

AN ASSESSMENT OF JOURNALISM SCHOOL
CURRICULUM WITH REGARD TO
AMERICA'S WEEKLY PRESS

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1991

1991-1992 Annual Report

Thesis
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ACKNOWLEDGEMENTS

This study is concerned with the lack of emphasis upon weekly newspapers in American journalism, and journalism education. The study is a product of my experience as owner of The Waurika News-Democrat and subsequent years teaching journalism students at Oklahoma State University and Central State University, where I found a general ignorance of the weekly press because of a strong, almost unspoken, orientation toward daily newspapers.

I wish to thank my major advisor, Dr. Charles Fleming, for his teaching and perceptive editing skills, and his guidance, punctuated with wit. The other members of my committee also played significant roles in my success. Dr. John Gardiner introduced me to the fascinating ideas and hidden curriculum of higher education in America. Dr. Ed Paulin always provided a reality check in the halls of academe. A special thanks goes to Dr. Marlan Nelson for his encouragement and commitment, giving me the opportunity to "break in" to college teaching as a new career.

Special gratitude goes to my wife Neysa, for her patience and prodding, and her faith in me; and to my children, especially Derrick, who had to put up with two parents in college at once; and to Vance, Travis, and Dallas, for their witty jibes, their pride and love.

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CHAPTER I

INTRODUCTION

The Forgotten Press

Journalism schools and the newspaper industry in America focus their efforts on daily newspapers. Textbooks, curricula, academic and industrial research, and most trade and academic periodicals seem to assume that any discussion of the press means the daily press. Virtually ignored, and perhaps forgotten, is any emphasis on the existence and problems of weekly newspapers, as well as educational programs aimed at supplying journalists for them.

Yet while the number of dailies has consistently declined over the past several decades, weekly newspapers have actually increased in number, and most recently stabilized. And in terms of readership, the weekly community newspapers have grown to where they collectively reach almost as many people as the larger newspapers. Weekly newspapers today reach a larger percentage of the nation's population than perhaps at any time in recent history (ANPA 18), while daily newspapers' percentage of readership is declining, reaching perhaps a lower portion than ever before (Facts About Newspapers '90 3).

Weekly newspapers, also known as the community press, are traditionally defined as those newspapers being published three or fewer times a week. Disagreement over definitions begins with whether they have paid or unpaid subscriptions, and the amount of advertising. There are two recognized subgroups: the traditional rural, or "country" weekly, and the suburban weekly--although the lines of division are about as clear as the boundaries of the suburbs and the country.

According to the American Newspaper Publishers' Association (ANPA) annual report Facts About Newspapers '90, the number of daily newspapers has declined from 1,763 in 1946, and in 1960 as well, to 1,626 in 1989. Circulation grew from 50.9 million in 1946 to 62.1 million in 1970, and it has stabilized at that level for the past 20 years. In 1989, circulation was 62.6 million (Facts 3).

By contrast, there were 8,174 weeklies in 1960 with a total circulation of 20.9 million. The number dropped to 7,612 in 1970, but since then, the number has fluctuated around that level: in 1990 there were 7,550 weeklies. However circulation has grown steadily to where it totaled 55.1 million in 1990 (Facts 18).

Background

Many journalism schools once offered both specific courses and sequences in traditional "community" journalism to meet the needs of these weekly newspapers. Those courses

and sequences are now largely gone, perhaps in myopic response to the declining prospects of rural America. Of the 395 colleges and universities which offer some journalism instruction in America, only four universities now offer majors or sequences in "community journalism" (AEJMC Directory 4-49). Of the four, only Arkansas State University is accredited by the Association for Education in Journalism and Mass Communications (AEJMC). The others are Western Michigan University, Morehead State and Sam Houston State University. Even at Northern Illinois University, the location of the International Society of Weekly Newspaper Editors and publisher of the quarterly, The Grassroots Press, there is no community journalism sequence (AEJMC Directory 15). But the weekly press is not dwindling-- declining or stagnant circulation among weekly newspapers in rural areas has been offset by burgeoning "new" weeklies in suburban areas and revitalized weeklies in exurban areas (Buckley 15).

This influential and growing economic force in America should be a prime job market for journalism graduates. However there seems to be a perception among many journalism graduates, as well as among many weekly newspaper owners, that they are not suited for each other.

Results from research in 1989 indicated that Oklahoma weeklies generally don't see themselves as potential markets for college graduates any more than the graduates see themselves working for weeklies (Clark 5). A 1989 Michigan

study showed weekly editors more dissatisfied with journalism education than daily journalists (Pfister 3). Is this more than a matter of mutual mis-perception? Also, the textbooks dealing with the operation of the weekly press are decades old. No new ones have been written, certainly an indicator of a lack of need, and perhaps one of the indicators of the lack of academic interest in weekly newspapers. Certainly many of the most-used textbooks in reporting, editing and management rarely refer to weekly newspapers.

In addition, an increasing number of journalism students are ignoring newspapers as careers, with advertising and public relations being the areas of growing enrollments, while news-editorial enrollment is dropping. (Wilson 6). Only 15 percent of journalism school graduates went to work for newspapers in 1988. Those 3,083 students worked on daily newspapers (Becker 13). Another 11.4 percent of the graduates were unemployed (14).

Statement of the Problem

Journalism education has always been closely tied to the needs of the profession, and journalism schools come under the harshest criticism when the industry believes they are out of touch with its needs and practices. Mario Garcia of the Poynter Institute of Media Studies complained that journalism schools were 25 years behind the times (1).

There is a dearth of information on what kind of job

journalism schools are doing to prepare students for employment at weekly newspapers, and the corresponding attitudes of journalism educators toward the needs of the weekly press. Does the lack of information indicate that journalism schools consider the weekly press insignificant, or do they believe that weeklies don't require special courses beyond a news-editorial preparation? Could the journalism schools be out of step with the reality of the workplace needs of weekly newspapers?

Purpose of the Study

The objective of this research will be to examine how accredited journalism schools prepare students to work in the weekly newspaper market. The resulting profile of current instruction and content will focus and give future direction for this important journalistic field.

The hypothesis for this study is that journalism schools are ignoring specific education for weekly newspapers. Research questions are: (1) What are accredited journalism schools doing to help prepare their students for careers on weekly newspapers?; (2) What are the attitudes of journalism educators toward weekly newspapers?; and (3) Is there a correlation between the professional media background of the journalism educators and their attitudes toward weeklies?

Significance of the Study

The study should focus attention on the relationship of journalism education and weekly newspapers. Journalism schools, journalism students, and weekly newspapers should benefit from recognizing a huge job market which, if emphasized in curriculum, could increase enrollment. The eventual beneficiary would be the weekly newspapers which should improve editorially with better educated employees.

The problem becomes more important, set against the perspective of fewer dailies and dwindling job opportunities in a limited market. What could or should journalism schools be doing to help their students consider careers on weekly newspapers?

The problem is more than economic, or merely the reflection of a sociological trend. The crucial role the press plays in a free society underscores the need for competent and trained journalists to fulfill the responsibility. With the huge impact and influence of weeklies in grassroots America--and their growing "market penetration"--the role is too important to be left to people with little professional education who happen to come in off the street for a job.

Limitations

This study is limited to the 89 American colleges and universities with journalism departments/schools that

include news-editorial sequences accredited by the Accrediting Council on Education in Journalism and Mass Communications listed in the 1990 Directory of the Association for Education in Journalism and Mass Communications. Many other institutions of higher education offer courses in news-editorial journalism, but they are not included in this study. The ACEJMC accreditation is considered the standard and model of educational excellence and legitimacy in journalism higher education; those accredited institutions are at the forefront of academic and curricular trends. Accreditation gives the journalism school and its curriculum a seal of legitimacy:

Accreditation means that a unit (school, college, department, divisions) has been evaluated and has passed a thorough examination by a team of educator, media and industry professionals. It also means that the school has undergone a penetration self-study which emphasized attention to innovative educational and training techniques. (AEJMC Directory 73)

Accreditation standards have become the criteria influencing non-accredited journalism programs to adhere to the pattern adopted by the accredited schools. Thus, the characteristics of the accredited programs become types for emulation. Accreditation has also become a test of accountability in legislators' eyes, a standard by which programs will be judged for future funding, or phasing out of "sub-standard" and "duplicated" programs, Louisiana educators noted during the Southwest Association for Education in Journalism and Mass Communications symposium at Dallas in 1990 (Clark 2).

This study is limited to schools that teach news-editorial journalism in various courses. It asks for an administrator's or an appropriate news-editorial faculty member's attitudes toward the extent of preparation for weekly newspapers. It is limited to the insights of one respondent from each news-editorial sequence, the respondent deemed the most appropriate by the head of the sequence or contact person listed in the AEJMC Directory. This study does not attempt to gather input from two other important parties in the news-editorial education process: the students, and the weekly newspaper journalists who might hire the students.

It should be noted that the journalism profession has no licensing or entrance requirements. No courses in journalism or even college degrees are required for entry into the profession, especially at the weekly and small daily newspaper level. Those who are not news-editorial journalism majors and those who have not attended college are eligible for newspaper employment. This study will examine only the formal education given to news-editorial students related to the weekly press in America.

Assumptions

It is assumed that responses to the survey will be complete, objective and honest, and that educators will not perceive their responses as being critical of themselves or their programs.

It is assumed that any administrators who receive the survey will forward it to the appropriate news-editorial educators.

It is assumed that news-editorial educators or administrators have some knowledge of the weekly press and its emphasis in the journalism curriculum.

It is assumed that responses to questions that ask for information and attitudes about the particular sequence will be responses representative of the entire sequence and its educators and not just the views of the individual respondent.

Organization of the Study

Chapter II, "Review of the Literature"

The literature review will examine the recommended goals and strategies for news-editorial curriculum in journalism schools, both from the newspaper industry viewpoint and from the viewpoint of higher education, specifically the accreditation standards of the Association for Education in Journalism and Mass Communications. The literature review will also examine the status of current news-editorial curriculum in journalism schools with emphasis on the weekly press.

Chapter III, "Methodology"

The chapter on methodology will describe the population

to be surveyed and the survey instrument. It will contain a discussion of why certain survey questions are to be included.

The schedule for administering the survey and for administering follow-up mailings will be outlined.

The chapter will also outline the data to be presented and discussed, explain how the data will be analyzed, and determine the comparisons to be made.

Chapter IV, "Findings and Analysis"

The fourth chapter will present, analyze and describe the data collected by the survey.

Chapter V, "Discussion, Conclusions and Recommendations"

The final chapter will summarize the study, discuss the findings and analysis, reach conclusions about how journalism students are prepared for weekly newspaper careers, and will recommend topics for further study.

Also, the last chapter will attempt to place the role of education for weekly newspapers in a social perspective.

CHAPTER II

REVIEW OF THE LITERATURE

General

Journalism education, its place in higher education often suspect in the eyes of academia, is increasingly embroiled in controversy and turmoil about its relevance. More recently however, it is a target of criticism from the newspaper industry itself.

Jack Hart, former journalism professor and now a writing coach for the Portland Oregonian, summarized the situation:

Alienation between professionals and journalism schools has reached the stage of open hostilities in some parts of the country. Some pros, who take little interest in journalism schools and often are profoundly ignorant of their operations, insult the pros by damning the quality of their graduates and ridiculing their lack of professional experience. Some pros join in the backbiting by dismissing professionals as anti-intellectual buffoons, criticizing press performance without understanding deadline or production demands, and denouncing professionally oriented course work as vocational school pap that prostitutes J-schools in the service of private industry. They spend no more time in the newsrooms than the pros do in the classrooms. (39)

This chapter will summarize the background of controversy and curricular change to provide an understanding of the controversies surrounding journalism education as a preliminary perspective. It also will focus

on the dearth of information on the status of weekly newspapers in journalism and journalism education, especially related to the news-editorial sequences which are considered the most direct link to newspaper careers. In addition, the chapter will explore the dailies' dominant influence on journalism schools, as well as the perceptions of journalistic inferiority ascribed to weeklies by the press as a whole, and by journalism schools and their students. Finally, the chapter concentrates on the results of the controversies, the dailies' dominance, and the resulting perceptions--the widening chasm between journalism schools and weeklies, at a time when both need each other more than ever.

Controversy over Journalism Education

Controversy is not new to journalism education. In his 1979 dissertation comparing editors' and educators' views, Gaddis noted that controversy surrounded journalism education from its beginning at the first four-year journalism program at the University of Missouri in 1908, because of its "practical" nature (9). Higher education scholar Paul Dressel documented how the opposite movement in journalism education quickly developed: "by the late 1920s, there was evident a trend toward thinking of journalistic education as a broad liberal education with a minimum of attention to techniques" (24-25). Others denied that journalism had any place in higher education. Robert Maynard

Hutchins, in Higher Education in America, argued "My contention is that the tricks of the trade cannot be learned at a university, and that if they can be they should not be...." (44). Two years later, writing in Quill, he argued that journalism had no legitimate place in higher education:

So the shadiest educational ventures under respectable auspices are the schools of journalism. They exist in defiance of the obvious fact that the best preparation for journalism is a good education. Journalism itself can be learned, if at all, only by being a journalist.
(13)

He was joined by another scholar of higher education, Abraham Flexner, who denigrated the place of journalism in higher education:

On a par with university faculties of cookery, I place university schools of journalism...journalism is not a profession in the sense which law and medicine are professions (161).

Since then however, journalism schools have continued to grow, students "voting with their feet" as Clark Kerr would say, and enrollment today is setting records. About 155,000 students were enrolled in 395 programs in the United States at the beginning of the 1989-90 school year (C. Wilson 6) However, news-editorial enrollment is dropping every year, with 14,816 students enrolled in 1989--the latest data available--down 19.5 percent from the previous year (C. Wilson 6). In the past few years, enrollment in news-editorial sequences, the most direct link to newspapers, has fallen to an all-time low, and news-editorial faculties are also shrinking (Becker 13).

Conflict Over the Curriculum

Controversy hasn't ended for journalism programs; it only comes from a different source. Instead of being questioned by academics, journalism programs now find themselves under fire from professional journalists, while undergoing increased soul searching from within. By trying to meet both academic and industry demands on the curriculum, the programs have added liberal arts and research emphases. Once criticized for being too practical, journalism education now finds itself blasted by journalists for not being practical enough.

Recounting the history of journalism education as he probed the search for academic purpose at four major journalism schools, Lindley described four basic directions in journalism education: the dominant traditional or "professional"; the social science emphasis; the cultural emphasis; and the scientific communication emphasis. (Lindley 6). The conflict between the first and the last predominates the controversy today as journalists scorn the theory and research bent of higher-education, although the other two emphases are also at odds with the traditional approach.

As Blanchard commented in drastic understatement: "The potential and actual role of journalism/mass communications (JMC) programs in liberal education and media studies is little appreciated or understood by editors and

publishers...." (28).

In a 1990 survey, the American Society of Newspaper Editors found journalists' growing lack of confidence in journalism school graduates (Wyatt 12). Bob Haiman, director of the Poynter Institute, in 1991 summed up daily editors' perceptions about journalism graduates:

Recent college graduates, no matter how good, cannot get hired by the top 10 dailies in Florida directly out of school. They're simply regarded as not being able to cut the grade. Most people out of college in my judgement don't have the requisite skills to do metropolitan daily journalism. (Wyatt 12)

Criticism of journalism school graduates was echoed by AP President Lou Boccardi at the Southern Newspaper Publishers Association two-day journalism symposium in New Orleans in March 1991. Because of the quality of the graduates' skills, Boccardi criticized journalism schools for neglecting the basics, "Too many come to us without the kind of writing and editing skill that a journalism degree ought to let us presume" (SNPA 1).

Writing in Presstime, media scholar Ben Bagdikian summarized much of the media criticism surrounding journalism schools. Bagdikian said there is too much "fuzziness" between the lines that separate sequences, especially between newspaper journalism, and advertising, public relations and mass communications theory (32). Complaining about the accreditation process, Bagdikian argued that academia was placing too much value on PhDs and not enough on journalism experience, and that the ACEJMC

accrediting teams were too much in control of "non-journalistic academics" (32).

A 1980 survey by Brigham Young University professors of 666 daily and weekly editors found most editors extremely unhappy with journalism graduates' grasp of basic language and writing skills (Mills 12). Journalists made four recommendations: increase journalism course hours, attack the grammar problem, require internships and broaden journalism training (Mills 12).

As Richard Budd commented in 1985, arguing for new directions in journalism education: "I am weary of panels, conferences, task forces and articles and more articles on journalism education, its faults and its future--or lack thereof. Such polemics have been going on for years...." (Budd 24) With more articles, studies and conferences on the status of journalism education, the situation hasn't changed since 1985.

Changes Affecting the Curriculum

The continuing controversy focuses attention on the possibly wide-ranging changes coming to the journalism curriculum because of revolutionary change in technology and media in the last few years of the century.

The two main revolutions affecting journalism higher education are the communication revolution, and also the movement for reform of undergraduate curriculum. Blanchard and Christ argued that the revolutions would force

journalism educators to "...reexamine our unit curricula: What is the role of JMC in higher education?" (28) They further commented that the revolutions will force journalism educators to evaluate what is fundamental to the curriculum, and articulate it through a universal undergraduate core (29).

Those views follow increased recommendations for "generic," all-purpose journalism curricula, as enunciated by the Oregon report, and reflected as more and more journalism schools drop the word "sequence" in favor of "options," or "emphases." The landmark Oregon report generated a lot of controversy, but was summarized by the ASNE report in 1990. The Oregon report, according to the editor

carried the title "planning for Curricular Change in Journalism Education." It was originally launched as a project that could bring the curriculum of the School of Journalism at the University of Oregon into line with the needs of students and faculty....the Oregon Report became a blueprint for evaluation and change....The report recommended that there be some courses for all students - they were regrettably called "generic." (ASNE 26)

And the emphases/options/sequences are growing fewer as schools consolidate programs. The movement toward a common core may be reflected, and/or influenced, by ACEJMC's switch in the late 1980s away from accrediting sequences. Now only the entire journalism program is accredited (Becker 10).

The AEJMC Task Force on the Future of Journalism and Mass Communication Education emphasized in 1989 the liberal arts requirements of journalism students for all areas of

study, and served as the bible for AEJMC accrediting purposes because it set the standards for accreditation. The report emphasized four "desired outcomes": field related skills; broad liberal arts background; value system for public service; ability to integrate with the real world (AEJMC A4). Besides the liberal arts emphasis, the task force stressed the "commonalities" of the curriculum, and made content and direction recommendations for five major curricula: broadcast, news-editorial, public relations, magazine, and advertising (AEJMC, A17).

The quality and future of journalism education was highlighted at the 1991 Colorado Press Association's annual convention, where a report of a survey of member newspapers was discussed. The survey included editors from 18 dailies and 39 weeklies (Wyatt 12). Only 11 percent of the respondents hired new graduates without experience (Wyatt 12). Conclusions of the survey, and convention discussion came down hard on educators for not teaching enough, criticized editors for the lack of paid internships, and recommended a continued dialogue between both groups to improve the quality of graduates and future employees (Wyatt 12).

Daily Dominance: Ignoring the Weekly Newspapers

In all the discussions about the woes of journalism education, one aspect of the industry is virtually ignored.

Weekly newspapers are rarely referred to in trade articles or academic research and journals. Most of the literature and statistics about newspapers and journalism education simply omit references to the weekly press. Writers such as Hart are typical, using daily newspaper terminology, "newsrooms," and quoting only daily newspaper journalists.

Lack of Academic Research

There simply isn't much literature referring to weekly newspapers or journalism education for weekly newspaper employees. Dissertation Abstracts included only one doctoral dissertation and two masters' theses that were remotely related. Journal articles are few, and most of them in Journalism Educator or Journalism Quarterly are several years old. Weeklies are ignored in industry research. The American Society of Newspaper Editors Committee on Education for Journalism conducted an extensive survey of journalists about journalism education in 1990. The survey polled 800 editors, all employed at dailies (ASNE 2). Thus all the opinions in the survey, and recommendations for what should be included in news-editorial journalism, have a daily bias.

The ACEJMC also has a daily newspaper bent, even in its research. The AEJMC Newspaper Research Journal conducted a survey in 1990 of 1,423 AEJMC members to prepare for an "Educating the Newsroom" program for the convention (Pease 57). Aside from using daily newspaper terminology ("newsroom"), the study polled educators' media experience.

The questionnaire didn't bother to note if a respondent had daily or weekly experience, only reporting/editing, writing coaching, management consulting, and research (Pease 59).

An 1989 study, A Profile of JMC Educators: traits, attitudes, values, polled 3,577 fulltime journalism and mass communications educators from 343 institutions. No data on weekly experience was included (Weaver 4-41). In a personal letter, one of the authors, Indiana University Professor David Weaver, reported that the question was not in the original printouts either (Letter 1). The weekly background was ignored. Gaddis, in exploring nine critical issues facing news-editorial sequences in journalism education in 1979, did not mention weeklies (9-125).

Lack of Trade Publications

No trade publications are devoted strictly to the weekly press. Presstime occasionally has articles related to weekly newspaper management problems. Editor and Publisher used to run a weekly article on weekly editors. Today that appears only rarely. Publishers' Auxiliary also carries little that is directly applicable to weeklies, although many of its articles have a "how-to" slant that would help most newspaper people. Columbia Journalism Review and Washington Journalism Review rarely carry a feature story about the weekly press. The quarterly Grassroots Press, a publication of the International Society of weekly Newspaper Editors, focuses on weeklies, and deals primarily with

problems, but apparently doesn't recognize journalism education as one of those. AEJMC's Journalism Quarterly and Newspaper Research Journal rarely report research about weekly newspapers, much less journalism education for weeklies.

In addition, the last textbook on community journalism was published in 1974 (Albertson 6), and another book on the weekly press Grassroots Press never mentions journalism education in 188 pages (Sim 1-188). The most current book is The Newspaper, a collection of specialized chapters written by 28 people for the National Newspaper Association in 1981 (Albertson 7).

Lack of General Demographics

In fact, there is so little information about weeklies, that different sources do not agree on basic demographics. An idea of the confusion surrounding the community press comes when trying to determine the number of papers and their circulation and advertising revenues. Different publications and organizations may vary as much as 200 actual publications, and almost a million in circulation (Albertson 16). Part of the problem is that weeklies are dying and being born rather quickly compared to dailies. In addition the increase in shoppers and free publications in suburbs confuses the definition of a weekly (Buckley 12). The National Newspaper Association, the one trade association most closely associated with weekly newspapers,

reported it did not know where to find how many people worked for weeklies, or what their total advertising revenue was in 1990--and both are readily available for dailies (Simonsen 1). The Public Information Manager of the American Newspaper Publisher's Association commented in a letter about the lack of information on weeklies:

Other than the annual statistics provided us by the National Newspaper Association ("Facts About Newspapers '90"), we know of no comprehensive source for data on the more than 7,000 recognized weekly newspapers in the United States." (Lorfano 1)

In all the discussions about the woes of journalism and journalism education, weeklies are one aspect of the industry virtually ignored.

Suburban Press Also Ignored

The lack of research about the community weekly press also included the rapidly growing weekly suburban press. Charging that suburban newspapers must seem anachronistic to historians, James Buckley, in his 1986 dissertation Suburban Evangel: Trade Associations and the Emergence of the Suburban Newspaper Industry, 1945-1970, cited "the paucity" of research literature devoted to the evolution of the suburban newspaper industry, and noted that only a few researchers even suggest the suburban press is legitimately a self-sufficient journalistic and entrepreneurial entity (8).

Writing about the suburban weekly press, he observed how difficult it is to gain information on the press:

"...the Byzantine character of the suburban press often frustrates attempts to make sense of it...with many different classes of editorial content" (Buckley 248). Buckley, recognized as the authority on suburban newspapers, and recommended as a source of information by the Suburban Newspaper Association, admitted in a 1990 telephone interview that it was hard to get an accurate count of anything about weekly newspapers--their number, their revenue, their staffing. He said that even SNA had done little to survey the staffing needs and levels of its members (Buckley, Interview 1).

While job opportunities decrease in the daily press, as the number of daily newspapers and percentage of readership decreases, journalism education ignores a stable weekly newspaper job market that is reaching a larger percentage of readers every year, according to the ANPA's annual fact sheet. Weeklies now have 89 percent of the circulation of dailies, compared to just 43 percent in 1970. In 1989, weekly circulation hit 55.18 million, doubling in 20 years, while the number of weeklies fluctuated from 7,612 in 1970 to 7,550 in 1990. Daily circulation has been static. Weekday circulation was 62.64 million in 1989, compared to 62.1 in 1970 (ANPA 3,18).

Despite their numbers, the position of weekly newspapers in America is summarized by John Albertson in his 1986 master's thesis:

It seems apparent, based upon a survey of the

literature and inquiries to publishers, schools of journalism and trade organizations, that rural weekly newspapers are very nearly the orphans of the fourth estate. While all of the institutions of the profession devote energy and money to unraveling the mysteries of every phase of daily newspapers, indications are that very little effort is devoted to the weeklies. (1)

Daily Influence on Journalism Education

The daily influence on journalism education was illustrated by the makeup of the news-editorial task force for the AEJMC Task Force on the Future of Journalism and Mass Communication Education in 1989. Of the 28 professional journalists on the group, not one represented a weekly newspaper (AEJMC A17).

Buckley's account of how the suburban press has been ignored in the journalistic world--trade associations, the industry, and journalism education--because of its preoccupation with daily newspapers, applies to weekly journalism as a whole:

There appears to be nothing in the traditional view of journalism history to suggest the emergence and persistence of the suburban press as a separate and identifiable part of the newspaper industry. Little effort has been made to justify the suburban press as an object of serious historical inquiry in an era when most of the compelling issues of newspaper scholarship have revolved around the more dramatic and visible urban press. The history of the newspaper business is told usually in terms of the traditional values associated with the big city daily. (6)

In addition, he noted that

The daily press supplied scholars with criteria...for judging the historical legitimacy of the suburban press. The suburban press has been dismissed for not having contributed much to journalism's past relative to its numbers and circulation. (Buckley 7)

One reason for the lack of information, Buckley believed, was "Scholars simply don't easily relate to suburban newspapers" (265). He contended that the dispute over the legitimacy of the suburbans raised questions still not answered, but ignored: Is the suburban press unique?...Is it different from other forms of mass media? Is it an institutional byproduct or major mutation of the newspaper industry? Are generalizations about an entire industry safe? (266) He concluded that "Journalism historians of the future will likely look on the ascendancy of the suburban press as an evolutionary milestone in the history of the American newspaper industry." (Buckley 265)

That's assuming they deal with it at all. Many journalism history texts manage to "cover" the 300 year history of weekly journalism by merely mentioning William Allen White of Kansas, and devoting the rest of the texts to a study of the major metropolitan papers and their owners.

Community Journalism Decline

Another indication of the lack of emphasis on weekly newspapers is the status of what was once called the community journalism sequence in journalism schools. The decrease in community journalism sequences and courses predates the decline in news-editorial enrollment. In 1980 there were ten community journalism sequences (Q. Wilson 10). In 1985, only seven were tallied, while in 1990, only four were counted (AEJMC 4-48). In fact, the literature is

sketchy here as well. The annual journalism education survey of Ohio State University listed seven such sequences for 1990, but a review of the AEJMC Directory for that year, turned up only four, the accredited program at Arkansas State, and at Sam Houston State University in Huntsville, Tex., at Morehead State in Kentucky, and at Western Michigan. This author was the last graduate of the University of Iowa community journalism sequence, in 1969. The Ohio State survey also showed only 13 community journalism majors in 1989, and there were no graduating students in the sequences (Becker 4).

At Arkansas State, the community journalism sequence is the journalism department's smallest option, with fewer than 10 students enrolled in 1991, Chair Joel Gambill said in a telephone interview (1). And he added that many news-editorial option students forego community journalism and go to work on weeklies anyway. Incidentally, the community journalism course itself is taught "only irregularly" at Arkansas State because of lack of demand (Gambill 1). The University of Missouri's prestigious journalism school, founded with a strong weekly background, deleted its community journalism sequence in late 1970s (Scott 1).

Stigma of Weeklies--Problems of Perceptions

If journalism schools are at odds with the daily press and its associations, they come under even more harsh fire

from weekly newspaper journalists.

In 1989, Pfister found that Michigan weekly newspaper professionals were more dissatisfied with journalism education than daily professionals (27).

A study at St. Cloud State University in 1985 revealed that weekly newspapers in Minnesota had not hired one journalism graduate in eight years (Albertson 83).

Albertson, in his 1985 masters' thesis, said the problems facing both weeklies and journalism education centered around two areas:

Weekly publishers and editors, based upon literature cited and questionnaires used in this study, have had little help from journalism schools in research, manpower, or understanding. The weeklies are not satisfied with the journalism graduates now being produced. The schools must overcome the prevalent attitude that rural newspapers practice "hick journalism" of a quality beneath the dignity of their programs and products. (5)

Problems of Perception

Perception is a problem for the students in journalism education also, the 1991 Colorado convention heard:

Panelists said students graduate with the impression that a weekly newspaper job will not lead to a job at a daily or give them the same experience....students think weeklies are "down on the farm" papers, educators spend little time teaching "weekly orientation," and daily editors sometimes carry prejudices against hiring from the weekly newspapers. (Wyatt 12)

Bill Winter of the American Press Institute, agreed that there is a weekly "stigma," arguing that although some educators might deny it, large universities would rather present accreditation people with a list of graduates

working at metro dailies than at weeklies, putting weeklies in a political disadvantage for getting new graduates to work for them (Wyatt 13).

Buckley reported that suburban publishers had complained for years that journalism schools had generally ignored what they were trying to do editorially. But the image of the suburban press hurt, critics contended, given what they assumed were the traditional editorial shortcomings of the suburban press. Suburban publishers were told that if they showed an interest in producing a quality editorial product, journalism schools across the country would rush to help them (Buckley 165). They were urged to offer college graduates better opportunities for high professional performance (Buckley 165).

Based on that advice, they turned to Northern Illinois University, 60 miles west of Chicago, for research and help. Apparently however, the journalism schools didn't rush in, and while Northern Illinois publishes the Grassroots Editor, it has no specific program for suburban weeklies (Buckley 256).

Perceptions Affect Employment

Albertson contended that perceptions in college may affect job hunting:

Part of the reason for the relatively small number of graduates going to the weeklies may be the feedback they receive in college that the "real world" of print journalism is in the dailies. "Staffers and editors of non-dailies are regarded as second-class journalistic

citizens by teachers and students," says one former editor who is now a journalism teacher. (70)

Another factor cited by Albertson was that journalism schools may give the impression that there are simply not many jobs available in weeklies (79).

The paradox of ignoring weeklies even though they may be where the jobs may be was noted in a 1980 survey of 366 daily and 300 weekly newspapers:

...while many journalism programs at worst snub and ridicule weekly newspapers and ignore their special training requirements, this survey indicates that perhaps three times as many young journalism graduates are being hired by weeklies as by the daily newspapers. (Mills 12)

The 1991 Colorado Press Association survey showed that while the state has far more weekly newspapers than dailies, the dailies hired almost twice as many journalism school graduates as non-journalism school graduates out of 525 new hires, although 82 percent had at least one to three years' experience. About 40 percent of the weeklies new hires were journalism graduates with less than a year's experience. The total number of weekly hires was not reported (Wyatt 13). In Ohio State's 1988 survey, Becker reported that weeklies employed only 5.6 percent of that year's journalism school graduates (Becker 4).

The disparity between graduates working for dailies and weeklies was great in 1982, and despite the lack of research, there is little to indicate the situation has improved. In 1982, 2,200 graduates went to work on dailies, and only 800 on weeklies (Genovese 45).

Albertson found that only 50 percent of weekly journalism editors in the three-state area had degrees, and not all of those were journalism degrees (76). Publishers in those three states outlined three reasons more editors didn't have degrees: "Sixteen publishers say they cannot afford to hire college journalists, thirteen say they don't apply, and thirteen say they are not trained for weeklies..." (Albertson 78).

Where the Jobs Are

However weeklies are a growing employment source for students. Byron Scott, chair of the news-editorial department at the University of Missouri, which no longer has a community journalism sequence, noted in a telephone interview that the suburban weeklies in St. Louis, for instance, probably hire six journalism graduates for every one hired by the St. Louis Post Dispatch (1).

The problem of what to do with weekly newspapers in the journalism education curriculum was summarized by Gilbert L. Fowler Jr., of Arkansas State University in Journalism Educator in 1983:

Like many schools of journalism, Arkansas State University has found it difficult to serve both daily and weekly newspapers in a single academic program. The dilemma of producing a curriculum that is specialized enough to train students in the necessary skills for daily newspaper reporting and yet is flexible enough for students who will work on a weekly newspaper--with the "jack-of-all-trades" concept of being simultaneously the editor, circulation and advertising manager, and production supervisor--is more than a single program can hope to accomplish. (39)

He also outlined the emphasis on daily newspapers that most journalism schools have:

...our school, like many others, has had the tendency to tailor our program toward the larger daily press. This has probably occurred for several reasons. Academia tends to hire professionals with expertise on the larger, seemingly more prestigious, newspapers. Also, available texts frequently used in journalism have been authored by those who have worked in the metro-press. Perhaps, too, there is a tendency to daydream and see the huge metro as the end goal of all journalism students.... (Fowler 39)

An optimistic evaluation of education for community journalism came out of a 1979 Association for Education in Journalism survey which found five schools with sequences, and 50 schools or departments "recognizing its growing importance" (Q. Wilson 9). The study found that 20 schools reported teaching a community journalism sequence, and that 12 would offer a course if "faculty and funds become available" (Q. Wilson 9). Currently however, of the five universities that had sequences in 1979, three no longer have them, according to the AEJMC 1990 Directory (4-48).

There appears to be a widening chasm between journalism schools and community newspapers, and both probably contribute to the problem, according to some experts, Albertson found (83). He argued that schools may be giving students the wrong impressions about weeklies, but that weeklies have done little to support journalism schools or encourage students to come to the weeklies (Albertson 83).

Do Weeklies Need Specialized Curriculum?

AEJMC executive secretary Quintus Wilson in 1973 noted one practice that probably characterizes the way most journalism schools are dealing with weeklies--integration into existing courses: "Twenty administrators contend that, at their institutions, problems related to community journalism are discussed and integrated into Newspaper Management and other courses" (9). He also noted that 33 schools and departments opposed community sequences, and quoted respondents, whose viewpoints which may be typical of the majority today: "We would hope our general journalism majors receive broad enough training to work on any newspaper" (10).

That statement summarizes a recurring conflict of opinion in journalism education. Does the general newspaper emphasis, news-editorial sequence, or whatever it is called, adequately prepare students to work on weeklies, or is specialized training necessary?

Fowler noted that there was a great deal of overlap in the basic entry-level skills needed by any journalist, but that there also are considerable differences in the end products needed by the big daily and the weekly press (Fowler 39).

Among the areas the task force recommended instruction in was management, and Buckley, in a telephone conversation, said he believed that journalism schools "must" put in a

management element to meet the needs of weeklies, suburban or rural (Buckley 1).

The need for special training for rural weeklies was summarized by Albertson:

...a major obstacle to finding qualified newsroom personnel for the rural weeklies seems to be the wide range of skills publishers expect from journalists and the lack of glamour in rural weekly journalism. (32)

In 1981, Neale Copple, the dean of the University of Nebraska journalism school, agreed: "No longer is it editorial vs. the backshop. Now the newsroom is the backshop (Copple 5).

Arkansas State adopted the community journalism program after working with weekly journalists in the state, and the program departed from the standard news-ed core by adding "almost a minor" in business and economics, said Joel Gambill, department chairman, in a telephone interview (1).

Albertson concluded that college journalism programs generally are not encouraging students to consider careers on weeklies, and are not preparing them to work there because the programs have become too specialized. But he also blamed community newspaper publishers for not working with the schools, and for offering the pay and benefits necessary to attract graduates (98.) Considering the overall picture in the three states, Albertson wrote that "Rural weekly newspapers and academia seem to be drawing farther apart at a time when each faces increasing challenges in marketing its products. A renewed partnership could be

valuable for both" (Albertson iv).

Commenting on the lack of emphasis on weekly newspapers in higher education, one panelist told the 1991 Colorado convention:

Journalism students are startled when I tell them there is a great experience to be had on a good weekly. I get phone calls from these students asking where these newspapers are. They should get that kind of counseling in the schools. (Wyatt 12)

Buckley's dissertation chronicled the history of the Suburban Newspaper Association as a product designed to improve the image of the suburban press to enhance its ability to attract national and chain advertising away from dailies (234).

Part of that overall mission, based on the assumption of a poor journalistic image of the suburban press, by advertisers at least, concentrated on improving its news product. At that stage, the SNA began working with Northern Illinois University.

Buckley noted that research "developed new ideas for reporting suburban life that had not been treated in standard journalism textbooks"(234). Northern Illinois advised SNA how to improve its members' editorial content quality by attracting college graduates:

(SNA education committee chairman Robert) Paddock hoped NIU research and teaching program would stimulate student interest in suburban journalism and prepare reporters for careers in the suburban field. (Buckley 235)

The implication was clear--traditional journalism news editorial programs were not doing the job. Long range plans

called on NIU to bring together the resources and talents of its journalism department, other academic disciplines and outside experts to address the problems and challenges of the suburban press. Buckley addressed the problem of journalism education only within the context of what it would do to help suburban weeklies improve their economic strength.

Changing Times and Changing Needs

While the suburban press is significantly different from the rural weekly, it shared some common problems: lack of respect among advertising and trade associations and in journalism schools, and a fight for survival in attracting advertising, as well as a need for plenty of local news coverage to attract readers.

The need for trained journalists was apparent, Buckley wrote:

It came to no surprise to the suburban newspaper industry that the key to community acceptance was the editorial content itself. There was a trend toward sophistication--requiring commitment to technology and management techniques. Product development required above all else more competent editors and reporters and better news and feature material. (140)

The problem of changing population bases was one common problem of both rural and suburban weeklies, as Buckley noted:

The synopsis showed newcomers not taking the established paper, not interested, using stores but not taking the paper, or being involved in local activities--they were strangers in a strange community. In many cases, one of the strangest things they

encountered was the hometown weekly. (46)

The need for trained journalists on weeklies was underlined by Albertson: "...there is ample evidence that rural communities are changing rapidly; and,...the communities are changing in some alarming ways for the future of weeklies"(72). Those threats were primarily people reading less, younger residents, commuters living in the community less interested in news--all weakening the ties between residents and the community (Albertson 74).

If neglected by the industry as a whole and by journalism schools, however, rural weekly newspapers are not neglected by their readers. A 1978 Louisiana study of rural residents found that they rely on weekly newspapers more than daily newspapers as a source of local information (Winford 2).

Weeklies Increasingly Share

Dailies' Concerns

Genovese summed up the changes affecting the weekly press:

Weeklies have become a not-so-distinguishable branch of the newspaper-business tree....Today's weekly...is typically owned by a group, printed by the offset press and edited by someone who is college trained--not necessarily in journalism--and probably putting out a very presentable-looking product.... (Presstime 42)

But except for rare feature articles in trade publications, these and other weekly newspaper problems are just ignored (Genovese 43).

Weekly newspapers are changing, breaking out of the stereotype of the rickety, rural Mom and Pop operation typical of the early years in the century. One study of changes in 81 Minnesota weeklies in 1986 summarized that change:

Today's weekly newspaper no longer fits that picture, especially if it is located in a fast-growing suburban area. The paper is likely to be part of a group of publications owned by a small corporation....Across the country, the weekly newspaper seems to have encountered great changes in circulation, competition, ownership and technology. (Guenther 863)

Another indication of the change taking place at weeklies is their increased marketability. They are becoming attractive newspaper properties for chains and investors because of their growth and profitability--and those characteristics are results of weeklies' peculiar hold on their readers measured by growing circulation (Rykken 21). While the strength of the weekly is local news and high readership, Rykken cited problems however, especially in hiring qualified news staff, those with journalism degrees: "Few journalism students look upon weeklies as a desirable place to start their careers..." (Rykken 24).

Conclusion

The literature suggests two sides to the same argument about educating journalists for weeklies.

One viewpoint will continue to argue that journalism education is journalism education; that what is good journalism is good journalism; that news-editorial

journalism prepares a student to work on both daily and weekly newspapers, especially now that there is more similarity between their needs.

The other viewpoint is that since they are prospering and increasing in influence, the industry and journalism schools should pay more attention to weeklies' particular needs because that's where most graduates may find jobs.

The Colorado convention panelists didn't agree on whether there should be a "weekly orientation" in the journalism curricula, some arguing for it, and others, including Haiman, claiming there is no difference in how reporting, editing, and other basics should be taught (Wyatt 13). The questions remain unanswered.

The literature shows that weekly newspapers are largely ignored by trade associations and journalism schools, partially as a result of a daily newspaper mindset and domination in both the industry and in influencing journalism schools. Part of the problem with weeklies is perception, and part of the problem belongs to the weeklies, especially because of their traditional low pay, but dailies increasingly are not hiring new journalism school graduates. Weekly newspapers are growing in influence and economic strength in America, and may develop into the leading employers of new news-editorial graduates. As indicated by the lack of research and solid demographic data about weekly newspapers, journalism schools, along with the newspaper industry, just don't seem to know what to do about them.

Forty years ago, Wilbur Schramm and Merritt Ludwig noted that "The extraordinary hold which weekly newspapers have on their readers and the important part these papers play in socializing their communities have long been recognized" (Schramm 301).

Perhaps, but the recognition is apparently not by journalism schools, or those most affecting journalism schools and their curricula.

CHAPTER III

METHODOLOGY

General

Chapter three provides information on the research process and methodology used to gather and assess the data for the study, an assessment of journalism curriculum related to weekly newspapers. The hypotheses, research questions, and variables to be considered will be described, as well as the population and sample. The survey instrument, including the cover letter, will be described, explained and justified in detail. The chapter will also include plans for tabulating and analyzing the data.

The research methodology to be used is a mail survey, which will include an initial questionnaire with two follow-up mailings. The population is the 89 four-year colleges and universities in the United States that have journalism programs accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC 73). The list of institutions surveyed appears in Appendix A. The study thus includes those journalism programs recognized as meeting academic and industry standards for effective journalism education because they serve as a standard and model for other programs. Accordingly, those institutions

that only offer elective courses in journalism, or a program of study that doesn't meet the accreditation standards of the ACEJMC are not included. Although many institutions have more than one person who teaches news-editorial courses each year, one respondent from each institution was chosen to respond to the questionnaire.

Procedure

The cover letter and questionnaire were pretested by doctoral mass communication students and journalism professors for their comments on the content and clarity of the instrument.

The cover letter, questionnaire and postage-paid return envelope were mailed to the director or chairman of the journalism school/department of the 89 institutions in the study population on March 15, 1991.

A log was maintained to indicate when questionnaires were mailed, when follow-up mailings were made and when the responses were received. A follow up mailing consisting of a cover letter and the questionnaire was mailed April 3, shortly after the April 1 deadline stated in the original cover letter, and questionnaires not received by April 16 were not included in the survey.

The Survey Instrument

The survey instrument was a three-page mail questionnaire forwarded by cover letter to the journalism

school directors or department chairs of the 89 accredited institutions. The cover letter asked that the top administrator, or the person most knowledgeable about the news-editorial sequence, complete the questionnaire.

Content of Cover Letter

The cover letter was printed on the letterhead of Central State University Journalism Department, where the author is department chairman, to enhance the rate of return. Each letter was addressed by a mail-merge program to the specific administrator named in the 1990 AEJMC Directory, and signed by the author, as chairman of the department, all for the same reason.

The cover letter contained:

- a. The letter forwards a questionnaire that asks for information and attitudes about the place of weekly newspapers in the news-editorial instruction at that institution.
- b. The survey is a part of a doctoral dissertation concerned with journalism education.
- c. The survey should be given to and completed by the faculty person most knowledgeable about the content of news-editorial courses.
- d. Cooperation is urged. Failure to complete and return the survey by the deadline will detract from the value of the study for journalism educators.
- e. The survey should be returned within 14 days in the

addressed, postage-paid envelope included with the cover letter and survey.

g. Institutional and personal anonymity will be assured. All data will be reported in aggregate. The code number will be used only for keeping track of responses; it will be removed upon receipt of the completed survey.

h. Questions about the survey should be addressed to: Terry M. Clark, Department of Journalism, Central State University, Edmond, OK 73034; 405-341-2980, ext. 5122.

The revised cover letter in the second mailing acknowledged administrators' busy schedules, but it also emphasized the importance of the study as well as the individual's participation in the study. Deadlines will be emphasized.

A copy of the cover letter is contained in Appendix B. A copy of the follow-up letter is contained in Appendix C.

Content of the Questionnaire

A copy of the questionnaire is contained in Appendix D.

The questionnaire is organized into two sections:

Section I: Likert scale items to assess attitudes.

Section II: Demographics and information on the place of weekly newspaper instruction in the news-editorial program and department in general.

a. Instructions and code number. Basic instructions precede the questionnaire. The code number was used to keep track of responses and to indicate when follow-up mailing

was necessary. When a completed survey was received, the code number was removed to assure participants' anonymity.

Section I: Likert Scale Statements

This section will help identify attitudes of faculty members toward weekly newspapers and their place in the journalism curriculum. This section will collect information concerning the extent to which faculty members in the news-editorial sequence agree with the following statements, that:

a. A separate course in community journalism should be included in the curriculum.

b. Preparation for working on weekly newspapers is adequately covered in our existing news-editorial sequence.

c. Weekly newspapers are not an important job market for our graduates.

d. Weekly newspapers are a valuable training field for internships.

e. The role weekly newspapers play in American journalism today is insignificant as far as journalism education is concerned.

f. Generally the quality of weekly journalism in relation to journalism is inferior.

g. Generally, our journalism students consider weekly journalism inferior to daily journalism as a career choice.

h. Weekly newspapers are generally ignored in news-editorial courses.

i. Journalism graduates with coursework in community journalism have an advantage in the job marketplace over news-editorial graduates without the coursework.

j. A lack of room for additional required courses in the curriculum is an obstacle to increased instruction for community journalism.

k. Instructors' lack of background in community journalism is an obstacle to increased emphasis on community journalism.

Section II: Demographics and information on the place of weekly newspaper instruction in the news-editorial program

Responses to these items will aid in determining the extent of education related to weekly newspapers in the news-editorial sequences. They will also give data on the programs in general, and the professional background of the faculty. In addition, they form the basis for comparison with attitudes measured by the Likert scale items.

a. Number of years experience respondent has on daily or weekly newspaper, or wire service. This information is necessary to make a comparison of respondents' attitudes toward weekly newspapers and their importance to journalism education, as well as the importance of including weeklies in news-editorial education.

b. Number of journalism faculty the insitution has.

c. Number of faculty teaching in the news-editorial

sequence. These two items are important to show possible relationship between size of the program and amount of emphasis put on weekly newspapers. Part-time and full time faculty will be tabulated.

d. Number of news-editorial faculty with experience on newspapers. This will be tabulated for both weekly and daily newspapers. These answers are important because they are at the crux of much of the controversy surrounding journalism education today. They also are important for examining the possible relationships between types of media experience and the amount of emphasis placed on weekly newspapers.

e. What is the total enrollment of the journalism program in terms of majors. This will be tabulated into three categories; small (less than 400; medium (401-800); and large (Over 800).

f. How many majors are enrolled in news-editorial study. Both of these items are important because size of the program may be compared with possible emphasis on weekly newspapers.

g. Whether the program includes a community newspaper sequence. This is important because the AEJMC Directory only lists four such programs, compared to 10 listed five years ago (4-48). It is important to accurately define the extent of community journalism education.

h. What courses are required for the community journalism sequence that differentiate it from the news-editorial sequence.

i. How many majors are enrolled in community journalism.

j. Whether the program offers a specific course in community journalism. Again, each of these items is important to accurately describe the extent of community journalism education.

k. Whether the community journalism teacher has experience in weekly newspapers. This is important because of the value put on media experience by ACEJMC, journalism educators and the newspaper industry.

l. Whether the community journalism course is required in the news-editorial sequence. This item would help indicate importance of weekly newspaper coursework within framework of the news-editorial sequence.

m. Apart from any courses with weekly newspapers as their focus (if any), approximate amount of time respondent devotes to teaching about weekly newspapers in the news-editorial classes. This is important, since it will indicate how much emphasis is placed on weekly newspapers in the existing curriculum. It will also be a point of comparison with those programs with specific community journalism courses.

n. Estimate of amount of time devoted to weekly newspapers by other news-editorial instructors. This item will help broaden the scope of the answer to the previous question, to indicate emphasis put on weekly newspapers in the existing curriculum.

o. A ranking of the areas of instruction news-editorial programs need to place more emphasis on to prepare students for weekly newspapers. This is important because it will indicate possible areas of weakness in the news-editorial sequence related to weeklies. It will also be a point of comparison with the amount of class time the respondent reports devoting to teaching about weeklies, as well as the background of the respondent.

p. A ranking of reasons the respondent believes hinder weeklies from hiring more journalism graduates.

q. A ranking of reasons the respondent believes journalism schools ignore weekly newspapers in coursework.

Respondent ranks the top three. Both of these items are important because they will help compare respondent's opinions with the rest of the population.

r. How many of last year's news-editorial graduates are working for daily or weekly newspapers, working outside newspapers, or are unemployed. These answers are important because they indicate success and relevance of the journalism program. They will also become a source of comparison with graduates working for dailies and weeklies. It also would facilitate comparisons between success of teaching for weekly newspapers through the pervasive method and specific courses. Answers also will indicate job market conditions and perhaps show need to direct students toward work on weekly newspapers.

s. What respondent believes to be main obstacles to

journalism schools putting more emphasis on weeklies. Open-ended question allows respondent to list factors not covered by other survey questions. This is important for future study.

Analysis

A purpose of this study is to gather information about the nature and extent of emphasis on weekly newspapers provided by news-editorial educators at ACEJMC accredited colleges and universities. As an assessment, much of the analysis is descriptive only.

Items 12 through 25 of Section II will be tabulated as demographic data to form the basis for the assessment. Responses to numbers 26 through 30 will add perspective to the study. Responses to Section I, Likert scale items, will also be tabulated. However, these items will form the basis for several comparisons of particular interest, especially related to demographic data from Section II:

a. Extent of time spent on weekly newspapers as a function of experience of the educator. It is hypothesized that educators with experience on weekly newspapers will spend more time teaching about weekly newspapers than those educators with experience on daily newspapers. Complex Chi-square statistical tests will be used here to determine significance and strength of the relationships.

b. Attitudes toward weekly newspapers and their place in the news-editorial curriculum as a function of the

background of the respondent. It is hypothesized that respondents with experience in weekly newspapers will be more receptive to including community journalism in the curriculum, as opposed to those with daily newspaper experience who will believe news-editorial coursework is sufficient to prepare students for weekly work. It is also hypothesized that those educators with daily newspaper experience will have a lower opinion of weekly newspapers, and the need for separate community journalism instruction--as indicated in responses to the Likert scale items--than those with weekly newspaper experience. The differences between these various groups will be examined to determine supportability of the hypotheses. Complex Chi-square and simple Chi-square tests will be used to test for significant difference.

CHAPTER IV

FINDINGS AND ANALYSIS

Characteristics of Program Respondents

Of the 89 accredited journalism institutions in the sample, 78 responded to the initial survey and the follow-up mailing, for an overall response rate of 87.6 percent.

Of the 78 respondents to the survey, 23 (29.5 percent) reported experience working on daily newspapers; only five (6.4 percent) reported experience working on weekly newspapers; and 45 (57.7) percent, reported experience on both daily and weekly newspapers. One (1.3 percent) reported experience only on wire services. Four did not indicate their media experience.

For purposes of comparison, journalism programs were divided by total number of majors enrolled, into small (fewer than 400); medium (401-800); and large (more than 800). Thirty-seven of the respondents (47.4 percent) were from small programs; 26 (33.3 percent) from medium-sized; and 14 (17.9 percent) from large. One respondent left the question blank.

Specifically, 71 respondents listed total news-editorial enrollment as ranging from 20 to 600 majors, with a mean of 128 majors, although the wide range of enrollment

is indicated by a standard deviation of 92.712. There were seven respondents who left the item blank. The total news-editorial enrollment reported by respondents was 9,264, although it was apparent from marginal notes several respondents were estimating rather than reporting exact figures. Seventy-eight respondents reported total full-time journalism faculty ranging from one to 58, and the mean was 14.4, with a standard deviation of 9.00.

Seventy-six respondents reported the number of faculty members teaching full-time in the news-editorial sequence at 531, and ranging from one to 38, with a mean of 6.987. A majority of programs, 45, reported from three to six faculty. Fifteen programs (19.2 percent) reported three faculty; 10 programs (12.8 percent) reported four faculty; 11 programs (13.8 percent) reported five faculty; and nine programs (11.5 percent) reported six faculty.

Numbers of part-time faculty were impossible to accurately compile because respondents reported wide use of adjuncts and graduate assistants. In addition respondents reported the numbers of part-time faculty varying greatly from semester to semester. Also impossible to accurately determine from responses were the number of news-editorial faculty with daily, weekly, combined and wire experience. Responses were haphazard, with some 17 blanks, and others answered with "All of them," or check marks.

Only two programs (2.6 percent) reported having community journalism sequences, and there were two non-

responses to this item. Those two programs reported 12 majors and 100 majors. Eighteen programs (23.1 percent) offered a community journalism course, although several commented it was offered on an irregular basis, and there were five non-responses. Of the programs offering a community journalism course, 17 were taught by an instructor with weekly newspaper experience; only one of the programs required the course as part of the news-editorial sequence.

Assessment of Community Journalism

Education

Respondents reported spending little time teaching about weekly newspapers in their news-editorial classes. Seventy percent spent less than 10 percent of class time teaching specifically about weekly newspapers. Twenty-five (32.1 percent) spent less than five percent of their time teaching about weekly newspapers; 30 (38.5 percent) spent from five to 10 percent; 12 (15.4 percent) spent from 11 to 20 percent; four (5.1 percent) from 21 to 30 percent; and one (1.3 percent), more than 30 percent. There were six non-responses.

Respondents' estimate of the amount of time spent teaching about weekly newspapers by other news-editorial instructors was similar. Seventy-two percent estimated other instructors spent less than 10 percent of their time teaching specifically about weekly newspapers. Thirty-three (42.3 percent) estimated less than five percent of class

time was spent by other instructors; 23 (29.5 percent) estimated from five to 10 percent; 12 (15.4 percent), from 11 to 20 percent; two (2.6 percent), from 21 to 30; and one (1.3 percent), more than 30 percent. There were seven non-responses.

Asked to rank the top three areas of instruction news-editorial programs should place more emphasis on for better preparation for weekly newspaper careers, respondents favored editing, management, advertising and local government. Table I indicates the frequency of recommendations.

TABLE I

RESPONDENTS' MOST FREQUENT RECOMMENDATIONS FOR
ADDITIONAL INSTRUCTION FOR WEEKLY NEWSPAPERS

Subject	First Choice	Second Choice	Third Choice	Total
Editing	16	4	6	26
Management	10	5	6	21
Advertising	7	10	6	23
Local Gov't.	5	13	5	23
No Additional Courses Needed	24			

Editing received 16 first-place votes, four second-place votes, and six third-place votes. Management received 10 first-place votes, five-second place votes, and 16 third-

place votes. Advertising received seven first-place votes, 10 second-place, and six third-place, while local government received five first-place votes, 13 second-place votes, and 5 third-place votes. However, 24 respondents indicated they didn't believe any extra courses were needed, and four left the question blank.

Table II indicates the way respondents ranked the top three reasons they believed that weeklies don't hire more journalism graduates, with low pay the main reason.

TABLE II
RESPONDENTS' MOST FREQUENT REASONS WEEKLIES
DON'T HIRE MORE JOURNALISM GRADUATES

Subject	First Choice	Second Choice	Third Choice	Total
Low Pay	55	9	3	67
Poor Image	7	17	16	40
Lack of Advancement	4	21	18	43
Lack of Job Opportunity	4	10	9	23

A total of 67 respondents, 88 percent of the total, believed low pay was one of the top three reasons weeklies don't hire more journalism graduates. Fifty-five respondents ranked lower pay as the main reason, 9 listed it as the second reason, and three listed it as the third reason. Seven

respondents believed the poor image of weekly newspapers was the main reason, 17 listed it as the second reason, and 16 listed it as the third reason. Lack of job opportunities brought four first-place rankings, 10 second-place, and 9 third-place. Lack of potential for advancement also had four first-place rankings, 21 second-place and 18 third-place. Only one respondent listed lack of educational preparation as the first reason; four listed it as the second reason, and one as the third.

Eight respondents listed other reasons for first, second and third choices. Not all respondents ranked three choices--some just used check marks, or ranked one or two opinions--and there were five who left the question blank. As Table III shows, those who indicated "other" for a reason put most of the blame on weekly newspapers.

TABLE III

REASONS GIVEN AS OTHER FACTORS WEEKLIES
DON'T HIRE MORE JOURNALISM GRADUATES

 --"A lack of initiative by weeklies."
 --"Weeklies are crying for our graduates, we can't fill the requests, but the pay is low."
 --"Weeklies are more likely to hire part time people from the community regardless of journalism training."
 --"Location, not that many students want to work in areas serviced by weeklies."
 --"Too little promotion by weeklies."
 --"Failure to offer paid internships."
 --"Fewer jobs available at weeklies."

Respondents ranked the image of the poor journalistic quality of the weekly press as the main reason journalism schools generally ignore the weekly press in coursework, as Table IV indicates.

TABLE IV
RESPONDENTS' MOST FREQUENT REASONS JOURNALISM
SCHOOLS GENERALLY IGNORE WEEKLY NEWSPAPERS

Subject	First Choice	Second Choice	Third Choice	Total
Poor Image	17	15	6	38
Lack of Job Opportunity	15	9	7	31
Lack of Faculty Background	6	5	9	20
Lack of Weekly Interest	3	10	6	19
Lack of Information	3	5	5	13
Other	22	2	3	27

Thirty-eight respondents ranked the poor image of the weekly press as one of the top three reasons. Seventeen ranked that reason as their first; 15 picked it as the second reason, and nine ranked it third. Fifteen respondents ranked the lack of job opportunities in the weekly press as the main reason; while nine ranked that reason second, and seven ranked it third. Lack of interest by the weekly press was ranked first by three respondents; second by 10 and third by

six. Lack of faculty background in the weekly press drew six first-place rankings, five second-places, and nine third-places. Lack of information about the weekly press was ranked first three times, and also received five second- and third-place rankings.

Table V indicates the "other reasons" respondents cited for journalism schools generally ignore weekly newspapers.

TABLE V

REASONS GIVEN AS OTHER FACTORS WHY JOURNALISM
SCHOOLS IGNORE WEEKLIES IN COURSEWORK

Instruction should be identical:

--"What you need to know to work on a weekly is not viewed as that much different from what you need to work on a daily."

--"Weeklies are considered to be subsumed in study of dailies."

--"They assume that reporting is the same for weeklies and dailies."

--"Why should I be teaching something beside sound newsreporting and writing?"

--"The trend is away from media specific preparation."

--"So much of training is the same for daily and weekly."

--"There is no need to teach anything but good journalism, it applies to both."

--"Reporting, editing, writing is basically the same for a daily or weekly."

Interests of the students:

--"Mind-set favoring dailies by students."

--"Lack of interest in weeklies by students."

--"Lack of student interest in career in weeklies."

Increasing urbanization:

--"We are in urban market with 16 dailies within reach of public transit system."

___"Journalism schools in non-metro settings may not ignore weeklies."

TABLE V (Continued)

Lack of materials:

--"Limited material at undergraduate level which applied only to weeklies."

Faculty attitudes:

-- "The faculty believes weeklies ought to be real newspapers, and thus they are treated differently from dailies."

Twenty-two respondents, in Table V, ranked other reasons first; two ranked other reasons second, and three ranked other reasons third. Of the other reasons, 11 respondents cited "poor pay" as the major reason. Not all respondents ranked three choices--some just using check marks, or ranking one or two opinions--and 12 left the item blank. Among the other reasons cited, several believed there should be no difference in the instruction.

Respondents' estimations of last year's news-editorial employment varied greatly, with 30 respondents leaving the question blank. Others rendered answers in numbers, percentages and fractions. For purposes of tabulation, the answers were converted to percentages. The mean response estimated 44 percent of the graduates working for daily newspapers; 17.9 percent working for weekly newspapers; 35.5 percent working outside newspapers; and 12 percent unemployed or attending graduate school.

Faculty Attitudes Toward Weekly Newspapers
and the Newspapers' Place in
News-Editorial Curriculum

In measuring respondents' attitudes toward the weekly press, and its importance in the journalism curriculum, respondents' professional experience was noted. In comparisons between those with daily and weekly experience, using complex Chi-squares, with 10 of the 11 5-point Likert scale questions, no significant statistical relationships were found. Many of the cells had a frequency of less than 5, but when simple Chi-squares were run on those cells with sufficient numbers, there was still no statistical significance discovered. For each of the following tables, the range of values for responses is from 1 to 5, with a "1" representing "strongly agree" and a "5" representing "strongly disagree." "SA" means "strongly agree," "A" means "agree," "U" means "undecided," "D" means "disagree," and "SD" means "strongly disagree.

Table VI, on the next page, compares respondents' agreement with the statement that the a separate community journalism course should be included in the curriculum, based on their professional experience on either daily or weekly newspapers, or with combined experience. Of 73 responses, 62 percent either disagreed or strongly disagreed with the need for a separate community journalism course. Twelve percent were undecided and 26 percent agreed with the

statement. On the five-point scale, mean response was 3.4658, showing the general disagreement with the statement. There was no significant difference among respondents with daily, weekly or combined experience (Chi-square of 12.77 at the 95 percent confidence level).

TABLE VI

EXTENT OF AGREEMENT WITH THE STATEMENT THAT A SEPARATE COURSE IN COMMUNITY (WEEKLY) JOURNALISM SHOULD BE INCLUDED IN THE CURRICULUM OF THIS INSTITUTION

Opinion	Dly		Wkly		Both		All	
SA	3	(13%)	1	(20%)	1	(3%)	5	(7%)
A	5	(22%)	0	(0%)	9	(20%)	14	(19%)
U	3	(13%)	1	(20%)	5	(11%)	9	(12%)
D	10	(43%)	1	(20%)	21	(46%)	32	(43%)
SD	2	(9%)	2	(40%)	9	(20%)	14	(19%)
Total	23	(100%)	5	(100%)	41	(100%)	73	(100%)
Mean	3.13		3.60		3.62		3.46	

Table VII, on the next page, shows that respondents, based on their professional experience on either daily or weekly newspapers, or with combined experience, tended to agree with the statement that preparation for working on weekly newspapers is adequately covered in existing news-editorial courses. Of 74 responses, 69 percent agreed or strongly agreed with the statement that preparation for working on weekly newspapers is adequately covered in

existing news-editorial sequences. Eight percent were undecided and 23 percent disagreed. On the five-point scale, mean response was 2.3836, showing general agreement. There was no significant difference between respondents according to their professional experience (Chi-square of 6.22 at the 95 percent confidence level).

TABLE VII

EXTENT OF AGREEMENT WITH THE STATEMENT THAT PREPARATION
FOR WORKING ON WEEKLY NEWSPAPERS IS ADEQUATELY COVERED
IN EXISTING NEWS-EDITORIAL SEQUENCE

Opinion	Dly		Wkly		Both		All	
SA	3	(13%)	1	(20%)	8	(18%)	12	(16%)
A	11	(48%)	3	(60%)	24	(53%)	39	(53%)
U	3	(13%)	1	(20%)	2	(4%)	6	(8%)
D	6	(26%)	0	(0%)	11	(25%)	17	(23%)
SD	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Total	23	(100%)	5	(100%)	45	(100%)	74	(100%)
Mean	2.52		2.00		2.35		2.38	

Table VIII, on the next page, shows respondents disagreed with the statement that the weekly newspapers' role is insignificant in journalism education. Of 72 responses, 82 percent disagreed and strongly disagreed, 11 percent were undecided, and only six percent agreed. On the five-point scale, the mean response of 4.1250 was the strongest negative mean among the different Likert items.

There was no significant difference in the respondent groups (Chi-square of 10.16 at the 95 percent confidence level).

TABLE VIII

EXTENT OF AGREEMENT WITH THE STATEMENT THAT THE ROLE
WEEKLY NEWSPAPERS PLAY IN AMERICAN JOURNALISM
TODAY IS INSIGNIFICANT AS FAR AS JOURNALISM
EDUCATION IS CONCERNED

Opinion	Dly		Wkly		Both		All	
SA	0	(0%)	0	(0%)	1	(2%)	1	(1%)
A	2	(8%)	1	(20%)	1	(2%)	4	(6%)
U	2	(8%)	0	(0%)	5	(11%)	7	(11%)
D	11	(49%)	3	(60%)	19	(43%)	33	(45%)
SD	8	(35%)	1	(20%)	18	(40%)	27	(37%)
Total	23	(100%)	5	(100%)	44	(100%)	72	(100%)
Mean	4.08		3.80		4.18		4.12	

Table IX, on the next page, shows respondents disagreed with the statement that weekly newspapers are not an important job market for their graduates. Of 73 responses in Table IX, 71 percent disagreed, only four percent were undecided, and 25 percent agreed. Mean response on the five-point scale was 3.6986, showing general disagreement. There was no significant difference among respondents (Chi-square of 9.75 at the 95 percent confidence level).

TABLE IX

EXTENT OF AGREEMENT WITH THE STATEMENT THAT WEEKLY NEWSPAPERS
ARE NOT AN IMPORTANT JOB MARKET FOR GRADUATES

Opinion	Dly		Wkly		Both		All	
SA	0	(0%)	1	(20%)	2	(4%)	3	(4%)
A	5	(22%)	1	(20%)	9	(20%)	15	(21%)
U	1	(4%)	1	(20%)	1	(2%)	3	(4%)
D	10	(43%)	1	(20%)	21	(47%)	32	(44%)
SD	7	(31%)	1	(20%)	12	(27%)	20	(27%)
Total	23	(100%)	5	(100%)	45	(100%)	73	(100%)
Mean	3.82		3.00		3.71		3.69	

Table X shows that respondents tended to agree with the statement that weekly newspapers are a valuable training field for internships.

TABLE X

EXTENT OF AGREEMENT WITH THE STATEMENT THAT WEEKLY NEWSPAPERS
ARE A VALUABLE TRAINING FIELD FOR INTERNSHIPS

Opinion	Dly		Wkly		Both		All	
SA	7	(30%)	2	(40%)	10	(23%)	19	(27%)
A	11	(48%)	2	(40%)	23	(51%)	36	(49%)
U	2	(9%)	0	(0%)	6	(13%)	8	(11%)
D	3	(13%)	1	(20%)	5	(11%)	9	(12%)
SD	0	(0%)	0	(0%)	1	(2%)	1	(1%)
Total	23	(100%)	5	(100%)	45	(100%)	73	(100%)
Mean	2.04		2.00		2.20		2.13	

Of 73 respondents, in Table X, 76 percent expressed agreement, 11 percent was undecided, and 13 percent disagreed. Mean response on the five-point scale of 2.1370 showed general agreement. No significant difference was found among respondents based on their professional experience (Chi-square of 6.19 at the 95 percent confidence level).

Table XI shows that respondents agreed with the statement that the quality of weekly journalism is generally inferior to daily journalism.

TABLE XI

EXTENT OF AGREEMENT WITH THE STATEMENT THAT THE QUALITY
OF WEEKLY JOURNALISM IN RELATION TO DAILY JOURNALISM
IS GENERALLY INFERIOR

Opinion	Dly		Wkly		Both		All	
SA	1	(4%)	0	(0%)	2	(4%)	3	(4%)
A	15	(65%)	3	(60%)	26	(59%)	44	(61%)
U	2	(8%)	2	(40%)	6	(14%)	10	(14%)
D	5	(21%)	0	(0%)	10	(23%)	15	(21%)
SD	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Total	23	(100%)	5	(100%)	44	(100%)	72	(100%)
Mean	2.47		2.40		2.54		2.51	

Of 72 responses, 65 percent expressed agreement, 14 percent were undecided, and 21 percent disagreed. Mean response on the five-point scale was 2.5139, showing overall approval.

No significant difference was found among respondents according to their professional experience. (Chi-square 5.80 at the 95 percent confidence level).

Table XII shows that respondents agreed with the statement that journalism students consider weekly journalism inferior to daily journalism as a career choice.

TABLE XII

EXTENT OF AGREEMENT WITH THE STATEMENT THAT JOURNALISM
STUDENTS GENERALLY CONSIDER WEEKLY JOURNALISM
INFERIOR TO DAILY JOURNALISM
AS A CAREER CHOICE

Opinion	Dly		Wkly		Both		All	
SA	2	(9%)	2	(40%)	7	(16%)	11	(16%)
A	16	(70%)	3	(60%)	32	(71%)	51	(70%)
U	4	(17%)	0	(0%)	3	(7%)	7	(9%)
D	1	(4%)	0	(0%)	3	(7%)	4	(5%)
SD	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Total	23	(100%)	5	(100%)	45	(100%)	73	(100%)
Mean	2.17		1.60		2.04		2.05	

Of 73 responses, 86 percent expressed agreement, nine percent was undecided, and five percent disagreed. Mean response was 2.0548, showing general agreement. There was no significant difference among respondents (Chi-square of 9.24 at the 95 percent confidence level).

Table XIII, on the next page, shows that respondents

tended to disagree with the statement that weekly newspapers are generally ignored in news-editorial courses. Of 72 respondents, 58 percent disagreed, nine percent was undecided, and 33 percent agreed. Mean response on the five-point scale was 3.260, showing the general disagreement. There was no significant difference between respondents according to their professional experience (Chi-square of 6.55 at the 95 percent confidence level).

TABLE XIII

EXTENT OF AGREEMENT WITH THE STATEMENT THAT
WEEKLY NEWSPAPERS ARE GENERALLY IGNORED
IN NEWS-EDITORIAL COURSES

Opinion	Dly		Wkly		Both		All	
SA	1	(5%)	0	(0%)	2	(4%)	3	(4%)
A	6	(27%)	2	(40%)	12	(27%)	20	(29%)
U	1	(5%)	1	(20%)	5	(11%)	7	(9%)
D	12	(54%)	2	(40%)	25	(56%)	39	(54%)
SD	2	(9%)	0	(0%)	1	(2%)	3	(4%)
Total	22	(100%)	5	(100%)	45	(100%)	72	(100%)
Mean	3.36		3.00		3.24		3.26	

Table XIV, on the next page, shows respondents were divided on the statement that community journalism coursework would give graduates an advantage in the job marketplace over news-editorial graduates without the coursework. Respondents were almost evenly divided: 35

percent agreed, 30 percent was undecided, and 35 percent disagreed. Mean response on the five-point scale was 3.0822, showing the division of opinion. There was no significant difference among respondents according to experience (Chi-square of 7.22 at the 95 percent confidence level).

TABLE XIV

EXTENT OF AGREEMENT WITH THE STATEMENT THAT JOURNALISM GRADUATES WITH COURSEWORK IN COMMUNITY JOURNALISM HAVE AN ADVANTAGE IN THE JOB MARKETPLACE OVER NEWS-EDITORIAL GRADUATES WITHOUT THE COURSEWORK

Opinion	Dly		Wkly		Both		All	
SA	2	(8%)	0	(0%)	3	(6%)	5	(7%)
A	7	(30%)	1	(20%)	12	(26%)	21	(28%)
U	8	(35%)	1	(20%)	13	(30%)	22	(30%)
D	5	(21%)	2	(40%)	9	(20%)	16	(21%)
SD	1	(4%)	1	(20%)	8	(18%)	10	(14%)
Total	23	(100%)	5	(100%)	45	(100%)	74	(100%)
Mean	2.82		3.60		3.15		3.08	

Table XV, on the next page, shows respondents tended to disagree with the statement that instructors' lack of background is an obstacle to increased emphasis on community journalism. Of 73 responses, shown in Table XV, 68 percent disagreed, five percent was undecided, and 27 percent agreed. Mean response on the five-point scale was 3.5342, showing general disagreement. There was no significant

difference among respondents according to their professional experience (Chi-square of 11.96 at the 95 percent confidence level).

TABLE XV

EXTENT OF AGREEMENT WITH THE STATEMENT THAT INSTRUCTORS' LACK OF BACKGROUND IN COMMUNITY JOURNALISM IS AN OBSTACLE TO INCREASED EMPHASIS ON COMMUNITY JOURNALISM

Opinion	Dly		Wkly		Both		All	
SA	1	(4%)	0	(0%)	1	(2%)	2	(3%)
A	6	(26%)	1	(20%)	10	(23%)	17	(24%)
U	3	(13%)	0	(0%)	1	(2%)	4	(5%)
D	12	(53%)	4	(80%)	24	(53%)	40	(55%)
SD	1	(4%)	0	(0%)	9	(20%)	10	(13%)
Total	23	(100%)	5	(100%)	45	(100%)	73	(100%)
Mean	3.26		3.60		3.66		3.53	

Table XVI, on the next page, shows that respondents agreed with the statement that a lack of room for additional required courses in the curriculum is an obstacle to increased instruction for community journalism. Of 78 responses, 79 percent agreed, six percent was undecided, and 15 percent disagreed. Mean response on the five-point scale was 2.205, showing overall approval. There was no significant difference among the views of respondents regardless of the size of enrollment of institutions--small, medium or large.

TABLE XVI

EXTENT OF AGREEMENT WITH THE STATEMENT THAT A LACK OF ROOM
FOR ADDITIONAL REQUIRED COURSES IN THE CURRICULUM
IS AN OBSTACLE TO INCREASED INSTRUCTION
IN COMMUNITY JOURNALISM

Opinion	Small	Medium	Large	All
SA	10 (28%)	4 (15%)	4 (28%)	18 (23%)
A	20 (55%)	17 (63%)	6 (42%)	43 (56%)
U	1 (3%)	2 (7%)	2 (15%)	5 (6%)
D	5 (14%)	4 (15%)	2 (15%)	12 (15%)
SD	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	36 (100%)	27 (100%)	14 (100%)	78 (100%)

Table XVII shows the amount of time respondents reported devoting to weekly newspapers in news-editorial classes.

TABLE XVII

APPROXIMATE TIME DEVOTED TO TEACHING ABOUT WEEKLY
NEWSPAPERS IN NEWS-EDITORIAL COURSES BY
RESPONDENT IN TERMS OF SIZE OF DEPARTMENT

	<5%	5-10%	11-20%	21-30%	>30%	Total
Sml.	13 (37%)	11 (32%)	7 (20%)	3 (9%)	1 (2%)	35 (100%)
Med.	8 (33%)	10 (42%)	5 (20%)	1 (4%)	0 (0%)	24 (100%)
Lrg.	4 (40%)	6 (60%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)
All	24 (34%)	30 (42%)	12 (17%)	4 (6%)	1 (1%)	71 (100%)

Of 71 responses, in Table XVII, 76 percent spent less than 10 percent of their time, 17 percent spent from 11 to 20 percent of their time, and seven percent spent more than 20 percent of their time. There was no significant relationship between department size and time devoted to weeklies (Chi-square of 11.3 at the 95 percent confidence level).

Table XVIII shows respondents' estimates of the time other news-editorial instructors generally devoted to weekly newspapers in news-editorial classes, compared by sizes of departments.

TABLE XVIII

RESPONDENTS' ESTIMATES OF APPROXIMATE TIME DEVOTED TO
TEACHING ABOUT WEEKLY NEWSPAPERS IN NEWS-EDITORIAL
COURSES IN TERMS OF SIZE OF DEPARTMENT

	<5%	5-10%	11-20%	21-30%	>30%	Total
Sml.	14 (41%)	10 (29%)	7 (21%)	2 (6%)	1 (3%)	34 (100%)
Med.	12 (50%)	7 (29%)	5 (21%)	0 (0%)	0 (0%)	24 (100%)
Lrg.	6 (50%)	6 (50%)	0 (0%)	0 (0%)	0 (0%)	12 (100%)
All	32 (46%)	23 (33%)	12 (17%)	2 (3%)	1 (1%)	70 (100%)

Of 70 responses, 79 percent estimated colleagues spent 10 percent or less of their time devoted to weekly newspapers. Seventeen percent estimated from 11 to 20 percent, and four percent estimated more than 20 percent. There was no

significant relationship between department size and time devoted to weeklies (Chi-square of 10.3 at the 95 percent confidence level).

Table XIX shows how respondents, compared by their professional experience, estimated the amount of time they devoted to teaching about weekly newspapers.

TABLE XIX

APPROXIMATION OF TIME DEVOTED TO TEACHING ABOUT WEEKLY
NEWSPAPERS IN NEWS-EDITORIAL COURSES, IN TERMS
OF BACKGROUND OF INSTRUCTOR

	<5%	5-10%	11-20%	21-30%	>30%	Total
Dly	11 (52%)	6 (28%)	2 (10%)	1 (5%)	1 (5%)	21 (100%)
Wkly	1 (20%)	3 (60%)	1 (20%)	0 (0%)	0 (0%)	5 (100%)
Both	12 (28%)	20 (48%)	7 (17%)	3 (7%)	0 (0%)	42 (100%)
All	24 (36%)	29 (42%)	10 (14%)	4 (6%)	1 (2%)	68 (100%)

Of 68 responses, 78 percent devoted 10 percent or less of their class time to teaching about weekly newspapers. There was no significant relationship on the amount of time on weeklies and respondents' professional experience (Chi-square of 9.90 at the 95 percent confidence level).

Table XX, on the next page, compares the amount of time devoted to teaching about weekly newspapers and the answer to question six about attitudes on the quality of the weekly

press. Of the 71 responses, 76 percent reported spending 10 percent or less of their time devoted to teaching about weekly newspapers. There was no significant relationship in the amount of time spent teaching about weeklies and the respondents' view of weeklies (Chi-square of 8.39 at the 95 percent confidence level).

TABLE XX

APPROXIMATE TIME DEVOTED TO TEACHING ABOUT WEEKLY NEWSPAPERS
IN NEWS-EDITORIAL COURSES IN TERMS OF ATTITUDE TOWARD
QUALITY OF WEEKLY NEWSPAPER

	<5%	5-10%	11-20%	21-30%	>30%	Total
SA	2 (67%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)
A	15 (33%)	21 (46%)	7 (15%)	2 (4%)	1 (2%)	46 (100%)
U	5 (45%)	4 (36%)	2 (19%)	0 (0%)	0 (0%)	11 (100%)
D	3 (27%)	3 (27%)	3 (27%)	2 (19%)	0 (0%)	11 (100%)
SD	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (100%)
All	25 (35%)	29 (41%)	12 (17%)	4 (6%)	1 (1%)	71 (100%)

Obstacles to a Greater Emphasis
on Weekly Newspapers

In regard to question 30, an open-ended question, respondents delineated several obstacles to putting greater emphasis on weekly newspapers in journalism today.

The most common responses, phrased in different ways, were low pay offered by weekly newspapers, and lack of

opportunity for advancement. A compendium of comments follows:

"Many weeklies are not hiring college grads of any major. They are paying low wages and relying on women who work part time with no benefits or at a low annual salary because their spouse is employed in the community. These women often do excellent work for low pay, but the jobs are not appealing to young college grads."

"Our placement rate for graduates who want a job is 100%. Some weekly groups are just not competitive salary-wise and, therefore, cannot attract graduates. If it's the West Palm Beach Post vs The Allen County News, the graduate opts for the West Palm Beach Post."

"...if weekly newspapers want to attract more j-school grads, they must pay more, with the salaries at most weeklies, a reporter immediately qualifies for food stamps. This is an embarrassment. The purpose of a college education is not to prepare students for a job that pays the equivalent of Burger King trainees. Weekly publishers are notorious for hiring for the lowest minimum possible and then can't understand why j-schools don't pay more attention to weekly journalism.... don't expect me to waste my effort preparing students for a \$14,000 a year job."

"Weeklies pay lousy; weeklies are preoccupied with profits, not journalism."

Another obstacle identified by several was what two identified as the "crowded curriculum." One respondent

simply scrawled: "ACEJMC restrictions."

Other comments in the same vein follow:

"The problem is lack of time in course structure, lack of priority."

"We don't have enough full-time faculty, or funds for adjuncts to expand curriculum."

"Curriculum restrictions(electives already crowded; other commitments of faculty)."

Other cited obstacles involving the faculty:

"Communications PhDs trying to teach journalism."

"Faculty with pertinent background for such courses."

"Lack of background for professors, low pay and prestige."

"Lack of knowledge on how important a training ground this area can be...and where many young journalists begin."

"Textbooks fail to emphasis how critical this element of press actually is to local communities."

Others focused on interests of students, and increasing urbanization:

"We serve a metro market."

"The high expectations of students to go on to careers at major metros hampers strong emphasis on weeklies and what they offer. Weeklies can provide satisfying work, but it generally involves greater hours and less pay."

"Persuading students to locate in small towns; improving the image of weeklies, including the pay and quality of the product."

Another obstacle mentioned placed some of the blame on the weekly newspapers:

"Failure of weeklies to offer paid summer internships; lack of professionalism in too many weeklies. Poor image."

Two others cited overall trends:

"Interest in newspapers as a career is going down everywhere, as indicated by dropping enrollment. This is part of the perception of the student that newspapers aren't good or exciting career choices."

"It could be improved but it is just one of many problems facing news ed in mass comm depts."

Several respondents denied that greater emphasis should be placed on weeklies, per se, claiming that journalism education should be identical for both weekly and daily newspapers, echoing comments made to the "Other" response of Number 28.

A sampling of those comments follows:

"I don't understand in what ways the editorial product in weeklies should differ from in dailies."

"I do not think that journalism programs that do not offer specific courses in weekly newspapers are necessarily ignoring the importance of preparing students for careers on community papers. I hear this, usually, at meetings of our local press association. I strongly contend, however, that we are preparing students for careers in journalism and that we do not consciously think, 'Gee I better teach students this who will work for dailies' or vice versa. Very simply,

we teach students to write and to edit. Good writing skills and good editing skills can be plugged in equally effectively whether one works for a daily, a week, etc. We teach students to think, to write and to edit. Those students can function effectively at both"

"Almost all teaching applies equally to dailies and weeklies."

"Emphasis is on newspapers, period--what is taught is applicable to all newspapers."

"I don't believe that, but what I do tell my students is that there are some good weeklies and students should not ignore those opportunities. Assuming the quality is good, the young person can get a variety of experiences, learn some things, probably advance rapidly and get the satisfaction of responsibility. Similarly, I tell them not to ignore the specialized press--any place where good journalism can be practiced."

"I think the only difference between weekly and daily papers has to do with scheduling (editorial and production). The difference in editorial makes the weekly newspapers more like magazines (time for analysis and context, less emphasis on hard news). But there's enough news in any market for a weekly to cover hard news missed by the dailies and I don't think the difference needs to be treated in a whole course, let alone a sequence ."

Those views were contested by one respondent, however: "Depts. of journalism are too hung up on the Oregon report

fostering generic journalism--graduates can handle any job in field journalism--impossible, but that's the belief and the approach to teaching. We teach too little of any one topic. Result, student is light."

One respondent ended with a particularly negative note: "I don't really believe greater emphasis needs to be given. My impression is that the weekly press is fast becoming an anachronism in American society--and soon will vanish."

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

General

Journalism education is embroiled in controversy over its relevance, as professionals criticize journalism curricula for being too academic and insufficiently practical. The skepticism shows by the increasing reluctance of newspapers to hire new journalism school graduates. Most of the criticism comes from trade associations, scholars and journalists closely associated with the daily press.

While job opportunities in the daily press, the number of daily newspapers, the percentage of daily circulation, and the number of news-editorial graduates decline, weekly newspapers are increasing in circulation and outnumber dailies about four to one. Yet weekly newspapers are the "forgotten press." Trade publications and research journals rarely deal with the weekly press. Journalism schools are gradually eliminating courses and sequences in "community journalism." There is a general lack of information on how weekly newspapers are treated in journalism curricula, but weekly newspaper owners seem to have a lower view of journalism schools and their graduates than daily

journalists.

The purpose of this study was to assess the status of journalism education related to weekly newspapers at accredited journalism schools. Specifically, the study sought to determine how accredited journalism schools are preparing their students to work on weekly newspapers, by examining the attitudes of journalism educators toward weekly newspapers, and the educators' professional backgrounds.

The hypotheses for the study were that (1) journalism schools are ignoring specific instruction for weekly newspapers; (2) there is a correlation between the professional media background of the journalism educators and their attitudes toward the weekly press, and amount of time spent teaching about weekly newspapers.

Summary

Of the 89 institutions with accredited journalism schools in the sample, 78 responded to the initial survey and follow-up mailing, for an overall response rate of 87.6 percent.

One independent variable explored by the study was the professional background of the respondents. It was hypothesized that a majority would have daily experience with little knowledge of weekly newspapers. However the hypothesis was not supported. Forty-five of 73 respondents, 62 percent, indicated they had both daily and weekly

experience, compared with 23 (31 percent) for daily only, and five (7%) with only weekly experience. This large number of instructors with combined experience was unanticipated, and may have affected the comparisons generated by the Likert scale attitudinal questions, and the estimates of time devoted to teaching about weekly newspapers. The small number of professors with exclusively weekly experience prevented any possible statistical significance from showing up in comparison with dailies.

One hypothesis was that respondents' professional experience would be related to their attitudes. Those with daily experience were hypothesized to have different opinions about the weekly press than those with weekly experience. The data did not support the hypothesis. There was no significant relationship between respondents' professional background and the attitudes expressed on the Likert questions about weekly newspapers and journalism education.

Another hypothesis was that the amount of time devoted to teaching about weekly newspapers in news-editorial classes would be related to the respondents' professional experience. Again, the data did not support the hypothesis. There was no significant relationship between respondents' experience and the amount of time devoted to teaching about weeklies. A total of 78 percent of all respondents spend 10 percent or less of their time teaching about weekly newspapers.

Another hypothesis was that the size of the journalism program would be related to the amount of time devoted to teaching about weekly newspapers. This hypothesis was also not supported. Thirty-seven schools reported fewer than 400 majors; 26 reported 401 to 800 majors; and 14 reported more than 800 majors. There was no significant relationship between size and the amount of time devoted to teaching about weekly newspapers. A total of 76 percent of all programs estimated spending 10 percent or less of news-editorial class time devoted to weeklies.

In terms of attitudes about weekly newspapers and journalism education, the 11 Likert scale questions revealed some patterns.

Briefly, the Likert scale questions indicate the respondents believe existing news-editorial coursework is sufficient to prepare students for work on weeklies, that weeklies are not ignored in news-editorial courses, that weeklies are not insignificant to journalism education, that they are an important job market for graduates and a valuable training field for internships. Generally however, they believe the quality of weekly journalism is inferior to daily journalism, and students consider weekly journalism inferior to daily journalism as a career choice. They disagreed that instructors' lack of weekly experience was an obstacle to more emphasis on weekly journalism, but believed a lack of room for more courses in the curriculum was an obstacle. They were undecided on whether coursework in

community journalism would help graduates find jobs.

On the first item, 62 percent disagreed with the need for a separate course in weekly journalism, and many comments on related open-ended questions indicated respondents believed there was no need for special emphasis on weekly papers in the curriculum. On the second item, 69 percent agreed that existing news-editorial sequences adequately prepared students to work on weeklies.

Strongest disagreement on the Likert scales was registered on the third item, that the weekly newspapers' role in American journalism is insignificant as far as education is concerned, with 82 percent disagreeing, and a mean response of 4.12 on the five-point scale. On the fourth item, 70 percent disagreed that weekly newspapers are not an important job market for journalism graduates, and 75 percent agreed with the fifth item that weeklies are valuable for internships.

Strongest agreement was registered on the seventh item, with 85 percent agreeing that journalism students consider weekly journalism inferior to daily journalism as a career choice; and on the sixth item, 65 percent agreed that the quality of weekly journalism was inferior to daily journalism.

On the eighth item, 57 percent disagreed that weekly newspapers are generally ignored in news-editorial courses. On the ninth item, respondents were almost evenly divided on whether coursework in community journalism would help

graduates get a job.

On item 10, 74 percent of respondents agreed that a lack of room for additional courses in the curriculum was an obstacle to increased instruction about community journalism; but on item 11, 67 percent disagreed that instructors' lack of experience in weekly journalism is an obstacle to more emphasis on weeklies.

While respondents indicated weeklies were important to journalism education, and not neglected in news-editorial courses, their estimates of the placement of news-editorial graduates indicated otherwise. They estimated that 44 percent of their graduates last year was working for dailies; that 35 percent was working in fields other than newspaper journalism; that nine percent was working on weeklies; and that 12 percent was either unemployed or in graduate school.

In addition, while denying they ignore weekly newspapers in coursework, respondents' estimates of amount of time devoted to teaching specifically about weekly newspapers was extremely low. Seventy-six percent estimated they spent 10 percent or less of their class time discussing weeklies, and 78 percent estimated their colleagues spent a similar amount of time. The difference may be explained by the respondents' open-ended comments that tended to deny there should be any difference between instruction for dailies and weeklies.

Only 26 of 78 respondents indicated that additional

instruction was necessary to work on weeklies. Asked to rank what three additional areas were necessary, respondents favored management, editing, and advertising or local government.

Also apparently at odds with respondents' claiming weekly newspapers are not neglected in news-editorial classes, as well as their evaluation of the importance of the weekly press to journalism education, were the rankings and comments of respondents to the question on why journalism schools ignore weekly papers. Three main reasons were reported: lack of job opportunities, poor image of quality of weekly newspapers, and low pay.

However the problem is two-sided, according to the respondents. When asked to rank the reasons weeklies don't hire more journalism graduates, respondents listed four main reasons: poor pay, poor image, lack of job opportunities and opportunities for advancement.

The profile of the 78 journalism schools responding showed a mean enrollment of 128 majors, with a standard deviation of 92.7, meaning 67 percent of the accredited journalism schools range from 36 to 220 majors in enrollment. Respondent tally of full-time faculty ranged from one to 58, with a mean of 14.4, and a standard deviation of 9.0, meaning 67 percent of the accredited schools have a full-time faculty of between 5.4 to 23.4. Respondents estimated 6.98 as the mean number of news-editorial faculty at the schools, with a standard deviation

of 5.70, meaning 67 percent of the accredited schools' news-editorial full-time faculty ranged from 1.2 to 14.6. Only two schools reported community journalism sequences.

General conclusions from the data are that respondents don't think weeklies are neglected in news-editorial courses because they believe news-editorial courses are sufficient to prepare students for weeklies. There is no relationship between the respondents' professional experience and his views on weekly newspapers, nor on the time he spends teaching about weeklies. There is no relationship between the size of the journalism program and the amount of time spent teaching about weeklies in news-editorial courses. Weeklies have an image problem with both faculty and students, especially involving perceptions of poor quality, lack of job opportunities and poor pay.

The study showed that accredited journalism schools spend little time teaching specifically about weekly newspapers. Yet most of the educators denied ignoring weeklies, and considered weekly newspapers an important field of journalism. However, they conceded that students, and journalism schools, generally ignore weeklies as a potential job market because of low pay, shared perceptions of poor journalistic quality, and lack of job opportunities. Respondents indicated that weeklies need to provide more paid internships if they are to attract students.

For educators, the literature and study indicate that journalism schools may need to pay more attention to

weeklies as a potential job market, but there is no clear consensus on how that might be done. A large number of educators don't believe news-editorial sequences need to do anything separate to prepare students for weeklies. Enrollment in community journalism sequences is negligible, and other studies indicate few students are going to work for weeklies. Whether this could be improved by more emphasis on weeklies in journalism schools is another question that educators may need to ask, as job opportunities at dailies decline and daily dissatisfaction with journalism school graduates grows. Increasing circulation on weeklies, increasing chain ownership, and increasing size and suburbanization of weeklies may mean journalism schools need to rethink how weeklies are portrayed to students.

For weekly newspapers, the study shows journalism schools need more information about careers on weeklies, and paid internships may attract more students to those newspapers. The complaint of the newspaper industry as a whole that journalism professors are too academic and lack professional experience did not show up in this study. The large number of respondents with both weekly and daily experience, as well as those with exclusively daily experience, was readily apparent. If the respondents were chosen randomly and were representative of journalism faculties as a whole, journalism schools are loaded with faculty with professional experience, although that can't be substantiated. However there is a chance that the

respondents were chosen by the department chairs because they had weekly experience, but that is unsubstantiated also.

Recommendations for Further Study

The results of this study have prompted several ideas for further research. This study focused primarily on the attitudes of news-editorial faculty toward weekly newspapers and their place in the news-editorial curriculum. Because of the dearth of information on weekly newspapers, there are plenty of opportunities for more research.

National surveys of weekly newspaper editors' attitudes and hiring practices are needed. Surveys of weekly newspapers' attitudes about journalism schools are few and have concentrated on a few in-state, or regional studies. What is the national picture? The study should explore several variables, including size of paper, number of employees, location, ownership, education and training of employees, as well as attitudes toward journalism schools and their graduates. The survey of weekly newspaper hiring practices, in addition to the above variables, should delineate papers into suburban and traditional, by their size, sources and numbers of employees. Where do weeklies get their employees? How important is a journalism degree for an employee on a weekly newspaper? What needs do weekly newspapers have that journalism schools can meet? Are journalism schools meeting their needs? Are weeklies

training grounds for dailies?

A truly random survey of all journalism educators in accredited and non-accredited programs should explore the extent of actual experience working on weeklies, and compare attitudes and teaching for weeklies with those who have daily experience only. This would allow generalization to prepare the way for assessing the educational needs for educating for weekly newspaper careers.

Another topic that needs to be explored on a national basis involves internships at weekly newspapers. The newspaper industry and literature emphasize the importance of internships. What are journalism schools doing with internships? How many weekly newspapers are involved? Where are the internships? How are the internships administered, and graded? How many lead to jobs? Are there case studies of internship programs that could serve as examples to others?

While this study explored accredited journalism schools, another one could sample all journalism departments to give a broader profile of the extent of education involving weekly newspapers. This study also could compare instruction at accredited and non-accredited programs to see if there were differences.

Another study would be a content analysis of news-editorial course syllabi to estimate how much course time is devoted to teaching specifically about weeklies. A case study should also be conducted of the few community newspaper education sequences left in the country, comparing

them with news-editorial sequences at the same institutions. Information on employment of the graduates of such programs might provide guidelines on the feasibility and potential of increasing emphasis on weekly newspapers in journalism schools around the country.

Conclusion

Many factors emphasize the need for more information about the community press and its relationship with journalism education. The controversies surrounding journalism education, the manifold changes in the newspaper industries, the volatility and uncertain future of the newspaper job market--all mean journalism schools must constantly evaluate their status. Specifically, with declining job opportunities in the daily press, and the need for better products in the weekly press, journalism schools need to explore and improve their relationship with weeklies.

Journalism schools and weekly newspapers need each other. In a sense, the issue is survival. Journalism schools need the weeklies as a valuable internship field for students, and a market to place fresh graduates the dailies refuse to hire without experience. With news-editorial enrollments declining, and a majority of news-editorial graduates choosing other careers, the huge investment in facilities, equipment and faculty cannot continue to be justified to serve fewer and fewer students.

Weeklies need journalism graduates to improve their editorial products and to continue to capitalize on their greatest strength--high readership. With readers harder than ever to attract, every newspaper is competing for survival in the form of readers, who attract advertisers. The weeklies' need for a well-written and professional newsproduct has been recognized in several reports, and journalism schools can provide the papers the employees they need. But to attract journalism school students, weeklies need to implement regular paid internships, and spend more time informing journalism school faculty and students about the careers possible; and they need to raise their pay.

Too much is at stake for journalism schools and weekly newspapers to continue to ignore or neglect each other. Besides the survival the newspapers and the journalism schools, the citizenry of the United States has a stake. Grassroots democracy functions only with an informed and active electorate, and, for most of its information on local government and events, that electorate depends on the community press. In the "information" age, this study ironically shows that journalism schools and weekly newspapers, both information industries, need more information about each other.

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APPENDIXES

APPENDIX A

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APPENDIX B

SURVEY INSTRUMENT COVER LETTER

Dear Colleague:

In the 1990 AEJMC Directory you are listed as the director of one of 86 accredited journalism programs in the country. Please complete the attached questionnaire or give it to the news-editorial faculty member most knowledgeable about the contents of news-editorial education at your institution. If you have a community journalism sequence, please give the questionnaire to that person.

The questionnaire asks for information on the extent of instruction about weekly newspapers available to news-editorial majors; it is part of a doctoral dissertation dealing with journalism education.

Your cooperation is important. Failure to return the completed survey by the deadline will detract from the value of the study to journalism educators.

All data collected will be reported in compiled form and the information reported by your institution will not be revealed as coming from you or your institution. The code number on the questionnaire is for keeping track of responses. It will be removed upon receipt of the questionnaire.

A copy of the summarized findings of this study will be sent to participants who request a copy by separate letter.

Please return the questionnaire in the enclosed postage-paid envelope by April 1, 1991. Refer questions to:

Terry M. Clark, chairman
Department of Journalism
Central State University
Edmond, OK 73034

Respectfully,

Terry M. Clark

APPENDIX C

SURVEY INSTRUMENT FOLLOW-UP LETTER

Dear Colleague:

I need just five minutes, or less, of your time. I know you're busy, and have probably just covered up the previous questionnaire I mailed to you in mid-March, but I desperately need your response by April 12, please. I've enclosed another questionnaire and post-paid envelope for your convenience. In the 1990 AEJMC Directory you are listed as the director of one of 89 accredited journalism programs in the country. As chairman of an unaccredited program, I need your help. Please complete the attached questionnaire or give it to the news-editorial faculty member most knowledgeable about the contents of the sequence.

The questionnaire asks for information on the extent of instruction about weekly newspapers available to news-editorial majors; it is part of a doctoral dissertation dealing with journalism education.

All data collected will be reported in compiled form and the information reported by your institution will not be revealed as coming from you or your institution. The code number on the questionnaire is for keeping track of responses. It will be removed upon receipt of the questionnaire.

Please return the questionnaire in the enclosed postage-paid envelope by April 12, 1991. Refer questions to:

Terry M. Clark, chairman
Department of Journalism
Central State University
Edmond, OK 73034
405-341-2980

Respectfully,

Terry M. Clark
Chairman

APPENDIX D

SURVEY INSTRUMENT

News-Editorial Education Survey

This survey seeks information on instruction relating to weekly newspapers in accredited journalism schools and should be completed by the faculty member most knowledgeable about the content of news-editorial education at your institution.

Your cooperation is needed. Failure to return this questionnaire by the deadline will detract from the study's value to educators. Please return the questionnaire by April 1, 1991 in the enclosed postage-paid envelope. Refer questions to Terry M. Clark, Journalism Dept., Central State Univ., Edmond, Ok 73034. 405-341-2980. Evening phone: 405-624-3759.

SECTION I

Please indicate agreement or disagreement with the statements below by circling one abbreviation (only one) for STRONGLY AGREE (SA), AGREE (A), UNDECIDED (U), DISAGREE (D), or STRONGLY DISAGREE (SD).

1. A separate course in community (weekly) journalism should be included in the curriculum at this institution.

SA A U D SD

2. Preparation for working on weekly newspapers is adequately covered in our existing news-editorial sequence.

SA A U D SD

3. Weekly newspapers are not an important job market for our graduates.

SA A U D SD

4. Weekly newspapers are a valuable training field for internships.

SA A U D SD

5. The role weekly newspapers play in American journalism today is insignificant as far as journalism education is concerned.

SA A U D SD

6. Generally the quality of weekly journalism in relation to daily journalism is inferior.

SA A U D SD

7. Generally, our journalism students consider weekly journalism inferior to daily journalism as a career choice.

SA A U D SD

8. Weekly newspapers are generally ignored in news-editorial courses.

SA A U D SD

9. Journalism graduates with coursework in community journalism have an advantage in the job marketplace over news-editorial graduates without the coursework.

SA A U D SD

10. A lack of room for additional required courses in the curriculum is an obstacle to increased instruction for community journalism.

SA A U D SD

11. Instructors' lack of background in community journalism is an obstacle to increased emphasis on community journalism.

SA A U D SD

SECTION II

12. Do you have experience working for daily or weekly newspapers or for the wire services? Please check appropriate blanks.

Daily_____ Weekly_____ Both_____ Wire_____

13. How many journalism faculty members does your school have?

Full time _____ Part time _____

14. How many faculty teach in the news-editorial sequence?

Full time _____ Part time _____

15. How many of your news editorial faculty have experience on newspapers or wire services?

Daily _____ Weekly _____ Both _____ Wires _____

16. What is the total enrollment, in terms of majors, of your journalism school/department?

Less than 400 _____; 401-800 _____: More than 800 _____

17. How many of your majors are news-editorial majors? _____

18. Do you have a community(weekly) journalism sequence?

Yes _____ No _____ (If "No," skip to Number 21.)

19. If "Yes," what courses are required that are different from the standard news-editorial sequence?

20. If "Yes," how many majors are enrolled in the sequence?

21. Do you have a specific course in community journalism?

Yes _____ No _____ (If "No," skip to Number 24.)

22. If "Yes," does the teacher have experience on weekly newspapers?

Yes _____ No _____

23. If "Yes," is the course a requirement in the news-editorial sequence?

Yes _____ No _____

24. Apart from any courses with weekly newspapers as their main focus(if any), please estimate about how much time you devote to teaching about weekly newspapers in news-editorial classes:

Less than 5 % _____ Between 5 and 10 % _____ Between 11 and 20 % _____ Between 21 and 30% _____ More than 30 % _____.

25. Please estimate the amount of time you think other news-editorial instructors at your school devote to teaching specifically about weekly newspapers in their courses:

Less than 5 % _____ Between 5 and 10 % _____ Between 11 and 20 % _____ Between 21 and 30% _____ More than 30 % _____.

26. To prepare students for careers on weekly newspapers, news-editorial programs should place more emphasis on: (Please rank your top three recommendations, with 1 the most important.) If you don't think any extra courses are needed, check here: _____

_____ Editing	_____ Production	_____ Local
government		
_____ Management	_____ Marketing	_____ Advertising
_____ Business	_____ Other(explain)	

27. What do you consider the main reasons weeklies don't hire more journalism graduates (Please rank the top three, with 1 being strongest).

- _____ Poor image of weekly newspapers
- _____ Lower pay
- _____ Lack of job opportunities
- _____ Lack of potential for advancement for employees
- _____ Lack of educational preparation
- _____ Other (Specify) _____

28. Why do you think journalism schools generally ignore weekly newspapers in coursework. (Please rank the top three, with 1 being strongest)

- _____ Lack of job opportunities in weekly press
- _____ Poor image of journalistic quality in weekly press
- _____ Lack of interest by weekly press
- _____ Background of faculty doesn't include weekly press
- _____ Lack of information about weekly press
- _____ Other(specify) _____

29. Please estimate how many of your news-editorial graduates last year are currently:

- a. working for daily newspapers? _____
- b. working for weekly newspapers? _____
- c. working outside newspapers? _____
- d. are unemployed _____

30. If you believe greater emphasis should be put on weekly newspapers in journalism schools, what are the two main obstacles to accomplishing that goal?

Thanks. Please return the completed survey by April 1, 1991.

2

VITA

Terry Michael Clark

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF JOURNALISM SCHOOL CURRICULUM WITH REGARD TO AMERICA'S WEEKLY PRESS

Major Field: Higher Education

Biographical:

Personal data: Born in Dallas, Texas, January 5, 1944, son of Terrence and Faye Clark. Married Neysa A. Barnes, August 8, 1964. Children born: Vance Conrad, July 29, 1967; Travis Austin, November 2, 1969; Dallas Page, November 4, 1971; Derrick Rogers, September 24, 1975.

Education: Graduated from Highland High School, Albuquerque, New Mexico, in June, 1962; received Bachelor of Arts degree in English and secondary education from Central State University, Edmond, Oklahoma, in May, 1966; received Master of Arts degree in journalism from University of Iowa, Iowa City, Iowa, in August, 1969; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1991.

Professional Experience: English teacher, West Sioux High School, Hawarden, Iowa, 1966-1968; News editor, Clarinda, Iowa, Herald Journal, 1969-1972; Area editor, The Duncan Banner, Duncan, Oklahoma, 1972-1974; Editor and Publisher, The Waurika News-Democrat, Waurika, Oklahoma, 1972-1986; Advertising director, The Duncan Banner, 1986; Assistant professor, Oklahoma State University, School of Journalism and Broadcasting, 1986-1990; Associate professor and chairman, Department of Journalism, Central State University, Edmond, Oklahoma, 1990-1991.