman of the study commission was Norma E. Isaacs, vice president of the Louisville *Courier-Journal* and *Times*. Other members were William B. Arthur, editor of *Look* magazine; Edward W. Barrett, director of Communications Institute for the Academy for Educational Development; and Thomas Winship, editor of the Boston *Globe*.

#

Reader Response to a Greek Newspaper

by GUIDO H. STEMPEL III
Ohio University

The suggestion that what the campus needs is a second newspaper is hardly novel to most advisers. And probably on most campuses that suggestion has come most frequently from the social fraternities. The appeal of the idea to the Greeks usually lasts up to the point that they get a bid from a printer. Then nothing more is heard for another year.

Occasionally, however, the Greeks do follow through and establish their own publication. It has happened in the current school year at West Virginia University. The advent of the *Greek Letter* on that campus provided an opportunity to see how such a much-talked-about and long-awaited publication is received once it actually publishes.

Students in a research methods class in the School of Journalism at West Virginia conducted a survey of a random sample of fraternity members after two issues of the *Greek Letter* had appeared. Interviews were completed with 84 of 95 fraternity members whose names were drawn from the list of approximately 1,500 fraternity members on campus. Respondents were asked about both the *Greek Letter* and the campus paper, the *Daily Athenaeum* and about the coverage of specific events. They also were asked to rate both publications on a set of semantic differential scales developed for use in rating newspapers.*

Basically, the study sought to find out to what extent the Greek publication was living up to the expectations fraternity members had and to what extent it was filling a real communication need on the campus.

Respondents were asked which of four reasons they considered was the main reason for establishing the *Greek Letter*. As Table 1 indicates, more thought the main reason was to promote the Greek image than thought it was to keep the Greeks informed. This of course implies to some

*See "Public Images of Mass Media Institutions," by Percy H. Tannenbaum and Jack M. McLeod in *Paul J. Deutschmann Memorial Papers in Mass Communications Research*, edited by Wayne A. Danielson, Scripps-Howard Research, Cincinnati, 1963.

Table 1 — Reasons Considered Most Important for Establishing Greek Paper

To promote the Greek image	43%
To keep Greeks informed of Greek activities	27%
To bring Greeks and independents closer together .	14%
To compete with <i>Daily Athenaeum</i>	10%
Don't Know	6%

extent that the Greeks felt the *Daily Athenaeum* was not promoting the Greek image. We should note in that connection that 63 per cent of the respondents felt that the *Daily Athenaeum* had an anti-Greek attitude and only 31 per cent considered the *Daily Athenaeum* neutral toward the Greeks.

Despite the fact that most respondents considered the *Daily Athenaeum* biased, many Greeks perceived it as a more reliable source than the *Greek Letter*. We asked respondents which they would believe if there were conflicting reports on the same event in the two publications. Forty-two per cent said they would believe the *Greek Letter*, 29 per cent said they would believe the *Daily Athenaeum* and the remainder didn't know or indicated they wouldn't believe either one. While the *Greek Letter* came out somewhat ahead, it still had less than a majority, so this response is not much of a vote of confidence for it.

The response may have reflected another concern. We asked if respondents felt the *Greek Letter* was fair in its coverage of individual Greek organizations, and although only two issues had appeared, 32 per cent already felt it was unfair in its coverage of individual Greek groups.

It's also interesting to note that most respondents felt that *Daily Athenaeum* coverage of the most controversial story about Greeks at that time during the year was fair. The story involved was a story on suspension of a Greek honorary because of violation of the University's rules on hazing. Sixty-two per cent of the respondents felt that story was fair, even though the nature of the story necessarily made coverage uncomplimentary to the Greeks.

Our respondents rated the *Greek Letter* substantially higher than the *Daily Athenaeum* on the rating scales, which is not too surprising. As Table 2 indicates, the *Greek Letter* was significantly higher on 12 of the 20 scales.

The largest differences are for the five scales that constitute the so-called ethical factor in this set of scales — fair-unfair, truthful-untruthful, accurate-inaccurate, biased-unbiased and responsible-irresponsible. The average difference on these five scales is 1.17, as compared to .47 for the other 15 scales. The four largest differences are for scales in the ethical cluster.

While the other differences in general favor the *Greek Letter*, nearly half of these differences are not statistically significant. The difference on one scale, tense-relaxed, seems to favor the *Daily Athenaeum*. Thus, if we ignore the ethical factor, we find a slight, but not clear-cut preference for the *Greek Letter*.

This raises the question of just what the responses to the ethical scales indicate. They may indicate that the *Greek Letter* is in general perceived as more ethical. Yet the nature of these scales suggests an alternate explanation. These scales are such that they invite a largely subjective response. The point of references would seem to be the value system of the individual rater. Given this, these responses may simply mean that our fraternity respondents

perceived that the *Greek Letter* has a value system similar to their own.

While our results are in general favorable to the *Greek Letter*, they can be a source of only moderate comfort to that publication. For one thing, we would expect that the rest of the campus views that publication a good deal more critically. But what is more significant is that even among Greeks, there were doubts after two issues. Those doubts are more likely to grow than to disappear. Only a modest degree of acceptance and approval is indicated by our results.

Considering all our results, we would predict that if this study were repeated a year from the time of the first study, the *Greek Letter* and *Daily Athenaeum* would score very nearly the same on the rating scales. We say this because at the outset the *Greek Letter* must have represented the ideal in a campus publication for the Greeks. Yet the real publication is seen as less than ideal. The perfect image is tarnished and will become more so.

If that is the course of events, one likely result will be that Greek approval of the *Daily Athenaeum* will increase. With reasonable performance, that paper stands a chance of actually improving its own image among Greeks as a result of the competition from the *Greek Letter*. #

Table 2 — Average Ratings of the Greek Letter and Daily Athenaeum

	Greek Letter	Daily Athenaeum
General Evaluative		
*Pleasant-unpleasant	4.15	3.36
*Valuable-worthless	4.23	3.77
Important-unimportant	4.19	4.02
*Interesting-boring	4.37	3.77
Ethical		
*Fair-unfair	5.09	3.60
*Truthful-untruthful	5.43	4.10
*Accurate-inaccurate	5.35	4.00
*Unbiased-biased	3.83	2.86
*Responsible-irresponsible	5.08	4.37
Stylistic		
*Exciting-dull	4.83	4.07
*Fresh-stale	5.11	4.40
Easy-difficult	5.30	5.21
Neat-messy	5.44	5.38
Colorful-colorless	4.85	4.68
Potency		
*Bold-timid	4.51	5.18
*Powerful-weak	4.40	4.01
Loud-soft	4.39	4.58
Activity		
*Tense-relaxed	3.77	4.33
Active-passive	5.26	5.04
Modern-old fashioned	5.38	5.05

*Difference between averages significant at .05 level.

(Ratings are on a 7-point scale, with 7 the most favorable, 1 the least favorable and 4 the middle or neutral response. For example, 7 would be "very fair," 1 "very unfair" and 4 "neither fair nor unfair.")

We Publish, Too!

... the student newspaper picture at Ohio's two-year university branches

By GLENN A. HIMEBAUGH
Kent State University
Stark County Branch

The major problems facing student newspapers at two-year state university branch campuses and academic centers in Ohio involve the training, morale, and turnover of staff members, according to results of a recent study.

Seventeen responses were received to the 27 questionnaires mailed, for a 62.9 per cent return; one response indicated lack of a student newspaper. The questionnaires were sent to advisers, although two were answered by administrators and another by a student editor who wrote, "Our adviser is new and doesn't yet realize the problems." A prophetic statement!

Asked to rank numerically in order of importance the problems faced by a branch campus newspaper, six respondents listed "maintenance of staff morale and esprit de corps on a commuter campus" as being the number one problem. Four others checked "training of staff members" as being the primary woe, and three said "staff turnover" was the principal problem.

Only one adviser saw "finances" as the prime concern, and two checked "reader apathy." The question went unanswered in one instance.

Interestingly, none of the advisers checked "administrative censorship and/or criticism" as ranking higher than fourth on the problem priority list. Two listed it fourth, one fifth, four sixth, and seven seventh, and three did not bother to recognize it as a problem at all.

The problems of staff morale and training take on added emphasis when results of the survey are more fully analyzed. In addition to the six advisers who checked morale as the main problem, three more listed it second and four third. Besides the four advisers who checked training as the primary problem, four listed it second and two third.

In reply to a related question, five advisers said there is no training available for student journalists at their branches and academic centers. Eight of the 17 institutions offered credit journalism courses, though in many cases not on a regular basis. Two of the eight indicated that a student must be enrolled in journalism courses to serve on the newspaper staff.

Staff size ranged from fewer than five students in one case to more than 15 students in two others. Four advisers said their staffs numbered between 6 and 10 students, while seven others reported staffs totaling 11 to 15 students.

Considerable variation was evident in the method used to select the editors of the branch newspapers. In six schools, the decision was made by the staff, in three by the adviser, and at two schools the choice was made by a publications board. The remainder appeared to choose an editor "hit-and-miss" as evidenced by such comments as "whoever's interested" and "we do it by a process of elimination."

The editorship changes hands annually at seven branches and quarterly at five others. Other respondents

did not supply this information.

Comments by several advisers shed additional light on the staff problems with which they are faced.

One, for example, wrote: "Ideally, I advise and help with technical problems. Actually, I often have to push, prod, check up, help students get information, sometimes help them write it. As long as we have untrained students coming to work with us, I must teach all essentials in the guise of helper."

Another noted, "It is extremely difficult for me to comment very fully on our situation since we seem to be in a constant state of flux."

Said a third adviser: "In my role as adviser, I have attempted to be as non-directive as possible. This method is fraught with pitfalls in that we usually find freshman and sophomore students in responsible positions on the newspaper. Because of this, their lack of maturity plays a significant role in the development of problems within the paper."

In spite of all their problems, however, the advisers were nearly unanimous in their generous assessment of the worth of a branch campus newspaper. Eight said the paper was of "considerable value" at their schools, and six others said it was of "unquestionable value." None checked the "nil" or "minimal" categories, and two admitted they did not know what value their papers might have.

Asked to rank numerically in order of importance the purposes of a branch campus student newspaper, nine respondents listed "medium of information" as being the primary function. Next came "medium of identity for the campus" with four first-place votes.

Only one adviser saw the paper's primary purpose as a "medium for journalistic education" and none saw it existing primarily as a "medium for public relations for the branch" or as a "medium for student opinion." Student opinion is, however, the secondary purpose of a branch campus newspaper, according to seven advisers.

Ohio's university branches and academic centers range widely in enrollment from approximately 200 to nearly 2,500 and this diversity was mirrored in the answers to many questions.

No student journalists are paid at nine of the institutions, for example. But at seven others the editor, and in some cases other student personnel, receives financial consideration. The rate of payment varies considerably, from \$1.40 an hour to \$300 per quarter for editors. One branch even pays its reporters \$6.66 each per quarter.

None of the papers are published on a daily basis. One is semi-weekly, five are weeklies, four are every other week, and one is issued quarterly. The remainder pursue no set publication schedule.

The most popular format, used by seven branches, is the tabloid. Standard page size has five advocates, and one paper follows a magazine format. The majority of the respondents, ten, said their papers average four pages per issue. Three other papers publish two-page editions, while two average six pages and one averages eight pages per issue.

Diversity was evident, too, in the means of financing the branch newspapers. Eight are financed solely with university allocations, seven receive university funds and sell advertising as well, while one derives its income from sales as well as the university allocation and advertising.

In conclusion, the survey revealed that branch campus student newspapers, like other types of newspapers, face their sometimes unique problems boldly, improvise when necessary, and battle on to fulfill their important mission.

#

Presidents and Editors

By GEORGE W. STARCHER
President, University of North Dakota

For one living in North Dakota every opportunity, or excuse, to come to Miami demands most thoughtful consideration. I could not have accepted more quickly even if the invitation had been for a date in January or February.

College presidents may have more in common with editors and publications advisers than you think. It has been said that one difference between the college president and members of the faculty is that the faculty have to get their education before they are hired. The college newspaper editor is the only other personality having major campus-wide responsibility who, like the president, finds that he has more to learn than the whole student body put together. Thus, as Senator Dirksen once remarked during a discussion in the Senate on the subject of inflation, "We came here from different directions but we are all in the same boat now." In many ways college presidents and editors are in the same boat with the publications adviser at the helm trying to steer a straight course through the stormy waters which, at times, reach hurricane proportions.

In one of the shows on Broadway two actors on stage forgot their lines. The prompter whispered the cue to them but neither of the actors responded. The prompter whispered louder. Nothing happened. He repeated the cue still louder. Still no response. Then one of the actors moved over toward the prompter who fairly shouted the cue this time. The actor replied, "We know what the line is but who says it?" I believe we both know what the line is, but who is going to say it? Students sometimes attack their publication editor like they do the president. If the editor never thought of it before, he soon learns to appreciate what a British critic of our educational system was saying when he noted that "Education is a man's going forward from cocksure ignorance to thoughtful uncertainty." One observer has noted that students seem to want their education to be at least as enjoyable as sin.

Back in 1923 Upton Sinclair described a college president as being a "crafty public relations man, a chemist who mixes oil and water, a circus rider on two horses going in opposite directions." The statement goes on to describe him as "one who could bring a variety of incompatible elements together only by becoming the most universal figure and the most variegated prevaricator that has as yet appeared in the civilized world," and he concluded that "he is a person skilled in the art of saying nothing in a manner that leaves nothing unsaid." That may be what was meant

by the definition that a college president is one who can lie in any position.

More recently the Minneapolis *Tribune* in an editorial described the university president as one who "must have the wisdom of Solomon, the patience of Job, the strength of Hercules, the constitution of an ox, the energy of a beaver, the leadership of Moses, and the charisma of Christ." David Reisman of Harvard called the president a person "in the almost impossible situation of having responsibility without commensurate power." Professor William H. Cowley in California remarked that he is the most harassed and put upon person on the campus. I could go on. Many of these statements might better be used to describe editors, and sometimes their advisers.

We do have a lot in common, you and I. Clark Kerr, in his Godkin lectures at Harvard, may have endowed the president with responsibilities that extend somewhat beyond those of the editor when he said that the University president "must be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the board, a public speaker, politician at the legislature, friend of industry, labor, and agriculture, a persuasive diplomat with donors, a champion of education generally, a supporter of the professions (especially law and medicine), spokesman to the press, a scholar, a public servant at state and national levels, a devotee of opera and/or sports equally, a decent human being, a good husband and father, an active church member, and, above all, he must enjoy riding in airplanes (tourist class), attending public ceremonies and eating creamed chicken in patty shells, or steaks; with equal gusto, while sitting at the head table." He might have added also, "happily awaiting the opportunity to say a few words."

But then every good editor I know must be a friend of the students, have friends on the faculty, be a good administrator over a staff that is paid too little, if at all, a diplomat with the Greeks, a champion of change in educational method, fearless critic of athletics and fraternities alike, a student good enough to pass examinations without attending the lectures, a strong advocate of more and better lectures and convocations even though he is never seen in attendance at one, and he must be able to store up sleep from the weekends, like a camel stores up water enough for a long journey.

It may be that there needs to be a reassessment of the



President Starcher

place of college presidents in our society. I would not know about that. More important, I believe, for our consideration today, there is a need to re-emphasize the true place and importance of the college publications editors in our society. I can recall the time when the college newspaper editor was respected as the most outstanding of all the BMOC's. He wielded great influence. Many aspired for that top job. Everyone knew that it carried high honor, exceeded only by the responsibility attached to the position. He became a part of the tradition and history his paper would record. He, then as now, affected the educational enterprise that was the basic purpose of the institution.

When the temples that glorify men have crumbled, and the battles that made heroes are forgotten, the editor who helped bring about the articulation of durable ideas will have left the only true lasting legacy. Others will be carrying on the common concern for education as the basic necessity for individual happiness, community prosperity and, indeed, for the progress of all of the people, but the editor stands alone with his daily, or weekly, voice directed to the entire college or university community. He cannot be hostile to his heritage and he cannot lose his head because of what is going on at the moment. He has to learn very fast, and that requires homework, understanding, and courage.

Freedom is at stake and the enemy of freedom is not the president, the board, the old guard on the faculty, or even the editor. The dogmatic stance, the doctrinaire, the pure idealist who can tolerate nothing short of perfection — the uncompromising pretenders to the only true insights into what is right, going around playing God — these destroy freedom. When the most liberal editor, and the most conservative reactionary, can surrender the passion to be right in favor of reason, freedom and understanding are possible.

College presidents and editors have similar problems of interpreting and defending academic freedom. Both experience the loneliness that comes with having to make decisions. Sometimes the president has the advantage of being able to appoint a committee. Editors haven't time for that.

The president has four basic concerns: First, he will do everything possible to preserve the institution and its basic principles. If the university closes there is not even a newspaper — no editor. Second, the institution must serve society and give satisfaction to citizens, i.e., to legislators, to alumni, and to the public. Third, students must realize certain satisfactions from attending the university. Indeed the university exists first and above all for students. Fourth, the faculty and administrators must also derive certain satisfactions from their efforts.

Sometimes it seems that the only difference between the president and the college newspaper editor is that the president spends his time going around putting out fires while the editor spends his time reporting them. Neither has time to really study the fissures in our society. We get so involved in change that we have not found time to ask what are the invariants in the flux all about us.

The college editor has basic concerns too. First, he has to have style — I mean with language. Generally, words are all he has, with an occasional picture or graphic crutch that may, or may not, be worth a thousand words. Second, he must preserve his own integrity. Third, he has to be more acutely aware of the impact of his publication upon its readers than of his own logic. Fourth, he must always be sensitive to the fact that his publication can be a very

important learning element in the community of scholars.

We hear a great deal today about freedom. Every college or university I know places academic freedom high on the list of basic principles to which the institution is committed.

Galileo, probably better than anyone else, deserves to be called the "Father of Modern Science." He experimented with lenses, making telescopes, and one day he saw the moons around Jupiter through his crude telescope. He was so excited about what he saw, and what he thought it meant, that he wanted to tell the world about it. He thought he saw evidence that the Copernican Theory best describes the solar system and how the earth moves around the sun. But the Church taught otherwise. Galileo, now an old man, had to deny what he had seen, and what he had concluded from his observations because, otherwise, the Church would have had him put to death.

The principle of academic freedom is to protect those who might come up with a new or different formulation of what used to be called "truth," and to permit reporting any observations, any logical deductions, even any visions or revelations anyone may have.

College presidents helped to emphasize the necessity for academic freedom when teachers who "got out of line" were fired. In the early history of higher education the Church imposed its doctrines upon the academic community, which was generally Church-oriented and whose chief administrator had been trained for the ministry. It was quite common for members of the faculty to be dismissed if they taught, or even discussed, anything contrary to Church Doctrine, or which challenged any of the ideas of the president.

You will recall the recent firing of MIT's Professor Charles Stark Draper, head of the instrumentation laboratory — the man who made the moon landing possible by providing the instrumental brains for Apollo 11. The issue is one of academic freedom — freedom to choose one's own research project. Professor Chomsky, another MIT professor, does not believe a professor should be allowed to do any research that might help the war effort. Yet it would also be a violation of academic freedom if Professor Chomsky should be fired for his leftist views. Some years ago Harvard had that problem when Professor J. Robert Oppenheimer joined in the argument to prevent the firing of Professor Wendell Furry who took the 5th Amendment rather than discuss his links with the Communist Party. Dr. Oppenheimer had himself been denied Government clearance for classified research. These illustrate the need for academic freedom to pursue ideas and to inform the world of any new idea arrived at by observation or by reasoning.

The AAUP committee on academic freedom came into existence in the interest of advancing knowledge.

Now there is another aspect of academic freedom that concerns you more — at least it concerns your reading public, especially those who are older and who live off campus. In the interest of stimulating creativity, and to avoid becoming dull, colleges must protect the right to freedom in reporting and freedom of expression.

When the president and the newspaper at any institution are in perfect agreement all of the time one of them is no longer necessary. So there will be legitimate differences. But the mutual respect and ready exchange of ideas can bring about suitable compromise if there is confidence and trust both ways.

When we consider the total college or university, in relation to its various publics, the editor cannot ignore

style, taste, or fashion.

The dictionary says: "Style: manner or mode of expression in language; way of putting thoughts into words. Distinction, excellence, originality, and character in any form of . . . literary expression: as, this author lacks *style*."

It says *taste* means "the ability to notice, appreciate, and judge what is beautiful, appropriate, or harmonious, or what is excellent . . . a sense of beauty, excellence, fitness, propriety, etc."

John Opdycke in his *Guide to Modern Usage* says, "*Style* emphasizes outstanding quality and distinction of fashion." Further along in his guide he says, "*Diction* applies to the choice of words from one's vocabulary to express ideas . . . *style* covers all devices of vocabulary and phraseology and diction that go to make expression distinctive and individual. It is everything in expression that marks it as artistic or pictorial or personal or memorable, the sum total of the elements and qualities in which thought is clothed for expression, and through which it takes on mood and tone and manner." He goes on, "*Language* in its restricted sense means an individual's use of words and phrases, and longer combinations, in order to make himself understood, as well as his manner of using them . . . language is not style in expression but it is the medium through which literary style is manifested. Manner and method of phrasing, or wording, and selection of diction may go far toward the development of a style, but there is something over and above — between the lines — that is a *sine qua non* if style is to be achieved: namely, easy command of thought and the devices through which it is expressed, aliveness of vocabulary and subtle arrangement of diction, worthwhile thought clearly and simply and forcefully and beautifully wrought into expression."

Nathaniel Hawthorne said that style is achieved when words disappear in the thought that is expressed.

Perhaps it is over against these definitions and descriptions that four-letter-word controversies should be considered both by editors and writers as well as by an outraged public. The burden of greatest responsibility is upon the editor because his decision determines whether there will even be a controversy.

Remembering the example of Galileo and the Church, a college or university must preserve the right to report observations, even though some of them may be unpopular or unorthodox. There must also be freedom to think and to reason about the facts, however unpopular or unorthodox the facts or conclusions logically derived from them may be. (It must be recognized that a quoted statement may not be true, but if the quotation itself is exactly what somebody said, the assertion that the person said it is a fact.)

I believe that a college or university exists not merely to fill minds with facts other people have accumulated, but to provide an arena where learning takes place. I like to think that it is a place to disagree but not to be disagreeable. You expect to find around the campus both leaders and those who refuse to be led.

Changes come from those whose lot is less than perfect. No poker player holding a royal flush ever asks for a new deal. The editor must then be alert to the plight of the underprivileged, the deprived, and listen to those who feel that it is time for a change. He must be able to observe and record other than what can be read from some scale or dial. He respects other points of view as he retains a certain humility about his own. He knows the road to truth usually does not begin in rumor. He promotes discussion and encourages raising new issues no matter how sensitive they

may be. He has the courage to express his own views and to report the honest convictions of others. He accepts the scholar's commitment to integrity and courtesy. He will have style and taste not entirely of his own choosing for these are partly determined by time and place.

No editor who has the intellectual stature to be appointed by the usual board of publications can be so unenlightened as to feel that these guidelines authorize him to call people names or to assail and condemn them by meaningless, inferential, generalized adjectives. Instead, he will not only tolerate, but he will seek out in an orderly way and in good taste the various facets of every issue.

We have had our troubles over controversial speakers. Objections to speakers are not all directed toward liberals. One university student newspaper is objecting to having one of Billy Graham's evangelists speak on campus while another objects to the coming of the president of the John Birch Society.

We need to recall for ourselves, and remind others, that Thomas Jefferson spoke profoundly when he said, at the founding of the University of Virginia: "For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it." — A most appropriate inscription for the gateway to any university.

We all want a just world. In our zeal for fairness we tend to forge a kind of homogenized society, each doing his thing but willing to surrender excellence for equality. In one of Robert Frost's letters to Louis Untermeyer he said, "I am against the homogenizers in art, in politics, in every walk of life. I want the cream to rise."

If we want students to think, then we must recognize that they are thinking when they criticize or when they demand change. If the criticism is constructive, it will not always be negative. We all need help and support in one big massive effort to design a pattern for a more positive structure for the future.

Mistakes happen but they need not go uncorrected. An editor who permits publication without even getting the available facts, or who does not insist that facts be checked, or who chooses to ignore taste or style, betrays his trust. Edmund Burke suggested that the editor is entitled to the right to be restrained from indulgence in his own misguided passions.

The editor knows that people are sensitive about language. They have been taught in school about grammar and style and about the amenities, or manners, that developed along with the language itself. Communication without offending involves courtesy, delicacy, taste, propriety, forbearance, consideration, good manners. These are violated only for good and sufficient reason.

For example, an editor in Levittown, New York, was criticized for his description of the colonial practice of bundling as part of an article on the history of the territory. When the article was used in the local high school, the school board considered it "in bad taste and immoral" and they refused to allow the article to be used even after the teacher agreed to cut the offensive passages.

Pontiac, Michigan, banned *The Scarlet Letter* because fifteen parents objected to its "pornography" and "obscene language."

Then there was the banning of *Drums Along the Mohawk* because the book described how a half-wit servant girl went to live with an Indian. One woman said, "The girl is punished for her sins, but I think she wound up well satisfied with the Indian."

We all defend the editor from attacks that are based

upon ignorance, intolerance, and mistaken idealism. Sometimes all of these are found in a fanatic who also paid student fees.

I think we are all aware of the language used by scholars in reporting observations and in stating their conclusions, and which is characteristic of the literature we read in school. It is a language that is open to a certain amount of slang in somewhat lighter vein too. It does not have to be entirely dull and boring. The language of everyday discourse and which we read in the newspaper, although not formal, is still what might be called polite language that adheres to certain principles of style.

One student editor I know has perceptively observed that the four-letter words that seemed to cause a great furor in his community last year really are pretty dull, and debased by usage, and they are not worth quarreling about. He sensed that they tended to convey a certain lack of maturity and taste as well as lack of style which, even if their use were well established, would be unproductive in the end from the point of view of good journalism. Words generally considered crude, primitive or juvenile by those of average taste are in most instances not defensible on the grounds of academic freedom.

It is an interesting phenomenon to note how a whole community can become so much more concerned about dirty words than they are about dirty air, dirty water, dirty bodies, or even dirty morals.

What then shall guide the college editor? Wherein resides the freedom of the press?

The editor approaches his work in a spirit of humility, never quite sure that he is right. He is always striving to understand the minds of others and to weigh their interests alongside his own.

We live in institutions of growing complexity embedded in a highly complicated civilization which we do not understand very well. The colleges and society both require academic freedom. It affects us at the point of contact of the human mind with observation and reason and exposition. In that sense you would call it freedom of the press.

We would all do well to keep in mind that it is "wise restraint which makes men free." We have to know and articulate what we are for as well as what we are against. We all need courage, if that is required, to show our concern for tolerance and charity as well as for justice. It has been said that "Intolerance in the name of freedom is no virtue; patience in the name of justice is no vice." No one of us is blessed with such perfect insight that he can see or know all. Then we should carefully avoid language or style which implies wisdom no one can have, or which stifles the spirit of freedom.

The university president must be forever reminding himself of the need to view the total situation before he disturbs its equilibrium by any decision, however right or justified, affecting some small part of the whole complex.

I conclude about where I began, wondering if we do not have more in common than either of us realizes. I hope you and your presidents can communicate freely and often, for you will both gain in freedom and influence. You deserve an image to correspond with your importance on campus. You must help to achieve it.

An automobile ran down a pedestrian in our city last week. The driver filled out the usual form and in the space for writing an explanation of how the accident happened he wrote, "I misjudged a lady crossing the street." If I have misjudged your real concerns I hope you will correct that right now by your comments and/or questions. #

A President's Point of View

Dr. George W. Starcher, president of the University of North Dakota, received a Commendation Award from the National Council of College Publications Advisers and the Associated Collegiate Press at Miami last December. Dr. Dario Politella, NCCPA president, cited Dr. Starcher for "defense of freedom of expression in student publications."

A report appears elsewhere in this issue, along with an article by Dr. Starcher. The following remarks by Dr. Starcher, in receiving the award, offer food for thought for all publications advisers.

I am sincerely grateful for this award. I would be somewhat less than human if I did not confess my personal pride and deep appreciation. But I have received more recognition than I deserve. What this award brings into focus is its most important and significant aspect. Your considerateness in taking time out to recognize the on-going effort to get at the truth, the real story, is to *your* credit and we are indebted to *you* for it. Understanding requires more people exercising whatever freedom they have to base judgment upon the facts correctly reported and analyzed without bias.

No one gets far, or achieves very significant recognition alone these days. There are always helping hands pulling, lifting, or pushing us toward whatever peaks of accomplishment we may achieve. Our failures we all usually can manage alone.

There is a story, supposed to be true, concerning a former ex-Lord Chancellor of England who, on the day of his execution, walked to the base of the scaffold but found that he was too old and feeble to climb the stairs by himself. He lifted his hand toward his hooded executioner who helped him up onto the scaffold. He thanked his executioner and a smile crossed his face as he said, "I'll take care of myself on the way down." I wish I had this perspective and poise and that all of us might have the grace to recognize the assistance of others and the integrity to assume full responsibility for our own failures.

In a state university the tolerance of legislators and citizens and the continued backing of the Board is essential. No university president is safe these days unless he is surrounded by a lot of people who are willing to surrender something of their own freedom to guarantee more of it for everyone else in the academic community. I have had such people to work with and you honor them by your action.

In this spirit, then, I accept and thank you for the honor implied by this award and I want publicly to thank all of those whose help contributed to bringing this about.

There are times when students have much to do with the success and survival of colleges and universities and the survival of freedom in them. It is getting so that before a university can start to build a better mouse trap the plans have to be approved by the mice.

The effectiveness of students in their new roles in relation to governance depends largely upon the way the student newspaper keeps them informed. Their own use and defense of freedom is affected by the style and responsible exercise of freedom by their campus newspaper editor.

There was a time when it was the job of the editor to please the students and it was expected that the students please the president. Now the president is supposed to please the students while the students follow the editor's advice.

The publications adviser used to censor everything and there never was any problem for the president. Now advisers need all of the skills of diplomacy, tact, and restraint they can command to create an atmosphere where all of us can learn how freedom and compromise work together in a world of changing values. I am grateful to you for this honor, as I know your student editors are grateful for every new insight one of them gained because of your concern, wise counsel and restraint.

I would be remiss if I did not give our students, and the editors we have had, the credit they deserve. Their unrest has generally been matched by reasonableness and a search for better uses of freedom. Their request for reforms reminds me of an old adage that says no man holding four axes ever asks for a new deal.

I commend your concern for what matters most. When all of the material symbols that glorify men are lost or decayed, and the struggles that made heroes are forgotten, those who have helped bring about the articulation of durable ideas will have left the only true lasting legacy. #

Objectivity /s Needed, Says Iowa Adviser

TO THE EDITOR:

I wish to refer to a section of an article by Earl R. Conn of Ball State University in the Fall *College Press Review*. While the article concerns the development of the college magazine, there is a portion of Mr. Conn's comments that needs to be debated, clarified or further developed. Mr. Conn says:

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.

I am something of an "old-timer," but I don't really throw up my hands in horror. Rather, I maintain that Mr. Conn's position is an irresponsible one unless he develops his point further. I will grant to Mr. Conn that pure objectivity is a myth. Even my wife recognizes that! However, the press has long claimed that in the U.S. the press is responsible and fully able to govern itself. Like most journalists, I believe completely in this theory and recognize that the practice of it is imperative to the success of any truly democratic type of government.

However, if the press — mass media — is to have freedom, there are some responsibilities that must be assumed, and probably the greatest responsibility is to keep working at this problem of objectivity. Certainly, television

has a very difficult task, probably the greatest of the communications media. These temptations are well dramatized in Allen Drury's *Capable of Honor*, and the degree of public approval of Agnew's recent speech is an indication that occasionally the public will bring the mass media to account. And if the mass media should continue to abdicate responsibility, there is always the possibility of censorship. And that leads to the relationship of the myth of objectivity to the college press, whether it be newspaper or magazine.

Reporting and editorializing, facts and opinion need to be separated — as much as is humanly possible. A news story needs to be labelled as a news story and placed in a position where it will be recognized as such. An editorial needs to be labelled as such and placed in a position where it may clearly be recognized as an editorial. It is in the area of "interpretative reporting" or news analysis that the problems are greatest. Because of the way in which the mass media works, news analysis is necessary; the public demands it, but Agnew and the public do have a point. They are entitled, in the degree that is humanly possible, to know what is fact and what is the reporter's opinion.

All student papers need to have lots of opinion in them. Students love to express their opinions; it is a fundamental part of growing up. Conceivably, student publications *could* be exclusively opinion media. But if so, they should clearly be labelled as opinion sheets. Students, and *journalism students especially*, should continue however to be taught that objectivity is desirable, that it is often possible to achieve a considerable degree of objectivity, and that occasional efforts at objectivity *are* desirable. This also is a part of growing up.

The achieving of pure moral goodness is also a myth. But it is still worth working at!

Donald E. Fish
Faculty Adviser for Student Publications
Iowa Central Community College
Fort Dodge, Iowa

A Reply from Mr. Conn:

TO THE EDITOR:

All I can say about most of Mr. Fish's letter is "of course."

Unless I miss his point, he is reiterating (and I should grant he is amplifying) what I said in the article.

He writes, "I will grant Mr. Conn that pure objectivity is a myth." That's what I was trying to say, too. The important point is that today we are willing to say so. In the past we were not so willing. This argument, incidentally, is buttressed by Prof. John Merrill's recent article in *Quill* magazine. He did not write in his article, nor did I wish to suggest in mine, that objectivity is not a goal worth seeking. But I will argue that it is terribly important to realize that we cannot pull ourselves up in righteous indignation to say, "We are objective," in any final and complete sense. No human being can, for that matter.

As to young writers wishing to comment.

Mr. Fish writes, "Students love to express their opinions; it is a fundamental part of growing up." I don't believe young people have the market on expressing

opinions. What I have observed, however, is that many of today's young people are well prepared and able to present both their opinions (clearly an editorial) and an explanation of what the news means (interpretation). I know this line of separation is not an easy one to define or maintain. But it is one we can work on and even insist upon. Mr. Fish perhaps would be interested in seeing some of the critiqued "news stories" I post on the *Daily News* bulletin board with passages, sentences and paragraphs circled in red and marked "Clearly an opinion."

Now as to responsibility where apparently there is some disagreement.

This one is really tough. I believe in responsibility. I insist that my children be responsible. I try to teach, by osmosis I guess, some kind of journalistic responsibility to my students.

But, when it's all said and done, what is responsibility? Who can, in any final sense, define it. (It's interesting to check Webster at this point. None of the dictionary's definitions for this word or the word "responsible" quite fit the way we are using it in this discussion.)

I'll tell you how most people seem to define it: You are responsible if you agree with me. That's essentially what Vice President Agnew was saying. Frankly, in my dealings with the student press spread over more than a decade, I have heard thousands of words said about responsibility, but I have yet to have anyone define it in any satisfactory way.

So what do you do with students? I believe responsibility ought to be taught and learned but I do not know how it can be done nor can I even define what it means.

Rather it seems to come down to an individual situation. Here the teacher and the student can discuss whether or not an editorial, a story, a column has been "responsible." Also, I continue to hope through my example I can exemplify responsibility despite the fact that Mr. Fish says my position is "an irresponsible one."

Perhaps this only illustrates how very difficult that term is both to define and live with.

Earl L. Conn
Assistant Professor of Journalism
Editorial Adviser, The Daily News
Ball State University

Rocky Mountain Group To Meet at Sun Valley

Plans for the 1970 Rocky Mountain Collegiate Press Association Convention in Sun Valley, Idaho, April 23 to 25, are well under way.

The awards program has been expanded this year to include separate categories for junior college news and editorial writing plus general news photography.

The association serves student publications at colleges and universities in Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming. Headquarters are at Provo, Utah. #



Left to right, seated: Pennsylvania Governor Raymond P. Shafer and PCPA's Spring Conference Chairman Karen Augustine. Standing: PCPA Executive Director John Harwick and PCPA President T. R. McGrew of Point Park College.

Pennsylvania Designates 'Collegiate Press Week'

Representatives of a dozen western Pennsylvania collegiate newspapers voted to expand the Western Pennsylvania Collegiate Press Association into a statewide organization at the WPCPA fall meeting November 14 at Geneva College.

The group will have its first statewide meeting March 12 and 13 in Pittsburgh, and regional NCCPA eastern and western districts are tentatively scheduled for this spring.

Raymond P. Shafer, governor of the Commonwealth of Pennsylvania, designated March 9-15, 1970, as Collegiate Press Week in the Commonwealth "with the hope that the Conference will be most successful in helping its participants publish only quality newspapers."

John Harwick, Pennsylvania state chairman of NCCPA, asks that NCCPA members throughout Pennsylvania urge their student newspapers to consider membership. Information is available from him at Point Park College, Pittsburgh, Pennsylvania 15222. #

Journalism master's degrees in three areas are offered at Ball State - Journalism, Public Relations and PR in Education. A diversified summer schedule of 5-week courses, or 2-week workshops can meet every need. **Assistantships** may be available for qualified students on MA programs throughout the year. Our **5th High School Workshops** for newspaper, yearbook and photographic staffs go from July 6 to August 13. A full schedule of undergraduate journalism courses will be offered this summer too. Financial help is available.



Summer sessions for 1970 at Ball State begin June 15 and close August 21. Two-week workshops plus five-week terms make scheduling possibilities quite flexible. For complete information about any of these programs write directly to Dr. Louis E. Ingelhart, Director, at this address:

**Center for Journalism
Ball State University
Muncie, Indiana 47306**

Book Reviews

THE STANDARD PERIODICAL DIRECTORY 1970. By Leon Garry, editor. New York: Oxbridge, 1969. 1,551 pp. \$25.

With 53,000 entries on 1,551 pages weighing in at nine pounds, TSPD-70 is by all counts the most heroic of publications in its field.

Representing more than 200 categories of interest, the Directory's listings include "any work published regularly at least once every two years." Ranging from accounting to journalism to zoology, this compendium includes magazines, journals, house organs, bulletins, year books, transactions of professional societies, advisory services, literary and underground publications, and 325 major city dailies.

To give some idea of the scope of subject headings, TSPD lists 4,051 college and alumni publications, 3,787 house organs, 2,321 religion and theological media, and 1,625 dealing with education, 1,369 with medicine, 1,171 with political science and world affairs, and 1,040 with libraries.

In preparing this monumental work, Leon Garry has doubled the number of entries in his first volume published five years ago. The young president of Oxbridge says he has thus given the lie to the McLuhanism that "print is passe."

No library (campus or personal) can be complete without TSPD-70.

*Dario Politella
University of Massachusetts*

RELACIONES PUBLICAS. By James W. Carty, Jr. and Ricardo Pastor. Published by Bethany College, Bethany, West Virginia. (For copies, write to Prof. Carty at P.O. Box 327, Bethany, W. Va., enclosing \$4.50 check for each copy.)

Written in Spanish, this is a 175-page manual containing principles and practical examples for public relations and advertising directors, general administrators of international firms in the United States and overseas, and others interested in the subject.

Chapters describe the value and role of public relations; plans, purposes, personnel and programs; philosophy and methods of communication; press releases; photographs; institutional advertising; industrial publications; research public relations problems and programs of business, government and non-profit organizations.

Prof. Carty, NCCPA member and frequent contributor to the *College Press*

Review on student publications in Central and South America, is chairman of the Communications Department at Bethany College. He has authored some 200 articles and five books on international communications and has lectured on journalism in Nicaragua, Bolivia, El Salvador and the Dominican Republic on assignments from the U.S. State Department, the U.S. Information Service, Organization of American States, and the Inter-American Federation of Working Newspapermen's organization.

Prof. Pastor is teacher of Spanish and French and is editor of a language periodical at Bethany. A native of Bolivia, he has studied in the United States, France, and Guadeloupe.

LAW OF MASS COMMUNICATIONS: FREEDOM AND CONTROL OF PRINT AND BROADCAST MEDIA. By Harold L. Nelson and Dwight L. Tetter, Jr. Mineola, New York: The Foundation Press, Inc., 1969. 588 pp.

Although the title page lists this volume in a subheading as "The Fifth Edition of *Legal Control of the Press* by the late Prof. Frank Thayer, M.A., J.D.," the book is much more than a revised and updated edition.

If you have Thayer's third or fourth edition on your shelf as a legacy from

Send Now

for 12 - page

TALKING PAPER

on

GUIDE LINES

for the

STUDENT PRESS

by the

NCCPA Commission on the
Freedoms and Responsibilities
of the Student Press in America

3 copies \$1.00 ppd

Order from

**The Collegiate Journalist
University of Massachusetts
Amherst, Mass. 01002**

your own classroom days in journalism school, you will need to update it with the current edition. As the authors note in their preface: "Constitutional protections for persons involved in defamation have added perhaps ten major court decisions to the law since 1964. Privacy has become, by decisions of the Supreme Court of the United States, a constitutionally protected right. Developments which appear to be having a real impact on the reporting of criminal trials are surfacing in the sometimes abrasive 'free press-fair trial' controversy. Obscenity law is evolving—some would suggest that squirming is the more apt verb—into new shapes. Copyright law, to borrow historian Charles A. Beard's phrase, is chaos floating into chaos."

The book is divided into three areas: Principles and Development of Free Expression; Rights in Conflict with Free Expression; and Communications Law and the Public Interest.

Chapter 4 deals with New York Times Co. v. Sullivan "and its Offspring"; Chapter 8 discusses Free Press and Fair Trial; and Chapter 11 considers "Criminal Words: Obscenity and Blasphemy." There are other chapters on access to government information, broadcast news and opinion, regulation of advertising, antitrust law and the mass media, and taxation and licensing.

* * * *

WHEN PRESIDENTS MEET THE PRESS. By M. L. Stein. New York: Jules Messner, 1969. 190 pp. Indexed, photographs. \$3.95.

Professor Stein has given us another readable book that packs into 180 pages of text an almanac of information—facts, figures, dates—without bogging the reader with a dry recital of statistics. Yet it covers the field of Presidents and their press secretaries from Washington to Nixon. Not only is this a valuable reference book; it's good reading. Add it to your library.

* * * *

JOURNALISM IN A FREE SOCIETY. By Verne E. Edwards, Jr. Dubuque, Iowa: Wm. C. Brown, 1970. 287 pp. Illustrated. \$6.95.

(Received at deadline and will be reviewed in the next issue.)

* * * *

CREATIVE NEWS EDITING. By Alfred A. Crowell. Dubuque, Iowa: Wm. C. Brown Co., 1969. 212 pp.

Crowell believes (perhaps rightly) that

college students who take a course in news-editing will move upwards into higher managerial responsibilities, and pitches his book to those aspirants. Therefore many pages are devoted to charts and diagrams and types of memo forms and "daily reports" and production schedules, and so on. For example, following a quarter page of figures illustrating "Space-Control Standard" and "a typical daily space budget" are two very full pages detailing month by month the space allotment for ten departments of an average medium daily. (The "fluctuations by day and month" weren't much, although August was a pretty dull month when the news-hole went down.)

Crowell introduces terminology early in chapters, but too often does not define terms until later chapters.

He does well by the relatively new six-column format (having worked for and been influenced by the Louisville Courier-Journal while gathering his material). The book is crisply and attractively presented in 8½ x 11 inch size, allowing for good display of page layouts, for example. Illustrations are numerous, and are effectively presented. He recognizes new techniques, as all good managers should.

This is the first major new textbook in copyediting, to my knowledge, that has gotten away from wire copy utilizing WW II and Korean War material. Such other texts, of course, are simply reprints of 1950 to 1954 first editions. Hence, Crowell's book is refreshing, and new, and should be welcomed. It is an excellent source book, or a reference aid, but may be more suitable for an advanced class in news editing or in management than for the average beginning class, and more so if the beginning class is taught by one who has had little or no professional copydesk work himself to fall back on.

GRAMMAR FOR JOURNALISTS, Revised Edition. By E. L. Callihan. Philadelphia: Chilton Book Co., November, 1969. 346 pp. \$5.95.

Grammar is for everyone, not just for journalists. But if a journalist wants to learn grammar, he might as well learn it from Callihan in this book, because it speaks to the newspaperman. The quotations are from modern journalistic sources, not from classical literature. (Answers to the exercises are given at the end of many chapters, and in March, 1970, exercises and tests, based on this book, will be available along with an accompanying Teacher's Manual. A paperback of *Grammar for Journalists* is upcoming.)

There is enough traditional material here (sentence unity, coherence, variety,

along with the elements of grammar) that *Grammar for Journalists* can be used at any level. It is a basic freshman composition grammar book, a guide for the magazine writer, or a reference for the professional newsman.

DEVELOPMENT OF AMERICAN JOURNALISM. By Sidney Kobre. Dubuque, Iowa: Wm. C. Brown Company, 1969. 767 pp., index, bibliography, illustrations, tables.

The 48 chapters in this history are divided into five parts: Colonial and Revolutionary Press (1690-1783), Young Nation's Newspapers (1783-1830), Popular Penny Press (1830-1865), Gilded Age of Journalism (1865-1900), and Chain and Syndicate Journalism (since 1900). There are 62 illustrations and 28 tables.

This is a thick book, full of facts and figures, but Kobre interweaves social and economic history with numerous anecdotes of personalities and the times, so that it becomes readable. #

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

— Proceedings —

15th Annual Conference
National Council of College Publications Advisers
Americana Hotel—Miami Beach, Fla.
Oct. 30—Nov. 1, 1969

The fifteenth annual meeting of NCCPA, with President Dario Politella presiding, was held Oct. 31, 1969, at Bal Harbour (Miami Beach), Fla. After the minutes of the 1968 meeting were approved, officers gave reports:

(1) Louis Ingelhart, coordinator of district chairmen, encouraged continuation of district and state chairmen arrangement and suggested that certificates of appreciation be given to district chairmen. Copy of the report is attached (1).

(2) J. W. Click, chairman, awards committee, made a report, a copy of which is attached (2).

(3) Arthur M. Sanderson, convention coordinator, pointed out that in planning the meeting he had gone back to the old format of round-table discussions for advisers and was looking for reactions.

(4) Dr. Politella announced that the Directory of the College Student Press in America will be published Nov. 15, hardcover with 400 pp., 9x11, 4,400 listings of newspapers, yearbooks and magazines, high school organizations and honorary professional organizations. Publisher: Oxbridge. Price: \$15. Royalty: 10 per cent, with income to be invested in other publications. A 10-year contract with Oxbridge arranges for every-other-year publication.

(5) J. W. Click, high school relations, report attached (3).

(6) Jeneanne Johnston, vice-president for two-year colleges, reported on summer workshops for junior college advisers, and an effort to develop workshops for both junior and senior advisers on a regional basis. Among recommendations: Separate program in Minneapolis next year for junior college advisers (at least a breakfast or coffee session), a national news letter, and more concern over junior college participation.

(7) Reid Montgomery, liaison with other press groups, reported work on a directory.

(8) Ely Liebow, nursing school relations, reported writing to 300 schools, getting 80 per cent reply, and "will join" responses from 23.

(9) Dan Thornburgh, placement, was not present.

(10) Glen Kleine, public relations director, reported on releases to home news bureaus concerning convention awards.

(11) Ed Fricke, publications committee, reported need for 3 or 4 committee members. He also reported writing 12 schools to see what "we could do better this meeting." Agreement among them: Speakers are too often unprepared, more professional newspaper reports should be on the program, and more should be done with photography.

(12) Guido Stempel, research, was not present, but his report is attached (4).

(13) Liz Barnes, *Roll Call* editor, reported that letters have gone out to 600 members (some paid and some not) requesting information for *Roll Call*.

(14) Executive Director John A. Boyd reported 365 active members as of Oct. 28, 15 associate members and 5 institution members. He also gave a financial report.

(15) Bill Woolfson, speakers' bureau, reported that six members had replied to his requests for available speakers in various geographic areas.

(16) Dr. Sanderson, *College Press Review* editor, reported that a *Review* would be in the mail Nov. 3 and asked for articles for future issues.

(17) Merv Fairbanks reported that the Rocky Mountain Press Association and NCCPA membership are now mutual.

(18) Dr. Politella reported that he had represented NCCPA on 12 trips last year. He also mentioned the NCCPA-sponsored summer workshop at the Chautauqua Institution, N.Y., July 6-10, 1970, for students, teachers, advisers and others. See attached (5).

Resolutions presented by Shirley Quaite were as follows:

(1) *Resolved:* That the NCCPA express gratitude to the Reader's Digest Foundation for its generous contribution to journalism in establishing the annual \$1000 Pegasus Award to encourage student participation in the business aspects of publishing.

(2) *Resolved:* That an expression of sincere appreciation be

given to Mars and Arthur M. Sanderson for their able services in organizing an outstanding 1969 convention program for the Association.

(3) *Resolved:* That the NCCPA gratefully acknowledge the cooperation and assistance of the Associated Collegiate Press in arranging the 1969 convention, and that particular thanks be extended to Otto Quale, executive director, to Kristi Hawkinson, Evi Kornegor, Pat Hayward and Judy Mattson for their individual contributions to the success of this year's convention.

(4) *Resolved:* That the Americana Hotel has contributed measurably to the smooth functioning of convention activities through its exceptional facilities and services, and that the NCCPA is sincerely grateful for this contribution and wishes especially to cite the good officers of Edward Eicher and Joe Kordsmeier in handling arrangements.

(5) *Whereas:* The membership of this association remembers affectionately a smoke-filled room in the Statler Hotel in Washington, D.C., in 1953 when the idea of a national organization of collegiate advisers was conceived; that it further remembers a subsequent meeting in Detroit in 1954 when the concept was transformed into a reality; that the membership recalls how 15 years of maturity and achievement evolved as personal dedication was translated into organizational development; that it further remembers how one of the men who in 1953 envisioned not only what NCCPA has now come to be, but what it will yet become, how that man served well in many capacities and distinguished himself and the Association in the office of president from 1967 through 1969; be it therefore resolved that the NCCPA commend for unselfish service and thank with sincerest gratitude its retiring president, Dr. Dario (Duke) Politella.

A motion was made from the floor by Al Oickle:

That this organization (A) open its membership to include faculty advisers of college radio and television news and (B) that to accomplish this the president be and hereby is authorized to appoint the following: A committee to conduct a membership drive among college radio-television news advisers; and a committee to present at the next annual meeting proposed revisions to the NCCPA Constitution and Bylaws wherever necessary to include the expanded membership.

The motion was tabled.

Otto Quale presented a wrist watch to Dr. Politella in recognition of his service as president. In retiring, Dr. Politella recommended that his successor study the feasibility of establishing a full-time national office, expand the work of the Commission on Freedoms and Responsibility of the College Student Press, and establish an archives for the student press.

John Boyd introduced the new officers: Reid Montgomery, University of South Carolina, president; Don Feltner, Eastern Kentucky University, first vice-president; and Merv Fairbanks, Brigham Young University, second vice-president.

The meeting adjourned.

Respectfully submitted,
Liz Barnes, Secretary

(1)

1969 Report of the State and District Representatives of the National Council of College Publications Advisers.

During the 1968-69 year (including the autumn of 1969) the work of state and district chairmen for NCCPA has been the best ever done for the association. Many of the chairmen have operated independently and vigorously to not only attract new members but to develop service programs of considerable consequence such as state or district newsletters, meetings of advisers at state and district levels and the formation of state press associations of college publications. Some measure of significance can be seen in large membership rolls of NCCPA and in the esprit of student journalism.

There are obviously several problems in the program. It is difficult to recruit and replace state chairmen and indeed district chairmen find themselves quite heavily involved in correspondence if they do their job as well as they would like to. It is difficult for them to identify faculty advisers and maintain correspondence with them because there is considerable turnover in these positions. It would indeed be helpful if each state and district chairman were to be provided a copy of the directory as well as stationery and postage so that they would have a method of contacting college publications advisers. We would hope that the financial resources of the executive secretary could be increased to the point wherein his office could provide mailings and promotional materials keyed to the efforts of the district and state chairmen.

It seems to me that a sensible objective for NCCPA would be to increase the total effort of its district and state chairmen by about

50 per cent next year even if this means spending a little more money for postage and to entice additional people to serve as NCCPA representatives.

One very interesting development has been the rise of a cohesiveness among types of colleges. For example, junior college advisers have organized even to the point of being formal about their efforts. NCCPA should consider organizing additional horizontal groupings.

Louis E. Ingelhart, Chairman

(2)

Awards Committee Report

In selecting the Distinguished Service Award and Distinguished Adviser Award recipients, the Awards Committee again accepted nominations from members throughout the year, with the May 1 deadline. Nominations were received as follows:

University or College Newspaper Adviser	20
University or College Yearbook Adviser	5
University or College Business Adviser	2
Two-Year College Newspaper Adviser	3
Two-Year College Yearbook Adviser	1
Two-Year College Magazine Adviser	1
Distinguished Service Award	9

No nominations were received in University or College Magazine Adviser, Two-Year College Business Adviser.

The committee also reviewed nominations submitted to the preceding year's committee in making the selections.

Because of keen competition, especially in the University and College Newspaper Adviser area, the committee established a new award, the Honor Roll of Advisers, to recognize professional excellence in advising students who work on their publications. Certificates will be presented to the first seven winners at the Awards Convocation November 1, 1969.

Distinguished Adviser awards will be presented in four classes: University and College Newspaper Adviser, University and College Yearbook Adviser, University and College Business Adviser, and Two-Year College Newspaper Adviser.

The Committee will expand its operations in 1970 to give members greater participation in the selection process. It plans to submit a rating ballot to all NCCPA members so they can indicate 1) their knowledge of a person's advising activity and 2) a rating of his professional competence. The selection of award recipients will not be done exclusively by this ballot, but the results will be used by the committee in making the selection. One reason for attempting this procedure is the small number of nominations from certain areas of the country and the lack of familiarity of committee members with some of the advisers who were nominated.

The Committee emphasizes that its philosophy for these awards is that NCCPA is recognizing excellence in advising and is not significantly concerned with other activities that advisers may undertake either as professional responsibilities or as concerned citizens of their communities.

Respectfully submitted,
J. W. Click, Chairman

(3)

High School Relations Committee Report

Two significant projects proposed in last year's committee report were undertaken during 1968-69. One was a folder encouraging high school pupils to work on student publications after they enter college. The other was a revised edition of the Directory of Regional, State and Area High School Press Associations.

The idea for the folder had been discussed last year, and Mrs. Dorothy Greer of Washburn University of Topeka presented a proposal to the committee at last year's convention. The proposal was accepted, as was Mrs. Greer's offer to supervise the project to completion, including distribution.

The first printing of 10,000, budgeted at \$800, was issued early in the second semester. Demand was sufficient for the NCCPA Executive Board to authorize another printing of 10,000 at its March meeting. Approximately 7,100 folders were distributed free to the Newspaper Fund's mailing list and to the Columbia Scholastic Press Advisers Association. The project's expenses to date are \$1,321.29 with income from sales (at 20 for \$1,000) of \$382.75 for a net cost to NCCPA of \$938.54. About 5,000 folders are in stock and could return another \$250 less postage costs.

The committee chairman revised the 1966 Directory of Regional, State and Area High School Press Associations. The

directory was offset printed and distributed in early October.

The committee has intentionally attempted to do few projects so that they can be done well. It is also aware that other organizations are interested in the same area, and it has attempted to avoid duplication of effort. Other projects that have been suggested to the committee and that are being reviewed include 1) a newsletter to share information on developments in high school journalism course work and publications activities, 2) securing additional financial support so the folder can be distributed to all major high schools, 3) funding speakers for the major high school advisers' meetings (NSPA and CSPA) to keep them informed of what we are doing on college publications, 4) additional cooperative efforts with JEA, 5) undertaking efforts to encourage bright social science, humanities, science and arts students to combine journalism majors with their other majors, 6) helping to continually improve high school journalism so we will have good talent coming to us for our college publications, 7) helping to sponsor area conferences for high school journalists where possible, and 8) having college editors speak to high school pupils about the college press.

The chairman deeply appreciates the tremendous amount of time and work Mrs. Dorothy Greer invested in the project of the folder for high school journalists. He also acknowledges with gratitude the advice and support of the other committee members, the NCCPA Executive Director and the NCCPA President.

Respectfully submitted,
J. W. Click, Chairman

(4)

Report of the NCCPA Research Committee, 1968-69

The Research Committee completed the salary study which was reported in brief at this convention last year and in somewhat greater detail in the Winter/Spring issue of the *College Press Review*.

This committee was empowered a year ago to develop a handbook on publications boards. We have progressed only to the extent of discovering and documenting how little research and writing have been done on this subject. What appeared to be a job of compilation seems instead to be a major research undertaking. We suggest therefore that the question of the handbook be reopened and a decision made as to whether the Research Committee should embark on a major study of publication boards with the end product to be a handbook. The alternative would seem to be to have such a handbook written on the basis of the conventional wisdom about publication boards. If that is to be done, those with more experience in dealing with publication boards would seem to be the ones to do it.

Respectfully submitted,
Guido H. Stempel III, NCCPA Research Director

(5)

NCCPA Sponsored Summer Workshop, 1970 At the Chautauqua Institution, N.Y., July 6-10

12 hours of instruction designed for students, teachers, student publications advisers, publicity chairmen and house organ editors.

Saturday noon, July 4 - sign-in.

Sunday, July 5 - free time, local sports, swimming, cultural events.

Monday, July 6 - 1-3 p.m. Lecture and discussion, "How to Write Good."

Tuesday, July 7 - 1-4 p.m. Writing Laboratory - supervised exercises in forms of writing for the mass media (news, features, interviews).

Wednesday, July 8 - 1-3 p.m. Lecture on "The Writer As Publisher," preparation of copy for the printer, copyediting, makeup and layout, the printing processes.

Thursday, July 9 - 1-4 p.m. Production laboratory - tutored experience in processing copy for the printer, writing headlines, laying out newspaper and magazine pages.

Friday, July 10 - 1-3 p.m. Lecture on "Law, Ethics and Copyrights of the Published Writer."

Saturday, July 11 - noon checkout.

Fees: \$40 for tuition package (\$9 per session for auditors)
14 gate fee (gains free entrance to cultural events)
30 estimate for meals (varies with appetite)
15 room rental in commercial housing (\$10-12 in dorms)
\$99 estimated expense for the week-long workshop.
Write for reservations direct to Director of Instruction, The Chautauqua Institution, Chautauqua, N.Y.

NEW

FROM OXBRIDGE

...the most complete
and authoritative

EIGHT-PART

DIRECTORY of the COLLEGE STUDENT PRESS in AMERICA

PRICE \$15.00

(\$7.50 to NCCPA members)

... listing historical, typographical, financial and statistical information
about student newspapers, magazines and yearbooks.

NOW IN THE 1970 EDITION

- Guidelines for the Free and Responsible Student Press
- Selected Bibliography of Readings for the Student, Adviser Administrator
- Listing of State and Regional Collegiate Press Groups
- Listing of Regional, State and Area High School Press Associations
- Listing of National Scholastic Press Associations
- Listing of National Honorary and Professional Journalistic Societies
- Listing of Suppliers and Vendors to the Student Press

Compiled bi-ennially by **DARIO POLITELLA, Ph.D.**
for the National Council of College Publications Advisers

ORDER FROM: OXBRIDGE PUBLISHING CO., INC. • 420 LEXINGTON AVE., N.Y., N.Y. 10017

