

TRENDS IN JOURNALISM EDUCATION:
EMPHASIS ON RESEARCH OR PROFESSIONAL TRAINING

by

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INTRODUCTION:

A NEW PHILOSOPHY OF JOURNALISM EDUCATION

It has taken journalism education more than half a century to achieve the position of stature that it now has in America's colleges and universities. When Joseph Pulitzer first offered Columbia University the money for the first school of journalism, his offer was rejected. Later the offer was accepted and since that time the number of schools offering journalism has steadily increased.

For a time, practitioners in the field of journalism held journalism graduates in light regard but gradually these people began to accept journalism graduates and today these graduates find their diplomas an asset.

Yet, all is not perfect in journalism schools today. They have won a professional standing but there appears to be some danger that educators may be wandering into an unprofessional-academic jungle where the shadow has grown longer than the substance, and this at a time when the need has been greater in communications, especially the newspapers and the magazines, for better professional training.

The schools and departments of journalism are operating in an aura of controversy that has been spurred on by the rise of a new philosophy of education for journalists.

This new philosophy is called communications research. The research oriented group is contrasted or opposed to the traditional believers that journalism education should be professional training.

This controversy in journalism has been going on for a long time. One of the first open comments came from Curtis MacDougall, of Northwestern University, back in 1955. It has been accented more outspokenly and voraciously recently.

The communications research-professional training differences got a rousing airing in 1965. It was at that time that journalism educators made a discovery at their convention-- they didn't have a newspaper division. The Association for Education in Journalism had divisions in theory and methodology, public relations, radio-television, history, magazine and international relations,¹ but it had no newspaper division.

Members quickly organized a newspaper division but the omission underscored the trend in journalism education. Schools and departments of journalism are emphasizing things other than just reporting and editing.

Earlier, in 1963, the late George J. Kienzle, who directed the Ohio State University journalism program, denounced the trend at the Associated Press Managing Editors convention saying that newspapers will be getting "theorists, not professionals, and they won't even be journalism theorists,

¹Jake Highton, "Green Eyeshades vs. Chi-Squares," The Quill, (February, 1967), p. 10.

for the study of 'communicology' neither attracts nor develops the professionally oriented student."²

BODY:

CRITICISM OF JOURNALISM SCHOOLS

At the annual meeting of the Association for Education in Journalism in August, 1965, coordinating committees of the Association of Newspaper Publishers and the AEJ met in joint session for the first time in history. This meeting to many professors and educators was a reflection of the growing anti-professionalism in the schools of journalism. It also shows why there is the current controversy about journalism education.

In the discussion about journalism education, journalism schools were criticized as being un-academic. Three other points about journalism schools also were made: 1. Journalism schools are merely "trade schools," 2. Newspapers don't want journalism school graduates, and 3. Journalism can be learned just as well on the job as in school.

All of these complaints are invalid, says John Tebbel of the Saturday Review. Tebbel, strongly in favor of the professional approach to the schools of journalism, said that the fact many consider them "trade schools" is snobbery originating in the traditionalist's inability to understand that journalism is as much a profession as law, medicine or engineering.

²Ibid.

Newspapers do want j-school graduates. As every school and department head knows, he could place twice as many graduates if he had them--and on specific requests from publishers. Most newspapers not only welcome but prefer journalism graduates, and the publishers themselves have been devising recruiting programs to get some more bright students into high school and college journalism courses.

On the third point, Tebbel agrees that journalism can be learned just as well on the job if there is someone to teach, and if the learner is satisfied to acquire no more than the knowledge of his teacher. Journalism education saves the employer's time, and if it is good education, the student will be learning how to turn in a performance better than the level of mediocrity which prevails on many newspapers. The sloppy writing and editing so prevalent today cries for better-trained personnel, who will take real pride in their craftsmanship.³

Tebbel says that probably the worst problem in journalism schools is the quality of their faculty.⁴ He also feels there is too much research in journalism education.

If the professional, practical education is the objective, then teachers ought to be skilled practitioners who are experts in the media and who have had more than just a smattering of experience in the field.

³John Tebbel, "Journalism Education: Myth and Reality," Saturday Review, (November 13, 1965), p. 92.

⁴Ibid.

If academic education is the objective, as it has been increasingly in the field of journalism, then the Ph.D. comes into the picture. The Ph.D. is becoming mandatory for a journalism professor in the best schools. In many cases, the holder of the Ph.D. has had little or no professional journalism experience. Therefore, in a sense, he is unqualified to teach anything but mass communications research which is unrelated to journalism, says John Tebbel of Saturday Review. The rising dominance of such research in the larger schools has meant their increasing divorcement from professional training.⁵

It was obvious at the 1966 AEJ convention that journalism education was definitely split into two camps--the "green eyeshades" and the "chi-squares" as labeled by Jake Highton, journalism teacher at Wayne State University.

The "green eyeshades" are exponents of the hard-nosed, professional training. The "chi-squares" are the communicologists, the methodologists, the sociologists, the academics. There are still others who favor a combination of the two.

Curtis D. MacDougall thinks the academicians, with their own jargon, are contrary to newspaper beliefs: "Communicology is ruining the schools of journalism. Few of the deans of these communicology schools even attend the newspaper division meetings. They go to the methodology division."⁶

⁵Ibid., p. 93.

⁶Highton, "Green Eyeshades," p. 11.

The professional training advocates are led by Perley I. Reed, director emeritus of the West Virginia University School of Journalism, who has been critical of the trend towards communications research.

"Certain graduate-school journalism professors have been confusing the substance of journalism and the methods of communication. As a result, they have ceased using the universal trademark of our profession, namely journalism, and are substituting the word communication. 'Journalism' is to our profession what the terms 'law' and 'medicine' are to those noble vocations. There should be only 'Schools of Journalism' and no 'Schools of Communication,' unless Western Union and Bell Telephone are the primary concepts."⁷

Schools of communication are seemingly the trend of the present. Boston University, University of Florida, University of Houston, University of Illinois, University of Kentucky, Michigan State University, Stanford University, University of Texas and the University of Washington all have the name "communication" in their titles.

To keep up with the communications trend in journalism education, the Ph.D. is becoming essential in j-schools. The Ph.D. is the route to academic respectability, research grants, department chairmanships and university empire-building. Most university administrators favor the Ph.D. methodologists.⁸

⁷Ibid.

⁸Ibid.

COMMUNICATIONS RESEARCH OR PROFESSIONAL TRAINING

In 1965 Journalism Quarterly reported on a survey which found a very high correlation between professors who had doctorate degrees and their belief in the emphasis on research.

The survey is based on 637 responses or 65 per cent of the AEJ members who returned their questionnaires. One of the things the survey pointed out was the areas in which the professors received their degrees. On the bachelor's level, more than 45 per cent had a degree in news-editorial journalism and 59 per cent had a master's degree in the same area. However, on the doctoral level the leading areas were mass communication (22.9 per cent) and communication (13.8 per cent).⁹

Journalism Quarterly divided the respondents to the questionnaire into five groups--communications research group, defenders of the schools of journalism, the broad background group, the skills group and the researcher-go-home group.

The communications research group members generally strongly agreed with those statements favorable to more research and theory in journalism education and disagreed with those statements which suggested that there should be less emphasis. It supported giving technical courses added depth by incorporating relevant insights from the behavioral sciences, and giving more thought to experimentation and innovation.

⁹Malcolm S. MacLean Jr., Thomas Danbury and John T. McNelly, "AEJ Members and Their Attitudes in Journalism Education Issues," Journalism Quarterly (Winter, 1965), p. 100.

The research group agreed with these four points that the other groups disagreed with: 1. The future of journalism education depends upon a scientific study of communication processes, 2. Those who complain about the new trend toward communication research are often merely defending their own inadequacies in new fields of knowledge, 3. In order to qualify for the respect of the community, journalism schools must be research and theory oriented, 4. The real need is for communication experts, professional men, all with Ph.D.'s who can speak with the authority of a doctor or psychologist.¹⁰

This group strongly disagreed with the statement that "nothing has interfered with journalism education so much as the creeping blight of research which has come to dominate the teaching activities of some schools."

A look at the group members, their background and experience will give some indication as to why they hold these beliefs.

This group had more members with Ph.D.'s than any other group. A majority (57 per cent) had the doctorate, and of these Ph.D.'s, 52 per cent had gotten theirs in the fields of communication, mass communication or mass communication research.¹¹

This group had less experience than the rest in the mass media. Only 25 per cent of this group had more than ten years professional media experience. More members of this

¹⁰Ibid., p. 103.

¹¹Ibid.

group also belonged to the American Association for Public Opinion Research than any other group.

Several other characteristics were typical of this group and all are indicative of the philosophy they hold concerning journalism education. They tended to have presented more academic papers, had more articles published in academic journals, had fewer newspaper and magazine feature articles, were more likely to read such publications as Public Opinion Quarterly rather than Editor and Publisher, had more graduate advisees than undergraduate advisees and were more likely to be found in a big university.¹²

Those in this group were more likely than the others to be teaching courses in communication theory and in communication research and less likely to be teaching such subjects as history of journalism, public relations, reporting and editing, and typography and layout. They spend more time doing research and less time in the classroom.

The group most strongly contrasted to the communication research group was the defenders of journalism schools. This group, in the Journalism Quarterly poll, and the communication research group were the two largest groups making up nearly 80 per cent of the total--and both were about the same size.

This group disagreed most strongly with the statement that "journalism education has failed to have much impact on the mass communication industry." They also disagreed with

¹²Ibid., p. 104.

"too many journalism educators are devoted to producing inexpensive, serviceable labor for the media rather than to preparing individual students for a lifetime of productive, satisfying work."¹³

They were the only ones who agreed with the assertion that, in research, "journalism schools should be more concerned with practical problems of the industry than the theoretical questions."¹⁴

This group strongly disagreed with the belief that a person can get the necessary training for becoming a good reporter in a liberal arts college that has no journalism courses.

The background and duties of this group is also indicative of their point of view.

This group had substantially more members who had gotten their bachelor's degrees in news-editorial journalism. They presented fewer academic papers to professional conventions, were more likely to read Editor & Publisher, were more likely to be found teaching typography and layout and courses like public relations.¹⁵

The broad background group, 7 per cent of the members, wanted to insure broad humanistic-liberal arts education for students going into journalism. They felt that journalism

¹³Ibid.

¹⁴Ibid.

¹⁵Ibid., p. 105.

should be much more closely related to the disciplines of history and literature than to those of psychology and sociology. They also saw some danger in the emphasis of communication research.

The skills group indicated strong support for skills training in journalism schools. They disagreed with the statement: "It is not enough for a journalism professor to be a teacher of skills; he must be competent in some field of research." They believed that the transmission of the lore and skills of the newsroom does justify the existence of a journalism school in an institution of higher learning.¹⁶

The researcher-go-home group showed antagonism to the communication research group. They agreed with John Tebbel of Saturday Review in the idea that the communication research group ought to get out of journalism and go back to sociology or psychology or wherever they came from.¹⁷

The trend, as pointed out by Journalism Quarterly, points out the different positions by journalism educators on the journalism issues of today. The poles seem to be communication research as emphasized by professors with Ph.D.'s and little media experience and professional training and those whose background includes more work on newspapers.

JOURNALISTS' OPINIONS ON JOURNALISM EDUCATION

The journalism education controversy has been widespread enough that many of America's top journalism educators

¹⁶Ibid., p. 100.

¹⁷Ibid., p. 107.

have aired their views and there is a wide variety of ideas among them.

Neale Copple, journalism director at Nebraska University, has pointed out the increasing gap between the two philosophies of education. "Often the Ph.D.'s get the goods--pay, prestige, and promotion." Bruce Westley of Wisconsin said journalism educators "must enter the academic community--not just capitalize on experience. We need to have the perspectives of the professional and the scholar while becoming full-fledged members of the academic community."¹⁸

Leslie G. Moeller, former chairman of the University of Iowa School of Journalism, said the communications field must "increasingly look to the colleges for new ideas and scholarship. More and more, the pattern is such that with the development of new knowledge, the non-scholar will be handicapped in academic achievement."¹⁹

Iowa University is one of the schools that has been emphasizing research, but this has been mainly on the graduate level.

In their brochure, "Journalism and Mass Communication," an informative compilation about the School of Journalism, there is a section on research. It reads:

"Attention to research is important to the School for a number of reasons. Research results received by the School

¹⁸Highton, "Green Eyeshades," p. 11.

¹⁹Ibid.

in journals and periodicals, in booklet form, and direct from researchers, must be studied and interpreted, and, when appropriate, passed along to the students. Conducting research is a major way in which the School serves the profession and the society of which it is a part; through research the School seeks to aid the journalist of the future to meet the needs of society."

Undergraduate students do not necessarily take part in research but the results are presented to them.

"The University of Iowa School of Journalism is one of the few schools offering a course in communication research techniques designed specifically for undergraduates. The course introduces students to basic research methods such as public opinion polling, content analysis and methods of collecting and analyzing data concerning the way in which the modern mass media of communication affect everyday life."

"A recent project of the undergraduate research class was to conduct a study to find out what kind of material University of Iowa students would like to see in a proposed new campus magazine. A class selected a sample of students, devised a questionnaire and a method of analyzing the information, conducted the interviews, assisted with the computer analysis of the data and wrote up the final results of the study."

Many schools disagree with Iowa's approach. The University of Missouri School of Journalism, the largest school in the country with 782 students, stresses courses in

copy editing and reporting without emphasizing the "why" of the news.²⁰

Sometimes referred to as just a "trade school," Missouri nevertheless gives students work on the Columbia Missourian, a commercial daily serving the university community of 44,000 people. The paper is staffed by student reporters; faculty members form the management. Courses are tied to the paper. One of Missouri's most popular professors is J. Thomas Duffy, a veteran of 30 years on the East St. Louis Journal. In his feature-writing course for seniors, he hands students a newspaper clip such as a story that lawnmower sales are down in February and asks them to return with a completed feature story the next day. Missouri's faculty defends its practical approach. "A prospective employer should expect a graduate he hires to know something about the practice of journalism," says Professor John C. Merrill. "Can you imagine a business not knowing how to use an adding machine?"²¹

Ohio State's George Kienzle, concerned about the trend away from professional instruction in journalism, made these comments to the Associated Press Managing Editors convention in 1965:

"Some schools of journalism--big ones--admit they are not primarily interested in preparing students for careers in the journalistic media. They stress something they call 'research.'

²⁰"Grading the J-School," Newsweek, (February 12, 1968), p. 60.

²¹Ibid.

It isn't research designed to help the profession examine its problems. It is sociological and psychological study.

"Other schools don't come right out and admit they've joined the strange 'journalistic' cult. They assure the press that they're professionally oriented, although their faculties are infiltrated by Ph.D.'s from other fields with little or no professional experience in journalism. One of these non-journalists informed me at a recent meeting that neither the ability to write nor the capacity to teach writing was essential to the effectiveness of a journalism faculty member."²²

Curtis MacDougall's practical journalistic attitude toward research differs from that which has become popular throughout the social sciences. "The latter begins with a hypothesis which the researcher tests. Too often this means fact finding to fit foregone conclusions. By contrast the journalistic truthseeker proceeds with an open mind to explore every possible angle of a situation, prodded on by a perceptive editor who wants to know whether it's the right hand or the left hand and no nonsense. After he has accumulated his bushel of notes--and not before then--the journalistic researcher analyzes and possibly hypothesizes. The points of view are decidedly different and, in my judgment, the journalistic approach is much sounder."²³

²²Highton, "Green Eyeshades," pp. 11-12.

²³Curtis D. MacDougall, "My Stand vs. Chi-Squares," The Quill, (July, 1967), p. 26.

MacDougall points out that faculty problems is one of the major reasons why today's journalism schools are changing their emphasis to research and communicology. It is difficult for newsmen with as much as 15 years experience to get appointments to the faculty of any good school of journalism. They are advised to get their Ph.D. in Communicology first, he says.

The reason for this emphasis on academic training rather than professional training or background lies in the administration. MacDougall says that journalism deans could use the assistance of press associations in talking sense to the academic heads. There is also a tendency among universities to place emphasis on publishing articles in scholarly magazines.

Mervin D. Lynch, formerly of the University of Missouri, disagrees somewhat with some of the practitioners' concessions. "If the practitioner is really interested in teaching students and improving his profession, it would seem that he would want to get the Ph.D. to complement his experience--i.e., to provide a sociological or psychological fund of knowledge with which he may properly interpret his experience."²⁴

Journalism education's prime job is to teach individuals the classic concepts and principles of their discipline. Lynch feels that the Ph.D. is probably in a better position to do this than anyone else.²⁵ Lynch substantiates his point by

²⁴Mervin D. Lynch, "From Chi Squares to Analysis of Variance: A Rejoinder . . ." The Quill, (May, 1967), p. 29.

²⁵Ibid.

referring to a recently completed study in which research showed that the longer the journalist is in the field gaining experience, the less concerned he is with the classic journalistic concepts of press freedom, attitudes toward licensing, and so on. Journalists in the field 25 or more years were primarily interested in the cost of newsprint and the exigencies of putting out a daily paper. The only individuals in this study who were concerned with fundamental concepts and principles of journalism were Ph.D.'s.

Lynch compares schools of journalism to areas of agriculture in today's colleges and universities. He says that in agriculture the notion is past that one has to be a farmer in order to teach agriculture. Statistical treatment to agriculture and its problems has brought about great innovation in the field. These same techniques apply to journalism innovation and improvement.

Lynch is quite critical of an article written on behalf of professional training by Jake Highton. One of Highton's criticisms is the language the researcher uses. Lynch says that the language of research is explicit, which enables scholars to communicate to each other briefly and effectively. It was not intended for newsmen.

Lynch says that instead of relying on his own logic, Highton relies on MacDougall, who relies on awards. A major value of writing or research should be in the written product and its permanency, and not in the accolades or awards

immediately accrued--a concept seemingly forgotten in the writings of Highton and the utterances of MacDougall, Lynch says.²⁶

Highton, in his article, was interested in converting all magazines, such as Journalism Quarterly, into trade publications. Lynch says that these should be kept as outlets for scholars. "It is high time that the various trade journals got on the ball and carried out a rewrite of this research, if that is necessary, for the working newsman."²⁷

Readers of scholarly journals should learn the language of research. It is certainly wasteful for the highly trained and specialized scholar to rewrite his research at the mass media level. Some have argued that it is the research writer's task to provide "rosetta stones" to educate the reader to comprehend the language. The danger in the use of such crutches is that the reader will remember the stone and forget what was written.²⁸

Whatever the feelings are, there is little doubt among most educators that the Ph.D. is becoming a necessity in most schools of journalism even though in an AEJ survey of 1966, 51 of 54 journalism schools said they did not require the Ph.D., declaring that they consider experience more important than the doctorate for prospective faculty men. In defense of his point on the subject, Highton pointed out that an Ohio

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

journalism school rejected a job query from a newspaperman with 10 year's experience and a master's degree because it was looking for a man with a Ph.D.

"There seems to be little doubt," Tebbel writes, "that in the end the sociologists will win, that journalism faculties will eventually be composed of Ph.D. specialists in communications and the study of communications processes will overshadow everything else in the curriculum, if indeed it does not entirely eliminate the 'trade school' courses."²⁹

Frank Angeleo of the Detroit Free Press says this will really hurt the newspaper in the future. There is already a critical need for good editors. Schools of journalism don't put enough emphasis on writing and editing and putting out a good newspaper now, he said. "They should leave to the sociologists the problems of the impact of communications on society."

COMBINING COMMUNICATIONS RESEARCH WITH PROFESSIONAL TRAINING

Enroute to dominance by communications research, many journalism schools are going both ways to some extent.

The undergraduate programs most heavily infiltrated by the communicologists are those at Boston University School of Communication, the College of Communicative Arts at Michigan State and Stanford University's Department of Communication, points out Saturday Review. The basic philosophy of this approach is embodied most succinctly in the Boston program,

²⁹Highton, "Green Eyeshades," p. 12.

which requires its students four "Fundamentals of Communications" courses during the freshman and sophomore years. These are courses in research, journalism, public relations, and radio-television-film--designed, so the bulletin says, to "enable students to test their interest and to establish an informed basis for their choice of specialization during their junior and senior years." But in their junior and senior years, students are also required to take four "core" courses, which will "provide a central emphasis on general education and its special application to the field of communication"--again non-professional work, as course titles like "Attitude and Media Research Methods" indicate.³⁰

Michigan State offers a full undergraduate major in communications research along with the conventional sequences. Its philosophy is, "As professional training, communication study equips the student to fill increasing demands for communication specialists in the public media, in government, education, industry and agriculture." It says nothing about editorial rooms of magazines or newspapers.

In the Michigan State program may be seen the outline of future undergraduate journalism education, if the present trends continue. Its course offerings in communications sequence are divided into 11 categories: The communication process, effects of communication, advanced group discussion and leadership, language and communication, sociology of mass communication,

³⁰ John Tebbel, "What Are J-Schools Teaching?" Saturday Review, (October 12, 1963), p. 48.

senior seminar, senior thesis, communication design, psychology of communication and persuasion, public opinion and propaganda, and communication and change.³¹

Somewhat the same design is the offering at Stanford, where undergraduates may get a bachelor of arts degree in either journalism or broadcasting and film, but where some superior communication majors may also elect one of three interdisciplinary honors programs,--one in quantitative methods, another in the humanities, and a third in social thought and institutions.

The makers of these curricula do not believe that it is as important to learn how to convey what is going on in the world, as it is to interpret sociologically and psychologically what is being conveyed.

Ralph O. Nafziger, former journalism director at the University of Wisconsin, writes: "At Wisconsin and other universities the journalism schools and departments have developed both a training program for prospective practitioners and a program which treats journalism as an academic discipline . . . We do not believe that a Ph.D. is a hindrance to a teacher in an institution of higher learning. Moreover, in this age it seems fitting that university professors should be expected to contribute by way of research to their special fields of teaching study."³²

³¹ Ibid., p. 49.

³² Highton, "Green Eyeshades," p. 13.

H. Eugene Goodwin, director of Penn State journalism, admitted that journalism education is in a period of transition and hit on a point that many schools are considering when he said there is a place for a mixture of practitioners and academics. "What most of us do is try for a balance, with some faculty members having mostly professional backgrounds, some mostly academic, and some few with both."³³

Goodwin says he used to think there was only one way to reach a journalism faculty and that was with professionalism. Now he thinks there are many possible ways. Goodwin's philosophy seems to be what, in reality, is happening. The extremes of either view are few but a little of both probably can be seen in most schools of journalism.

The University of Missouri, one of strongly traditionally-oriented schools, has not completely ignored the area of mass communication.

The School of Journalism strongly emphasizes the need for journalists to develop an understanding of the obligations placed upon them by today's society. It further stresses the importance of the student having an understanding of the principles and processes of mass communication.

Missouri offers a doctorate in mass communication with the candidate expected to demonstrate competence in methods of mass communication research or statistics. Candidates are also required to take examinations in the following three areas:

³³Ibid.

mass communication and society, communication theory and history of mass communication.

JOURNALISM ON THE GRADUATE LEVEL ONLY?

One important consideration for schools and departments of journalism in the curriculum controversy has to do with the constant pressure in many administrations to move journalism into the graduate level only. This is debated by many contending that if journalism education were entirely graduate it would eliminate all those who could not afford to go to graduate school and out of these have come a substantial proportion of the best graduates. Others argue that the amount of liberal arts knowledge a journalist ought to master, and on which his professional training should rest, requires all the hours available to him as an undergraduate.

Columbia University's Graduate School of Journalism is one of these. Columbia has a rather unusual situation. It does not say it is either a trade school or a school of communication but it does put out good newsmen. Its laboratory in New York is staffed with New York pros.

"The core of the work now, as in the beginning, is the making of reporters," Richard T. Baker wrote in a history of Columbia's Pulitzer School. "The discipline of reporting, as it is basic to all branches of journalism, is basic to the course of study . . . The practitioner is Columbia's real contribution to journalism, more than the thinker and the speculator."³⁴

³⁴Ibid.

Graduate work in most schools is heavily involved in communication. Of 34 school programs analyzed, reports Saturday Review, 20 offer advanced degrees in communications research. All 34 offer either a bachelor of science or a bachelor of arts. Only 13 offer masters in professional work, while 16 have a masters program in communications research and eight others combine professional courses with communications research in some ways. There is some overlapping because several students have more than one type of program.³⁵

For those who wonder what it is that mass communications study purports to do, the graduate school bulletin from Indiana University includes: "The program in mass communication stresses the application of behavioral science research and theory to communication processes. Students receive thorough training in theories, research methods, and empirically derived principles of communication and processes in several disciplines. Mass media, persuasive communication, informational communication, esthetic, or interpretation communication may be elected for concentration."³⁶

There are some fascinating variations in the graduate school pattern in journalism schools. The University of Illinois offers a strictly professional Master of Television degree "for persons who expect to go into the nonengineering areas of television," and also lists communication research

³⁵Tebbel, "What are J-Schools Teaching?" p. 49.

³⁶Ibid.

degrees in advertising, journalism, and radio and television. Kansas offers a combined professional-communications program for the master's degree.

At the University of Oklahoma, there are no communications research courses in the Master Liberal Arts program. Three members of the graduate faculty do hold doctorates, though. Stanford University, however, lists 19 courses in communications research, primarily for graduate students.

Of the 14 doctoral programs in a recent study by Saturday Review, 12 were in mass communications. The University of Southern Illinois is one that has a professionally oriented doctoral program.

Most doctoral programs are interdepartmental, usually combining communications research with courses in the behavioral sciences. A typical Ph.D. curriculum would include courses in communication theory, methodology, statistics, experimental psychology, social psychology and personality, sociology, and such specialities as "Organizational Processes and Task Performance," "Advanced Perception," "Principles of Behavioral Modification," and "Seminar in Interpersonal Processes," along with courses in philosophy, anthropology, and political science.³⁷

Jay Jensen, University of Illinois, presented a talk to the AEJ five years ago on the controversy of journalism vs. communications. Jensen's topic was "Journalism, Communications and the Future of the Discipline."

³⁷Ibid., p. 50.

Jensen pointed out that there really is no reason to set the two, journalism or communications, apart from each other. In reality, the two should read journalism and communications.

Both journalism and communications formal education are late comers to the educational scene with communications not more than two decades old.

"About the time that Missouri set up the first doctoral program in Journalism, the term "Communications" would hardly have been heard, and what is now called "communications research" did not exist. Walter Lippman had published his classic, Public Opinion in 1922, and Harold Lasswell his Propaganda Techniques in the World War in 1927; but it was not until after World War II that Communications came into its own and commenced its formal relationship with Journalism education.

"Today, doctoral programs in Communications have become firmly established at Iowa, Illinois, Wisconsin, Syracuse and Michigan State. The number of students engaged in doctoral work in Communications has increased at almost a geometric rate since the first such program was announced at Iowa in 1944. Research divisions, bureaus, and institutes concerned with Communications have become integral parts of Journalism education throughout the country."³⁸

Jensen pointed out that at Illinois the purpose of the Communications courses is not to make "communicators" or

³⁸A Symposium by William E. Porter, Richard F. Carter, Jay Jensen and Theodore Peterson, "Journalism, Communication and the Future of the Disciplines," Journalism Quarterly, (Autumn, 1963), p. 587.

"communication researchers" out of the journalism students. There is much of what the public perceives as "communications" and "communications research" that is of little value to the professional journalist and has little place in journalism education.

"However, I do believe that Journalism students ought to graduate with more than an average awareness of the nature of human communications--of communication process and systems, from interpersonal to mass.

"Besides, I'm convinced that the study of mass media as the institutional order of public communication--especially in relation to politics, economy, popular culture, ideology, social process, etc.--can help to provide the kinds of knowledge of life and the world that every journalist should have. Such courses, properly taught, not only can help the student to define his role as a journalist in relation to the world; they also can contribute a great deal to his understanding of that world."³⁹

Jensen went on to say that the integration of communication courses in journalism courses can help a great deal. But they cannot be merely descriptive and informational if the students are going to gain human understanding of social process and systems, of ideology and popular culture. They must be broad-gauged in their approach, informed by a sense of history, grounded in theoretical constructs, concerned with

³⁹Ibid., pp. 589-590.

underlying relationships, with inferentials as well as observables, with logically as well as statistically relevant variables.

Theodore Peterson, also of the University of Illinois and on the same panel with Jensen, said that an increasing number of persons are arguing that education of today's students should include some understanding of the nature of communications.

"A few lonely voices, which I predict will become louder in the years ahead, are already speaking of a science of communications. Some teachers detect in their words a threat to the traditional specialties of journalism, advertising and broadcasting. They fear that their own carefully cultivated little fields will be inundated and washed away by the rising tide of communications. I do not think that they will be nor that it is desirable that they should be. I do think, however, that the curriculum in all our specialties might well be built upon a core of courses in communications rather than a core of newspaper-journalism courses, as they traditionally have been."⁴⁰

Peterson feels that there are too many courses called "professional" that are really not valuable. The key to improvement is not in just doing away with some courses but in improving the program. Too much of what is taught today, he says, is just like it was 20 years ago. "In our editing courses we may have acknowledged the introduction of the teletypesetter,

⁴⁰Ibid, p. 593.

but that is not the level of improvement I am speaking of. We have lagged far behind the media themselves in experimentation; we have done woefully little experimentation on our own. So long as that situation continues, we will continue to be preparing our students for at best today's media and at worst yesterday's."⁴¹

Whatever the case, journalism education is going to see more research in the future along with some other innovations that appear significant. Because of this change and projected changes many feel that journalism schools and departments are improving.

OTHER JOURNALISM EDUCATION THEORIES

Time magazine recently ran an article pointing out that they felt journalism schools were improving because they are teaching less journalism. At both the graduate and undergraduate levels, the schools are stressing the liberal arts and playing down the techniques of the trade. In most undergraduate schools, only 25 per cent of the course requirements are actually in journalism. "The four years of college," says Robert Beyers of Stanford University, "is such a short time to acquire an education that it should not be devoted to learning skills which can easily be acquired outside the classroom."⁴²

Northwestern University graduate students take two seminars in the reporting of public affairs. In their program

⁴¹Ibid.

⁴²"More Life, Less Trade, " Time, (February 9, 1968), p. 63.

courses are offered in urban problems, education and science technology.

Along with the change of many schools' names from school of journalism to school of communication has been a greater emphasis in trying to deal with the broad spectrum of human dialogue. Stanford's Department of Communication, for example, has added courses called, "Government and the Mass Media," and "Ethics in the Mass Media," to stimulate students' thinking about their work in the wider context of society. At the same time, Stanford encourages non-journalism students to take these courses, thus breaking down even more the distinction between journalism students and those of other disciplines.

More and more journalism schools are offering a broader selection of areas of specialization such as broadcasting, advertising and public relations. Boston University's School of Public Communication has 230 graduate students in Public Relations and 200 in Broadcasting and Film.

One of the reasons for the shift from the ideal professional training in a number of schools is a greater emphasis in the sociology of journalism, or communication research, points out Tebbel.

The major editorial need in the press today is for people to have skill to communicate complex ideas in a clear and accurate style. Much more is demanded of a reporter today than was asked 25 years ago.

By spreading themselves too thin over a wide area, many schools and departments have vitiated the quality of instruction

in writing and editing. The result is evident in the appalling low editorial standards of so many American newspapers, says Tebbel.

One of the most evident possibilities for the future is one that is being experimented with today by some newspapers. An increasing number of newspaper publishers are sending reporters back to the classroom so they can polish their working knowledge of the profession on which they report. Included among these are the opportunities afforded by the Nieman Fellowships, Columbia University scholarships for advanced writing in science and international reporting, and the Ford Foundation that supports writers who return to school. The Russel Sage Foundation has made two grants for the study of social science at the University of Wisconsin and Columbia University. America Political Science Association plans to pay the cost of sending 12 journalists to any university they choose.

Southern newsmen are now being awarded Mark Ethridge scholarships for study at any of six southern universities. Northwestern University will offer 40 reporters programs in urban studies.

Writer Bruce Galphin, an ex-Nieman, offers praise of his fellowship: "Just by the example of the greatness at Harvard, you're ashamed not to do better things and try harder." Another Nieman fellow, San Juan Star columnist Alex Maldonado, says that "from Harvard, I could look objectively at the

years I had been reporting, and sort of take things apart and put them together again."⁴³

The schooling causes a short time disruption in the newspaper but a long time gain, most editors agree. The Washington Post is so impressed with advanced education of this manner that it has paid for a year's study at Harvard for its Supreme Court Reporter.

There has always been the feeling that professional journalists have sort of looked down at the idea of journalism schools and the feeling that academic training is not enough to qualify a novice for professional status. They believe that a student's education is filled with too much theory and not enough of the "real world" stuff.

How can a journalism school teach the student to learn the reportorial ropes and establish his name among the news sources and be admitted by his colleagues through initiative, acumen and expertise, they ask.

Northwestern's Medill School of Journalism has set up the Medill News Service in Washington, D. C., a project set up by former Scripps-Howard correspondent and now Northwestern University Associate Professor Neil V. McNeil.

Starting in March, 1966, Medill began sending graduate students to man the bureau nine months out of the year for a string of ten newspapers. A completely fresh crop of 12

⁴³"Off The Job Training," Time, (June 3, 1966), p. 74.

or so correspondents takes over the bureau every three months.⁴⁴

McNeil heads the bureau which is just a couple of blocks from the White House. He gives assignments, edits copy, and offers students advice.

Although most of the stories are routine and most of the work is designed to help give the freshman reporter confidence, students occasionally come up with a page one story. Response on the part of editors and radio and television managers who use the copy and who receive the news service for only a dollar a month, has been uniformly enthusiastic, for the most part.

The service shies away from major stories that would be carried by the wires and the networks. Medill specializes in giving Washington news a local angle or regional angle.

Approaching a national story like the President's budget message, Medill spent days dissecting the 1300-page document to find what the President proposed for Keen, N.H.; Miles City, Mont.; Gainesville, Ga.; Alton, Ill.; Wooster, Ohio; and other cities MNS serves.⁴⁵ Seasoned free-lance reporters also give tips on techniques for this type reporting to the students.

CONCLUSION:

THE FUTURE OF JOURNALISM EDUCATION

All the feelings about journalism schools and all the philosophies about journalism education have good points

⁴⁴Warren Colman and James Robison, "Medill's 'real world' j-students," The Quill, (August, 1967), p. 24.

⁴⁵Ibid., p. 25.

along with some that aren't so good. If there were any one solution there is little doubt that most would readily accept it.

The late David Boroff was one of those who made recommendations as guides for schools of journalism. He said the schools should consider the following:

1. The best practitioners in the business should be recruited into journalism education. Professors should be rotated every so often so that they can return to the field and not get stale in teaching.
2. There is a pressing need to train writers in the behavioral sciences, in cultural criticism and in education.
3. There should be a broad program to bring newspapermen and television people to the campus for a semester or a year. (This is being done to some extent today in many schools.)
4. There should be journalism programs in two-year community colleges to improve the small town weeklies and dailies.
5. The critics of mass culture should be a part of the academic scene, perhaps in regional institutes for critical appraisal of the mass media.
6. Perhaps what journalism really needs is a special program without a major field, in which the student learns as much as he can about the principal areas of contemporary life--not only from the leading scholars but also from practitioners.⁴⁶

⁴⁶David Boroff, "What Ails the Journalism School?" Harper's, (October, 1965), p. 88.

The possibilities suggested by Boroff are representative of the many that have been devised by professionalists and educators everywhere and similar to those presented here.

Journalism education has never been so popular. Since 1961, enrollment at the 118 schools of journalism has almost doubled to 24,445 students.⁴⁷ Today, there are more and more areas of interest and specialization in journalism than ever before. Trying to meet these needs and interests is one of the reasons for the many new ideas that have been presented in this paper. The day may come when newspapers will be circulated in homes by television tape and read any time of the day. To say, therefore, that journalism education should be strictly a preparation for the newspaper industry would be unjustly limiting the student. However, with the present need for good writers and editors, strictly communications theory or research education would be just as bad.

Schools of journalism have to be willing to accept new ideas about their education. The ideas in this paper are healthy for schools and departments of journalism because in the end a better education will result. Open discussion involving the leading people in any area does much to improve the attitudes each holds for the other. I think this is what is happening in journalism education.

The people who have presented their views are sincerely interested in giving students the best education possible.

⁴⁷"Grading the J-School," Newsweek, (February 12, 1968), p. 59.

Whether this education should be communications research or professional training or something else is almost impossible to say. It depends on many factors such as the facilities of the school, its philosophy and the need, among other things. Each side has its advantages and each has its weak points. The statement made by H. Eugene Goodwin, director of Penn State journalism, "What most of us do is try for a balance, with some faculty members having mostly professional backgrounds, some mostly academic, and some few with both," is a road taken by many. By incorporating the strong points of both programs, journalism education will continue to grow and improve.

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TRENDS IN JOURNALISM EDUCATION:
EMPHASIS ON RESEARCH OR PROFESSIONAL TRAINING

by

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Schools and departments of journalism are facing a continuing controversy over the education being offered to college and university journalism students. This controversy, which has become more pronounced in recent years, has as its basis the poles of whether professional training or communications research should be taught.

Some of America's leading journalism educators along with a number of working professionals and researchers have voiced their opinions on the subject.

The basic philosophy of the communications research is that schools and departments of journalism should no longer just be concerned with putting out newspapers. They feel that the wider scope of the media has meant that there should be greater emphasis on other things--mainly research. This mass communications research emphasizes the scientific study of communication processes. The research is based on such things as public opinion polling, content analysis and methods of collecting and analyzing data concerning the way in which the modern mass communications affect everyday life.

The communications research advocates tend to be those who have a Ph.D. For the most part, these Ph.D. people have spent less time working on a publication and more time in school. The Ph.D. is becoming more and more widely necessary to get into major schools of journalism, since it is generally

agreed that the Ph.D. is a pacesetter in education. These Ph.D. men usually teach more courses such as communications research rather than traditional journalism courses such as editing and reporting.

On the other side, there are the professional practitioners. These journalism instructors are the ones who generally have spent more time working in the field on a publication of some sort. They feel that journalism education should be for the purpose of preparing students for jobs on newspapers and other publications. They think that journalism schools should be more concerned with solving practical problems rather than theoretical problems that communications researchers emphasize.

To coincide with the controversy, some schools are changing their names from school of journalism to school of communication. This difference in name has prompted statements from the other side charging each other with being wrong in its approach to journalism education.

One of the other points included in my paper has to do with the possibility of shifting journalism to the graduate level of education. This has been done already at Columbia University.

The fact that journalism education is becoming increasingly more important, according to some, is illustrated by the rising number of scholarships and fellowships that are being offered to both students and reporters who want to continue their education.

The problem of journalism education is one that cannot be answered easily. Both communications research education and professional training education have good and bad points alike. The most likely solution seems like a combination of the best of both.