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CONCERNS ABOUT JOURNALISM EDUCATION: A CONTENT ANALYSIS OF
SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS
PUBLISHED IN 1955, 1965, AND 1975

BY

MICHAEL J. BUGEJA

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Journalism, South Dakota
State University

1976

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CONCERNS ABOUT JOURNALISM EDUCATION: A CONTENT ANALYSIS OF
SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS
PUBLISHED IN 1955, 1965, AND 1975

This thesis is approved as a creditable and independent investigation by the candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for the degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

_____ Thesis Adviser Date

Head, Journalism and Mass Communication Department Date

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MJB

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
<u>Reasons for Undertaking the Study</u>	1
<u>Background</u>	2
<u>Hypotheses</u>	6
<u>Purpose</u>	7
II. METHODOLOGY	8
<u>Procedure</u>	12
III. THE ACADEMIC JOURNALS	14
<u>Journalism Quarterly</u>	14
<u>Journalism Educator</u>	16
<u>Public Opinion Quarterly</u>	18
<u>Composite Findings of the Academic Journals</u>	19
IV. THE TRADE PUBLICATIONS	25
<u>Editor & Publisher</u>	25
<u>The Quill</u>	27
<u>Columbia Journalism Review</u>	29
<u>Composite Findings of the Trade Publications</u>	31
V. SUMMARY AND CONCLUSIONS	36
<u>Summary</u>	36
<u>Composite Tables of Summary</u>	38
<u>Conclusions</u>	42
<u>Future Study</u>	43
BIBLIOGRAPHY	45
APPENDIX A	68
APPENDIX B	74

LIST OF TABLES

Table	Page
1. EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN THE ACADEMIC JOURNALS	20
2. THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN THE ACADEMIC JOURNALS	21
3. THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN THE ACADEMIC JOURNALS	22
4. AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN THE ACADEMIC JOURNALS	24
5. EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN THE TRADE PUBLICATIONS	32
6. THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN THE TRADE PUBLICATIONS	33
7. THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN THE TRADE PUBLICATIONS	34
8. AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN THE TRADE PUBLICATIONS	35
9. EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN THE SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS	39
10. THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN THE SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS	39
11. THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN THE SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS	40
12. AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN THE SELECTED ACADEMIC JOURNALS AND TRADE PUBLICATIONS	41

CHAPTER I

INTRODUCTION

Reasons for Undertaking the Study

Journalism educators must consider an automated, technical news industry and burgeoning enrollments when they review their educational programs.

Traditionally, journalism educators are devoted to endowing their graduates with a good liberal arts education, besides training them for career work in the media. However, like all industries of our modern age, the news industry today is automated and more technically complex than ever. Training students for career work has also become more complex. Qualified instructors must teach students about the new machinery of mass communication and still devote enough time to liberal arts to make them conscientious journalists. Can journalism educators meet this dual responsibility if journalism technology continues to become even more complex?

To make the job of educating students more difficult, enrollments in journalism schools since 1955 have increased substantially. Twenty years ago there were about 10,000 students enrolled in journalism schools. At last count in 1975, there were over 55,000. Are journalism educators prepared for continued enrollment growth or sudden declines?

Today more than ever, journalism educators must consider the future of journalism education and ascertain the best methods of educating tomorrow's journalists. Before anyone can speculate on the future of journalism education, however, a good assessment of past trends and issues of journalism education must be completed.

With these things in mind, the author has undertaken this study. By examining the content of selected journalism publications in 1955, 1965, and 1975, the author hopes to decipher recognizable patterns in his data and then be able to determine past trends and issues of journalism education.

Background

The first school of journalism in a college or university in this country was begun in 1908 at the University of Missouri.¹ In 1912, the Columbia School of Journalism opened its doors when Joseph Pulitzer donated \$2,000,000 to Columbia University for the program.² Since these early beginnings, more and more four-year degree programs have been established throughout the country. By 1955, there were 39 accredited schools and departments of journalism with a total of 3,986 students declaring journalism as their major.³

1 Edwin Emery, Phillip H. Ault, and Warren K. Agee, Introduction to Mass Communication (New York: Dodd, Mead & Company, Inc., 1966), p. 373.

2 Ibid.

3 Robert Root, "News Notes," Journalism Quarterly 32 (Fall 1955): 517.

Between 1955 and 1975, major schools and departments of journalism began to experience substantial enrollment growth. Enrollments in accredited and non-accredited journalism schools increased from 9,552 in 1955 to 15,820 in 1965 and to 55,078 in 1975.⁴ This represented a total enrollment increase of 576 percent over a twenty-year period.

Publishers and other employers of journalists preferred hiring graduates from four-year professional programs in journalism at the college level: in 1958, a study sponsored by the Dow Jones Company indicated that of 128 managing editors, 91 would employ journalism graduates above other degree applicants.⁵

In a series of articles in Editor & Publisher in May, June, and July of 1956, Dwight Bentel, journalism education editor for the magazine, urged publishers to hire graduates and to promote journalism education. The titles explain Bentel's concern: "Newspapers Losing Out in Grab for Grads," May, 1956; "Press Must Help Crack Grad Shortage Problem," June, 1956; "Press Should Launch (Grad) Recruitment Program," July, 1956. In the first article mentioned, Bentel thought that graduates of journalism schools were choosing more lucrative careers, such as public relations or advertising. He also felt, in the last two articles mentioned, that it was the responsibility of the press to recruit journalism graduates into the newspaper profession.

⁴ Paul V. Peterson, "55,000 Mark Surpassed," Journalism Educator 29 (January 1975): 3-8.

⁵ Emery, Ault, and Agee, p. 69.

Robert Root, who compiled news about journalism education in each issue of Journalism Quarterly in the 1950's, reported in the "News Notes" of Journalism Quarterly Vol. 31 (1954): "For the first time in six years, the enrollment of majors in schools and departments of journalism in the United States shows an increase." Keen Rafferty and Leonard L. Jermain, educators who had conducted a survey, also reported in the same issue that more than one-half of American daily newspapermen were college graduates, with one-fourth holding degrees from schools and departments of journalism.

At a 1955 convention, four teachers of journalism, Dr. Norval Neil Luxon, dean of the Journalism School, University of North Carolina; Dr. Albert A. Sutton, journalism professor, Northwestern University; James Brinton, journalism lecturer, Stanford University; and Bruce H. Westley, assistant journalism professor, University of Wisconsin, spoke about integrating their instructional programs with social sciences.⁶ Their essays, which appeared in Journalism Quarterly, show they were concerned that without insight into the social sciences, graduates of American journalism schools would be unqualified for high-level, professional work.⁷

Every journalism graduate had a choice of jobs in 1955, even if he was underqualified. The following is from a 1957 report

6 Norval Neil Luxon et al., "The Integration of Journalism and the Social Sciences," Journalism Quarterly 32 (Fall 1955): 463.

7 Ibid., pp. 463-75.

by Clifford Weigle, an educator at Stanford University: "In recent years newspapers across the country have been facing an increasing shortage of trained young men for editorial positions. Journalism school undergraduate enrollment has declined at the same time that schools report from five to ten calls from prospective employers for every graduate available."⁸

Between 1955 and 1965, journalism school enrollments increased at a manageable rate from 9,552 in 1955 to 15,820 in 1965. Enrollments increased tremendously in journalism schools in the 1970's. Between 1972 and 1974 total college enrollments rose only 1.3 percent, while the percentage of journalism enrollments during that same time period quintupled.⁹ Finally, unforeseen rises in journalism enrollments in 1975 totaled over 55,000.

A recent perusal of periodicals about journalism education suggests that some journalism departments are considering the technical and employment needs of editors and publishers when reviewing their programs. Memphis State University has reported the installation of \$47,000 in electronic typesetting equipment to train all students in the news-editorial sequence.¹⁰ The University of Tennessee, Knoxville, reports it has installed a Hendrix 6100

8 Clifford F. Weigle, "Influence of High School Journalism on Choice of Career," Journalism Quarterly 34 (Winter 1957): 39.

9 Peterson, p. 3.

10 Anon., "Schools and Departments," Journalism Educator 29 (January 1975): 39.

electronic editing system.¹¹ The University of Wisconsin, Oshkosh, has split its journalism program into sequences of news-editorial and advertising-public relations--all because of a regional demand for students in advertising and public relation fields.¹² Texas Tech University announces new facilities which include, among other features, a multi-media auditorium, television studios, and cathode ray tube editing facilities.¹³ Students in North Texas State University can work one day a week in retail advertising divisions of department stores, advertising agencies, and newspapers in Dallas.¹⁴

Journalism educators make the decisions concerning changes in the direction and emphasis of journalism education. However, it is the editors, publishers, and managers of newspapers, magazines, and broadcast stations who hire students graduating from their programs. Their expressed concerns about what is good and bad about present-day journalism education would certainly be considered by the educators as they review their programs.

Hypotheses

This study is based on the following hypotheses: (1) that the important trends, issues, opinions, and evaluations pertaining to

11 Ibid., p. 41.

12 Ibid., p. 43.

13 Ibid., p. 41.

14 Ibid., p. 40.

journalism education can be found in selected academic and trade publications, and (2) that these published observations about journalism education can be measured, recorded, and analyzed and should reveal past trends and issues of journalism education during the last twenty years.

Purpose

The purpose of this study is to determine (1) whether the amount of space devoted to discussion of journalism education in the selected publications had changed over the twenty years, (2) what the predominant concerns of contributors were at each of the study's three time periods, and (3) whether these predominant concerns had changed.

CHAPTER II

METHODOLOGY

In order to determine the amount and type of material published in 1955, 1965, and 1975, a version of content analysis was used. Simply, selected publications were perused and relevant information extracted, measured, and analyzed for content. The contents of the three years selected were then compared.

Selected publications were not chosen for their popularity in 1975, the most recent year of the study; nor were they selected for their popularity in 1955, if they were no longer read in 1975. The author used these criteria to select the publications of this study: (1) four academic and four trade publications were selected from a national survey in 1965, central year in this study,¹⁵ (2) the publication should be extant in 1975, (3) the content of each publication should not have been devoted to one segment of journalism, such as advertising, and (4) three trade and three academic publications would be chosen.

The three academic journals selected for this study were Journalism Quarterly, Journalism Educator, and Public Opinion

¹⁵ Malcolm S. MacLean, Jr., Thomas Danbury, and John T. McNelly, "AEJ Members and Their Attitudes on Journalism Education Issues," Journalism Quarterly 42 (Winter 1965): 98-107.

Quarterly. The three trade publications selected were Editor & Publisher, The Quill, and Columbia Journalism Review.

To select pieces about journalism education, the author first checked the journal's table of contents. Any title obviously pertaining to journalism education was recorded for further analysis. Next the journal was perused page by page. The author read enough of each article until convinced the piece was or was not about journalism education. Finally, any letters, book reports, columns, or other material in the journal were screened. In short, every part of the journal, cover to cover, was examined for any content about journalism education.

Types of material selected were surveys, articles, essays, compilations, letters, news items, speeches, minutes, book reports, comments, advice, and columns about some aspect, theory, issue, problem, trend, or evaluation pertaining to journalism education. Published material about a topic unrelated to journalism education but that included a casual reference about journalism education was not accepted in this study as material about journalism education. Also not included were materials about journalism schools, students, and educators when the content did not involve journalism education; examples of such items would be campus press freedom, salaries of professors, dedications of new buildings, tenure, and announcements of promotions. Publicity releases about scholarships and awards were advance meeting news items and follow-up news items about educational conferences or meetings.

After screening the data, the author compared those materials about journalism education in the following manner:

- A. How much was written about journalism education in 1955, 1965, and 1975?

Published pieces were measured on a per article (sub-breakdown: per page) basis. Small items such as letters, book reports, news items, and columns were approximated by fractions of a page.

- B. Who wrote the piece?

The authors of the selected pieces were classified by the following titles:

1. Educator: A person whose profession is teaching in a high school, junior college, or university. The educator needn't teach journalism.

2. Professional: A person who owns, manages, or works for a newspaper, radio or television station, magazine, or in some way earns a living by practicing journalism.

3. Reader: A person employed in another profession besides teaching or practicing journalism.

4. Student: A person who attends high school, junior college, or university full-time.

5. Unknown: A person whose material is published but whose name or profession is not attributed.

- C. What type of piece was published about journalism education?

The following types of material were classified by definitions appearing in Webster's New Collegiate Dictionary:

1. Survey: A scientific sampling to examine a condition, situation, or value.

2. Article: A literary composition treating a selected topic.
3. Essay: A literary composition that is interpretative and written from a personal standpoint.
4. Compilation: A collection of materials into a volume or listing.
5. Letter: A written communication of direct or personal nature.
6. News Item: A reporting of recent events.
7. Speech: A formal public discourse, oration, or address.
8. Minutes: A memorandum or draft of a meeting.
9. Book Report (and reports on articles): A critical account of a book (or article).
10. Comment: An article written by an editor or by someone representing editorial policy that is interpretative, direct, or personal.
11. Advice: An article recommending a decision or course of action.
12. Column: A regular feature article, often interpretative and personal.

D. Why were the pieces written?

The concerns of author were classified in the following manner:

1. Educating Journalists: Any material that gave insight to teaching methods of journalism educators but did not involve emphasizing social science or technical skills courses.
2. Enrollments: Any material about the number of students taking journalism in higher education.
3. Curricula: Any material about journalism courses.
4. Female Journalists: Any material devoted to female journalists and their entry into the journalism profession (traditionally male).
5. Jobs for J-Grads: Any material about employment for journalism students.

6. Professional and Educator Backgrounds: Any material about the education and traits of journalism educators and professional journalists.
7. Promotion: Any material whose primary purpose is publicity.
8. Social Science: Any material that emphasized teaching social science courses to journalism students.
9. Technical Skills: Any material that emphasized teaching technical skills courses to journalism students.
10. Reference: Any material compiled for future use and evaluation.
11. Predicting Trends: Any material about the future direction of journalism education.
12. Recruitment: Any material that urged non-journalism majors or high school students to enroll in journalism schools.
13. History: Any material about the past occurrences of journalism education.
14. Writing Skills: Any material about the writing abilities of journalism students.
15. Career Work: Any material that prepared journalism students for their entry into the news industry.

Procedure

For originality of research, the following materials were examined to determine that no similar studies have been done:

Dissertation Abstracts International, University of Michigan, Ann Arbor, Michigan, 1955-1975.

Journalism Abstracts, M.A., M.S., Ph.D. Theses in Journalism and Mass Communication, Association for Education in Journalism, School of Journalism, University of Minnesota, Minneapolis, Minnesota, Vol. 1, 1963 through Vol. 13, 1975.

Journalism Quarterly, Cumulative Index to Volumes 1-40, 1924-1963, Association for Education in Journalism, School of Journalism, University of Minnesota, Minneapolis, Minnesota.

Journalism Quarterly, Special Supplement: Cumulative Index to Volumes 41-50, 1973, Association for Education in Journalism, School of Journalism, University of Minnesota, Minneapolis, Minnesota.

The above search revealed no similar studies.

CHAPTER III

THE ACADEMIC JOURNALS

Journalism Quarterly

The Journalism Quarterly is published four times a year for members of the Association for Education in Journalism; also, subscribers include other academicians and journalism practitioners.¹⁶ It was established in 1923 and now has a circulation of 5,100.¹⁷

The Journalism Quarterly is devoted to research in journalism and mass communication, presenting the latest developments in theory and methodology of communication, international mass communication, historical consideration, and social and legal dimensions of the media.¹⁸ In a national survey describing the characteristics of United States journalism teachers who belong to the Association for Education in Journalism, 91.2 percent of the educators that responded claim to read Journalism Quarterly.¹⁹

16 Jane Koester and Rose Adkins, Writer's Market '75 (Cincinnati: Writer's Digest Company, 1974), p. 605.

17 Ayer Directory of Publications, 108th ed. (Philadelphia: Ayer Press, 1965), p. 1126.

18 From the inside cover, Journalism Quarterly, Spring 1975.

19 MacLean, Danbury, and McNelly, p. 103.

The issues reviewed for this study were Journalism Quarterly, Volumes 32, 42, and 52, which represent all issues of 1955, 1965, and 1975.

The percentage of space devoted to journalism education in the Journalism Quarterly has dropped from 18.4 percent of total pages in 1955 to 12.7 percent in 1965 and to 5.9 percent in 1975. There was approximately the same amount of published pages devoted to journalism education in 1955 and 1965, in 1975 only 2 surveys and the minutes of the 1975 AEJ Convention were printed. At the same time, total pages in the Journalism Quarterly increased from 534 in 1955 to 728 in 1965 and to 851 in 1975.

The professions of the contributors in 1955, 1965, and 1975 were classified as: educator. No pieces printed in the Journalism Quarterly about journalism education were written by professional journalists in 1955, 1965, and 1975.

The Journalism Quarterly published 3 surveys in 1955, 5 surveys in 1965, and 2 surveys in 1975. There were no magazine-type articles and no letters about journalism education published in the Journalism Quarterly in 1955, 1965, and 1975. Essays about journalism education dropped from 3 in 1955 to 1 in 1965 and to none in 1975. Compilations fluctuated from 1 in 1955 to 2 in 1965 and to none in 1975. News about journalism education remained the same at 5 published pieces in 1955 and 1965 and then dropped to 0 in 1975.

Social science courses as a topic for contributors dropped from 3 published pieces in 1955 to none in 1965 and 1975. Published

pieces about educating journalists dropped in 1975 to none, after 2 pieces in 1965. Attitudes and backgrounds of professionals and educators rose from none in 1955 to 4 pieces in 1965 and then fell to 2 pieces in 1975. Promotion of journalism education remained steady at 4 published pieces in 1955 and 1965 and dropped to 0 in 1975.

Journalism Educator

The Journalism Educator is published four times a year by the Association for Education in Journalism at the University of Minnesota, Minneapolis, Minnesota. It was founded in 1946 as the ASJSA Bulletin and was retitled Journalism Educator in 1958.²⁰ It has a circulation of 2,000 and is designed for journalism professors and a growing number of news executives in the United States and Canada.²¹ It publishes material dealing with problems of administration and improvement of teaching in journalism at the university level.²²

The Journalism Educator provides a comprehensive overview of trends and important thinking in journalism education. This diverse area is frequently presented by way of essay and scholarly debate. The Journalism Educator provides a perspective of the contemporary

20 Anon., "The Journalism Educator," Journalism Educator 20 (Winter 1965): 40.

21 Koester and Adkins, p. 605.

22 Ibid.

educational scene, especially the preparation of men and women for media careers.²³

The issues reviewed for this study were Journalism Educator, Volumes 11, 20, 29, and 30, which represent all issues of 1955, 1965, and 1975.

The percentage of space devoted to journalism education in the Journalism Educator has fluctuated between 1955 and 1975: 85 percent of total pages were devoted to journalism education in 1955, 77.8 percent in 1965, and 90 percent in 1975. The number of pages about journalism education increased from 35.7 pages in 1955 to 125.2 pages in 1965 and to 321.6 pages in 1975. Total pages in the Journalism Educator rose at a similar rate from 42 pages in 1955 to 161 pages in 1965 and to 357 pages in 1975.

There were 4 educators and only 1 professional who contributed pieces to the Journalism Educator in 1955; 23 educators and 5 professionals contributed in 1965; an overwhelming count of 48 educators and only 2 professionals contributed to the journal in 1975.

In 1955 there was only 1 magazine-type article published in the Journalism Educator; 15 articles were published in 1965 and 37 in 1975. Surveys remained steady at 2 each year in 1955 and 1965; in 1975 there were 7 published surveys. There was 1 published speech in 1955, 3 speeches in 1965, and 1 again in 1975. There were no compilations in 1955; then 7 each year were published in 1965 and 1975.

23 From the inside cover, Journalism Quarterly, Spring 1975.

Methods of educating journalists increased sharply as a topic over the years: in 1955 there was only 1 piece; in 1965, 10 pieces; and in 1975, 24 pieces about educating journalists. Pieces about social science courses for journalism students fluctuated with 2 published pieces in 1955, 3 in 1965, and 0 in 1975. Meanwhile pieces about technical skills courses rose from none in 1955 to 2 in 1965 and to 7 in 1975. In 1965 there were 5 pieces about curricula in the Journalism Educator; there were 2 pieces in 1955 and 3 in 1975. Predicting trends in journalism education was popular as a topic in 1965 with 3 published pieces; no piece was published about this topic in 1955 and only 1 in 1975. In 1975, enrollment and writing skills were popular topics with 3 and 4 published pieces, respectively; there were no published pieces about these topics in 1955 and 1965 in the Journalism Educator.

Public Opinion Quarterly

The Public Opinion Quarterly is published four times each year and supported by regular and sustaining subscribers, advertisers, the American Association for Public Opinion Research, Columbia University, and occasional special grants.²⁴ It was formerly supported by Princeton University and was established in 1937.²⁵ The Public Opinion Quarterly has a circulation of 5,200.²⁶

24 From the masthead, Spring 1975.

25 Ayer Directory of Publications, p. 645.

26 Ibid.

The Public Opinion Quarterly is hospitable to all points of view, provided that the material presented will help to illuminate problems of communication and public opinion.²⁷ Only the Journalism Quarterly is read more frequently by AEJ educators.²⁸

The issues reviewed for this study were Public Opinion Quarterly, Volumes 19, 29, and 39, which represent all issues of 1955, 1965, and 1975.

There were no published pieces about journalism education in the Public Opinion Quarterly in 1955, 1965, and 1975. Total pages in the journal were 464 pages in 1955, 693 pages in 1965, and 601 pages in 1975.

Composite Findings of the Academic Journals

Tables 1, 2, 3, and 4 represent the composite findings of Journalism Quarterly, Journalism Educator, and Public Opinion Quarterly.²⁹

Table 1 reveals that the percentage of space devoted to journalism education in the academic journals increased steadily between 1955 and 1975. Total pages about journalism education also increased, as did the number of published pieces. Total pages in the academic journals increased at a steady rate.

27 From the masthead, Winter 1975.

28 MacLean, Danbury, and McNelly, p. 103.

29 Consult Appendix A for individual tables of the academic journals.

TABLE 1

EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
THE ACADEMIC JOURNALS

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In Academic Journals	Percentage About Journalism Education
1955	23	134.2	1,040	12.9
1965	49	217.7	1,582	13.8
1975	62	371.6	1,809	20.5

NOTE: Figures were rounded to the nearest tenth.

As the reader can observe in Table 2, educators greatly outnumbered professional journalists as contributors to the academic journals in each year of the study.

TABLE 2
THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN
THE ACADEMIC JOURNALS

Year	Total Pieces About Journalism Education	Author's Profession				
		Educator	Professional	Reader	Student	Unknown
1955	23	17	1	0	0	5
1965	49	37	5	0	0	7
1975	62	51	2	0	0	9

In Table 3, the reader can observe that surveys and articles about journalism education increased in number while news about journalism education decreased between 1955 and 1975. Compilations fluctuated, after a modest showing in 1955. There were no letters, columns, or editorial comment about journalism education in the academic journals in any year of this study.

TABLE 3

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN
THE ACADEMIC JOURNALS

Type of Material About Journalism Education													
Year	Total Pieces About Journalism Education	Type of Material											
		Survey	Article	Essay	Compilation	Letter	News	Speech	Minutes	Book Report	Advice	Column	Comment
1955	23	5	1	3	1	0	9	2	2	0	0	0	0
1965	49	7	15	3	9	0	7	3	1	3	1	0	0
1975	62	9	37	2	7	0	4	1	1	0	1	0	0

Table 4 reveals that topics appearing more frequently between 1955 and 1975 were new methods of educating journalists and introducing technical skills courses to journalism students. Published pieces about promotion of journalism education and about social science courses for journalism students fell steadily between 1955 and 1975.

In 1965, contributors began publishing more material about the backgrounds of professionals and educators, journalism curricula, and predicting trends in journalism education. In 1975, reports on student enrollment in journalism schools and about evaluating the writing skills of journalism students were popular topics in the academic journals.

In each year of the study, there were no published pieces in the academic journals about educating female journalists.

TABLE 4 .

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN
THE ACADEMIC JOURNALS

Authors' Concerns About Journalism Education																
Year	Total Pieces About Journalism Education	Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Technical Skills	Backgrounds	Curricula	Predicting Trends	Career Work	Enrollment	Writing Skills	Female Journalists
1955	23	3	1	3	0	7	1	5	0	0	2	1	0	0	0	0
1965	49	12	1	9	1	6	1	3	2	5	5	3	1	0	0	0
1975	62	24	1	8	1	4	1	0	7	4	3	1	1	3	4	0

CHAPTER IV

THE TRADE PUBLICATIONS

Editor & Publisher

The history of Editor & Publisher can be traced through its mergers. It was originally established in 1884 as The Journalist; in March 1892 it became Newspaperdom; in March 1894, the Fourth Estate; in June 1901, Editor & Publisher; and in January 1925, it merged with Advertising.³⁰ It bills itself as "The Oldest Publishers' and Advertisers' Newspaper in America."³¹ It is published every Saturday by the Editor & Publisher Company in New York and has a circulation of 25,221, mostly professional newspapermen.³²

Editor & Publisher was the most widely-read of trade publications by AEJ educators.³³ The magazine publishes articles about newspaper business and news items; it also prints personality features.³⁴

The issues reviewed in this study were Editor & Publisher, Volumes 88, 98, and 108, which represent all issues in 1955, 1965, and 1975.

30 From the masthead, January 1, 1972.

31 Ibid.

32 Ayer Directory of Publications, p. 1126.

33 MacLean, Danbury, and McNelly, p. 102.

34 Koester and Adkins, p. 604.

The percentage of space devoted to journalism education was consistent but small in Editor & Publisher. In 1955, only 0.7 percent of total pages was devoted to journalism education; in 1965, 0.8 percent; and in 1975, 0.5 percent. Total pages in Editor & Publisher decreased from 3,998 in 1955 to 3,696 in 1965 and to 2,330 in 1975. Total pages about journalism education were 28.2 pages in 1955, 31.3 pages in 1965, and 12 pages in 1975.

Four educators and 29 professionals contributed pieces in 1955. In 1965, 9 educators and 15 professionals contributed pieces; in 1975, 4 educators and 6 professionals. Students began contributing pieces in 1965 to Editor & Publisher; 5 students were published in 1965 and 1 in 1975. There was a high count of unattributed pieces which were mostly news items; 22 such items appeared in 1955, 30 in 1965, and 9 in 1975. Articles, letters, and news items appeared frequently in 1955, 1965, and 1975. In 1955, there were 22 columns by Dwight Bentel about journalism education in Editor & Publisher. His columns no longer appeared in 1965 and 1975.

In 1965, there were 22 articles in Editor & Publisher, compared with 14 in 1955 and 7 in 1975. Seventeen letters about journalism education were printed in 1965, compared with 4 in 1955 and 6 in 1975. There were 17 news items about journalism education published in 1965, compared with 13 in 1955 and 8 in 1975.

Methods of educating journalists was one of the most frequently appearing topics in Editor & Publisher in 1955, 1965, and 1975. There

were 18 such pieces in 1955, 18 again in 1965, and 4 in 1975. In 1965, there were more pieces about jobs for journalism graduates, curricula, career work, and educating female journalists than in 1955 or 1975. There were 14 pieces about jobs for journalism graduates in 1965, compared with 5 pieces in 1955 and 2 pieces in 1975; 11 pieces about curricula were printed in 1965, compared with 7 in 1955 and only 1 in 1975. In 1965 there were 6 pieces about career work, compared with 2 each year in 1955 and 1975; in 1965 there were 4 pieces about educating female journalists, compared with 1 in 1955 and no pieces in 1975. Writing skills of journalism students was a popular topic in 1955 and 1975 with 3 and 5 published pieces, respectively, in these years. There was no mention by authors in 1965 about the writing skills of journalism students in Editor & Publisher.

The Quill

The Quill was founded in 1912 and was billed as a "Magazine for Journalists."³⁵ It has a circulation of 30,000 and is owned and published by The Society of Professional Journalists, Sigma Delta Chi.³⁶ Recruitment into the society takes place at many universities; readerships include journalism educators, professional broadcasters, newspapermen, magazine writers, students, public relations and

35 From the cover, The Quill, 1912.

36 Ayer Directory of Publications, p. 1126.

advertising executives, and others interested in journalism.³⁷ More than one-half of AEJ members read The Quill regularly.³⁸

Articles relating to all aspects of journalism are published by The Quill; these include pieces about press freedom, nuts-and-bolts type features about the news industry, and profiles of people and places in the news industry.³⁹

The issues reviewed for this study were The Quill, Volumes 43, 53, and 63, which represent all issues in 1955, 1965, and 1975.

The percentage about journalism education in The Quill increased steadily with 3.9 percent of total pages in 1955, 5.5 percent in 1965, and 7.7 percent in 1975. Total pages about journalism education increased from 12.5 pages in 1955 to 28.5 pages in 1965 and to 29.2 pages in 1975. Total pages in the publication fluctuated with 324 pages in 1955, 514 pages in 1965, and 379 pages in 1975. There were 10 published pieces in 1955, 26 pieces in 1965, and 44 pieces in 1975.

In all years of this study, The Quill has maintained almost an equal number of educator and professional contributors. There were 3 educators and 4 professionals who contributed in 1955, 10 educators and 9 professionals in 1965, and 12 educators and 15 professionals in 1975. Five students published pieces in 1975; and in 1955 and 1965 there were no pieces contributed by students.

37 Koester and Adkins, p. 607.

38 MacLean, Danbury, and McNelly, p. 102.

39 Koester and Adkins, p. 607.

Letters about journalism education increased from 2 in 1955 to 5 in 1965 and to 27 in 1975. There were 3 surveys and 3 advice pieces in 1965 and none in both categories in 1955 and 1975. There were 4 magazine-type articles in 1955, 3 in 1965, and 5 in 1975. News about journalism education jumped from none in 1955 to 7 in 1965 and dropped slightly to 6 in 1975.

Jobs for journalism graduates and educating journalists were by far the most frequent topics of published pieces in The Quill. Although there were no pieces about jobs for journalism graduates in 1955, that count jumped to 8 in 1965 and 20 in 1975. Educating journalists increased in popularity over the years with 5 published pieces in 1955, 8 in 1965, and 17 in 1975. There were 4 pieces about curricula in 1965 and none in 1955 and 1975. Pieces about social science courses for journalism students held steady with 2 published pieces in 1955 and 1965 and fell to none in 1975, while pieces about technical skills courses rose from none in 1955 and held steady with 1 piece each year in 1965 and 1975.

Columbia Journalism Review

The Columbia Journalism Review is published under the auspices of the faculty, alumni, and friends of the Graduate School of Journalism of Columbia University.⁴⁰ It was formally established in

⁴⁰ From the masthead of the pilot issue, Fall 1961.

1962 and has a circulation of 34,000,⁴¹ which includes educators, students, and professional journalists.⁴²

The editorial staff welcomes material concerning the media, as well as subjects covered by the media.⁴³ The editorial purpose of the Columbia Journalism Review is "to assess the performance of journalism in all its forms, to call attention to its shortcomings and its strengths, and to help define--or redefine--standards of honest, responsible service. . . ." ⁴⁴ The content of each issue of Columbia Journalism Review is prepared and selected by the faculty and students of Columbia University.⁴⁵

The issues reviewed for this study were Columbia Journalism Review, Volumes 3-4 and 14, which represent all issues of 1965 and 1975.

The percentage of space devoted to journalism education fell from 1.7 percent of total pages in 1965 to 0.08 percent in 1975. Of 224 pages in 1965, only 3.8 pages were devoted to journalism education. In 1975 only 0.3 percent of a page was devoted to journalism education, although total pages in the Columbia Journalism Review increased to 390.

41 Ayer Directory of Publications, p. 1126.

42 Koester and Adkins, p. 604.

43 Ibid.

44 From the cover of the pilot issue, Fall 1961.

45 Ibid.

In 1965, only 2 professionals contributed. In 1975, there were 2 educators who contributed pieces. In 1965, there was 1 piece that was unattributed.

There was 1 editorial, 1 essay, and 1 letter in 1965; in 1975, 2 book reports.

The 3 published pieces about journalism education in 1965 were about curricula, educating journalists, and career work. In 1975, 2 book reports were concerned with methods of educating journalists.

Composite Findings of the Trade Publications

Tables 5, 6, 7, and 8 represent the composite findings of Editor & Publisher, The Quill, and Columbia Journalism Review.⁴⁶

In Table 5, the reader can observe that the percentage of space devoted to journalism in the trade publications increased between 1955 and 1965 and dropped slightly in 1975. Total pages about journalism education in these publications also fluctuated, increasing between 1955 and 1965 and decreasing in 1975. The number of published pieces about journalism education increased between 1955 and 1965 and then fell in 1975. Total pages in the professional publications remained steady in 1955 and 1965 and then fell sharply in 1975.

⁴⁶ Consult Appendix B for individual tables of the trade publications.

TABLE 5
EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
THE TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In Trade Journals	Percentage About Journalism Education
1955	66	40.7	4,322	0.9
1965	91	63.6	4,434	1.4
1975	67	41.5	3,099	1.3

NOTE: Figures were rounded to the nearest tenth.

In Table 6, the reader can observe that in 1955 professionals greatly outnumbered educators as contributors to the trade publications. However, in 1965 and 1975, there were almost as many educators who contributed to the trade publications as professional journalists. Students began contributing in 1965 and 1975. In each year of the study there was a high count of unattributed pieces.

TABLE 6
THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN
THE TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Author's Profession				
		Educator	Professional	Reader	Student	Unknown
1955	66	7	33	2	0	24
1965	91	19	26	3	5	38
1975	67	18	21	5	6	17

Table 7 reveals that the only types of material to increase in frequency between 1955 and 1975 in the trade publications were letters and book reports about journalism education. In 1965, news items and editorial comment about journalism education were dominant, as were articles and surveys.

The reader can observe in Table 8 that finding jobs for journalism graduates was not a very popular topic in 1955; however, in 1965 and 1975, jobs for journalism graduates became an important topic for contributors in the trade publications. Pieces about the history of journalism education, about recruiting students into journalism schools, and about social science courses for journalism students dropped sharply between 1955 and 1975. In 1965 career work for journalism students, curricula, and educating female journalists were more popular as topics than in 1955 and 1975.

TABLE 7

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN
THE TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Type of Material About Journalism Education											
		Survey	Article	Essay	Compilation	Letter	News	Speech	Minutes	Book Report	Advice	Column	Comment
1955	66	1	18	0	2	6	13	1	0	1	1	22	1
1965	91	3	25	1	3	23	24	2	0	1	3	1	5
1975	67	0	12	0	3	33	14	0	0	4	0	0	1

TABLE 8

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN
THE TRADE PUBLICATIONS

Authors' Concerns About Journalism Education																
Year	Total Pieces About Journalism Education	Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Technical Skills	Backgrounds	Curricula	Predicting Trends	Career Work	Enrollment	Writing Skills	Female Journalists
1955	66	23	5	2	4	1	3	5	2	2	7	2	3	3	3	1
1965	91	27	22	3	1	0	1	3	1	2	16	1	7	2	0	5
1975	67	23	22	3	0	3	0	1	2	1	1	1	2	3	5	0

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

In all, 16,286 pages of three academic and three trade publications published in 1955, 1965, and 1975 were screened for material about journalism education. A total of 869.3 of those pages did contain material for evaluation in this study. There were 358 separate pieces about journalism education published in 1955, 1965, and 1975.

The percentage of space devoted to journalism education increased from 3.3 percent of total pages in 1955 to 4.7 percent in 1965 and to 8.4 percent in 1975. While total pages about journalism education increased between 1955 and 1975, total pages of the selected journals decreased to 4,908 in 1975, after 5,362 pages in 1955 and 6,016 pages in 1965. Total pages about journalism education grew from 174.9 in 1955 to 281.3 in 1965 and to 413.1 in 1975. Total pieces about journalism education fluctuated: 89 pieces were published in 1955, 140 pieces in 1965, and 129 pieces in 1975.

In all, 149 educators and 88 professional journalists contributed pieces to the selected journals. In 1955, more professional journalists wrote about journalism education; in 1965 and 1975, educators outnumbered professionals as contributors. The figures for contributors in 1955 are: 24 educators, 34 professionals, 2 readers, and 29 unknown; for 1965: 56 educators, 31 professionals, 3 readers,

5 students; and 45 unknown; in 1975: 69 educators, 23 professionals, 5 readers, 6 students, and 26 unknown.

Letters-to-the-editor and magazine-type articles have appeared more frequently between 1955 and 1975. In 1955, there were 19 articles and 6 letters; in 1965, 40 articles and 23 letters; in 1975, 49 articles and 33 letters.

In 1965, there were more editorials, news items, advice, compilations, surveys, and speeches about journalism education than in 1955 or 1975. In 1965, there were 5 editorials about journalism education, compared to only 1 in 1955 and 1 in 1975; 31 news items in 1965 outnumbered 22 news items in 1955 and 18 in 1975; 4 advice pieces in 1965 outnumbered only 1 in 1955 and 1 in 1975; 12 compilations appeared in 1965 compared to 3 in 1955 and 10 in 1975. There were 6 surveys in 1955, 10 in 1965, and 9 in 1975. Speeches about journalism education increased from 3 in 1955 to 5 in 1965 and fell to 1 in 1975.

The only category of published pieces to drop steadily was columns about journalism education which fell from 22 in 1955 to 1 in 1965 and to none in 1975.

New methods of educating journalists increased as a topic for contributors with 26 pieces in 1955, 39 pieces in 1965, and 47 in 1975. Finding jobs for journalism graduates was not a popular topic in 1955 with only 6 published pieces; that figure, however, grew to 23 published pieces in 1965 and 23 pieces in 1975.

Pieces about emphasizing social science courses in journalism schools fell from 10 in 1955 to 6 in 1965 and to 1 in 1975. At the

same time, published pieces about technical skills courses for journalism students grew from 2 in 1955 to 3 in 1965 and to 9 in 1975.

Backgrounds of professionals and educators, curricula, predicting trends, career work, and educating female journalists were more popular as topics in 1965 than in 1955 or 1975. There were 2 published pieces about backgrounds of professionals and educators in 1955, 7 pieces in 1965, and 5 in 1975; 9 pieces about curricula were printed in 1955, 21 pieces in 1965, and 4 pieces in 1975; 3 pieces predicting trends in journalism education appeared in 1955, 4 in 1965, and 2 in 1975. Three pieces about career work for journalism students appeared in 1955, 8 pieces in 1965, and 3 again in 1975. There was one piece about educating female journalists in 1955, 5 in 1965, and none in 1975.

An unpopular topic in 1965, but not in 1955 or 1975, was the writing skills of journalism students. Three pieces were published about writing skills in 1955, none in 1965, and 9 in 1975.

Composite Tables of Summary

Tables 9, 10, 11, and 12 are composite tables of the selected academic journals and trade publications in this study.

TABLE 9

EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN THE SELECTED
ACADEMIC JOURNALS AND TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In The Selected Journals	Percentage About Journalism Education
1955	89	174.9	5,362	3.3
1965	140	281.3	6,016	4.7
1975	129	413.1	4,908	8.4

NOTE: Figures were rounded to the nearest tenth.

TABLE 10

THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN THE SELECTED
ACADEMIC JOURNALS AND TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Author's Profession				
		Educator	Professional	Reader	Student	Unknown
1955	89	24	34	2	0	29
1965	140	56	31	3	5	45
1975	129	69	23	5	6	26

TABLE 11

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED IN THE SELECTED
ACADEMIC JOURNALS AND TRADE PUBLICATIONS

Year	Total Pieces About Journalism Education	Type of Material About Journalism Education											
		Survey	Article	Essay	Compilation	Letter	News	Speech	Minutes	Book Report	Advice	Column	Comment
1955	89	6	19	3	3	6	22	3	2	1	1	22	1
1965	140	10	40	4	12	23	31	5	1	4	4	1	5
1975	129	9	49	2	10	33	18	1	1	4	1	0	1

TABLE 12

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN THE SELECTED
ACADEMIC JOURNALS AND TRADE PUBLICATIONS

Authors' Concerns About Journalism Education																
Year	Total Pieces About Journalism Education	Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Technical Skills	Backgrounds	Curricula	Predicting Trends	Career Work	Enrollment	Writing Skills	Female Journalists
1955	89	26	6	5	4	8	4	10	2	2	9	3	3	3	3	1
1965	140	39	23	12	2	6	2	6	3	7	21	4	8	2	0	5
1975	129	47	23	11	1	7	1	1	9	5	4	2	3	6	9	0

Conclusions

The reader should note that the following conclusions are drawn from a limited analysis of selected journalism publications and by no means represent a comprehensive evaluation of journalism education. However, based on the data of this study, these conclusions can be made:

1. Even though editorial space fell sharply between 1965 and 1975, the percentage of space devoted to journalism education increased from 3.3 percent in 1955 to 4.7 percent in 1965 and to 8.4 percent in 1975.

2. The three main concerns of contributors to the selected publications in 1955 were (1) educating journalists, (2) social science courses, and (3) curricula.

3. The three main concerns of contributors to the selected publications in 1965 were (1) educating journalists, (2) jobs for journalism graduates, and (3) curricula.

4. The three main concerns of contributors to the selected publications in 1975 were (1) educating journalists, (2) jobs for journalism graduates, and (3) reference works.

5. Educating journalists was the predominant concern of contributors to the selected publications in each year of the study.

6. History as a topic for contributors decreased steadily in each year of the study.

7. As social science courses appeared less frequently as a topic over the years, the frequency of technical skills courses as a topic increased.

8. Recruitment as a topic for contributors decreased steadily in each year of the study.

9. Curricula was an important topic for contributors in 1965, but not in 1975.

10. The writing skills of journalism students was an unpopular topic for contributors in 1965, but not in 1955 or 1975.

11. In 1965, educating female journalists was a popular topic for contributors, but not in 1955 or 1975.

Future Study

The author does not recommend a more in-depth study to trace past trends in journalism education by content analysis of selected journalism publications.

The reasoning behind the study was originally sound: the author thought that by examining the content of selected journalism publications over a twenty-year period, he could establish specific trends in journalism education. Only after conducting the study did the author realize the many variables that would make most of his observations inconclusive.

Editors of the selected publications seemed especially concerned about publishing a steady diet of major articles that would

assure good readership among subscribers and journalism educators, such as new methods of educating journalists. Controversial topics like emphasizing technical skills courses instead of a solid liberal arts education were far outnumbered by the frequency of personal interest and promotional pieces about journalism education. Thus editorial policy of publishing customary rather than provoking pieces about journalism education made it difficult to determine the major issues in 1955, 1965, and 1975.

In most cases what the study did prove was the obvious. That female journalists were accepted in 1975 and were questioned in 1965 could have been more quickly ascertained by scanning the pages of Ms. magazine.

After examining 16,286 pages in a relatively limited content analysis, the author feels there may be more conclusive methods to determine trends in journalism education and urges researchers to find them. One method the author considered but rejected in favor of a content analysis was a survey of educators and professionals to ascertain what they believe is important for the future of journalism education.

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1975

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TABLE 1

Summary of Results

Year	Population	Area
1950	100	100
1955	105	105
1960	110	110

APPENDIX A

TABLE 2

Detailed Data

Year	Category 1	Category 2	Category 3
1950	10	20	30
1955	12	22	32
1960	15	25	35

TABLE 13
 EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
JOURNALISM QUARTERLY

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>Journalism</u> <u>Quarterly</u>	Percentage About Journalism Education
1955	13	98.5	534	18.4
1965	14	92.5	728	12.7
1975	3	50	851	5.9

NOTE: Figures were rounded to the nearest tenth.

TABLE 14
 EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
JOURNALISM EDUCATOR

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>Journalism</u> <u>Educator</u>	Percentage About Journalism Education
1955	10	35.7	42	85
1965	35	125.2	161	77.8
1975	59	321.6	357	90

NOTE: Figures were rounded to the nearest tenth.

TABLE 15
 EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
PUBLIC OPINION QUARTERLY

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>Public Opinion Quarterly</u>	Percentage About Journalism Education
1955	0	0	464	0
1965	0	0	693	0
1975	0	0	601	0

TABLE 16
 THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES
 IN JOURNALISM QUARTERLY

Year	Total Pieces About Journalism Education	Author's Profession	
		Educator	Professional
1955	13	13	0
1965	14	14	0
1975	3	3	0

TABLE 17
THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES
IN JOURNALISM EDUCATOR

Year	Total Pieces About Journalism Education	Author's Profession		
		Educator	Professional	Unknown
1955	10	4	1	5
1965	35	23	5	7
1975	59	48	2	9

TABLE 18
THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION
IN JOURNALISM QUARTERLY

Year	Total Pieces About Journalism Education	Type of Material About Journalism Education							
		Survey	Article	Essay	Compilation	Letter	News	Speech	Minutes
1955	13	3	0	3	1	0	5	1	0
1965	14	5	0	1	2	0	5	0	1
1975	3	2	0	0	0	0	0	0	1

TABLE 19

THE TYPES OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED
IN JOURNALISM EDUCATOR

Year	Total Pieces About Journalism Education	Type of Material About Journalism Education									
		Survey	Article	Essay	Compilation	Letter	News	Speech	Minutes	Book Report	Advice
1955	10	2	1	0	0	0	4	1	2	0	0
1965	35	2	15	2	7	0	2	3	0	3	1
1975	59	7	37	2	7	0	4	1	0	0	1

TABLE 20

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION
PUBLISHED IN JOURNALISM QUARTERLY

Year	Total Pieces About Journalism Education	Authors' Concerns About Journalism Education								
		Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Backgrounds	Predicting Trends
1955	13	2	1	1	0	4	1	3	0	1
1965	14	2	0	2	1	4	1	0	4	0
1975	3	0	0	1	0	0	0	0	2	0

TABLE 21

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN
JOURNALISM EDUCATOR

Authors' Concerns About Journalism Education															
Year	Total Pieces About Journalism Education	Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Technical Skills	Backgrounds	Curricula	Predicting Trends	Career Work	Enrollment	Writing Skills
1955	10	1	0	2	0	3	0	2	0	0	2	0	0	0	0
1965	35	10	1	7	0	2	0	3	2	1	5	3	1	0	0
1975	59	24	1	7	1	4	1	0	7	2	3	1	1	3	4

TABLE 1. SUMMARY OF

TABLE 1. SUMMARY OF	
TABLE 1. SUMMARY OF	
Year	Percentage
of Total	of Total
Population	Population
1980	10.0
1985	10.0
1990	10.0

APPENDIX B

TABLE 2. SUMMARY OF	
TABLE 2. SUMMARY OF	
Year	Percentage
of Total	of Total
Population	Population
1980	10.0
1985	10.0
1990	10.0

TABLE 22

EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
EDITOR & PUBLISHER

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>Editor & Publisher</u>	Percentage About Journalism Education
1955	56	28.2	3,998	0.7
1965	62	31.3	3,696	0.8
1975	21	12	2,330	0.5

NOTE: Figures rounded to the nearest tenth.

TABLE 23

EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
THE QUILL

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>The Quill</u>	Percentage About Journalism Education
1955	10	12.5	324	3.9
1965	26	28.5	514	5.5
1975	44	29.2	379	7.7

NOTE: Figures rounded to the nearest tenth.

TABLE 24
 EDITORIAL SPACE DEVOTED TO JOURNALISM EDUCATION IN
COLUMBIA JOURNALISM REVIEW

Year	Total Pieces About Journalism Education	Space Devoted to Journalism Education		
		Total Pages About Journalism Education	Total Pages In <u>Columbia</u> <u>Journalism</u> <u>Review</u>	Percentage About Journalism Education
1965	3	3.8	224	1.7
1975	2	0.3	390	0.08

NOTE: Figures rounded to the nearest decimal.

TABLE 25
 THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN
EDITOR & PUBLISHER

Year	Total Pieces About Journalism Education	Author's Profession				
		Educator	Professional	Student	Reader	Unknown
1955	56	4	29	0	1	22
1965	62	9	15	5	3	30
1975	21	4	6	1	1	9

TABLE 26

THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN
THE QUILL

Year	Total Pieces About Journalism Education	Author's Profession				
		Educator	Professional	Student	Reader	Unknown
1955	10	3	4	0	1	2
1965	26	10	9	0	0	7
1975	44	12	15	5	4	8

TABLE 27

THE PROFESSIONS OF AUTHORS WHO PUBLISHED PIECES IN
COLUMBIA JOURNALISM REVIEW

Year	Total Pieces About Journalism Education	Author's Profession		
		Educator	Professional	Unknown
1965	3	0	2	1
1975	2	2	0	0

TABLE 28

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED
IN EDITOR & PUBLISHER

Type of Material About Journalism Education										
Year	Total Pieces About Journalism Education	Survey	Article	Advice	Compilation	Letter	News	Speech	Comment	Columns
1955	56	1	14	1	0	4	13	0	1	22
1965	62	0	22	0	2	17	17	1	2	1
1975	21	0	7	0	0	6	8	0	0	0

TABLE 29

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED
IN THE QUILL

Type of Material About Journalism Education										
Year	Total Pieces About Journalism Education	Survey	Article	Compilation	Letter	News	Speech	Comment	Book Report	Advice
1955	10	0	4	2	2	0	1	0	1	0
1965	26	3	3	1	5	7	1	2	1	3
1975	44	0	5	3	27	6	0	1	2	0

TABLE 30

THE TYPE OF MATERIAL ABOUT JOURNALISM EDUCATION PUBLISHED
IN COLUMBIA JOURNALISM REVIEW

Year	Total Pieces About Journalism Education	Type of Material About Journalism Education			
		Comment	Essay	Letter	Book Report
1965	3	1	1	1	0
1975	2	0	0	0	2

TABLE 31

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED IN
EDITOR & PUBLISHER

Authors' Concerns About Journalism Education																
Year	Total Pieces About Journalism Education	Educating Journalists	Jobs for J-Grads	Reference	History	Promotion	Recruitment	Social Sciences	Technical Skills	Backgrounds	Curricula	Predicting Trends	Career Work	Enrollment	Writing Skills	Female Journalists
1955	56	18	5	0	4	1	3	3	2	2	7	2	2	3	3	1
1965	62	18	14	2	1	0	1	1	0	1	11	1	6	2	0	4
1975	21	4	2	0	0	2	0	1	1	1	1	0	2	2	5	0

TABLE 32

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION PUBLISHED
IN THE QUILL

Authors' Concerns About Journalism Education													
Year	Total Pieces About Journalism Education	Jobs for J-Grads	Educating Journalists	Reference	Backgrounds	Promotion	Social Sciences	Technical Skills	Career Work	Predicting Trends	Enrollments	Curricula	Female Journalists
1955	10	0	5	2	0	0	2	0	1	0	0	0	0
1965	26	8	8	1	1	0	2	1	0	0	0	4	1
1975	44	20	17	3	0	1	0	1	0	1	1	0	0

TABLE 33

AUTHORS' CONCERNS ABOUT JOURNALISM EDUCATION
 PUBLISHED IN COLUMBIA JOURNALISM REVIEW

Year	Total Pieces About Journalism Education	Authors' Concerns About Journalism Education		
		Curricula	Educating Journalists	Career Work
1965	3	1	1	1
1975	2	0	2	0