

Some college newspapers censored by executives

By SUSIE SCHMIDT (CPS-CUP) — American college newspapers are running into heavy censorship this fall from administrators, advisors (some college papers have faculty members who check their copy) and printers.

And they usually get it in the neck for news stories, not editorial or literary works.

In some cases, obscenity charges are covers for political or personal attacks on editors.

Two things are clear: the people who run colleges are no longer sure they really want an independent student press; and a great segment of academia can stomach their students' radical politics but still have Daley-like gas pains when they run into "obscenity".

The word "f..." has sent college printers into fits of censorship. They refuse to print papers and, in some cases, attempt to force school discipline of editors.

At the University of Wisconsin last week, the Board of Regents narrowly refrained from firing *Daily Cardinal* editor Greg Graze and managing editor Steve Reiner because the paper printed a story containing "unfit language". The story was a CPS release on the SDS October National Council meeting, quoting from a member of the Up Against the Wall/Mother-f...er faction. The editorial board of the *Cardinal* was instead ordered to appear before the Regents this winter with "a policy of sanctions to prevent further incidents."

The entire *Cardinal* staff and its board of control signed a front-page letter to the Regents, calling

the attack on the paper "only a beachhead in the total effort by the regents to exert control over every aspect of the university operation, student life and faculty freedom". The staff also printed paragraphs from books required by many of the university's English classes, including Shakespeare, James Joyce and Normal Mailer, which contain language more obscene than that in the news story.

Less than a week later, the Michigan State University *State News* printed a story about the Wisconsin controversy, quoting from the CPS story and from the *Cardinal's* literary selections. The paper's adviser (or general manager, in bureaucratic lingo) claimed the editors had violated their contract with their printer. Since he had no power to fire the staff, but does control the paper's funds, the adviser, Louis Berman, cut the salaries of three top editors whom he considered responsible for the story.

At Purdue University, the situation is even more serious this week. Editor-in-chief William Smoot was removed from his position by the school's vice-president for student affairs, who claimed in his firing letter that the Exponent had violated journalistic codes and "offended the sensibilities of the public."

The offensive item in this case was a column critical of the university president: "Regarding a vicious rumor concerning president Novde... let us set the record straight. Our president is not anal-retentive... he dumped on the students just last week," the column opened.

Oh, there's a dirty word

Although the administration mandate provided that a new editor should be chosen by the Exponent's senior staff members, the 15 members of the senior editorial board said the paper's editorial policy would be the same with or without Smoot.

At a number of schools, the paper's problem has been not the administration but its printer. At New York City's Hunter College, for example, the job printer who handles many of the city's small college papers refused to print the Envoy's first edition this fall because a story about the Chicago Democratic convention contained the word "f...". The paper got another printer.

The Oakland (Mich.) University Observer in its second fall issue ran a four-page supplement containing a long autobiographical piece by a black student. The Observer's printer also refused to run the supplement. The dispute still has not been settled; the Observer has another printer.

In Putney, Vt., last week, the printer of the *Lion's Roar* had refused to print any more issues of the paper. In a letter to the president of Windham College, which publishes the paper, the printer said the *Lion's Roar* was "not the type of publication we choose to print." He objected to a Liberation News Service article on "The Myth of Vaginal Orgasm" and a cartoon about LBJ and the "credibility gap".

His refusal to print nearly destroyed the small paper financially, since he owned the only offset press in Putney and if even one issue of the paper were cancelled, the loss in advertising revenue would have been a disaster.

Other printers are more subtle; they just change the parts they don't like. In a CPS story about the Democratic convention which quoted Realist editor Paul Krasner telling a story about LBJ defending the war: ("Son those commies are saying, 'F... you Lyndon Johnson,'" and nobody says 'F... you Lyndon Johnson' and gets away with it"), the printer of the Stetson University Reporter cut out the entire phrase "f... you", making the whole sentence patently absurd.

More than one student editor has opened his paper in the morning to discover censorship by the printer. Last month the *Daily Californian* in Berkeley, which ran a story about a pamphlet being distributed on campus by radical political groups, discovered that their printer had a fondness for dashes in the middle of some words.

Most of the trouble with printers comes from small jobbers who edit all the copy their typesetters set and have set themselves up as protectors of decency in the printed word.

Lou Sokall, manager of Alert Printing Company in New York City, which handles 20 local student papers, said it all: "Somewhere down along the line somebody has to say something about smut. I'm just trying to do something to protect those nice people who still cringe when they see the word (f...) in print."

It's all very reminiscent of Mayor Daley, yelling at Connecticut Senator Ribicoff to "go f... himself" on the floor of the Democratic convention, and then complaining piously about demonstrators outside badmouthing cops.

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We try to run all the good news but people keep sending us these letters that have critical overtones.

That's probably the way it is—we bitch because on this, the deadest campus in Canada, there is little else do.

—The Editor

More about the phone book

The Editor,

Oh! The year of the pictured phone directory!! Excitement mounts... tension builds...

What IS that boys name? Can't wait to look him up in the directory!

The big day arrives. Joy oh, joy! But where, oh where is he? Why isn't he there? Well, it could be that his name starts with T, U or V in which case he is missing altogether (Does yours have these letters or are there no students at the U of A whose names start with those letters. Or maybe he is one of those that look like a black cat at midnight. A nice idea for us ugly people but mine is unfortunately clear and bright).

I paid \$35.50 for student union fees. Is all I get to show for it a reject phone book, a yearbook with a bunch of grad students I've never met and a chance to play intramural broomball?

Francine Levine
As 1

The error was his

The Editor,

In Tuesday's Gateway article entitled "Teach-in Thursday" stated in part: "Arts Dean D. E. Smith... has said he will excuse students from classes to go to it (the teach-in)."

As I was the person who approached Dean Smith in this regard, it is not unfair for him to assume that I am responsible for this misinterpretation.

To the extent that at our committee meetings discussion has been allowed to range freely and sometimes in a speculative manner, I am responsible for this situation. Greater care will be taken on my part in the future.

To Dean Smith and the student body I express sincere apologies.

Boyd Hall
Committee for
Arts Teach-in

Marilyn is great

The Editor,

Three cheers for Marilyn Pilkington. I don't usually give women this much credit but she truly deserves it.

In The Gateway (Tuesday, Nov. 5), she said, "It (the university) is a place to learn. I believe in student influence and not student power."

I'm sorry I wasn't able to attend the debate because of I had been there I would have applauded that statement of hers till the Canadian Union of Students is defeated nationally.

Thank you Miss Pilkington. I want you to know you are not alone on this issue.

Lloyd Skuba
dent 1

EDITOR'S NOTE—if you are serious about that applauding bit, you may wear your hands right off your arms and then who would go around and pull teeth for you.

Open letter to Dick Gregory

Dear Dick Gregory,

It is evident by the welcome given you on Nov. 18 by the students of U of A that many "white Christians" realize the insults and injustices the black race has suffered and that they do want redress. But if one is standing up for "human" rights as you reiterated that night, would not a more, let's call it humane, approach be more suitable rather than insult for insult or prejudice for prejudice?

Your aim is to be commended and is justifiable; the points you made were relevant, and though

generalized, exaggerated and misrepresented, cogent with meaning. But I wonder if Dr. Martin Luther King would have approved of your method of persuading your audience of the principles for which that highly-respected lover of peace died.

In spite of your stand for non-violence, you stirred up negative feelings in the hearts of many of your listeners who belong in the ranks of your supporters. Why not try to overcome hate with love?

A believer in "human rights",
Sister Judith
Education

A letter of acceptance...

My position is a metaphor

By EARL DEAN

The position I occupy on the Education Faculty Council as a student representative is a totally powerless token of administrative benevolence. The position is not entirely meaningless for the reasons it was instituted—it is to serve as a metaphor to take the punch out of anticipated student demands for real and effective power that will enable them to experience real learning.

I accept then, the metaphorical nature of my position.

At this time it seems I am responsible to no one as I carry out my duties. The Education Undergraduate Society selected me and Dr. Coutts recommended me and the faculty council appointed me but it is unlikely that the most conservative element—my constituents—have any way of controlling my behavior. I am almost definition irresponsible which is the way we like our niggers.

It follows from this that my duties involve the creation of irresponsible metaphors.

To be totally insane and anarchic I think I will be idealistic... in other words I will ask for utterly sensible things such as the abolishment of exams, student salaries and student control in the classrooms. These in the context of the present system are incongruous and absurd.

Further, I must quote Edmund Burke to indicate my attitude to the representative nature of my job.

"He (your representative) owes you not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion."

I am a busy man. It is enough trouble explaining myself to you without having all the Education students explain themselves to me, so that I may properly represent them. That is why I have decided to do what the administration has done. I will appoint a student to inform me what students are thinking and he in turn will appoint his representative student so that we will eventually have an endless chain of people exchanging opinions on education. Since this is a very complicated scheme, I have tried to simplify it by investigating the means whereby this procedure might be carried out in the structures that we already have... that is—within the present classrooms. If faculty were interested and honest enough they could represent student views on faculty council... We would then have more than one hundred representatives on council and since my job would vanish along with the faculty-student relations committee there would be less bureaucracy. This would mean that teachers and students would have more time for the jobs they want to do.

There are only two drawbacks I can think of in this scheme for more efficient representation. First, the major stumbling block to the free exchange of ideas is the professor himself who as a rule talks too much. This might be overcome if students were to tactfully suggest that they too have formed some ideas on education and would like to express them.

The second objection some might pose is that if we spend all our time talking about education—when are we going to learn about education? The answer of course is in the coffee-lounge which is the place where all real education takes place anyway.

Which leads me to my first concrete proposal which I will offer to the faculty council—that we expand the coffee lounge to include the whole basement floor. Next year I am going to ask for the whole main floor and the year after—I promise I will ask for the second floor. Eventually of course we will have occupied the whole building so that anyone who is not with us in our quest for knowledge will have been pushed to join the Education Administration Department in the General Services building. The Education Building will have changed from a sausage machine to a coffee machine and we can expect the result to be very stimulating.