



Role Strain and Self-Interest in the Rhetorical Style of Journalism Educators in the Interwar Period

Nate Floyd

Agenda

- Role Strain and Self-Interest
- Journalism Educators
- Journalism Education
- Administrative and Curricular Matters
- Conclusion



Role Strain and Self-Interest

Boundary Work

- A framework for understanding how professional groups (scientists, doctors, lawyers, journalists) use rhetoric to demarcate their areas of expertise in order to win the approval and recognition of public, political, and legal authorities
- Two theories of ideology
 - Role strain
 - Self-Interest

**BOUNDARY-WORK AND THE DEMARCATION OF SCIENCE FROM
NON-SCIENCE: STRAINS AND INTERESTS IN PROFESSIONAL
IDEOLOGIES OF SCIENTISTS***

THOMAS F. GIERYN
Indiana University

The demarcation of science from other intellectual activities—long an analytic problem for philosophers and sociologists—is here examined as a practical problem for scientists. Construction of a boundary between science and varieties of non-science is useful for scientists' pursuit of professional goals: acquisition of intellectual authority and career opportunities; denial of these resources to "pseudoscientists"; and protection of the autonomy of scientific research from political interference. "Boundary-work" describes an ideological style found in scientists' attempts to create a public image for science by contrasting it favorably to non-scientific intellectual or technical activities. Alternative sets of characteristics available for ideological attribution to science reflect ambivalences or strains within the institution: science can be made to look empirical or theoretical, pure or applied. However, selection of one or another description depends on which characteristics best achieve the demarcation in a way that justifies scientists' claims to authority and resources. Thus, "science" is no single thing: its boundaries are drawn and redrawn in flexible, historically changing and sometimes ambiguous ways.

[Thomas F. Gieryn, "Boundary-Work and the Demarcation of Science from Non-Science: Strains and Interests in Professional Ideologies of Scientists," *American Sociological Review* 48, no. 6 \(1983\): 781–795.](#)

Role Strain and Self-Interest

- Role Strain
 - Social roles are critical to social systems, but conflicting demands and competing expectations can create imbalances within social or professional groups.
 - Consequently, members of such groups formulate ideologies as a means of alleviating the resulting role strain.
- Self-Interest
 - Ideologies are utilized as tools by particular social groups to promote their political or economic interests
- **Role strain** enables rhetorical flexibility, **self-interest** guides the selection of which rhetorical move to make.

Journalism Educators

American Association of Teachers of Journalism

- 1912
- Professional organization for individual journalism educators
- Hear lectures, discuss papers, collect statistics on schools and courses taught in journalism
- **Minutes to meetings published in *Journalism Bulletin* beginning in 1924**
- All meetings from 1924 to 1950



American Association of Teachers of Journalism

Minutes of Meeting held at Columbia University, December 29, 30, 31, 1925.

["Minutes of Meeting held at Columbia University, December 29, 30, 31, 1925." *Journalism Bulletin*, January 1, 1926.](#)

American Association of Schools and Departments of Journalism

- 1917
- Recognize top programs
- *Principles and Standards* (1924)
- Eventually partnered with industry to create American Council on Education for Journalism, 1944-1945
- **Minutes to meetings published in *Journalism Bulletin* beginning in 1924**
- All meetings from 1924 to 1950

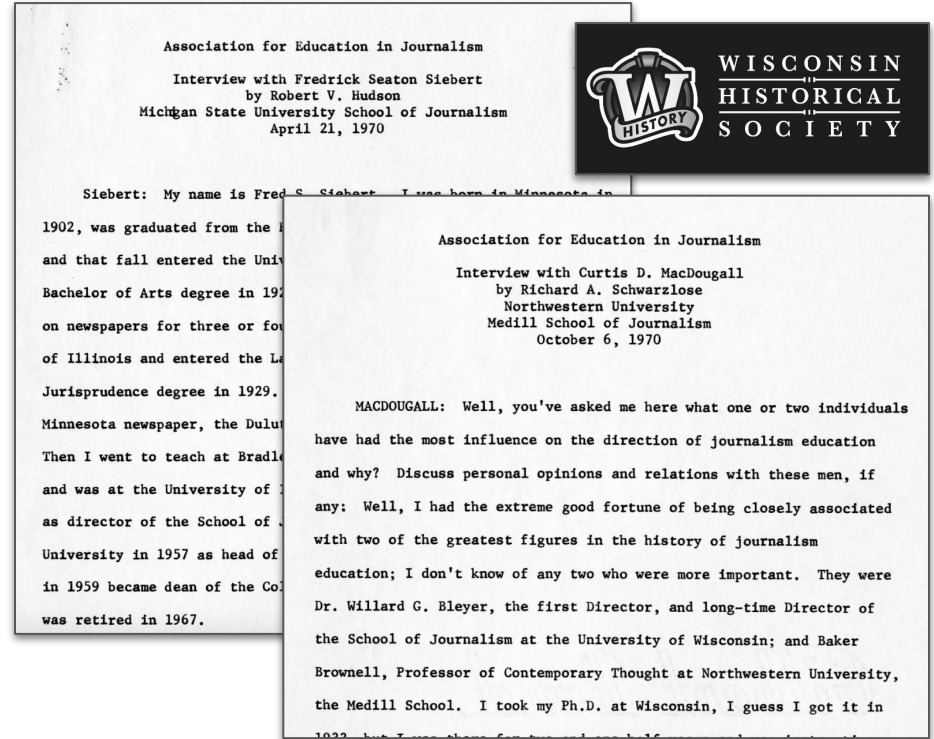


THE JOURNALISM BULLETIN

MINUTES OF THE AMERICAN ASSOCIATION OF SCHOOLS AND
DEPARTMENTS OF JOURNALISM
Columbus, Ohio, December 28, 1926

AEJMC Records

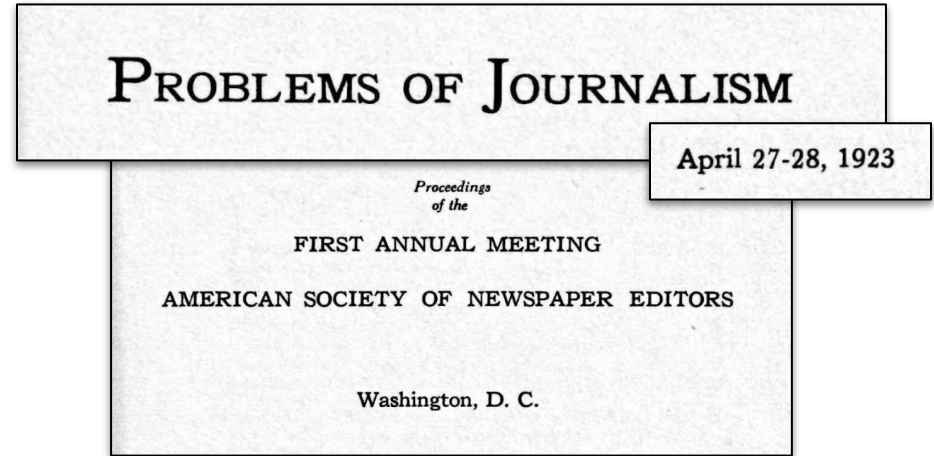
- Oral History Tapes and Transcripts 1912-2003
- **“How responsive have journalism schools been to publisher demands for professional training in the curricula? Has this been a healthy pressure on schools of journalism?”**
- 15 oral history interviews



[Fred S. Siebert, interviewed by Robert V. Hudson, April 21, 1970, Mss 154AF, Box 50, Folder 17, Association for Education in Journalism and Mass Communication Records, 1912-2003, Madison, WI;](#) [Curtis D. MacDougall, interviewed by Richard A. Schwarzlose, October 6, 1970, Mss 154AF, Box 50, Folder 8, Association for Education in Journalism and Mass Communication Records, 1912-2003, Madison, WI.](#)

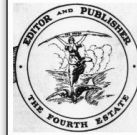
American Society of Newspaper Editors

- 1922
- Limited to editors in cities of 100,000
- *Canons of Journalism* (1923)
- Eventually partnered with educators to create American Council on Education for Journalism, 1944-1945
- **Minutes to meetings published in *Problems of Journalism***
- All meetings from 1923 to 1950



Trade Press

- *Editor & Publisher* (1901-2015)
- *The Quill* (1912-2013)
- Annotated Bibliography of **Articles on Journalistic Subjects in American Magazines** in *Journalism Bulletin*
- All bibliographies from 1930 to 1950



Editor & Publisher 1901-2015

Editor & Publisher is an active American trade magazine focused on the newspaper industry, advertising and public relations, communication, journalism and printing.



The Quill 1912-2013

Quill publishes news and information covering all aspects of journalistic practice.
More...

AN ANNOTATED BIBLIOGRAPHY OF ARTICLES ON JOURNALISTIC SUBJECTS IN AMERICAN MAGAZINES

August–October, 1930

Compiled by RALPH D. CASEY

University of Minnesota

Editor & Publisher at https://archive.org/details/pub_editor-publisher; *The Quill* at https://archive.org/details/pub_quill; Ralph Casey, "An Annotated Bibliography of Articles on Journalistic Subjects in American Magazines," *Journalism Bulletin*, January 1, 1930.

Journalism Education

1924 Principles and Standards Adopted by AASDJ and AATJ

- Written by the AASDJ Council on Education
- **12 standards for journalism education**
- Examples:
 - Journalism organized as a separate unit
 - Course offerings in reporting, copy reading, editorial writing, the writing of special articles, history of journalism, and the principles, or ethics, of journalism, and the law of the press

PRINCIPLES AND STANDARDS OF EDUCATION FOR JOURNALISM

The following general principles and special standards for education in preparation for the profession of journalism

were unanimously adopted by the Association of American Teachers of Journalism at their annual meeting, December 29 to 31, 1924, in recommendation of the National Council for Journalism, composed of: H. B. Bleyer, University of Wisconsin; Eric W. Allmon, University of Michigan; John W. Cullen, University of Illinois; Nelson A. Rockefeller, State Agricultural College, Ithaca; S. Myers, Ohio State University.

II. STANDARDS OF EDUCATION FOR JOURNALISM

On the basis of these general principles, which should determine standards of education for journalism, the following specific requirements are considered essential:

1. That instruction in preparation for journalism shall be organized as a separate academic unit; *e. g.*, a department, course, or school of journalism; with a dean, director, or professor at its head.
2. That the successful completion of four years' work in a college or university, consisting of not less than 12 semester units, be required for a bachelor's degree in the department, course, or school of journalism.
3. That the form of the bachelor's degree

1926 Constitution Adopted by AASDJ

- Minimum staffing requirements related to rank and number
- Process for programs to join AASDJ
- New: “No school, course, or department of journalism shall be eligible for membership in this Association unless it has complied with the following requirements.”

Official Notices

New Constitution of the American Association of Schools and Departments of Journalism

Adopted at Columbus, Ohio, Dec. 28, 1926

Article I. Name

This organization shall be known as the American Association of Schools and Departments of Journalism.

Article II. Purpose

The purpose of this Association is the improvement of education in preparation for the profession of journalism.

Article III. Membership

Section 1. Any school, course, or department of journalism in the United States may be elected to membership in this Association, provided it meets the requirements for membership as set forth in this article of the constitution.

Section 2. Membership in this Association shall be by institution, each institution being entitled to one vote, although it may be represented at any meeting by more than one delegate.

Section 3. No school, course, or department of journalism shall be eligible for membership in this Association unless it has complied with the following requirements:

First—Instruction in preparation for journalism shall be organized as a separate academic unit offering an undergraduate major; e.g., a school, course, or department of journalism; with a dean,

director, or full professor at its head, and with at least two full-time teachers of journalism of professional rank.

Second—At least one year of approved academic work shall be required for a mission to professional courses in journalism, and no courses in journalism given in the freshman year shall be credited toward the requirements for degree in journalism.

Third—The successful completion of four years' work in a college or university consisting of not less than 120 semester units, shall be required for a bachelor degree by the school, course, or department of journalism.

Fourth—The majority of students in the school, course, or department of journalism shall be regularly enrolled candidates for a bachelor or a master degree.

Fifth—In addition to the bachelor's degree, some form of recognition should be conferred indicating that students receiving the baccalaureate degree have successfully completed the professional requirements in journalism.

Sixth—The four-year course leading the bachelor's degree in journalism shall normally include, in addition to professional journalism courses, history

1927 Survey of AASDJ Programs

INSTRUCTIONAL STAFF

	<i>Profs.</i>	<i>A. Profs.</i>	<i>Ins.</i>	<i>Pt-time</i>	<i>Grad. A</i>	<i>Stud. A.</i>
Missouri (SJ) -----	2	4	3		1	3
Syracuse (DJ) -----	1	0	1	1 prof.	0	0
Kansas SAC ((DJ) --	2	4	0		0	0
Indiana (DJ) -----	2	1	1		0	0
Illinois (SJ) -----	0	2	4	4 inst.	0	1
Kansas (DJ) -----	1	4	1		1	0
Columbia (SJ) -----	2	4	0	8 lect.	4	0
Northwestern (SJ) --	3	2	0		1	0
Oklahoma (SJ) -----	1	1	2		0	3
Ohio (SJ) -----	2	1	0		0	2
Oregon (SJ) -----	3	3	0		0	5
Texas (DJ) -----	1	2	2	2 lect.	1	1
Washington (SJ) -----	1	2	2		0	2
Iowa (SJ) -----	1	1	2	1 A. prof.	0	0
Montana (SJ) -----	1	1	1		1	3
Nebraska (SJ) -----	1	1	0	1 prof.	3	1
				2 A. prof.		
Wisconsin (SJ) -----	2	2	1		2	0
Minnesota (DJ) -----	1	1	1	1 A. prof.	0	0
Louisiana (DJ) -----	1	1	0		1	1
Michigan -----	1	0	1	1 inst.	1	1

EQUIPMENT

	<i>Typewriters</i>	<i>Copy Desk</i>	<i>Daily Press Ass'n.</i>	<i>Printing</i>
Missouri -----	25	1	UP	Daily Newspaper
Syracuse -----	15	1	AP	None
Kansas SAC --	9	1	None	Printing Plant
Indiana -----	16	1	AP	Student Daily
Illinois -----	48*	4	AP	Co-Student Daily
Kansas -----	35	2	UP	Student Daily
Columbia -----	19	3	3 AP. UP. INS.	None
Northwestern -	41	1	None	None
Oklahoma -----	15	Tables	UP. AP.	Univ. Ptg.
Ohio -----	18	1	None	U. Ptg. & S. D.
Oregon -----	43	1	Yes	U. Ptg. & S. D.
Texas -----	6	None	UP	None
Washington --	15	2	AP	U. Ptg. & S. D.
Iowa -----	36	2	AP	Ptg. & S. D.
Montana -----	24	1	AP. UP.	Leased Plant, S. D.
Nebraska -----	10†	1	AP. UP. INS.	Ptg. Lab.
Wisconsin ----	15	1	UP	Ptg. Lab.
Minnesota ----	10	1	AP	None
Louisiana ----	21	1	AP	Ptg. Lab.
Michigan -----	25	-	AP. UP.	None

* Inc. S. D.

† Stud. D.

1927 Survey of AASDJ Programs

COURSE OF STUDY				
	Credits in Journalism		Jour. in 3rd and 4th yrs.	
	Maximum	Average	Per Cent Required	Per Cent Req. & Elect.
Missouri -----	40	30-40	.50	.55-.60
Syracuse -----	33-35	31	.30	.35
Kansas SAC -----	34	30	.38	.38
Indiana (minor only) -----	20	20	.25	.25
Illinois -----	no limit	35	.50	.55
Kansas -----	40	30	.25	.35
Columbia -----	60	60	1.00	1.00
Northwestern ----	30	30	.50	.70
Oklahoma -----	32-36	32	.40-.45	.40-45
Ohio -----	32	30	.25	.25
Oregon -----	24-42	30	.33-.50	.33-.50
Texas -----	36	36	.60	.60
Washington -----	34-46	33		
Iowa -----	40	25-30	.42	over .50
Montana -----	48	40	.50	.50
Nebraska -----	43	30-40	.40	.40
Wisconsin -----	40	30	.38	.38
Minnesota -----	32	28	.30-.35	.30-.35
Louisiana -----	33	30	.40	.50
Michigan (no major) -----	20-30	25	.30-.40	.33-.50

["A Survey of Instruction in Journalism." *Journalism Bulletin*, January 1, 1928.](#)

1928-1929 Report by *Journalism Quarterly*

Members of A. A. S. D. J.

SCHOOL, DEPT. Curricula	Name and location of college	City Population 1920	General Enrollment	Journalism Student 1928-29								
				Grad.		Sr.		Jr.		Total		
				Men	Women	Men	Women	Men	Women	Men	Women	
										Total		
S.	Columbia University, New York City-----	5,620,048	36,688	5	13	33	30	37	37	75	80	155
S.	University of Illinois, Champaign-Urbana-----	36,103	13,915	2	1	20	17	34	18	56	36	92
D.	Indiana University, ¹ Bloomington-----	11,595	5,779	2	1	12	8	20	14	34	23	57
S.	University of Iowa, Iowa City-----	11,267	8,400	7	7	20	13	21	15	48	35	83
D.	University of Kansas, Lawrence-----	12,456	4,303	4	1	13	12	23	26	40	39	79
D.	Kansas State Agr. College, Manhattan-----	7,989	3,873	-	2	9	9	13	17	22	28	50
D.	Louisiana State University, Baton Rouge-----	21,782	1,812	-	-	5	3	9	3	14	6	20
D.	University of Michigan,* Ann Arbor-----	23,500	9,700	-	-	30	15	60	30	90	45	135
D.	University of Minnesota, Minneapolis-----	380,582	11,815	7	1	12	14	33	19	52	34	86
S.	University of Missouri, Columbia-----	10,392	5,480	9	2	106	65	109	74	224	141	365
S.	Montana State University, Missoula-----	12,668	1,600	1	1	11	9	8	8	20	18	38
S.	University of Nebraska, Lincoln-----	54,948	10,382	-	-	24	14	27	15	51	29	80
S.	Northwestern University, Chicago-----	2,701,705	5,902	5	5	15	9	19	21	39	35	74
S.	Ohio State University, Columbus-----	237,031	12,934	-	-	30	25	130	80	160	105	265
S.	University of Oklahoma, Norman-----	5,004	6,933	-	-	12	6	21	16	33	22	55
S.	University of Oregon, Eugene-----	10,593	3,128	1	-	19	16	34	18	54	34	88
D.	Stanford University, ¹ Palo Alto, Calif.-----	13,000	4,549	1	-	10	5	20	9	31	14	45
S.	Syracuse University, Syracuse, N. Y.-----	171,717	5,969	-	-	9	9	8	3	17	12	29
D.	University of Texas, Austin-----	34,876	5,545	2	1	10	6	21	12	33	19	52
S.	University of Washington, Seattle-----	315,312	8,353	3	1	15	15	25	16	43	32	75
S.	University of Wisconsin, Madison-----	38,378	8,837	10	5	26	22	37	34	73	61	134
Total for A. A. S. D. J. list-----				59	41	441	322	709	485	1209	848	2057

1928-1929 Report by *Journalism Quarterly*

Other Professional Curricula												
D. University of Arkansas, Fayetteville.....	5,362	1,578	-	-	1	5	6	5	7	10	17	
D. Baylor College (women), Belton, Texas...	5,098	1,229	-	-	12	3	24	-	-	36	36	
D. Baylor University, Waco, Texas.....	38,500	4,000	4	1	12	3	19	7	35	11	46	
D. Boston University, ¹ Boston.....	748,060	13,065	-	-	4	3	10	5	14	8	22	
S. Butler University, Indianapolis.....	314,194	1,660	-	-	12	8	23	22	35	30	65	
C. University of California, Berkeley.....	56,036	18,730	-	-	10	5	15	10	25	15	40	
D. University of Colorado, Boulder.....	11,008	3,060	-	-	13	6	12	5	25	11	38	
C. De Paul University, Chicago.....	2,701,705	3,299	-	-	7	-	10	-	17	-	17	
C. De Pauw University, Greencastle, Ind....	3,780	1,784	-	-	5	3	10	3	15	6	21	
S. Detroit University, Detroit.....	993,678	1,622	-	-	6	4	6	3	12	7	19	
D. Drake University, Des Moines, Iowa.....	126,468	1,459	-	-	5	4	6	6	11	10	21	
D. University of Florida, Gainesville.....	6,272	2,076	2	-	4	-	6	-	12	-	12	
S. University of Georgia, Athens.....	16,748	1,691	-	-	11	12	11	6	22	8	30	
D. Grinnell College, Grinnell, Iowa.....	5,362	783	-	-	13	7	13	8	26	15	41	
D. Iowa State College, Ames.....	6,270	5,303	-	-	8	3	9	3	17	6	23	
D. University of Kentucky, Lexington.....	41,534	2,308	-	-	11	8	18	10	29	18	47	
S. Marquette University, Milwaukee, Wis...	457,147	2,765	-	-	22	6	15	16	37	22	59	
S. Mercer University, Macon, Georgia.....	52,995	603	-	-	7	-	9	-	16	-	16	
D. University of Nevada, Reno.....	12,016	1,002	-	-	6	-	8	7	14	9	23	
D. New York University, ¹ New York City....	5,620,048	24,846	3	9	21	12	36	25	60	46	106	
D. University of North Carolina, Chapel Hill	1,438	2,800	-	-	3	1	8	-	11	1	12	
D. University of North Dakota, Grand Forks	14,010	1,724	-	-	4	3	3	5	7	8	15	
S. Notre Dame University, South Bend, Ind.	70,983	2,993	-	-	19	9	20	8	39	8	47	
D. Ohio University, Athens.....	6,418	1,101	-	-	6	-	6	3	12	5	17	
C. University of Pennsylvania, Philadelphia.	1,823,779	9,198	-	-	1	-	10	4	14	5	14	
D. University of Pittsburgh, Pittsburgh, Pa.	588,343	10,636	-	-	1	-	4	3	5	4	9	
D. Rutgers University, New Brunswick, N. J.	32,779	2,505	-	-	11	8	10	4	21	12	33	
S. University of South Carolina, ¹ Columbia.	37,524	1,513	1	1	3	2	6	4	10	6	17	
D. University of South Dakota, Vermillion..	2,590	1,030	-	-	4	4	5	2	9	6	15	
D. University of South. Calif. Los Angeles.	576,673	7,000	-	-	4	2	4	2	11	1	15	
D. South. Meth. University, Dallas, Texas..	158,976	3,350	-	-	3	3	5	4	8	6	19	
D. Temple University, Philadelphia.....	1,823,779	7,274	-	-	3	3	9	3	13	6	19	
D. Tulane University, New Orleans.....	387,219	3,133	-	-	1	3	9	3	10	6	16	
S. Wash. and Lee Univ., ¹ Lexington, Va....	2,870	909	-	-	6	-	15	-	21	-	21	
D. West Virginia University, Morgantown...	12,127	3,038	-	-	1	-	14	12	15	13	28	
Total for non-member schools.....												
Total for both lists.....												
*Department of rhetoric and journalism												

["Journalistic Education in the United States." *Journalism Bulletin*, January 1, 1929.](#)

1930 survey of ASNE

- “Do you believe that the teaching of journalism in universities and colleges is making “better journalists, who will make better newspapers, which will better serve the public,” to use the phrase of Joseph Pulitzer?”
- “In picking technically untrained young men and young women as potential reporters, do you give preference to those who have college or university training?”

[“Editors Appraise Journalism Schools.” *Editor & Publisher*, October 11, 1930.](#)

13

Editor & Publisher The Fourth Estate for October 11, 1930

EDITORS APPRAISE JOURNALISM SCHOOLS

College Courses Aiding in Making Better Newspapers, Majority Reply to Questionnaire—73 Per Cent of Students Successful in Newspaper Work—More Co-operation Needed

By H. B. RATHBONE
Department of Journalism, New York University

WHAT is the attitude of teachers of journalism toward the newspaper business, craft, or profession? And, what is the attitude of active newspaper makers, the publishers and the editors, toward the teaching of journalism.

The first question may be answered in very few words. The teachers of journalism are attempting to serve newspaper publishers and newspaper editors. They are attempting to do, with meager equipment in many instances, what other professional schools are attempting to do for other professions, let us say the ministry, the law, medicine, teaching.

It was in an attempt to find out something concerning the attitude of the average editor toward the teachers and schools of journalism that the writer during the past summer sent out a questionnaire to 148 representative editors, all members of the American Society of Newspaper Editors.

The questionnaire contained eight questions:

1. Do you believe that the teaching of journalism in universities and colleges is making “better journalists, who will make better newspapers, which will better serve the public,” to use the phrase of Joseph Pulitzer?
2. In picking technically untrained young men and young women as potential reporters, do you give preference to those who have college or university training?
3. How far had you progressed in organized education when you entered the newspaper field? Public elementary school? Public high school? State college or university? Private elementary school? Private high school? Private endowed college or university? Department or college of journalism? The answers were: yes—53, no—11, non-committal—25.
4. Using your newspaper experience as a guide, what things, in your judgment, should a young man or young woman study who desires to become a newspaper person?
5. How many graduates of schools or departments of journalism have been associated with you at any time in news-

somehow distressing to those engaged in the teaching of journalism. One thing was emphasized in the report and that was that there are two schools of thought among present-day active newspaper makers. One school is hoping that the journalism schools will turn out men who aspire to be good police reporters and expert copy readers. The other school would have the teaching of journalism result in the production of men to be absorbed by the newspapers who will be able to rise to great newspaper power and be equipped to use that power intelligently.

Inasmuch as the writer had spent most of his life as an active newspaper man, he was thoroughly familiar with the old-fashioned idea that the only place where a newspaper man should be trained was at a newspaper office. He remembered very well his interview with a New York publisher, 35 years ago and his discovery of what seemed to him to be the importance of disputing the fact that he was a college bred man.

So the questionnaire was made.

The replies received are interesting. Seventy-seven out of the 148 editors questioned replied in full, many of them writing supplemental letters. Editors in 18 states and in the District of Columbia are represented.

To the first question which had to do with the making of “better journalists” by the teaching of journalism in colleges, 48 editors answered yes and 12 answered no; 15 were non-committal.

To the second question: “Do you give preference to those applicants for jobs who have had college training?” the answers were: yes—53, no—11, non-committal—25.

The third question was: “How far had you progressed in organized education when you entered the newspaper field?” The answers were: public school 7, public high school 15, private high school 1, state college 14, private endowed college 17, law school 1, night and correspondence school 1, department of journalism 3, graduate school 4, part time high school 2, part time college 6, technical school 2, French Jesuit until 15—, non-committal—1.

In answering the fourth question, that is the one having to do with what things the young person should study, who desires to enter newspaper work, the replies listed the following subjects: Psychology, latin, Greek, English, political economy, history, social science, economics mathematics, science, literature, human nature, politics, American biography, modern language, art, music, journalism subjects newspaper reading, law, everything, finance, photography, salesmanship, spelling, geography, philosophy, government, arts and science courses, shorthand, quick wit, common sense, sociology, typewriting, poetry, elementary chemistry, physics and biology, hard knocks, advertising, and business administration.

The fifth question was aimed to find out, if possible, how much real experience newspaper editors had had with journalism graduates. An analysis of the returns shows that 135 graduates of schools and departments of journalism actually had been employed by the editors replying. In addition to that number, two editors answered that they had employed “many” and one said that he had employed “very many.” It should be noted that in connection with this question, only 51 replies were received and four who answered were non-committal.

The figures indicate that 73 per cent of graduates in journalism had been successful in newspaper work. One editor averred that he had had experience with 100 former students of journalism and that “most all made good.” Two said that they had employed 50 ex-students. One said, “90% made good.” The other, “48 out of the 50.” It has been interesting to the maker of the questionnaire to

discover that the editors who have employed the greatest number of graduates in journalism have had most success.

To the sixth question, concerning the willingness of editors to take apprentices between the junior and senior years, the replies were: yes—34, no—18, non-committal—25.

Note was also able to give an answer to the 7th question as the result of an attempt to find out what it costs to train a newspaper man in a newspaper office. Sixty-five replied that they did not know. The others guessed anywhere from \$300 to \$5,000. Some insisted that “it wasn't worth while” to try to find out.

In answering the last question, 48 editors said that they would be willing to take on permanently after graduation an apprentice between his junior and senior years. Twenty-nine editors were non-committal.

There is much food for thought in some of the opinions expressed by the editors in connection with their answers to the specific questions asked. Here are some of the things they wrote:

“A decade hence all newspaper men will need school of journalism training.”

“Journalism schools are not doing as much as they might, but I am convinced that the essentials being taught are sound.”

“Courses in journalism are overcoming some obstacles which the novice encounters.”

“What we want is men who are not so mechanically perfect as to have lost all individuality, initiative and independence.”

“Too many students come into journalism with false ideas about their value as reporters. I believe this is largely due to some journalism instructors who tell their graduates that they are “finished” newspaper men.”

“There are too many schools of journalism, the profession cannot absorb the deluge.”

“Journalism courses often give a feeling of superiority which makes graduates very difficult to train in newspaper

1937 Trends in AASDJ Curricula

TABLE I.
GRADUATION REQUIREMENTS, COURSE OFFERINGS, PERCENTAGE OF JOURNALISM REQUIRED,
CURRICULA AND PERSONNEL.

Institution	Adminis.	School Dept.	Hours Grad.	Hours Jour. Req.	Per Cent to Jour.	No. of Curric.	Jour. Cour. **	Bus. Cour.	Edit. Cour.	Jour. Hrs. Off	Profs.	Assoc. Profs.	Ass't. Profs.	Inst. Lect.
Boston	Business	D	128	34	26	1	14	0	14	36	2	1	1	0
*Colorado	Arts	D	186	44	23.6	3	21	2	19	50	1	1	1	0
Columbia	Jour.	S			100	1	13				8	1	0	8
*Georgia	Jour.	S	190	50	26	1	19	2	17	79	1	0	2	1
Illinois	Jour.	S	120	30	25	3	51	9	42	120	1	4	1	2
Indiana	Arts	D	124	30	24	1	19	5	14	47	2	1	0	1
Iowa	Arts	S	120	30	25	4	29	5	24	65	1	1	3	0
*Iowa State	Agr.	D	204	52	25	2	34	6	28	70	1	0	2	2
Kansas	Arts	D	124	20	16.1	2	36	10	26	82	1	2	3	1
Kansas State	Gen. Sc.	D	120	29	25	1	32	1	31	72	2	1	2	1
Kentucky	Arts	D	130	38	29	3	21	2	19	57	1	0	3	0
Louisiana	Arts	S	128	34	24.7	1	31	6	25	80	2	1	1	4
Marquette	Jour.	Coll.	128	24	18.7	3	21	6	15	50	2	0	2	3
Michigan	Arts	D	120	27	22.5	4	17	1	16	46	1	0	2	1
*Minnesota	Arts	D	180	39	21	5	30	3	27	114	3	1	2	0
Missouri	Jour.	S	120	30	25	2	49	17	32	122	2	4	3	2
*Montana	Jour.	S	180	50	27.7	1	23	3	20	72	2	0	0	4
Nebraska	Jour.	S	125	30	24	3	25	5	20	58	1	2	0	1
New York U.	Commerce	D	128	24	18.7	1	31	0	31	62	2	0	3	6
Northwestern	Commerce	S	120	30	25	2	34	10	24	56	3	1	1	9
*Ohio State	Commerce	S	196	46	23.4	2	19	6	13	49	0	1	2	2
Oklahoma	Arts	S	124	32	25.8	2	35	7	28	78	2	1	2	3
*Oregon	Jour.	S	186	36	19	3	38	14	24	86	3	1	2	1
Penn State	Arts	D	132	32	24	1	27	7	20	68	1	0	2	3
Rutgers	Arts	D	128	24	19	3	20	8	12	40	1	1	1	0
South'n Cal.	Arts	S	124	30	24	1	27	7	20	62	1	1	0	3
*Stanford	Soc. Sc.	Div.	180	30	16.6	1	21	4	17	62	1	0	0	6
Syracuse	Jour.	S	120	30	25	5	25	8	17	78	1	0	2	3
Texas	Arts	D	120	36	30	1	17	5	12	65	1	1	1	5
*Washington	Jour.	S	180	44	24.4	2	26	3	23	105	2	1	1	2
Wash. & Lee	Arts	S	126	22	17.4	1	18	2	16	52	0	1	0	2
Wisconsin	Arts	S	124	30	24	5	29	6	23	72	2	1	2	4

* These nine institutions operate under the quarter system and the hours listed are quarter hours, all others are semester hours.

1937 Trends in AASDJ Curricula

TABLE II.
PERCENTAGE OF SCHOOLS OFFERING VARIOUS TYPES OF COURSES

Course	% of 20 Schools ^a in 1926-1927	% of 32 Schools in 1936-1937
Advertising	90	93
Business Management	75	80
Circulation and Promotion	0	31
Community Newspaper	75	65
Copyreading	100	100
Contemporary Affairs and Public Opinion	55	75
Critical Writing	55	68
Editorial Writing	100	87
Ethics	65	65
Feature Articles	75	100
History of Journalism	85	93
Law of Journalism	85	87
Photography	10	25
Publicity	25	31
Radio	0	31
Reporting	100	100
Typography	55	81
Undergraduate Theses and Research	60	31

^a Figures in this column compiled from Nash, *op. cit.*, p. 9.

1937 Trends in AASDJ Curricula

TABLE III.
HOURS LISTED IN 20 JOURNALISM COURSE GROUPINGS IN 32 A. A. S. D. J. SCHOOLS AND DEPARTMENTS

Institution	Re- port- ing	Copy- Rdg.	Feat. Writ.	Ty- pogra- phy	Eth- ics	Jour. Hist.	Jour. Law	Edit. Writ.	Tech. Jour.	Com. Jour.	The- sis	Man- age- ment	Clr. Pro.	Adv.	Pub- lic- ity	Crit. Writ.	Radio	Photo.	Con- t. in Cur- ric- ulum Pub. Op.	Con- t. in News	For. News.
Boston	8	2	2	0	2	2	2	2	0	0	0	0	0	0	0	0	0	0	4	0	0
*Colorado	6	3	4	0	2	4	2	6	0	9	0	3	3	0	0	0	0	0	0	0	0
Columbia	x	x	x	x	x	x	x	x	0	0	0	0	0	x	x	x	x	x	x	x	x
*Georgia	15	5	3	5	5	5	3	3	0	3	0	3	0	5	0	6	0	0	5	5	5
Illinois	23	6	4	6	3	3	3	4	5	6	4	12	3	15	4	2	0	2	2	2	2
Indiana	12	6	2	nc	0	2	0	3	0	4	0	0	0	12	0	0	0	0	0	0	0
Iowa	6	6	4	4	2	2	0	4	0	4	0	6	0	12	0	0	4	4	4	0	0
*Iowa State	12	3	9	6	3	0	3	0	†	0	0	6	0	6	0	0	3	0	3	0	0
Kansas	9	7	3	2	4	3	2	6	2	2	0	8	2	13	0	3	0	0	0	0	0
Kansas State	6	2	2	17	1½	1½	x	2	5	2	0	0	0	4	2	0	2	0	3	0	0
Kentucky	9	3	3	3	3	3	3	3	0	3	2	3	0	3	3	3	0	0	4	0	0
Louisiana	12	4	3	0	3	3	3	3	9	6	0	3	3	10	0	4	2	4	6	0	0
Marquette	10	6	5	2	2	2	2	2	2	4	2	2	0	4	0	2	0	0	2	8	0
Michigan	9	3	3	0	0	3	3	3	0	3	0	6	0	3	0	3	0	0	3	0	0
*Minnesota	17	12	9	5	x	6	2	x	0	x	0	3	3	3	3	3	1½	0	18	3	3
Missouri	13	8	6	2	0	6	2	3	2	13	0	3	2	32	0	3	3	2	3	4	4
*Montana	9	9	2	3	2	3	1	6	0	0	2	3	3	3	3	1	0	0	3	1	1
Nebraska	8	6	3	3	0	4	1	3	7	6	0	1	0	10	0	0	0	0	2	0	0
New York U.	4	4	4	0	2	2	2	2	0	0	0	0	0	0	2	6	0	0	4	0	0
Northwestern	15	4	3	2	0	2	0	2	2	3	0	2	0	20	2	6	3	2	0	0	0
*Ohio State	10	3	3	3	3	5	3	3	3	2	3	3	9	0	0	0	0	0	3	0	0
Oklahoma	18	8	4	2	1½	3	1½	4	2	6	0	2	2	7	0	2	0	x	4	0	0
*Oregon	15	6	6	5	x	x	3	x	0	x	x	9	0	15	0	9	0	0	15	0	0
Penn State	6	6	3	3	3	3	2	3	6	3	1	3	0	12	0	1	0	0	0	0	0
Rutgers	8	6	2	2	0	2	1	2	0	4	0	4	2	9	0	0	0	0	2	0	0
South'n Cal.	6	6	2	2	3	3	2	2	2	4	0	0	0	12	2	2	0	0	0	6	6
*Stanford	8	3	3	3	3	3	3	0	0	x	0	7	0	6	0	1	0	0	0	3	3
Syracuse	8	3	4	4	2	4	3	6	0	2	0	2	0	19	5	2	6	0	0	0	0
Texas	6	6	6	0	3	3	3	6	0	0	0	3	0	15	0	0	0	2	0	0	0
*Washington	10	3	6	3	x	3	3	3	0	x	0	9	0	13	0	15	0	0	2	4	4
Wash. & Lee	9	3	3	2	1½	3	3	3	0	0	0	3	0	6	0	6	0	0	11	0	0
Wisconsin	8	6	6	1	x	3	3	2	14	4	4	2	0	9	0	2	2	1	3	2	2

* These nine schools are on the quarter plan and hours listed are quarter hours; all others are semester hours.

† Since practically all of Iowa State's curriculum is technical journalism, it is not listed here as such.

x Content of this course is taught in another course or in some cases is included in omnibus courses.

1941-1942 Survey of AASDJ Programs

TABLE I

Teaching Budgets, AASDJ Schools and Departments of Journalism, Academic Year 1941-42 *

(Arranged in the Order of Magnitude)

\$39,500
38,100
33,670
30,616
28,000
26,450
22,600
22,000
17,404
17,158
17,135
17,100
17,069
17,002
16,816
16,720
15,800
15,437
15,100
15,000
14,388
12,420
12,400
11,650
11,199
11,100
10,950
10,175
9,680
9,391
8,842
7,325

* Data from the AASDJ Council on Education for Journalism.

**CHART II
WORK SPACE
(square feet)**

AASDJ Schools and Departments of Journalism, School Year, 1941-42 *

	<i>Reporting Lab.</i>	<i>Copy Editing Lab.</i>	<i>School of Journalism Offices</i>	<i>Library</i>	<i>Typo. Lab.</i>	<i>Photo. Lab.</i>	<i>Radio News Lab.</i>	<i>Adv. Lab.</i>	<i>Tot. Work Space</i>
No. schools reporting	30	28	32	28	25	21	16	17	32
High	2,766	1,378	4,033	5,573	3,947	1,739	2,062	2,025	16,200
Average	1,006	674	1,590	927	992	570	672	862	5,877
Median	844.5	594	1,308	502	630	450	462.5	665	4,318.5
Low	200	225	210	90	250	50	144	160	1,750
Total	30,193	18,893	50,865	25,965	24,806	11,965	10,752	14,655	188,094

* Data from the AASDJ Council on Education for Journalism.

Administrative and Curricular Matters

Administrative Matters

- Curtis MacDougall
 - Journalist 1918-1942
 - Head, journalism courses at Lehigh University 1927-1931; Graduate Assistant at University of Wisconsin 1931-1933; Professor at Northwestern University 1942-1971
 - President, AATJ; Vice President, AEJ; ACEJ representative
- MacDougall commented on the importance of autonomy in an oral history interview

“Now here at Medill, we were tied up with the Commerce School. For the first fifteen years or more of the school's existence we were tied up with the Commerce School. And that didn't make much more sense than the English Department. And we had to wait until the dean of the Commerce School died, before we made a break and that was one of the things when Dean Olson came here he was able to start off afresh, we were on our own. We've got to be on our own because we're not popular- Journalism Education has never been popular on any campus that I know of.”

-Curtis MacDougall to Richard A. Schwarzlose, October 6, 1970

Administrative Matters

- John Stemple
 - *New York Sun* 1929 to 1936
 - Head of Indiana University's journalism department 1938 to 1968
 - President of Sigma Delta Chi
 - Secretary-treasurer of the ACEJ
 - President, AASDJ

- John Stemple receives a letter from the Dean of College of Arts and Sciences

"We can frankly recognize, I think, there is no such body of systematized knowledge in journalism as there is in law or medicine for example. It is not really a field of scholarly endeavor. That is the reason for certain limitations that were set about it by faculty in admitting journalism as subject of major study [...] It was felt that there was simply not enough intellectual meat in the subject to make a proper major by itself. Professor Piercy used to wish to give graduate degrees in journalism. I have never been able to see that that would be anything but a travesty upon graduate study and scholarship."

-Dean Stout to John Stemple, March 5, 1940

Curricular Matters

- Arthur Howe
 - Editor, *Brooklyn Eagle*, 1915-1931
 - ASNE, Committee on Schools of Journalism, 1923

- Howe commented on expectations for journalism education at the 1923 ASNE meeting

“The value of a well-conducted school of journalism lies, first, in the work it does in discouraging the entry of the unfit; second, in the fact that it relieves the newspaper of much in the way of technical training; and, third, in the education it gives the student in those supporting courses which are peculiarly useful to him and which tend to make him a better thinker, a better writer and a more intelligent observer.”

-Arthur Howe at the 1923 ASNE meeting

Curricular Matters

- Norval Neil Luxon
 - Professor, Ohio State University 1928-1942; Dean at University of North Carolina 1953-1964
 - Secretary-treasurer of the AATJ and AASDJ; President, AASDJ; Chair, ACEJ; President, AEJ
- Luxon commented on the industry's impact on journalism education in an oral history interview

"In their formative year--possibly hoping to curry favor with editors and publishers--some schools responded to suggestions, requests, or demands from newspapermen and added courses of doubtful academic status to their curriculum."

-Norval Neil Luxon to Max McCombs,
September 26, 1971

Curricular Matters

- Fred S. Siebert
 - Professor at University of Illinois 1927-1957
 - Professor at Michigan State University 1957-1967
 - President, AASDJ
- Siebert commented on the industry's impact on journalism education in an oral history interview

“Certain schools have been very responsive and others have not. So that you can't generalize on this. And in some places the responsiveness has produced a better program and in other places it has tended to deteriorate the program and made it very much like a trade school. So that you can't generalize education as a whole, but you have to take each individual school and analyze how responsive it was and whether it had good or bad effects.”

-Fred S. Siebert to Robert V. Hudson,
September 26, 1971

Conflicting Demands, Competing Expectations

- Administrative matters
- Curricular matters
- Industry versus the Academy
- Competing models in AASDJ
- Policy/practice mismatch in the AASDJ



Strains and Interests in Journalism Education

- Role Strain
 - Administrative matters
 - Curricular matters
 - Industry versus the Academy
 - Competing models in AASDJ
 - Policy/practice mismatch in the AASDJ
- Self-Interest
 - Journalism educators invoke their methods, stock of knowledge, values, and work organization to **win support and/or defend autonomy**



Rhetorical Style

- The industry
- The academy
- The federal government
- Class B programs
- Class C programs
- Trade schools
- Correspondence schools



Conclusion

Conclusion

- Role Strain and Self-Interest
- Journalism Educators
- Journalism Education
- Administrative and Curricular Matters
- Conclusion