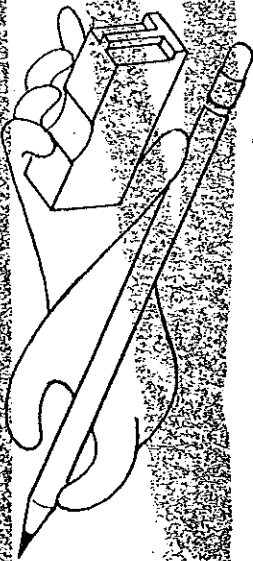


Return to → Reid Montgomery

See p. 10

Review

National
Council of
College
Publications
Advisers



SPRING 1962

VOL. 3

No. 4

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

REVIEW

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Editor

ARTHUR M. SANDERSON

SPRING, 1962

Vol. 3, No. 4

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National Officers of NCCPA — Dr. John A. Boyd, Indiana State College, Terre Haute, National Chairman; Prof. George H. Miller, University of South Florida, Tampa, National First Vice Chairman; Dr. Herman A. Estrin, Newark, New Jersey, College of Engineering, National Second Vice Chairman; Dr. Donald R. Grubb, Northern Illinois University, DeKalb, Immediate Past National Chairman; Professor Arthur M. Sanderson, University of Iowa at Iowa City, Executive Secretary-Treasurer and Editor.

THE PRESENTATION of the 1961 Distinguished Advisers was made at the NCCPA national conference at Miami Beach last November by Dr. Donald R. Grubb, national chairman. Criteria for selection were announced in a previous *Newsletter*. Dr. John A. Boyd, Indiana State College, was chairman of the Awards Committee. Chairman of the 1962 Awards and Recognition Committee is Dr. Herman A. Estrin, NCCPA national vice chairman, Newark, (N.J.) College of Engineering.

The *NCCPA College Press Review* herewith proudly presents winners of our second two awards:

DR. ROBERT J. CRANFORD

The University of Nebraska

1961 Distinguished Newspaper Adviser

Dr. Cranford had many to recommend him for the award: his students, faculty, the printers, even his "boss." Dr. William E. Hall, director of the School of Journalism at the University of Nebraska, said of him, "Dr. Cranford is one of the finest teachers in the field of news editing in America today."

He spent 21 years in the newspaper profession before becoming public relations director at the University of South Carolina. He went on to become professor and acting dean of the journalism school.

Dr. Cranford has been at Nebraska for three years, where he has been advising the *Daily Nebraskan* as well as the yearbook, the *Cornhusker*. He is the author of a journalism text, *Copy Editing Workbook*.

One of his many fields of interest is high school journalism. He is national chairman of NCCPA's Committee on High School Relations and, since the inception of this group only last year, has completed a preliminary study to assess goals and directions which his committee might explore.

PROFESSOR CALVIN J. MEDLIN

Kansas State University, Manhattan

1961 Distinguished Yearbook Adviser

Professor Medlin, Graduate Manager of Student Publications at Kansas State University, needs no introduction to publications advisers. He has been at Kansas State since 1934, and for the past 25 years the University's yearbook, *Royal Purple*, has received the highest rating given by the Associated Collegiate Press yearbook judges. In 1958 the National Council of College Publications Advisers named him "Outstanding Yearbook Adviser in the United States," and presented him with a cash award underwritten by Foote & Davies, Inc., an Atlanta printing firm.

He has written two widely-used texts in the field: *School Yearbook Editing and Management*, and *Yearbook Layout*. His writings have appeared in the *NCCPA College Press Review* and in most of the magazines and journals dealing with the yearbook.

A representative of the printing company that printed the *Royal Purple* had this to say: "Medlin is head-and-shoulders above the many advisers I've known in a long and wide experience."

Advisers and staffs throughout the country have had the privilege of discussing yearbook problems with him in his many appearances at publications workshops and conferences.

A Two-Platoon System For Editing a Paper

Co-op Journalism

By LOUIS E. ROBERTS
Northeastern University, Boston

THE principles and practices of co-operative education are not very well understood beyond the almost seventy colleges and universities which employ the system in varying degrees and forms. Perhaps the very diversity of programs employed at these institutions creates confusion as to the nature of the co-op idea.

It was inaugurated at the University of Cincinnati in 1906 and was brought to Boston by Northeastern University in 1909. Today, few universities are committed to co-op education to the extent of Northeastern at which the co-op plan of work and study is compulsory save in the College of Liberal Arts in which it is optional but heavily favored by the students. Over 90 per cent of the Northeastern population is involved in the peculiar problems and advantages it offers.

At Northeastern we think in terms of ten weeks and five weeks. The freshman student undergoes a relatively normal academic year of thirty-five weeks with no co-op work. At the end of his first year he elects or is appointed to either Division A or B, and for four more years he will alternate ten weeks of school with ten weeks of work and fifteen weeks of school with sixteen weeks of work. Somewhere in between is an extra week which the student is free to dispose of as he will, and usually does. The faculty is on either a forty or a forty-five week contract. In the latter case an instructor will teach four ten week terms in succession—frequently giving each course twice, once to each division—and then one of the two five week summer terms. (Kindly note that there are no extended vacations for either faculty or students at Christmas or Easter. The demands of the employers that they have a man on the job continually precludes many of the traditional and blessed academic favors.)

The co-op plan was originally intended for students of engineering, and this field still has a preponderant utilization of the plan. It was soon adopted by schools

of business, is now established in schools of education, and is finding more use and acceptance in colleges of liberal arts. Here, of course, the on-the-job work program is not always as professionally oriented as in the curricula emphasizing technical skills, but the program in journalism as developed at Northeastern permits a sensible and valuable balance between the class room and the city room, the student desk and the copy desk.

A co-op journalism agreement was made with the Boston *Globe* in 1932: our students entered the *Globe* offices as copy boys at \$12 a week. The program is still in effect with the *Globe*, and some fifteen other newspapers and news agencies are working with the University today to provide experience and education to prospective journalists.

The academic aspect of the joint program, while not novel, is of particular interest because of the correlated co-op work practice. We have no journalism department nor major as such. We do have an English-Journalism (E-J) major which is essentially a normal curriculum in English with the addition of four term courses in the techniques of journalism taught by a desk editor of the Boston *Herald* and a seminar in journalism taught by the adviser of the Northeastern *News* to editors of the *News*.

The basis of this program is quite obviously the belief that a journalist *needs* for his own intellectual satisfaction and for the best performance and practice of his trade a familiarity with his language developed through study of its history and usage in media ranging from the most utilitarian (the newspaper) to the most artistic and literary. Nobody in a business whose tools are words should be ignorant of the possibilities of language, however remote they may appear from the daily hack work of the sports writer or the police reporter.

The basic courses in journalism teach techniques of style and writing. In the past these courses were completely divorced from the student newspaper, but a joint

program has recently been established in which a certain number of students in the advanced course are assigned every other week to the editors of the *News*. The journalism students are given assignments as if they were on the staff of the *News* (some may be but most are not, since the E-J curriculum has always been carefully divorced from the extra-curricular activity of student publications). A carbon is made by each student of his story. The original is handed in to the *News* editor who may use the story or not as he wishes and may suggest or advise the student as he will. The carbon copy is submitted to the journalism instructor as would any practice assignment, and it is corrected and graded as such by the instructor.*

The purposes of this subsidiary internal co-op effort are obvious: a student doing mock assignments for a newspaper writing course will benefit from familiarity with a working situation in which his assignment becomes real; this contact with the student newspaper may encourage further interest and participation to the supposed profit of all concerned.

Seminar Is a Backstop

The seminar which I teach to *News* editors has two intentions: to promote in relaxed and informal sessions a joint consideration of pertinent problems of makeup, headline writing, production and editorial responsibility of a weekly student newspaper; to analyze, frequently through the case study method, problems of ethical and moral responsibility of the journalist—his main interest in his work, his motivation, his consciousness and regard for his personal integrity, the extent of his obligation to the editor, publisher, owner of the newspaper, to the community and to the profession. While this must of necessity be to some degree an abstract and academic discussion, we find that current problems of the student editors in relation to the faculty and administration of the school often illustrate very vividly our philosophic concern. Also, work on professional papers on co-op provides observation and experience by the students which make our discussions more meaningful. A familiarity through reading of the history, theory, practice and power of the press is essential for a proper cognizance and awareness by a journalist of his rights and responsibilities. The academic community provides the atmosphere for theoretical contemplation and study. How many practicing journalists, particularly after some years of work, ever afford the time and effort for an honest appraisal of their own efforts and potentiality, the extent to which they have compromised their talents

*This is similar to a plan described by Dr. Donald R. Grubb, "A Modified Integrated Approach," in the Spring 1961, NCCPA *College Press Review*, excepting that our assignments come from the editor rather than from the instructor.

without ever being aware of it, the power for good which rests in their hands, and the terrible waste of time, energy and talent in the gross absorption in the unimportant which consumes so many journalistic careers?

So much for the present academic training in journalism at Northeastern. I must admit that some students want more, that there is occasional agitation for the formation of a Department of Journalism for reasons ranging from a desire for participation in professional fraternities to a belief (partly founded on fact) that prospective employers will be more impressed with the qualifications of a journalism major having studied in a Journalism Department with a no-academic-nonsense journalism orientation. But here is where the other two facets of our complex pattern at Northeastern complete what I consider to be a very sound training.

Ten-week Rotation

First, the *News*. Sit back and marvel at a two-platoon operation in which the complete editorial board, staff and everybody right down the bench, rotates every ten weeks with the exception of the schizophrenic adviser and a stolid student business manager who keeps the books at night when out on co-op. Remember Division A and Division B? They comprise two entirely separate student bodies. In September, A comes in for ten weeks; in November, B comes for ten weeks. No sooner has the adviser and the Division A board come to terms with life than a bell rings, the office is cleared out for exam week, and the following Monday morning a new crew is ready with its own problems and personality (and, for some perverse reason which defies rational analysis, the two divisions frequently have completely different psyches which demand satisfaction in quite different ways). In January we have a joint meeting and the new editorial boards for the calendar year are announced. So when Division A returns in February for its second term a new editorial board is in charge, and the same is true when Division B comes back in April.

Still with me?

The Editorial Side

Pity the perennially perplexed freshman who joins the seven-week intern program of the *News* in September of the Division A term, is accepted as a *News* staffer just as the term ends and then is confronted by the Division B board—new faces, new ways, new demands. If he is good, each division will want him and will fight to have his soul placed in its ranks for the ensuing four years, but nobody will know until the end of his freshman year. And so it goes.

The *News* is operated and controlled by the student editorial board. The office of the adviser adjoins that

of the *News* and he is frequently consulted for advice and occasionally for consent. The *News* publishes twelve- to sixteen-page papers seven times a term, or twenty-eight regular issues a year.

Print Shop Operation

The third facet of the total journalistic experience gained at Northeastern is the composition of the paper at a non-union print shop in Boston in which our editors work on Thursday afternoon and evening with the employees of the shop—not standing three feet from the table, but doing everything with their own hands save setting the type. This arrangement creates a certain amount of confusion and frustration and requires deliberate tolerance on both sides. From the print shop the editors take the paper to press and wait until it is run.

This participation in the mechanical production of the paper takes much time from an already over-crowded schedule. Once or twice a year we are approached by other printers who wish to do all of the work themselves or, increasingly, by offset houses which offer simplicity and economy of operation and clarity of cuts (perhaps their greatest attraction). We very seriously consider all possibilities, but at least until now the decision has been to continue our grossly informal operation: the editors enjoy their day in the comp shop so much that all other factors are secondary. I stress this third element of experience because the opinion of advisers with whom I have talked about it seems quite radically split. My point is simply this: student participation in the print shop is inefficient, time consuming and frequently results in imperfections in the final product (unless of course this work is supervised by instructors in a university printing plant), but the fun and satisfaction derived from it by the students compensate for much. As long as they are willing, I am.

On-the-job Training

We come now to the fourth constituent of our journalism program, that about which all else revolves, the co-op work. First let it be understood that not all of the *News* staff are E-J majors and that not all E-J majors work on the *News*. In theory, and increasingly in practice, however, the best co-op jobs available go to E-J majors who actively and satisfactorily participate in the production of the *News*. The design is to provide for students who evidence most interest and aptitude for the profession in their curriculum and extra-curricular work the best opportunities to complete their training on the job.

I wish that I could say that the acceptance of our program by the press has been universal and that they

have always shared our enthusiasm for this co-operative educational program in journalism. The truth is that the big city dailies with which we work adopt what I consider to be a rather foolish, romantic and anachronistic attitude regarding their interest in preparing people for the profession. Their official line is, "We don't need your students on our staffs; we get all the new blood we can use. This is still the glory trade; there's no dearth of recruits for the newspaper business." This is the speech the man from our co-operative department who coordinates the journalism jobs gets when he asks for more money or better opportunities for our students. In practice, however, some of the big papers are appraising our program with increasing favor and—though begrudging notable salary advancement and falling back on the principle that these are still students after all—are working carefully with our people and using those who suit them in responsible reporting and editing positions while in co-op and employing them full time upon graduation.

Work on Boston Papers

Most of our male students start as copy boys in their sophomore years with the big Boston papers. One of these papers, noted for its conservatism, appropriately permits little development for a student, no matter how talented and eager, and therefore loses him very quickly. Another does give a chance for extra work and experience and promotes the boys according to their merits. It is obvious that the latter paper gets the best results from the program. This is a difference in the operating philosophy of newspapers; we all know that this difference exists in every paper and that papers generally reflect in their pages the progressivism or conservatism of their employment and promotional practices. To a marked extent, of course, the Newspaper Guild attempts to stabilize these practices; our co-op students are generally protected by special provisions in the Guild agreements with the separate newspaper corporations. I think that the Guild also could be more liberal in viewing new operations and procedures designed for the betterment of the profession.

The economics of the business affects without doubt the caliber and number of our journalism students who continue within the profession upon graduation. Our copy boys earned \$12 in 1932 and earn about \$50 now. Students who start as reporters for suburban and smaller city papers don't get much more than that. More important than the initial pay is the salary increment over the three years or so in which a student may stay with a paper. About the highest the official schedule reaches is \$80 for a co-op job as reporter or editor. Of course this is exclusive of overtime, Saturday and Sunday em-

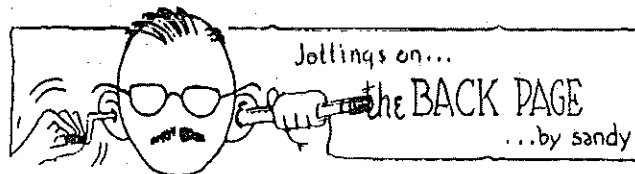
ployment if desired. This means that a student on a top paying paper is earning some \$2,000 plus for twenty-six weeks of co-op work in his junior or senior year. Not bad; not competitive with many co-op jobs in engineering and business, even in advertising, but respectable and enough to encourage a student to stay in journalism for his co-op work experience and perhaps for a reasonably recompensed future. But papers which pay no more than \$60 to a talented and dedicated senior do nothing to encourage participation in the program nor in the profession.

SUMMATION

In short, I don't know of a more sensible program to attract and prepare people for careers on newspapers. We have presently 125 students in the program: each year the number is increasing out of proportion to the general rise in enrollment. It is popular, and it is rapidly getting more popular. In order to exist, the co-op journalism program must attract the interest of newspapers willing to participate; willing to have alternating students on the job, willing to work with them and to give them the chance to advance as their talents and interests indicate, and willing to pay them for their efforts. This is one of the few careers in the world in which a cub is still treated like a dog. If the profession wants qualified personnel—college educated, with deep knowledge of the liberal arts and particularly of the English language and literature, who have some formal academic instruction in journalism, get the most valuable experience in operating a large and important student newspaper, and work on-the-job for four years in the field—then they must move from their traditional and frequently erroneous conceptions of themselves and their attractiveness and welcome new ideas for their own sake. If the co-op journalism program is to grow at Northeastern and to be adopted and adapted by colleges and universities through the country which could do so profitably, then the newspapers across the country must give us the necessary encouragement.

More than 50 per cent of students in our program become working journalists upon graduation. This is a relatively high average, but if the opportunities and encouragement from the profession were greater, more good journalism students would become newspaper men rather than drift to the often less personally satisfying fields of public relations and advertising.

This is not our problem alone; I think that journalism departments, advisers to collegiate publications and the National Council of College Publications Advisers as a group could stir the newspaper profession to a greater awareness of what is, after all, its own best interest.



(Continued from Page 26)

versy. (The Student Opinion Board is now replaced by an International Affairs Board.)

The Student Senate considered a bill that defined certain principles necessary for an autonomous and free student press. The bill was defeated.

In her farewell editorial the student editor concluded with a statement to readers that "I do not feel that most of you generally know what is going on, and furthermore, you do not care. If you want a classic example of this, consult the minutes of a recent Student Senate meeting in which your illustrious senators defeated a bill which asked them to support freedom of the press at this institution."

It was reported elsewhere that a news story giving the names of the eight students who were urged to seek another institution was deleted from the student newspaper. The news story concluded with: "Letters to them stated they were 'not finding a compatible environment at C. of E.' No other specific reasons were given."

College authorities offered no comment. It was reported, however, that at a faculty meeting a dean answered a question to say that the College administration would make no effort to impede the transfer process of any of the eight students and that the letters would not be recorded on the students' academic records.

☆ ☆

In a front-page (*Emporia Gazette*) editorial on December 13, editor William L. White pleaded that the College be saved, pointing out the quality of its distinguished alumni, of its faculty and of its student body, and noted that the Board of Trustees "seemed largely concerned with vindicating the honor of its Executive Committee—it was so busy that it had no time for complete hearings to the faculty members involved."

Of the controversy, he commented in an earlier issue that "This is no way to run anything—not even a slaughter house, let alone a college. It was an act of cheap, tin-pot tyranny. . . . There are in Kansas, Presbyterians of real culture, with an appreciation of the problems of higher education, and the desire to build a fine school. Why are not more of them on that Board?"

☆ ☆

AS THIS ISSUE of *The College Press Review* goes to press in mid-March, there the matter stands. We shall have a further report and, we hope, a conclusion in the next *Newsletter*, if further developments occur.

For the time being, we conclude with the last paragraph of the *Emporia Gazette's* long article of December 11: ". . . the College of Emporia's Board of Trustees now finds itself, on the issue of Academic Freedom, tied up in knots tighter than those in the pretzels served at the (student body president's) off-campus beer party last September, that little college frolic which started an avalanche on its grim course."

The Quarterbook

By KEN METZLER
University of Oregon

LAST YEAR at the University of Oregon, we published our "yearbook" in four sections. At home, standing upright on my bookshelf next to the fireplace, these four white hard-cover productions have frequently been mistaken for the hard-cover magazine, *American Heritage*. Inside the covers the resemblance ends, however. Our *Oregana* is strictly a collegiate production, with three of the four editions covering the three terms of our academic year and the fourth displaying some 7,000 mug shots in what we call the "housing" book.

It was a new and novel experiment for us, one which we approached with some trepidation. We were convinced that the four-unit idea was sound from a professional publications standpoint. But, since we must sell the books on merit, we wondered what the students would think of them. More important, would they buy them again?

One thing we settled early. When you buy the *Oregana*, you in effect subscribe for a year. We felt that single copy sales were a bit risky for such an expensive product.

What was the student reaction? Most of the students who bothered to comment were unfavorable to the four-unit idea.

But did they buy the *Oregana* at the next opportunity? Yes, paradoxically, they did. This Fall, in spite of a price increase from \$6.80 to \$7.90 and in spite of cancellation by the Alumni Office of a 200 bulk order, we have sold just as high a percentage of the student body as ever. About 60 per cent of the undergraduate students purchased the *Oregana* and by the time our final Winter sale is finished, we hope to have sold about 65 per cent.

As they passed through the *Oregana* sales area in the registration line last Fall, about one-fourth of the students commented on the four-unit format. Almost all of these comments were unfavorable. Here are some typical comments as recounted later by the sales staff:

—*The trouble with four books is that it's so easy to*

lose one (unaccountably, this was a reaction entirely confined to women).

—*Four books are not so bad, but do you realize that after four years you'll have 16 books? And with post-graduate study, some people are going to school five and six years nowadays* (mostly coeds authored this comment).

—*I think the covers are cheap looking* (mostly men).

(Our covers, incidently, cost about 25 cents per unit, including the cost of pasting end sheets—a total of \$1 for each set of four. Naturally each 25-cent cover doesn't compare with a single cover costing two to four times that much. How important is the quality of the cover, anyway? You can buy classic literature in paperback.)

—*The covers get so dirty* (we felt this was a legitimate complaint. The white covers do smudge easily, so the current editor is using a screened overprint on each of this year's books).

—*I don't like to be picking up new editions all the time.*

Curiously, few students said anything about the content—the copy and pictures between the covers. This had changed, too. We'd had no complaints about it, indeed, we could count a few compliments.

In fact, our change in format was not so much a matter of being "different" for the sake of change alone. The change was to provide a more suitable vehicle for presentation of the type of content we wished to carry. In simple words, the new format is a means to an end, not an end in itself.

Discussions about the new idea began some three or four years ago when the *educational* value of yearbook production began to be questioned.

At Oregon we firmly believe that participation in student publications is an experience that is just as valuable—and yields just as much educational return—as any academic class. The editors and managers, particularly, are learning that theirs are administrative jobs, with all the problems in human relationships that this

involves. Indeed, they are learning things they could not possibly learn in the classroom.

Yearbook editing, it seemed at the time, was becoming less a creative experience and more a production burden. It seemed as though the yearbook had become nothing more than a repository for miscellaneous group and organization shots with little or no room for earnest journalistic endeavor. With the addition of each new organization on the campus, and each new campus tradition, it became as though the book were a ship that had picked up so many barnacles that it could no longer maneuver, but barely keep from foundering in a largely unsympathetic sea of public opinion.

Small wonder that the list of candidates for editorship was getting smaller each year!

While all this was occurring, our University was growing in academic stature, adding new fields of study, collecting a distinguished faculty and enrolling a student body that was growing more enthusiastic than ever about things that stimulate the mind.

There were still other considerations about the change in format. The student staff was always slow to get started in the Fall, leaving most of the work to be done the latter half of the year. The multiple deadlines of a four-unit format would evenly distribute the work. Moreover, under the one-unit format, student staffs saw no results of their work—had no opportunity to profit from their mistakes—until it was too late.

A final consideration: advisers had encouraged the editors to take a modern photo-journalistic "magazine" approach to their work. But the sheer massiveness of the yearbook did not lend itself to this type of treatment.

The Student Publications Board, after much discussion, finally agreed on production of four books resembling the *American Heritage* format. Each of three "quarterbooks" covers the preceding term's activities and the "housing" book is frankly nothing more than an illustrated telephone directory.

Types of Features Used

Just what were some of the features in the "magazine" approach that seemed better adapted to a quarterbook than a yearbook? A glance through the issues of the 1960-61 *Oregana* reveals some striking departures from the traditional concept of yearbook content.

The photographic essay, depicting some of the major events of the term, has found its place in the *Oregana*. The illustrated, interpretive, "behind-the-scenes" report has also found its niche. The Fall sports section, for instance, has tried hard to avoid the monotony of endless football action pictures in favor of a more interpretive report on how a football team prepares for the season

(with emphasis on such things as advance preparation, coaches' conferences, training, scouting, etc., as well as what the spectators see on the field).

Key article in the Fall book was a 5,000-word essay entitled "The University . . . a Changing Personality," which attempted to get at the heart of the greater academic emphasis that we have perceived at the University. Here, incidentally, was the first time in years that any emphasis had been placed on text, with photos of secondary importance.

The Winter term book had a photographic essay entitled "Night . . . the Campus in Pursuit."

"Night is the unreal time," reads the text, "when students, tired of the day's harshness, come out into the neon-punctuated black, looking for something, everything. . . ."

Well illustrated with bold, sometimes bizarre night-time photographs, this essay proved to be an interesting example of what to us is an increasingly important concept of yearbook journalism—"special features." It will be a long time, of course, before we do another night essay. Once done, it is finished. But future editors will constantly strive to provide the new, the exciting, the fashionable, rather than the trite, the obvious, or the labored.

Some other examples of "special features," in the books:

—"Eye Upon the Flower," an illustrated essay on art on the campus.

—"A Puppy Dog Tale," sort of a shaggy dog fable on student life at the University.

—"Open Every Door," a monumental essay on a growing field of endeavor at the University—science. (In fact, the University administration was so enthralled with the essay that it ordered 2,000 reprints—the first time this had ever happened.)

We did not, of course, eliminate the traditional organizational pictures (much of our income is derived from them); we merely treated them as though they were of secondary importance. Nor did we eliminate coverage of the traditional events (Homecoming, Junior Weekend, etc.), but we worked hard to find new ways to depict the old events.

SUMMATION

If I were to attempt to summarize in a few words what I perceive to be a new trend in yearbooks (or at least exemplified by the policies of the students who edit the *Oregana*) it would be this:

Yearbooks are (or ought to be) moving toward a new type of realism—the journalistic approach—that attempts to tell the reader something he does not al-

ready know. The term journalistic does not apply solely to newspapers, in my judgment, but to any honest, mature and responsible effort to report, interpret and comment upon the activities and issues that pertain to the institution. If, as some college administrators claim, there is some new "academic excitement" in higher education today, some college yearbooks, I fear, fail to reflect it.

Cost Comparison

Philosophies are interesting, you say, but what about the hard facts of life? I am asked frequently whether the multiple book plan is more expensive than the traditional yearbook. The difference, I think, is minor.

Of course, our four "cheap" covers add up to some 30 to 40 cents more than one expensive cover. But this is offset in part by the fact that the printer and binder can figure more closely on their bids because three of the four books are keeping them busy during what otherwise might be slack seasons. Only the Spring book, which is published just after the close of the school year in June, comes at a busy time.

Our Fall book comes out about the middle of January; the Winter and housing books are distributed concurrently in April.

Other than the covers, our costs remain largely the same as they were under the one-a-year program. The page count totals up to about the same; the printing costs, overhead costs and miscellaneous costs remain about the same as they always were, except for minor variations and a general upward trend down through the years. To accommodate this latter trend, we increased our sales price by \$1.10 this year—the first increase in at least ten years.

If the printers and binders like the new format, what about the student staff itself? It seems safe to say that our original observations about improving staff morale were correct. This year's editor, Lloyd Paseman, frankly admits that the new format, with its promise of allowing more creativity, was the major factor in his applying for the job.

"Of course, I needed the money, too," he says. "And I felt that the books would be a good thing to show to prospective employers, especially since my field is advertising."

The new "journalistic" trend has resulted in some interesting changes in staff. The *Oregana* now operates with a relatively small and "streamlined" editorial staff, including the editor who is paid \$730 a year, and a handful of top staff positions which offer lesser amounts of payment.

This staff utilizes a large number of outside "special assignment" writers. These writers, while not especially

interested in being regular staff members, will take on special feature assignments because of the challenge it involves or because of their interest in the subject. This idea has enabled the *Oregana* to use the talents of some of the best student writers on the campus.

The business staff has had to expand to meet the demands of the new format. There are now three distributions a year instead of one (the Spring issue, published in early Summer, is either mailed to the student or picked up by him after he returns to the campus in Fall). Promoting and "selling" the "new concept in yearbooks," has taken a lot of time, too.

The business staff has doubled in size to include not only the manager and a secretary, but also a promotion manager, a distribution manager, an organizations manager, and a sales manager—each with his own staff and each responsible for a particular aspect of business operation.

From both a business staff and editorial staff standpoint, the change last year to the new format went quite smoothly. One reason was experienced help. In 1960, after having edited the last one-unit annual, Editor Dwane McHolick applied for a second term, his candidacy being contingent on the Publication Board's approval of the new format. The board approved both. Starting with an experienced editor was a tremendous help.

A Look to the Future

One might ask where the University of Oregon "yearbook" goes from here. My personal reaction is that as a learning device the new *Oregana* is so superior to the traditional concept that we should not even consider going back to the old.

But we have the student body to consider. In a few samplings of student opinion, favorable reaction to the four-unit *Oregana* has ranged from 30 per cent to 51 per cent. I think this will improve.

The public is always reluctant to accept bold departures from tradition; public opinion always tends to drag its feet a little. I recall running across a 1900 almanac in the library not long ago, and was amused to read this item among the predictions for the future: "The aeroplane, while likely to gain some popularity among wealthy sportsmen, will never achieve widespread use as a means of public transportation."

At the University of Kansas, where a periodical "yearbook" has been published since 1933, Publications Adviser Tom Yoe thinks the students would not want to return to a one-unit book.

Obviously, it all depends on what you're used to. I hope that in the near future University of Oregon students become used to four books a year.

A New Idea In the Production of Student Publications at FSU

By GRADY W. TOLER

Production Manager, Student Publications, Florida State University

Type composition and camera-ready copy for this article was done in the Student Publications Production Laboratory at The Florida State University, Tallahassee, Florida.

The Student Publications Production Laboratory, a self-supporting division of Student Activities, was established in 1959 for the purpose of expediting the publishing of student publications and at the same time reducing their cost. The SMOKE SIGNALS, our campus general interest magazine, and the TALLY HO, our campus yearbook, transfer money to the Lab to finance their operations. In return, the Lab does composition, layout, and paste-up for them. In the past, this was done by outside firms. The FLORIDA FLAMBEAU, our campus newspaper, does not transfer money to the Lab due to the fact that it is a letterpress paper and its composition and printing is done by an outside firm. However, at one time, the Lab furnished composition and camera-ready copy for a tabloid summer paper. Since the Lab has been in operation, one more publication has been added to its working list, THE LEGEND, Florida State University's literary anthology.

Not only does the Lab help in getting out three of the four important student publications, but it is also equipped to give special advice and/or assistance to campus organizations in their own publishing problems. Some of the many publications in which it may assist the students are: rush booklets, organization song books, pamphlets, brochures, and Student Government campaign material.

The Student Publication's Production Laboratory is specifically set up as a service to the students of Florida State University and employs student assistants who are interested

in gaining experience in the process of composition, layout, and similar work for offset printing. The Lab furnishes to all students and student organizations at Florida State, the following: mimeographing, sign printing, type composition, paste-up, headline copy, electric stencil cutting, laminating, and camera-ready copy for offset lithography.

In the past, the Lab was located in a basement office in the Longmire Building, a building comparable to the present-day student unions on various campuses, but due to a severe space problem, the composition and layout section was moved to the fourth floor. This left our mimeographing, sign printing and paper storage in the basement and presented a problem to the production manager due to the division of the operation and the inconvenience of not having the equipment centrally located. Due to the continuous efforts of Dr. Reid Montgomery, Director of Student Activities and Faculty Adviser of Student Publications, we were able to bring our basement office to the fourth floor where, at the present, we occupy two separate rooms with an enclosed area of approximately 1,010 square feet of floor space.

Our Publications Lab at present consists of two full-time employees and three part-time student assistants. They are as follows: Production Manager, Vari Typer-Justewriter operator, two student assistants for paste-up and camera-ready copy, and one student assistant as mimeograph and Line-O-Scribe operator. All employees are responsible to the Production Manager who, it turn, is re-

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sponsible to the Director of Student Activities.

Our office is open from 8 a.m. to 5 p.m. Monday through Friday and extends a cordial welcome to the students to visit and see the Lab in operation. Plans are now being made for class tours through the Lab as a part of academic work in courses such as Public Relations, Advertising, and Advertising Design and Illustration. This will allow the students to acquire a basic knowledge of the mechanics of pre-printing in offset lithography.

Let's take a glance at the equipment we use in the Lab and the part that each plays in the role of Student Publications.

THE JUSTOWRITER--The Lab is equipped with four Justowriters, two recorders and two reproducers. These machines are used to produce copy for offset printing with justified left and right hand margins. The Justowriter is an automatic carbon-ribbon typewriter that justifies with only one manual typing. It consists of two elements. Each is basically a proportional spacing, electrically powered typewriter. The Recorder unit is provided with a punch which perforates in a narrow tape the code for each letter and function of the machine. The Reproducer has a reader which interprets the tape and automatically types and justifies in page or galley form at the speed of 100 words per minute. All copy for our SMOKE SIGNALS is reproduced on the Justowriter, using ten point Heritage and eight point Galvin serif types. Our recorders consist of 14 point bold face Commercial (Gothic) and 12 point Bold Face serif type. A few publications composed on this machine are: "Living at FSU", a regulation book for men day students published by the dean of men; "A Guide for Freshmen Women", a regulation book for women day students published by the dean of women; "The FSU Health Service", published by the University Health Department; and "The Student Publications of Florida State University", published by students in the four major publication areas.

THE DSJ VARI TYPER--This machine is also used in the Lab for justified copy and offers to the students a more varied selection

of type faces than the Justowriter; however, manual typing must be done twice in order to achieve justified copy. Type fonts are easily inserted and the machine is capable of holding two fonts at one time. With a simple twist of the wrist, the operator is able to go from one font to another in a matter of seconds. The Vari Typer has only one electrically controlled part--the hammer--which presses the paper, ribbon, and type together, producing an impression of the type face on the paper. All copy for the 1960, 1961, 1962 TALLY HO and the LEGEND '61 was composed on the DSJ Vari Typer. This machine is not used for many publications because of the time that must be spent on the TALLY HO and the LEGEND.

THE HEADLINER--This machine is used to produce headlines and display lines for many publications. It is mainly used for headline copy in the TALLY HO. We have in stock, 32 fonts of type carrying eight different type faces and point sizes. The Headliner uses a photo-type process in which the character or figure desired is photographed on 35mm print paper, then developed to obtain the image.

THE LINE-O-SCRIBE--For making posters, the Production Lab is equipped with this machine which uses metal type in sizes up to 72 points. Larger type faces are made of wood. Signs can be made up to 14x 22 inches on eleven styles of high quality, clay coated cardboard. Our ink supply is kept in six different colors. Copy for signs being made is given to the student assistant on duty or to the Production Manager. Time is allowed for the signs to dry overnight as a safety precaution against smearing.

THE LAMINATOR--This is one of our most prized possessions. The desk-top laminator encases important business papers, ID cards, drawings, etc., in pliable sheets of transparent plastic film. Two heated pressure rollers are used to melt the waxed surface of the plastic film and adhere it to the material being laminated. Heat may be increased or decreased depending upon the thickness of the work. All copy for the TALLY HO, LEGEND, and SMOKE SIGNALS, is laminated to prevent

smearing and to increase the amount of contrast in the copy for more effective reproduction.

THE ELECTRO-REX--This machine cuts stencils electrically by using a photo-cell which scans all details on the original. Maximum size of the original work should not exceed 18 x 13 inches. These details are transferred to a stylus which is supplied with a high frequency burning voltage and transfers the most critical details of the original to the stencil.

The outstanding quality of the Electro-Rex reproduction is maintained by means of a control system. Scanning can be adjusted to any degree between 125 and 750 lines per inch and the sensitivity covers the entire range of color tones on the gray scale from jet-black to snow-white. The stencil is complete in approximately 30-40 minutes. This machine makes it possible for students to have fine line artwork done and reproduced on the mimeograph machine with maximum effectiveness and neatness.

MIMEOGRAPHING--This office uses equipment and supplies made by Gestetner. We are equipped to run four colors, burgundy, blue, green, and black. The use of color adds a small amount to the base price of mimeographing because of the labor involved in the color change. Many effective flyers and mimeographed signs have been done with the use of color.

S U M M A R Y

Since the Student Publications Production Laboratory has been in operation, we have composed two yearbooks and part of a third, two of which have received All-American ratings from the Associated Collegiate Press Rating Poll. Full credit for this does not belong to the Lab for producing the composition and camera-ready copy, nor to the concentrated efforts of the TALLY HO staff, but the combination of both offices working closely together to achieve a common goal. Mistakes are corrected before and not after the pages are sent to our printer. The same staff coordination is used with all student publications, large or small.

Our figures show that when our publications made the transition from letterpress to offset printing, we were able to save approximately \$10,000. The Lab has been a great asset to the students and to the university since the beginning of its operation. Mr. Benjamin Allnut stated at the ACP and NCCPA Conference in Miami, "The TALLY HO is the only yearbook in the nation that uses cold-type Vari Typer to produce their yearbook--this is a great challenge--more power to them." I feel confident in stating that at the present time Florida State University is well ahead of any college or university in the South in student publications--Our displays at conventions support a reasonable proof.

Any information concerning our Lab should be addressed to: Mr. Grady W. Toler, Production Manager, Student Publications, 18 Longmire Building, Florida State University, Tallahassee, Florida.

New Student Publications Committee Announced By ASJSA President

A new Student Publications Committee has been formed this year by the American Society of Journalism School Administrators, President Verne E. Edwards Jr. of Ohio Wesleyan University has announced.

The committee roster includes Dr. Donald R. Grubb, immediate past chairman of NCCPA, of Northern Illinois University. Five of the six Journalism Department chairmen who constitute the committee are members of NCCPA, and the sixth is from an institution where two staff members hold membership.

Prof. Arthur Musgrave, University of Massachusetts, is committee chairman. Members are Dr. Grubb; Prof. Alvin Austin, University of North Dakota; Prof. Jean R. Paulson, Brigham Young University; Prof. Paul V. Peterson, University of Omaha; and Prof. Bruce Roche, Southwest Texas State College.

Prof. Edwards said that journalism educators need to exchange and evaluate information on student publications "whether those publications are related to, or divorced from, the journalism teaching units." He said he hoped that the committee would work closely with NCCPA, "the main clearing house on college student publications."

NCCPA Preliminary Study Reports

Much Done, Much More Can Be Done

Colleges Encourage Interest In High School Journalism

By ROBERT J. CRANFORD

University of Nebraska

THE demand for trained journalists continues to exceed the supply, and the situation poses a problem of concern to both the profession of journalism and journalism educators.

Research has discovered that career choices often are made at the high school level; and as a consequence, Careers Day programs and vocational counseling are familiar facets of the educational program.

Concern with journalism's situation and awareness of the importance of providing accurate information and encouragement to high school students interested in journalism prompted Chairman Donald R. Grubb of the National Council of College Publications Advisers last year to appoint a Committee on High School Relations.

This is a report of that committee's activity during the past year.

Members of the committee agreed that a logical beginning would be to ascertain what, if anything, is now being done by college and university publications staffs and schools and departments of journalism to foster interest at the high school level. Accordingly, a survey was made of the members of NCCPA.

A brief check-list type questionnaire was mailed to the 154 NCCPA members, and 85, or 54%, responded. The questionnaire also invited suggestions for strengthening NCCPA's relations with high schools.

Tabulation disclosed imperfections in the questionnaire. For example, the item, "sponsor workshops," might have been divided into two questions specifying workshops for student staffs or advisers; and "workshop" and "summer institutes" might have been more precisely defined. It is thought, however, that a fairly accurate picture of the various activities was obtained.

Forty-nine, or 57%, of the respondents sponsor workshops for student editors, advisers, or both.

Forty, or 47%, maintain continuing contact by correspondence, and one respondent said he supplemented correspondence with a constant personal contact. Another said he maintained "occasional" contact with high school publication staff members.

Thirty-two, or 38%, provide critical service to high school publications in their areas. Such service includes critiques of individual publications, contests, and counseling through correspondence.

Press conventions are sponsored by 35, or 41%, of the respondent schools and departments or publications, and summer institutes by 20, or 23%.

The largest number—58, or 68%—reported that they provide speakers for journalism events in the high schools in their areas; and 47 respondents, or 55%, said they attend careers day programs regularly.

Stylebooks are provided high school publications staffs by 23, or 27%, of the respondents; desk manuals by seven, or 8%, and bibliographical aids by 18, or 21%.

Other aids include: Films, 1; sponsorship of regional journalism contests, 2; a quarterly publication to advisers, 2; assistance in public relations, 1; distribution of dittoed sheets of workshop information on Journalism Day, 1; a handbook for advisers, 1; sponsorship of an annual contest, 1; encouragement of scholarships, 2; cartoon service, 1; guidance materials, 1; regional conferences, 6; sponsorship of annual state conference, 2; lending library, 1; mimeographed "how to do it" bulletins, 1; distribution of surplus yearbooks to high schools, 5; encouragement of high school administrations to improve journalism, 1; encouragement of the commercial press to assist with high school journalism, 1; distribution of copies of the college paper among high schools, 9; visits to high school staffs in the area, 2; presentation of a citizenship award, 1; letters of commendation to advisers and scholarship winners, 2; bul-

¹Charles T. Duncan, "Jobs Plentiful, Pay Higher for Journalism Graduates," *Journalism Quarterly*, 32:585.

²See Clifford F. Weigle, "Influence of High School Journalism on Choice of Career," *Journalism Quarterly*, 35:39; Samuel Lubell, "High School Students' Attitudes Toward Journalism as a Career," *Journalism Quarterly*, 36:199; Robert J. Cranford, "When Are Career Choices for Journalism Made?," *Journalism Quarterly*, 37:422; and many others.

letins to high schools, 1; maintenance of Quill and Scroll headquarters, 1; maintenance of NCCPA headquarters, 1; distribution of a special edition of the college newspaper among high schools, 1; faculty member spending full time during the first semester calling upon high school publication staffs, 1; joint meeting of high school and college publications staffs during Newspaper Week, 1; encouragement of newspapers to work to get journalism in high school curricula, 1; survey of high school journalism interest by college students, 1; sponsorship of a Journalism Career Day, 1; interviewing of prospects by college students, 1, and offering courses for high school journalism teachers and advisers, 3.

Extended Replies

Several respondents elaborated upon their replies:

UNIVERSITY OF TEXAS: The Interscholastic League Press Conference, organized in 1929 by the School of Journalism of the University of Texas, provides the following services under the direction of a full-time paid director (for the high school work): Regional conferences with the various areas of the state; annual state conference; lending library of books on journalism; critical service for high school newspapers; personal advice through letters; periodic mimeographed pamphlets on certain aspects of high school journalism, i.e., how to produce a mimeographed paper, how to improve leads, etc.; summer institute for teachers of high school journalism.

NORTHERN ILLINOIS UNIVERSITY: We have started newspaper-sponsored scholarships for high school graduating seniors. We also have included on our professional press programs a session or two on how the press can work locally with stimulating interest in the profession and in continuing formal course work in journalism. We do not miss a chance to involve the Journalism Department in the various school and College of Education conferences held on campus. Things we'd like to do . . . (1) get the press of the state behind us to convince our legislature that the state requirements for high school journalism teachers need strengthening; (2) begin summer workshops for high school juniors; (3) get representation on Illinois Education Association programs; (4) step up our high school visitation program; (5) issue more material about journalism to high school students and their advisers.

REGIS COLLEGE, WESTON, MASS.: Regis has an orientation program whereby alumnae and sophomore students visit high schools, give talks, show films and colored slides to interested high schoolers. At this time,

copies of the Regis Herald newspaper; *Hemetera*, literary magazine; as well as glossy prints, brochures, etc., are distributed. Often the Moderator of the Alumnae talks in areas outside Boston—to interest incoming students.

UNIVERSITY OF IOWA: State committee has been set up, of mass media representatives, plus the School of Journalism. All newspapers, radio, TV stations, etc., in Iowa are represented. The committee . . . plans brochures, newsmen to speak to high school students, etc. Also, the school of journalism is represented at all state meetings of mass media; we plug journalism and keeping high school students interested (APME meetings, city editors' meetings, wire editors' meetings, etc.). A recent issue of the *Iowa Publisher*, published by the School of Journalism, was the annual "Careers and Opportunities in Journalism" issue. Also the *Daily Iowan* publishes an annual "University Edition" (112 pp. last summer) which goes to all incoming freshmen or those interested in SUI. Other brochures are also published.

UNIVERSITY OF WISCONSIN AT MILWAUKEE: Secondary education students at UW-M must complete a teaching major and two teaching minors in addition to the education major. They must qualify as an adviser to some extracurricular activity. In the last few years we have refused to certify any graduate as being capable of taking over a high school newspaper who has not also completed a journalism minor. This has caused some grumbling on the part of students who feel qualified because they have worked on a college newspaper and know the practical aspects. But we have found that too often these people are also given classes in journalism to teach. We think we are best serving scholastic journalism by insisting upon these high standards . . .

SOUTH DAKOTA STATE COLLEGE: . . . years ago used to issue a mimeographed paper in much the same format as the average high school mimeographed paper in that state. The paper was instructional in nature, talked about individual papers to the extent that a high school editor would watch it for the time his paper would be mentioned.

UNIVERSITY OF NEBRASKA: Members of the student publications staffs prepare and administer contests in news, feature, sports, and editorial writing and newspaper and yearbook makeup at the state high school press association's annual convention on campus. They also conduct a series of workshops during this convention. Journalism students go out into the state twice a year to publish a daily newspaper for two days, and usually during these visits they find time to call upon

high school publication staffs. Also, a faculty member is executive secretary of the state high school press association, and the secretariat is maintained at the school of journalism. Regional workshops and summer institutes also are conducted.

WISCONSIN STATE COLLEGE: Yearbook and newspaper staffers participate as leaders and chairmen in the annual press conference. We do a bulletin to high schools three times a year as a press association activity. We send the college newspaper to all high schools in the college area. The Journalism Department chairman serves as the executive secretary for the area press association. The association meets at the College in the fall; the board of directors meets at the College in the spring. We have available for exhibit and loan to area schools files of prize winning newspapers and yearbooks.

What We Could Do

Suggestions (reproduced here verbatim) included:

—Provide quarterly publications to advisers.

—Host regional journalism contests.

— . . . Both NCCPA and AEJ need to turn more attention toward this area; NAJD (high school wing in connection with NEA and NSPA) could be improved and strengthened, too, for this is a logical group to lead in improving the situation.

—Have AEJ form a constituent group of persons handling preparation of secondary school teachers.

—Develop contacts with high school principals' organizations on the national and state levels and with individual principals locally in order to up-grade the status of high school journalism teachers and programs.

—Have an active program which includes not only press workshops but programs which enable the student staffs to go into high schools to give the staffs the benefit of first hand advice and direction.

—Open house for high school students and their parents; personal contact; open cultural programs at reduced rates to high school students.

—The high schools could send to the colleges and universities students interested in working on publications staffs for further training; publications could be exchanged with the various high schools, and state organizations could be set up to foster better relations.

—Perhaps exhibits of high school publications on college campuses connected with NCCPA, with some indications of their excellence, might be encouraging to the high school students.

—Contact a high school (student) and his teacher with congratulatory letters when writing and newspaper awards are won.

— . . . We need a man in the field to help advisers and staffs, to have a bureau to fill adviser vacancies

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(with qualified teachers, advisers), to sell the program to administrations and public; set up requirements for advisers so more will be properly trained; start giving recognition, awards, etc., in high schools (for advisers, staffs, etc.) so principals and all will begin to realize the importance of journalism.

—(Use) newspaper people in instructor role.

—Use local newspaper publishers as one means of reaching schools.

—More contact with the publishers of community newspapers in getting them interested in the program in their own high schools. . .

—Special summer journalism courses for high school journalism instructors.

—Involve top management of high schools and colleges first in the problems before attempting any full-fledged enterprises.

—Guest speakers to high school classes.

—Present to students and teachers more of the social objectives of the practice of journalism rather than placing so much stress on techniques; the service to the reader and the community of a paper.

CONCLUSIONS

While much more is being done by college publications staffs and schools and departments of journalism to cultivate good relations with high school students than was realized, the fact that journalism education is not yet turning out enough trained people to meet the demand would tend to indicate that more needs to be done.

Perhaps in the next year research to ascertain the high school student's image of the journalist, his impressions of opportunities in mass communication, and similar information conceivably could disclose misapprehensions that should be corrected.

And everyone interested in providing trained, educated, dedicated journalists for the profession should never pass up the opportunity to correct any misinformation that reaches the potentially interested high school student.

ROBERT J. CRANFORD, CHAIRMAN
University of Nebraska

Lester G. Benz, University of Iowa

Ross Strader, University of Houston

J. L. O'Sullivan, Marquette University

Harold N. Ahlgren, University of Wisconsin
at Milwaukee

Evylon C. Crawford, Central State College

Jeaneann Johnston, Southwestern College

Mrs. Roy Perry, Assumption University of Canada

Arthur M. Sanderson, *ex officio*

Donald R. Grubb, *ex officio*

THE College Press Faces Communism

By C. D. DeLOACH

Assistant Director, Federal Bureau of Investigation
Washington, D.C.

IT IS a genuine privilege to participate in this convention of the National Council of College Publications Advisers. Yours is truly a vital role—one which becomes increasingly important as America's college population continues to expand.

To help preserve the integrity of the college press: This is your foremost challenge and your critical responsibility. As you know, truth is the most powerful weapon of a free people. In helping young America to gain a wholesome respect for the truth—particularly as it relates to the dissemination of news—you strengthen the very foundations of our democracy.

Today, as never before, there is an urgent need for a strong, alert press on college campuses throughout the United States. Communism—the arch enemy of truth and freedom—has launched a renewed campaign, one more intensive than at any time in the past, to capture the minds of America's college youth.

This renewed campaign may be traced back to the 17th National Convention of the Communist Party, USA, which was held at New York City in December, 1959. During this convention, Gus Hall, the most influential Communist in our Nation today, proudly acknowledged that the Party had been making important gains on college campuses in the United States. He noted in particular that there has been a change of thinking on the part of American students toward what Hall termed "nonconformity."

During the 23 months since that convention, the Communists have grown increasingly ambitious in their

This is the full text of the address by Mr. DeLoach presented to the National Council of College Publications Advisers in conference at Miami Beach, Florida, November 3, 1961. College editors and staffs were invited to join their publications advisers at this session. Mr. DeLoach was introduced by Dr. Donald R. Grubb, NCCPA national chairman.

designs upon youth. These are among the specific programs they have implemented:

First, an intensive speech campaign—one which has seen Party functionaries appear at colleges and universities from New York to California;

Second, a new national publication for young people—one printed under auspices of the National Youth Director of the Communist Party, USA; and

Third, a special youth committee—one designed to win support for Communist causes among broad segments of our college students.

These programs are being carried out with all the treachery and all the deceit which characterize every other phase of the Communist conspiracy in this country. Let us look at each of these programs individually and see how it fits into the over-all plan of Communist subversion.

The accelerated speech program is a vitally important weapon in the Communist Party's renewed drive against college youth. In their appearances before student groups, Communist speakers have a dual objective: First, to portray the Party as a legitimate political organization on the American scene—rather than a subversive conspiracy which seeks to overthrow our Government by force and violence—and, second, to win support for the Party's program and activities by cloaking them in high-sounding terms of patriotism and respectability.

This speech campaign has the full endorsement of every Party functionary from Daniel Rubin, who serves as National Youth Director, to Gus Hall, the General Secretary. Gus Hall is no stranger to the lecture circuit, having made public appearances on behalf of the Party innumerable times over the years.

Hall is a Moscow-trained revolutionary. He has gained national attention lately by announcing that the Party will defy the Supreme Court's recent ruling which upholds the Constitutionality of the Internal Security Act of 1950—a law requiring the Communist Party to register its membership with the Attorney General, as well as to clearly label all its literature as Communist originated, and otherwise to emerge from the dark shadows where subversives strike their most deadly blows.

Defiance of the law is inherent to Gus Hall's character. Convicted in 1949 for conspiring to teach and advocate the overthrow of our Government by force and violence, Hall forfeited \$20,000 bond and fled into the Communist underground rather than surrender for imprisonment. FBI agents arrested him at the Texas-Mexican border in 1951, and he remained behind bars from that date until March, 1957.

Gus Hall has made no secret of where his loyalties

lie. As early as 1934 he proudly announced under oath that he preferred an "America with a Soviet government" and that he was ready to take up arms against the constituted authorities "when the time comes."

Prominent among the functionaries whom Gus Hall has sent on the college speech trail is Elizabeth Gurley Flynn. Flynn is National Chairman of the Party, and in this capacity she attended the Congress of the Soviet Communist Party in Moscow last month. Her enthusiasm over the college speech program caused her to write a special article for the Communist newspaper, *The Worker*, in which she offered Party speakers the following bits of advice:

"Don't allow the (anti-Communist) opposition to fill in all the front rows, to sneer and scoff at the speaker. Let them sit back in the hall and surround them with people friendly to the speaker, or at least willing to listen courteously. Fill in the front seats with the ones who are . . . connected with the arrangements of the meeting."

". . . have all questions (submitted) in writing, so lengthy disruptive speeches will not be made, some of which are highly insulting and provocative. . . ."

Among other Communist functionaries to appear recently before college groups is James Jackson, editor of *The Worker*. Jackson's very livelihood depends upon his glibness in denouncing America as a "warmonger" and "vast cultural desert" while extolling Soviet Russia as a model of "peace," "freedom," and "justice." Last month, he accompanied Elizabeth Gurley Flynn to the Communist Party Congress in Moscow and appeared with her on a television show where he warned the Russian people that an "iron curtain of lies about the Soviet Communist Party program" is being circulated throughout the United States.

And there is Herbert Aptheker, author of several articles and books glorifying the world Communist movement. In 1953 he told the world of his utter contempt for America's system of laws, courts and justice when he wrote, "The fact is that the American police are notorious for frameups, especially where some political element is present—as with Negroes, strikers, labor-leaders, Left-wingers."

Aptheker has displayed a convenient ability to overlook the tyranny which now enslaves more than one-third of the earth's people and a fourth of her land surface. Last spring, when questioned by a college student concerning the mass murder of the Hungarian Freedom Fighters, Aptheker replied, "You misunderstand the situation" because you read the American Press and "*not the correct press.*"

These, then, are among the anti-American conspirators which the Communist Party has sent to college

campuses in an effort to convince our young people that Communist falsehood is actually the truth. And the Party is highly pleased with the results.

Following an appearance before a group of students in New York last spring, Benjamin Davis, national secretary of the Communist Party, USA, confided to an associate, "I could tell they were impressed with me. These (students) are the type of people that should be in the Party. . . . These were people of potential action whose activities must be directed in the right direction."

As a result of the enthusiasm evidenced in Benjamin Davis and others, a special directive was issued last April to all members of the Party's national committee. This directive demanded that Party members give "systematic attention" to the development of methods for expanding contacts at colleges and universities across the country.

Asserting that "the pall of apathy" which formerly existed on campuses has disappeared, the directive stated that students now exhibit a sharp and lively interest in Socialist and Marxist concepts; that Communist speakers are cordially received; and that "many youth are surprised" at "how rational" the Party program and the Marxist view sound. "We are not doing a hundredth of what now can be done and is crying out to be done," this Communist document concludes.

Publication Cited

Publications such as *New Horizons for Youth*, which are controlled by the Party but do not bear the Communist label, represent a second facet of the renewed campaign against American young people. *New Horizons for Youth* is a monthly publication which first appeared in the fall of 1960. Its editor, Daniel Rubin, is National Youth Director of the Communist Party, USA.

Typical of other Communist propaganda outlets, *New Horizons for Youth* warmly praises the Soviet Union on the one hand, and undermines faith in the United States on the other. A recent issue of this publication contained an editorial imploring President Kennedy to invite Russian Cosmonauts Gagarin and Titov to visit the United States; an announcement concerning "a big Welcome Back Party" for the president of a Marxist youth organization who was returning from a conference in the Soviet Union; and a series of articles designed to convey the impression that our Government is sorely failing the American people.

In the organizational field, no one has been more ingenious or deceptive in the use of Aesopian language than the Communists. Witness the names of their front groups: The American Peace Mobilization, the Civil Rights Congress, the Joint Anti-Fascist Refugee Committee, the Abraham Lincoln Brigade—all Communist

controlled organizations with the ring of patriotism in their names.

Today, the FBI is investigating some 200 known or suspected Communist-infiltrated and Communist front organizations. These include the Progressive Youth Organizing Committee—a group formed some 10 months ago at a meeting in Chicago. The Party's sole purpose in creating the Progressive Youth Organizing Committee was to pave the way for greater Communist influence among American young people.

Since 1957, when the Labor Youth League was officially disbanded, the Communist Party has been without an effective national youth organization. Daniel Rubin, however, has assured the National Executive Committee of the Party that this void will be filled; and he is counting upon the Progressive Youth Organizing Committee to spearhead the campaign.

Already, this committee has won the support of "progressive-minded" students in several American cities. It held a second national meeting last June—this one in Detroit—and the following month the chairman of the Progressive Youth Organizing Committee was sent to Russia as a delegate to the World Youth Forum.

These special programs—the speech campaign, *New Horizons for Youth*, the Progressive Youth Organizing Committee—attest to the Communists' renewed determination to invade the campus and subvert the minds of youth. Make no mistake about the danger and treachery of the Communist Party, USA. Despite its protests of patriotism, the Party remains an inseparable arm of the international Communist conspiracy against God and freedom. It is completely subservient to the dictates of the Soviet Union—a fact indelibly inscribed in the minutes of the recent Party Congress at Moscow where the American delegates sided with their Soviet "comrades" in the rift between Khrushchev and his Chinese and Albanian allies.

Much of the strength of the Communist movement in this country stems from the Party's ability to hoodwink the immature, the ill-informed, and the naïve. Several months ago, former President Herbert Hoover said that the "spread of the Karl Marx virus" was one of the major crises haunting this country. He went on to say that this infection is spread through our Nation "by deluded and misled men and by disguised organizations, fronts, and cults. These agents of infection," he said, "are like hermit crabs which crawl into such terms as 'liberal,' 'progressive' . . . and a half-dozen others."

Director J. Edgar Hoover issued a similar warning when he said:

"It is through the 'pseudo-liberals' that the Com-

munist do some of their most destructive work. These fictitious liberals are the individuals who through insidiously slanted and sly propagandistic writings and reports oppose urgently needed internal security measures; conduct a one-sided campaign to discredit Government witnesses; present the menace of Communism as a myth of hysteria; urge that we tolerate the subversive acts of Communists because Communists are only 'nonconformists'; contend that the Communist Party is a 'political' movement and that it is improper to consider it a criminal conspiracy linked to a world conspiracy to overthrow our Government by force and violence."

Frankly, it is discouraging to read the whimpering remarks of those yellow-streaked Americans—including one nationally syndicated newspaper columnist—who lend support to the spineless slogan "Better Red Than Dead." And I am sickened also by the palliating activities of that peculiar brand of Soviet apologists who invariably side with the Russians in every important disagreement between the Free World and Marxist camp of enslavement.

Opportunity for Service

In a free Nation such as ours, all news media have a tremendous opportunity for public service. Never underestimate the influence of the college press, the home town radio station, the weekly newspaper or any other instruments of the Fourth Estate. Theirs is an influence which, when dominated by an abiding respect for truth and factuality, makes the Fourth Estate a proud guardian of democracy. Theirs also is an influence which, if indulged in irresponsible conjecture and speculation, can do irreparable harm to the cause of freedom.

Witness, for example, the millions of words of glowing copy which were written about Fidel Castro, picturing him as the young bearded lion who sprang forth from the Sierra Maestra Mountains; a youthful crusader with shining armor come down to save his fellow countrymen; the ill-armed gladiator who slew the monster of tyranny in his land. But when the facts became known to the American people, they found the true portrait of Castro to be far different than it had originally been painted to them. Indeed, they were to learn that Castro and Khrushchev have far more in common than merely the harsh sound of their names.

If you search always for the truth, you will not be duped by a Castro or a Khrushchev. Nor will you be taken in by the domestic Communists and their dupes and sympathizers who parade the streets in support of un-American causes.

In the fight to preserve our freedom, we must remain alert at all times to the strategy of international Com-

munist. Its tactics can be described as detailed and flexible "battle plans" which have two chief objectives:

(1) to mobilize and coordinate all social forces which can be manipulated by the Communists to bring about a revolution; and

(2) to exploit every real or imagined weakness in the non-Communist world in order to undermine its morale, to divide its forces, and to cripple not only its ability but also its very will to resist.

The flexibility of Communist strategy and tactics is plainly evident in the constantly shifting line of the Communist Party, USA. Acting, in effect, as the agent of the international Communist movement in the United States, the Party offers its undeviating allegiance and support to the cause of world Communism.

While concerned Americans sometimes find it difficult to make the necessary distinctions between the Party's propaganda and legitimate dissent from other quarters, the Party's relation to international Communism's intelligence and espionage operations is obvious. The Communist Party, USA, is an integral part of the world Communist conspiracy—a conspiracy which uses intelligence gathering and espionage as a calculated policy looking toward the eventual goal of world domination.

We in the FBI are familiar with Soviet and satellite espionage, for we are charged with protecting the Nation's internal security. We have seen the Communist-bloc nations increase their espionage operations against the United States; and we have become all too familiar with many of the endless assortment of deceptions they use.

Since World War II, it has been our responsibility to ferret out such atomic spies as Harry Gold, Klaus Fuchs, and Julius and Ethel Rosenberg—each serving the Soviet cause. We have exposed the dual role of many Iron Curtain officials in this country—diplomatic representatives by day and espionage agents by night. And we have scoured the streets of major cities to identify hidden operators such as Colonel Rudolf Ivanovich Abel, master Soviet spy.

Foreign-directed Networks

We are alert, too, for ways to penetrate not only the Communist Party, but foreign-directed intelligence networks as well. Let me cite an example—one which may be discussed because the facts already are known to the Soviets.

This case involves the espionage activities of Maksim Martynov, a former member of the Soviet representation to the United Nations Military Staff Committee.

In August, 1954, an American Army officer in Germany was introduced to a Soviet national. The meeting took place under clandestine circumstances. It occurred in the Russian sector of Berlin. The American officer was planning to retire from the Army; and the Soviet, aware of this fact, made arrangements for a secret meeting with him in New York City following his return to the United States.

Following this meeting in Berlin, the FBI was briefed concerning the approach which had been made by the Soviet agent. One of our Special Agents was made up to resemble the Army officer; and on November 15, 1954, he was sent to a street location in New York where the Soviet had previously agreed to meet the American officer.

Our agent, of course, had never seen the Soviet agent whom the Army officer met in Berlin. However, for recognition purposes, a code phrase had been agreed upon; and our agent spoke this code phrase when a well-dressed man approached him at the meeting site. This well-dressed man was Maksim Martynov, a Soviet who had arrived in the United States less than two weeks before.

Our agent talked to Martynov for nearly a half hour on November 15 and agreed to meet him again two months later. When Martynov kept the second appointment, a squad of FBI agents stepped forward to confront him with evidence that he was a Russian spy. Martynov immediately claimed the protection of diplomatic immunity, and on February 21, 1955, he was declared *persona non grata* and ordered to leave the United States.

Espionage is merely one phase of the Communist menace. It is a menace which looms large—so large that any response to its challenges which is based on hysteria, alarmism, extremism, or vigilante action will do more harm than good. The only effective answer lies in a long-range, positive program—one which includes not mere opposition to Communism, but enrichment of our own free heritage as well.

In the fight to preserve our freedom, it is not enough merely to be *against* Communism or *against* any other form of subversion. To believe in a noble objective; to work for a worthwhile ideal; That is what gives man his true purpose in being.

The vast majority of campus publications today *do* have an important purpose in being. They *do* represent a noble objective, and they *do* strive toward a worthwhile ideal. Under your capable guidance, it is essential that these outstanding qualities of journalistic responsibility continue to characterize our college press in this hour of grave need.

Advice from The Judges—

Magazine Editors Speak Out To College Staffers

By HERMAN A. ESTRIN

Newark (N.J.) College of Engineering

WHAT do the judges of collegiate magazines like about them? How can collegiate magazines improve? What are the positive aspects about collegiate magazines? The negative aspects?

The answers to these questions come from qualified magazine judges who are editors of prominent magazines. The entries of this contest represented thirty-five colleges and universities—all of which are members of Pi Delta Epsilon, the national honorary collegiate journalism society.

The judges stated that magazines seem to fall into two classes—one with too much in them and one with not enough in them. Practically none hit "the happy medium." For example, most magazines had half of their pages half empty and half overcrowded.

Few magazine editors showed any knowledge of planning either their content or their illustrations. Most magazines looked as if they were "thrown together." The judges felt that there were too many illustrations unconnected with the text. In one magazine an editor indiscriminately inserted a picture of a sunset which had no relevance whatsoever to the printed page. Editors were criticized for the fact that too many pictures had no captions at all.

Judges questioned whether the editors were using their money to the best advantage. They concluded that most editors were spending too much for the cover.

There seems to be some delusion that every magazine must have a heavy cover and, if possible, heavy stock.

It was surprising that some magazines did not have their college name or their location on the cover. Others identified the issue as a "Spring Issue" and omitted the year. Few magazines had folios on each page, and some failed to have their total pages agree with the normal press run.

In general, it seemed that lack of money accounted for the lack of color and illustrations, but it does not explain why type was used so poorly. To be specific, typographical devices were nonexistent.

Negative Comments

The judges wrote the following negative statements:

1. Content does not fairly represent the various departments of an engineering college.
2. The magazine is loaded with advertising.
3. The editors used white space indiscriminately without planning.
4. The contents are crammed.
5. The editors lack discrimination in selecting the items to be printed.

Positive Aspects of Collegiate Magazines

The judges thought that collegiate magazines demonstrated many positive aspects. Some of them are:

- | | |
|--------------------------------|---|
| 1. Judicious use of space. | 9. Unusual format. |
| 2. No waste space on cuts. | 10. Varied contents. |
| 3. Well printed pages. | 11. Breadth of coverage. |
| 4. Excellent subject matter. | 12. Orderly style. |
| 5. Effective layout. | 13. Neat, clean appearance. |
| 6. Good makeup and typography. | 14. An easily read magazine. |
| 7. Creativity. | 15. Excellent treatment of news pictures. |
| 8. Art work of good caliber. | 16. Brilliant photography. |

Adjectives Used to Describe Effective Magazines

- | | |
|-----------------|-----------------|
| 1. meaty | 10. unusual |
| 2. creative | 11. imaginative |
| 3. excellent | 12. orderly |
| 4. well planned | 13. surprising |
| 5. lively | 14. relevant |
| 6. varied | 15. neat |
| 7. rich | 16. clean |
| 8. inviting | 17. effective |
| 9. original | 18. judicious |

The School Editor— Existentialist

The American College Dictionary says existentialism means: "The doctrine that there is no difference between the external world and the internal world of the mind, and that the source and the elements of knowledge have their existence in states of the mind. A recent movement which claims to represent a middle way between the traditional materialism and idealism and stresses personal decision in the face of a universe without purpose."

By REEF WALDREP

Western Illinois University, Macomb

THE superior editor for a school publication is an existentialist. This means that any genuine editor is "condemned to be free." Notice that I used a couple of adjectives above—"superior" and "genuine." It is possible to act the role of editor without being an existentialist.

As adviser, I tried my best to turn my students into editorial existentialists.

It has been said that existentialists feel that man is free and responsible, and alone in the dark. Then it follows that the existential editor, the genuine editor of the school newspaper or yearbook, is free and responsible and alone before blank pages of white copy paper.

I take a number of clippings from newspapers about the troubles in the collegiate publications world. I have a number from various parts of the nation. On many campuses there is trouble—faculties, administrations, and student editors are often reported to be squabbling.

Some students and some professional educators get into real trouble, sometimes rather painful trouble.

My belief is that if the editors were existentialists these troubles would melt away—at least subside.

Jean Paul Sartre the French existentialist, puts his finger on the heart of the trouble in some of his comments.

But, before we go into this, let us paint the dilemma of the editor—student editor. He might be quoted accurately in this style:

"I have reported the student government projects
NCCPA REVIEW, SPRING 1962

which don't vary from year to year. I have reported the Greeks. I have announced the new faculty. I have written advance stories and follow-up stories on drama. I have interviewed noted visitors to the campus. I have hailed the homecoming, graduation, Thanksgiving, Christmas—and the Big Game. I have reported the parking problems. I have lamented and complained and praised. . . .

"But, it's not enough. . . ."

Certainly it's not enough. To be free, as any existentialist knows, you have to have a project. You're free and don't have any meaningful, beneficial, exciting way of exercising that freedom.

So our young nonexistentist editor attacks the nearest and biggest target—the administration.

I think the existentialist would agree that the young editor acted out of boredom.

Sartre's *Nausea* has a character whose feelings match in tone and texture that of our editor pictured above. The character is Roquentin. Instead of being bored with repeating the typical college routine in the college paper, Sartre's man is bored with the local restaurant, the boulevard, the library. He's seen the seas, the towns, and forests, women, and men. He becomes a libertine, and that bores him too.

Like our editor, he needs a project. He, too, is tired of petty concerns and petty joys.

The editor, *Nausea*, and Roquentin are plotless. That's bad—watch out, administration!

The editor feels: "There must be something more to editing a college newspaper than keeping track on football, homecoming, speeches, lectures, plays, Greeks, and all the rest."

He feels he is wasting his talent.

A Sartre character asks: "Why am I living?"

The editor moans: "Why am I editor?"

The existential adviser knows that the editors are obliged to create significance and meaning and purpose and value.

Naturally the student editor, if he can be someone with dignity and worth, is not satisfied with being sentenced to retelling and doing rewrite jobs on events that have been written into the columns down the years.

"But do not most men attribute a meaning to their existence without having to pass through nausea? Does not the ordinary man believe in what he is doing?"

"Such naive, unpremeditated belief and confidence are the very things that provoke Sartre's ridicule. In their pretended earnestness men like Roquentin fail to raise penetrating questions and pretend to justify the crux of their existence through their prejudices, their patterns of behavior, and their superficial conventions."*

*Jean-Paul Sartre: *Philosopher without Faith*, by R. M. Albers.

The editor sets about to exploit his prejudice against administrative controls and administrative decision. The editor, in doing so, seeks to truly exist.

There is a real danger that "editors" won't exercise their freedom. They play a role. They pose. They see the role of editor and they want to play the part of the editor, not be an editor.

Sartre's editor—if he had one—I am sure would never be completely realized like a role in a play. My editor would be perpetually inventing himself. Being editor would be a project that would be unceasingly renewed.

The existentialists feel that the individual is tempted to play a role. It is easier to act the part of an editor—create an image of an editor—than to constantly be becoming an editor.

In *Being and Nothingness*, Sartre describes a waiter playing the part of being an image of a waiter. The gestures and attitudes are formed once and for all in such play-acting, according to R. M. Albers.

We long to be something—not wanting to burn the energy necessary to be spontaneous.

The existentialist editor never falls back on "patterned actions." He has a new approach to each new event or circumstance. He refuses to be, say the existentialists, an automatic pilot.

Some editors are like Lucien in Sartre's "Childhood of a Leader." He wants to believe in something. He wants things solid and steady. He wants power. He wants all this even if achieved through the artificial. As Albers puts it: "He garbs himself in bad taste, prejudices, and affectations of society, and the day he causes a scandal . . . affirms his position."

There's many a Lucien among "editors."

Unlike Lucien, the editors often can't stomach the artificial even if it pays off in power and attention.

For the existentialist editor, the stories are real.

The editor who confers realness to them is a "real man of flesh and bone."

"Such is the privilege of the man who has made a choice and assumed a responsibility; the world in all its fullness again takes shape around him." (Albers)

But where do you find these existentialist editors?

It's simple to provide the answer—difficult of execution.

The editor's philosophy must be reconstructed; if he has no philosophy, he needs one.

The best thing for the adviser to do, to save all the trouble otherwise involved, is to find an existentialist ready-made.

Sartre says that man is condemned to be free—he must choose. He also makes his own values. At the same

time he must accept the given situation, the given circumstances.

In Sartre's view the outside world creates consciousness—just as events on the campus create the student publication. The significance belongs to the editor.

Once he starts creating this significance the young editor won't have time or desire to snipe at the administration because it feels impelled to ban beer from the residence hall and limit automobiles on the campus.

Once he feels the freedom that a project gives, the editor will smile with the lightness of his burden and the thrill of his labor.

And he'll be somebody! A new and refreshing somebody with each new issue.

The adviser who depends on confining, controlling, curbing an editor is foolish. He can't win. Instead, he works with the editor to seek out the nuances of life. A man with a philosophy sees something in a homecoming story that the play-acting editor doesn't see.

And, of course, the adviser must be a fullblooded, choosing, creating existentialist who sees, carves significance from his adventures in student publications.

\$2-MILLION COMMUNICATIONS CENTER FOR BALL STATE TEACHERS COLLEGE

Journalism at Ball State Teachers College, Muncie, Ind., received a physical plant shot-in-the-arm this year when it moved into a new Communications Center along with facilities for theater, radio and television.

The nearly \$2 million three-floor facility is attached to the English building, a four-floor structure opened only two years ago.

Included in the journalism instructional and student publication areas are two classrooms, a journalism laboratory, faculty offices, offices for the student newspaper, *The Ball State News*, and the yearbook, *The Orient*, teletype room and news writing office along with dark-room facilities which are connected to the college photographer's area.

Planning of the area was under the direction of Dr. Louis Ingelhart, sponsor of student publications and adviser of *The News*. Earl L. Conn, assistant professor, serves as the adviser of the yearbook.

Radio facilities are complete while television space is available but equipping the area has not been finished. A large, two-floor deep studio, is included in the facilities.

The News is publishing semi-weekly now for the second year while *The Orient* is producing a 400-page 1962 book.

More than 200 enrollments in the journalism instructional program in the autumn quarter were recorded in the 26 hours of classwork offered.

A Vital Press Group For Indiana State Colleges

By EARL L. CONN, Ball State Teachers College, Muncie, Indiana

THREE years ago this past autumn the Indiana Collegiate Press Association did not exist—except as a cherished hope in the minds of several college journalism instructors and students in Indiana. Today, this organization is functioning, growing, and has completed two years of operation marked with at least moderate success.

From organization in 1958-59, it grew to 39 member publications during 1959-60 (its first year) and then to 48 last year. Included were campus newspapers, yearbooks and magazines from nearly every college and university in the state.

The birth of the Association (ICPA) actually came at a meeting called in the autumn of 1958 at Indiana State College by Dr. John Boyd, current president of the National Council of College Publications Advisers.

Impetus for the meeting came largely from Dr. Boyd, Dr. Louis E. Ingelhart, director of journalism instruction at Ball State Teachers College, and interested student publications staff members on the campuses at Ball State and Indiana University.

It was decided at this meeting to hold a 1959 spring convention (Indiana University's delegation volunteered) and to draft a preliminary constitution (Ball State's group took this assignment).

Meeting at Indiana University the following spring were students and advisers representing 11 campuses. Acting quickly, it was decided:

1. To adopt the proposed constitution;
2. To elect officers; and
3. To go into operation as an association the following year.

The constitution made the association available to all student publications of colleges and universities in the state. The offices were to consist of a president (from any publication), a first vice president (from a newspaper staff), a second vice president (from a yearbook staff), and a third vice president (from a campus magazine staff). In addition two faculty advisers were to be

named and this body would appoint an executive secretary who would be a faculty adviser.

No differentiation was made between large and small campuses or large and small publications. It was the hope that all publications on all campuses would join the association.

Named that summer by the executive committee as the first executive secretary was Earl L. Conn, journalism instructor at Ball State. Dr. Boyd was named as one of the two faculty advisers.

The association charted a course in its first organizational year that attempted to provide services for publications in the state that would not duplicate those of other organizations.

Among them were:

1. A state convention to which all member collegiate publications could send as many delegates as possible;
2. Monthly newsletters dealing with association business and carrying news items about campus publications and their personalities;
3. An occasional publication called "Over the ICPA Desk" which would carry items of interest and comments about and of member publications;
4. A directory which would carry pertinent information about every member publication;
5. Newspaper and yearbook judging contests which would not duplicate the evaluations of national organizations;
6. Publication of stories, documents, and research of particular interest to publications;
7. Providing any consultative help which might be sought by members; and
8. Telling the story of the Association to campus officials including presidents as well as to the state through news stories to the professional press.

How effective has this been?

The conventions have been well received. The first held at Ball State in 1960 attracted more than 161 dele-

gates representing 32 publications. They heard William L. Shirer among other speakers. The second convention, at Franklin College last spring, drew close to 200 delegates.

The monthly newsletter has drawn warm comments from numerous staff members. This newsletter remains the one way in which every interested collegiate publication in the state has communication with all others.

"Over the ICPA Desk" gives the executive secretary opportunity to relate some of the interesting things done by publications, including poems and articles carried by campus magazines, trends in page makeup, yearbook progress reports, and the like.

The directory has been an obvious help to aiding everyone to find out just what publications actually exist (believe it or not, a most difficult assignment).

The judging contests have been attempts to give publications "pats on the back" for good jobs. Each contest has ten categories including areas as "Best Front Page" and "Best Development of Theme." One winner and not more than two honorable mentions are awarded in each category and the results have received statewide play both by collegiate publications and the professional press.

Documents published have included results of a statewide campus magazine survey, a report of an extensive visitation program made by Dr. Ingelhart in studying student publications last winter on 22 campuses, and a report on "Freedom of the Collegiate Press."

Consultative help has been given in situations varying from a request for information about advertising rate charges of state college newspapers to a request asking that information about ICPA be sent a professor who had been a publications adviser in 1922.

Letters have been received from nearly a dozen college presidents (including the state universities of Indiana and Purdue) expressing an interest in the successful operation of the Association.

One adviser wrote asking for membership blanks (he had received quite a few previously) when his president asked why publications at that college were not members. The president had been reading about the others in the Newsletter and other material which had reached his desk, he said.

A Taylor University senior, James Terhune, serves as the Association's president this year. Dr. Ingelhart is the current executive secretary after Earl Conn completed a two-year term from 1959 to 1961.

Already the Association has 53 member publications this year representing practically every campus in the State of Indiana.

Class A High School Journalism Classes Surveyed in Michigan

By MARY ELIZABETH ERDMAN

AT A TIME when all high school curriculums are being revamped, journalism classes and publications are being overlooked in many schools throughout Michigan.

This November, 1960, project studied classroom conditions, class sizes, recruitment, problems of publications, teaching class loads and methods in journalism, programs in Class A high schools in Michigan. *The Michigan High School Coaches Directory*, 1959-1960, published by Athletic Enterprises, and edited by Sam Ketchman, defines a Class A high school as having 900 students or more. It was felt that because of larger student enrollment the classroom facilities and equipment in this classification should be better than in any other grouping.

One hundred eight questionnaires were sent to Michigan Class A high schools, and 75 were returned.

Sixty of the 75 schools have journalism classes, per se. Fifteen schools have no journalism classes but publish yearbooks, newspapers and an occasional magazine.

Of the 60 classes, 58 offer academic class credit ranging from one-half credit per year to five credits. Some schools are graded on a point system.

Fifteen schools offer no organized classes. Two organized classes do not offer credit of any sort, and two schools offer no classes but do give students credit for work on publications.

The majority, 65 schools, prefer to have seniors working on publications. A few schools allow 9th, 10th, and 11th grade students to work on a newspaper publication but keep the yearbook for the senior elite. Only one school requires students to complete one year of journalism classwork to participate in publication work. Other schools restrict work on publications to the senior year—when the staff has to be initially oriented.

Some schools open journalism classes to students in grades 9-12, but restrict editorships on publications to seniors. Fourteen schools open their journalism class doors to freshmen. In two schools the journalism curriculum is a part of the regular English course. Nine

—Miss Erdman, a senior at Central Michigan University on a five-year Ford Foundation Teacher Education Project, wrote this as a senior seminar paper for Dr. Guido Stempel III in the Fall of 1960.

weeks are devoted to an intensive journalism review. Two hundred students in East Lansing are taught in this manner each year.

Of the 98 classes in journalism held in Michigan Class A high schools, involving 1,888 students, the average class is 19 students. Class size ranges from seven students to 40 students.

Grades required for admission to journalism classes and/or work on publications vary. Good English marks are stressed. Table I illustrates overall grade requirements and the number of schools meeting these standards.

TABLE I

Grade	A.....	1
Requirements	B.....	21
	C.....	17
	No Preference.....	19
	No Answer.....	15

Note: Two schools include journalism as part of the regular English course.

The major teaching area of instructors is English. Sixty-one instructors majored or minored in this area and are teaching English. Forty-one of these instructors have had some background in journalism. Others have no background or one or two courses in journalism in their college training. Professional training in military service, newspaper work, or radio give professional background to a few instructors otherwise lacking in academic training.

Twenty instructors teach a combination of English, science, mathematics, counseling, or history and carry the journalism publication work as an extra load.

Six instructors receive a free hour as compensation for their work as advisers on publications. Forty-five teachers are not relieved of any class load and receive no monetary reimbursement. Twenty-five teachers have additional salary with no lightened class load. The average salary earned for advising the yearbook and/or newspaper is \$296.20 per year. Salary bonuses range from \$100 to \$1200, with the median being \$400.

Extra-curricular participation in conferences, workshops, or journalism meetings is low. Time for this activity and expense money are detrimental factors.

The majority of the schools rely on practical publication experience as the primary instructional method, although field trips to newspapers, radio and television are also used.

The most pressing problem confronting journalism instructors and classes is academic versus elective classes. Journalism continues to be an elective.

A second problem area is financing publications. A few schools are subsidized by the Board of Education. Others are not allowed to solicit advertising. The in-

clusion of the school newspaper on the student activity ticket has solved part of the problem in a few schools. Bake sales, basketball program sales, and other projects subsidize publications.

A third problem is the unequal ratio of girls to boys in the journalism classes. Lack of inquisitiveness, desire to write, and curriculum requirements are cited as reasons for this inequality.

In various schools, facilities for teaching classes are inadequate. Classes in one school are held in the print shop; at another, in an old locker room adjacent to the gym—where the journalism instructor competes with the boys practicing for a game.

Material considerations such as cameras, typewriters, cabinets, and common work space present problems. Some of these problems will be corrected with the completion of a new school building.

Conclusions

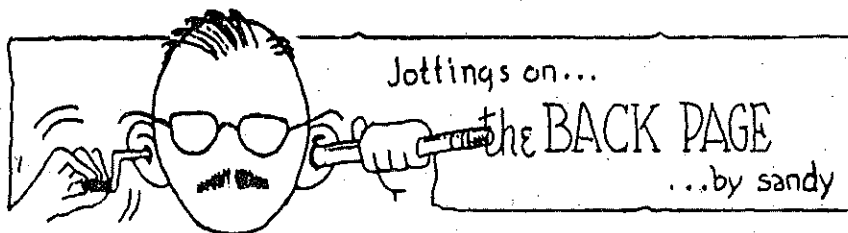
From the information, several conclusions have been reached:

- 1) Schools as yet do not consider journalism as an equal to other academic subjects.
- 2) Many excellent students who otherwise would include this subject in their curriculum omit it and go on to "solid" subjects.
- 3) The time allotted students and instructors during the regular school day is far from adequate for publication purposes.
- 4) Facilities such as work space, equipment, and financial backing prevent a successful journalism class and publication atmosphere.
- 5) Teachers are inadequately trained in journalism. They are also hindered from expanding their knowledge of the field through lack of time, money, and encouragement from school sources.
- 6) Recognition of teachers for their contributions is lacking in many schools.

Much research, evaluation, and improvements in facilities, curriculum, and instruction requirements need to be done to create an effective and valuable journalism program in Class A high schools in Michigan.

Journalism publications and classes in Class A high schools in Michigan are of vital interest, not only to potential teachers and parents, but also to newspapers, industry, and the public relations field. The high schools are their source of future development.

It is becoming increasingly apparent that students must be adequately trained in journalism. Only through adequately trained teachers, with reasonable salary schedules and opportunities to broaden their professional knowledge, can students receive this training.



LAST NOVEMBER a professor at the College of Emporia, a Kansas Presbyterian-affiliated college with about 600 student enrollment, submitted a letter to the editor of the College newspaper to protest the forced resignation of the student body president by College officials. His letter was intercepted by the faculty newspaper adviser before publication and resulted in his immediate dismissal from teaching duties. Later, upon reconsideration by the acting president of the College, he was re-instated. This action, however, was not approved by the College Board of Trustees and the president himself also was dismissed along with the professor he had defended.

Emporia and a portion of the student body are bitterly divided over the matter. A large paid advertisement in the *Emporia Gazette*, however, was signed by 91 per cent of the full time faculty and staff members declaring their "faith and confidence in the judgment and integrity of the Board of Trustees of the College of Emporia, and in the administration."

On the other hand, when the discharge of the professor became known, two trustees submitted their resignations from the board and four faculty members, who felt a grave injustice had been done, publicly threatened to quit.

In January the editor of the student newspaper resigned and eight students were "urged to seek another institution where perhaps the environment would be more compatible" for them.

Following the dismissal of the professor, the *Emporia Gazette* (under the editorship of William L. White, with T. E. McDaniel as managing editor) promptly named him "Man of the Week" and the newspaper has editorialized vigorously on the subject, with added extensive coverage.

The University of Kansas student newspaper, *The Daily Kansan*, sent a reporter to Emporia and in its December 11 issue gave more than two of its twelve pages to news stories, editorials and documented material. The U.S. National Student Association sent a representative to the College, and it is possible that the American Association of University Professors will make an inquiry.

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BACKGROUND, in essence, is this:

The College student body president had given a beer-and-pretzel party in his off-campus apartment. It was reported

that other students present (no girls were in attendance) affirmed that no one was drunk, noisy or disorderly. One visitor left early and "apparently sought stronger refreshment elsewhere," the *Emporia Gazette* related in its December 11 issue. He returned to the College in "an exaggerated state of conviviality and managed to wake up most of his dormitory."

Investigation by College authorities revealed that the noisy student had been at the party. The student body president, who was host, told the authorities frankly and with candor all that he knew, it was reported, and a couple of days later College officials asked him to resign his student office.

The Student Senate, perhaps in protest and after tie votes on the decision, refused for a time to elect a new student body president. About two weeks later, the Rev. David A. Butterfield, a professor of philosophy, submitted the following letter to the editor of the student newspaper. The letter was discovered first by the faculty adviser, who turned it over to her husband, Dean Herman Arrasmith (the dean who had asked the student body president to resign).

The unpublished letter, addressed to the editor, reads:

The recent resignation of (the) student body president has bothered me.

It needs to be said that (he) is an honest person. Members of the committee who 'dealt' with him have testified to his transparency before them. In fact, had he been less forthright and honest, he probably would not have suffered the fate he did. I commend him in his honesty. I commiserate with him in his mistaken judgment.

The appalling apathy of the students over this affair is alarming. Is this a student body of sheep?

David A. Butterfield

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ON DECEMBER 11 the *Emporia Gazette* reported that "... on Monday, Dec. 4th, Elvin Perkins, Chairman of the Executive Committee whose action in discharging Acting President (Richard) Hanna and Professor Butterfield had been overwhelmingly approved by the Trustees on the previous Saturday, spoke briefly at a College of Emporia faculty meeting summoned to hear him. He praised the faculty for staying on the job during these trying days, informed them of the action of the Trus-

tees, and said this decision was final, since the Board was the ultimate authority. The issues, he said, therefore must be considered History, and there must be no more discussion of them, either between faculty members or with students, inside or outside the class rooms."

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SELDOM if ever has a more amazing statement been made by one in a responsible position than these orders of Mr. Perkins. Whatever the rights and wrongs of the situation—and my preliminary readings from four sources indicate that very much is wrong—three facts remain: a letter from one person to another was wrongfully intercepted by a third person; a professor had been fired without a hearing; a college acting president has been summarily dismissed for the defense of one of his faculty members. In the face of all this, Mr. Perkins had the naivete to declare that there must be no further discussion of the issues!

The case is not closed, no matter how devoutly the Trustees wish it were. They are concerned with unfavorable publicity for their College; we are concerned with academic freedom. They want to put it back on its feet; we are concerned that it lost its head.

Part of the situation may lie in the shaky financial condition of the College, it is reported. (The College has had five presidents in the last two years.) The fact that the dismissed professor wears a beard has been brought into the case (however irrelevant this may seem to some of us on the sidelines; he had a beard when he was hired). Another reason given was that his unpublished letter would have "tended to incite the students to discontent." The professor denies this allegation. Another part may lie perhaps in a clash of personalities.

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THE SYNOD of Kansas, ultimate governing body of the College, met in late January and voted to back the College in a financial campaign that is presently being carried out with the aim of raising \$350,000 by the first of June, at which time the Synod will meet again to discuss the future of the institution. Enrollment for second semester is 523 as compared with 625 at the beginning of the Fall semester.

Two of the eight students asked to leave were rejected at the registration office when they attempted to enroll for Spring semester. It is reported that none was ever given a hearing by the College's Admissions and Advanced Standing Committee. Some had written letters to the editor of the *Emporia Gazette*; one said he put several comments on the Student Opinion Board that criticized the administration's actions in the Hanna-Butterfield contro-

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