

A STUDY OF EDITOR AND EDUCATOR PERCEPTIONS
OF THE ROLE OF LIBERAL ARTS AND SCIENCES
IN EDUCATION OF JOURNALISM MAJORS
IN ACCREDITED, NON-ACCREDITED
JOURNALISM PROGRAMS

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CHAPTER I

INTRODUCTION

The liberal arts and sciences play a prominent role in the education of American newspaper journalists. In fact, the Accrediting Council on Education in Journalism and Mass Communications mandates that all students in accredited programs earn a minimum 65 hours of credit in liberal arts and sciences courses (Accrediting Council 7).

But according to Becker, Fruit and Caudill:

... professional journalists and educators still often disagree about the proper balance between practical training and broader coursework emphasizing the social sciences and liberal arts. The debate ... emerged during the early years of journalism education (12).

This "old" argument has been joined over the years by newer ones. For example, some of today's educators and editors are asking, in effect: Are all liberal arts and sciences courses created equal? Are some of them too narrow to fulfill the spirit of a liberal arts and sciences emphasis?

If so, should students' liberal arts and sciences course selections be monitored more closely? Are some liberal arts and sciences courses important enough to be required by the academic department -- if not by the school? Some leaders in the field have suggested as much, rejecting in the process what they believe to be the accrediting council's "simplistic" definition of liberal arts and sciences.

This study will explore these broad issues as they are perceived by selected managing editors of daily newspapers and by selected heads of news-editorial sequences in college journalism programs.

Background

Gaddis wrote that, "From the beginning of the first four-year journalism education program at the University of Missouri in 1908 to the present, the content of higher education for journalism has been the subject of lively, often heated debated" (9).

But the move to include liberal arts and sciences in the curriculum began early. According to Dressel, "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). Yet, Lindley wrote that, "In the 1970s, the overall direction of academic journalism-communication was still confused, but becoming clearer, it seemed" (6).

Still, writers of what is popularly known as "the Oregon Report," a 1984 report on the future of journalism and mass communication, noted that, "Although journalism schools had begun with lofty ideals and great expectations for the advancement of the press and the public, many were little more than industry-oriented trade schools by the 1970s and 1980s" (Planning 3).

Lindley, in 1975, suggested that journalism education had developed in four different directions:

There is the traditional approach, customarily called professional. This still predominates.

There is the view that journalism is a means by which broad knowledge of society is transmitted, hence journalists should be deeply concerned with social science. This approach has been widely accepted and has affected course content without coming to dominate the professional intent.

There is the idea that journalism is a cultural tool which shapes public taste and works as an ethical force in society, hence should be concerned with the humanities. This, too, has affected course content, evidently to a lesser extent.

Finally, there is the approach which takes the scientific view of communication. The emphasis is on theories of how and why certain systems work, with methodological testing of concepts (6).

Becker, Fruit and Caudill noted in 1987 that it was still "difficult to characterize a 'typical' journalism curriculum, given the large numbers of schools and diverse programs" (12). But they added that those generalizations that could be made were the result of accrediting standards set by ACEJMC. According to the authors, "Many programs, even those not accredited, do stay close to the much-debated '75-25' ratio of nonjournalistic to journalistic courses" (12).

The Problem

More recently, the role of the liberal arts and sciences in a journalism curriculum was re-examined by the Task Force on the Future of Journalism and Mass Communication Education. The task force, reporting its findings in the Spring 1989 edition of Journalism Educator, said it opposed "any dilution of the liberal arts emphasis in JMC education" ("Challenges" A-2).

Yet, the report raised other serious questions about liberal arts and journalism education in general and about the ACEJMC Curriculum Standard in particular. Specifically, the task force criticized "simplistic definitions of liberal arts (which) fly in the face of the makeup of modern universities" ("Challenges" A-6). The task force wrote:

We oppose any dilution of the liberal arts emphasis in JMC education, but object to classification of liberal arts and other courses based solely on the name of a course and the name of the administrative unit in the university offering them. ...

"Liberal arts" are taught throughout the university - even in colleges of home economics, business schools, agriculture schools and, yes, in journalism schools. ...

Simplistic classification of courses leads to the absurdity of mass communications courses that are liberal arts for non-majors but must count in the professional total for majors ("Challenges" A-6).

Among other things, the task force recommended that academic units examine course descriptions and syllabi to attempt to determine which courses should and should not count toward the needed number of liberal arts hours ("Challenges" A-7).

The task force, therefore, suggested that not all liberal arts and sciences courses were created equal:

Evaluation of JMC curricula using an analytical/functionalist approach would give credit for liberal arts in JMC education wherever it resides. It would turn up dubious outside courses getting liberal arts points, or that are just irrelevant, junk courses. And it would reveal outside courses that are in reality skills courses ("Challenges" A-9).

The task force suggested that its work be viewed as the beginning of a "serious dialogue on curriculum and the liberal arts standard" ("Challenges" A-8).

Elsewhere in the same task force report, members of a subcommittee on the curriculum in news-editorial sequences also considered the importance of liberal arts and sciences. After obtaining written responses from 21 educators and 29 professionals, the subcommittee reported that both groups "agree emphatically that an educated journalist must have a strong liberal arts background" ("Challenges" A-15).

But another issue seemed to surface. According to the subcommittee report:

Educators and editors wrote strong statements about the courses students chose from the liberal arts, and they believe that courses outside of journalism should be monitored. Campuses should be combed to find courses in budgeting, government, modern American history, geography and social sciences, they agree. Journalism schools must insist that their majors take these courses "no matter what time of day they are offered" ("Challenges" A-15-A-16).

Here again the question arises: Are all liberal arts courses created equal? In addition, there is the added concern about whether certain liberal arts and sciences courses ought to be required and, if so, which ones. And finally, one must ask how and to what extent these outside course selections should be monitored.

Prominent editors and educators have offered their opinions on these issues. The problem is that their perceptions may not be representative of the views of "ordinary" editors and educators.

Purpose of the Study

The purpose of this study was to determine what the average editor and educator thought about the role of the liberal arts and sciences in today's journalism curriculum.

A mail survey was sent to the managing editors of 200 randomly selected daily newspapers and the heads of news-editorial sequences at 200 randomly selected journalism programs. The views of both groups also were compared for similarities and differences.

Specifically, the study attempted to determine whether editors and educators agreed on the importance of liberal arts and sciences courses in the curriculum, and whether they agreed on the extent to which student selection of these courses should be monitored. Other purposes of the study were to determine which liberal arts and sciences courses were of most benefit to a journalist and which, if any, should be required as part of a journalism curriculum. In addition, the study attempted to determine which, if any, liberal arts courses already were required and by how many programs.

It seemed logical to assume that the journalism graduates with the best preparation were the journalism graduates with the best chances of finding a job in the print media. It seemed equally logical that better preparation might result in more rapid advancement and a higher salary for the graduate. Therefore, it also seemed logical to study the curricular elements, including the liberal arts and sciences, which comprise a typical journalism education.

Objectives of the Study

This study was designed to accomplish the following objectives:

-- To determine whether editors and educators agreed on the value of liberal arts and sciences courses in a news-editorial sequence.

-- To determine the extent to which the academic department should monitor the liberal arts and sciences course selections of students.

-- To determine what university liberal arts and sciences courses editors and educators consider most beneficial to the educational background of journalists.

-- To determine which university liberal arts and sciences courses, if any, editors and educators would require of news-editorial students if they could.

-- To determine which, if any, university liberal arts and sciences courses already were required by journalism departments as part of the news-editorial sequence.

Significance of Study

This study had the potential to clarify thought on what has been and continues to be a major issue in journalism education. It also seems likely that the results of such a study would contribute significantly to debate on this issue. This, in turn, could influence future curricular decisions.

Just as times and technology change, so it seemed likely that curricula must change with them. If this is so, then periodic surveys of editor/educator attitudes on this subject seem necessary and potentially valuable as a means of shaping a news-editorial curriculum designed to produce journalists who are trained and also "educated."

Conceptual Assumptions

By way of explaining its Curriculum Standard, the journalism accrediting council wrote that it would "count courses taught outside of the journalism and mass

communications unit the same way as the university counts them" (Accrediting Council 7-8).

Thus, a "rural sociology" course taught through a sociology department would help meet the ACEJMC requirement that a student earn a minimum 65 hours of credit in the liberal arts and sciences. A "rural sociology" course taught through the agriculture department might not, even if the content of both courses was similar.

Educators who encounter such occurrences while attempting to enforce the Curriculum Standard have been left to wonder about the exact nature of the "basic liberal arts and sciences" (Hoskins 3). The ACEJMC attempted to provide some guidance for educators:

Every student needs room for general electives and the opportunity to pursue strictly personal and/or avocational interests. Nonetheless, the Council is concerned about the tendency to dissipate the quality and pertinence of education by overindulgence in excessively specialized and excessively frivolous courses. ...

The character and quality of the non-journalism, non-mass communications portion of a student's program is of vital educational importance and should be monitored carefully by the unit. Assurances that a college of liberal arts is taking care of general education without examination by and recommendations from the unit are not enough.

The unit should endeavor through advising and prerequisites and by working with other units to ensure that a majority of a student's education is in academic disciplines that contribute to the development of a fund of substantial knowledge about the modern world (Accrediting Council 4-5).

Such statements may have provided some general guidance from the ACEJMC, but they weren't as comforting as a list of approved courses.

Perhaps the accrediting council discovered that defining the liberal arts and sciences was no simple task. Hoskins, a journalism educator who explored the nature of the "basic liberal arts and sciences," concluded that, "The questions we ask today -- What is a liberal art? What is a liberal education? -- are hundreds, in fact, thousands of years old" (5). He wrote that "liberal arts" and "liberal education" were terms "that defy precise definition" (3). Hoskins concluded, therefore, that, "Defining or identifying liberal arts courses is a complex, highly subjective undertaking" (7).

Definition of Terms

For the purpose of this study, the term "liberal arts and sciences" referred to courses in history, political science, sociology, philosophy, psychology, religion, anthropology, economics, geography, English and literature, foreign languages, mathematics and natural sciences.

Scope and Limitations

This study gathered information from a representative sample of daily newspaper editors and journalism educators at accredited and non-accredited programs nationwide.

While much had been written about the role of the liberal arts and sciences in journalism education, there appeared to be little research available on the newer issues incorporated in this study. That is, are all liberal arts courses created equal and, if not, should some be required? How many journalism programs require courses outside the major? And to what extent should the academic department monitor students' liberal arts and sciences course selections?

This study was limited in the following ways:

- It dealt only with the news-editorial sequence of communication programs on the theory that some of the information sought here might very well have differed from sequence to sequence. Therefore, it would have been inappropriate to assume the conclusions of this study would hold for other program sequences.

- It did not deal with the entire journalism program curriculum - just the liberal arts and sciences portion of it. This component of the journalism curriculum was isolated for the purpose of this study because of the intense discussion and debate it has generated in recent years. In other words, members of the sample populations

were not questioned about "skills" courses or any other course a student was required to take within the journalism department.

-- This study gathered professional information only from daily newspaper editors. Becker, Fruit and Caudill, reporting the result of a two-state survey, concluded that, "A lack of concern for a college education was highest at ... radio stations and weekly newspapers' (121-122). Because of this limitation, the conclusions of this study might not be representative of the opinions of weekly newspaper editors.

Logical Assumptions

This study made the following logical assumptions:

- That the surveys were delivered to and completed by the intended recipients, that is, the managing editors of the selected daily newspapers and the heads of the news-editorial sequence at the selected journalism schools.
- That the answers given by respondents accurately reflected their views on the role of the liberal arts and sciences in the journalism curriculum.

Outline of Work

This report is organized into five chapters. Chapter II provides the reader with an historical background of the problem and a review of the current related literature. It also establishes the need for such a study.

Chapter III focuses on the research methodology used in gathering data. This chapter discusses the research design and research instruments used, selection of subjects, data collection and recording, statistical tests planned and pilot studies conducted.

Chapter IV analyzes the data, reporting the results and its implications.

Chapter V includes a summary of the study and conclusions that can be drawn from the research. It also includes recommendations for future study.

CHAPTER II

REVIEW OF THE LITERATURE

The liberal arts and sciences have been an important component in journalism education almost from the beginning. Certainly, the idea gained support during the early years of this century with the backing of the newspaper publisher Joseph Pulitzer and the journalism educator Willard Bleyer. Since those early days, few have argued against the liberal arts and sciences as a component of journalism education.

The prevailing view was reflected by Dressel when he wrote in 1960:

Since the journalist may be called upon to "convey" information and ideas derived from every possible field of knowledge, he must be liberally educated. ... The desirability of a liberal education for the journalist has seldom been seriously questioned ... (20-21).

Even so, those people most concerned with journalism education have not always agreed on the best way to accommodate both vocational training and a liberal education. In other words, they have not always agreed on the ratio of journalism skills courses to liberal arts and sciences courses. According to Dressel:

... questions of the relative importance of liberal education and technical know-how and the best means of achieving each of these have been and are sources of conflict. Rather than resolving them, the changing nature of journalism gives renewed vigor to these issues (21).

The "Oregon Report" and the Report of the Task Force on the Future of Journalism and Mass Communication suggest that Dressel was right: Today's journalists and educators continue to debate the best means of achieving both technical skill and a liberal education.

The remainder of this chapter explores the past and present nature of the debate over the role of the liberal arts and sciences in journalism education.

The first section discusses the contributions and importance of the liberal arts and sciences in the history of education in general and in the history of American higher education in particular.

The second section focuses on the history of journalism education at American colleges and universities. This includes a discussion on the origin of and rationale for a liberal arts and sciences component in journalism education.

The third section describes the role of the liberal arts and sciences in relation to early efforts at journalism accreditation and standardization. In addition, current standards are outlined.

The fourth section outlines the new debate over the role of the liberal arts and sciences in journalism education. This section includes discussion of the "Oregon Report" and the Report of the Task Force on the Future of Journalism and Mass Communication Education.

The fifth section reports the findings of research efforts related to the present study. These include previous research on the news curricula of accredited programs versus non-accredited programs, and research on the views and attitudes of editors versus those of journalism educators.

The sixth section focuses on the future of journalism education by attempting to answer the question: Will a liberal arts and sciences emphasis be more or less important to journalism education in the future? In other words, was there a good reason to study editors' and educators' perceptions of the role of the liberal arts and sciences in the news-editorial sequence of college journalism programs?

The Role of the Liberal Arts in Education

Any discussion of the liberal arts is a discussion rooted in the teachings of the Greek philosopher Aristotle (Hirst 505)

Ancient Greece was a community divided into free men and slaves, with slaves doing the menial labor and free men "primarily concerned with the rights and duties of citizenship" (Harvard Committee 52). It was in considering the appropriate education of this leisure class, these free men, that Aristotle discussed the notion of "liberal studies" (Hirst 505). He wrote:

Now that those of the useful things that are necessary should be taught is not unclear, and also that not all should be taught: free tasks being distinguished from unfree ones, it is evident that they (the young) should share in those of the useful things that will not make the one sharing in them vulgar. One should consider a vulgar task, art or sort of learning to be any that renders the body, the soul or the mind of free persons useless with a view to the practices and actions of virtue. Hence we call vulgar both the sorts of arts that bring the body into a worse state and wage-earning sorts of work, for they make the mind a thing abject and lacking in leisure. But it is also the case that, while it is not unfree to share in some of the liberal sciences up to a certain point, to persevere overly much in them with a view to proficiency is liable to involve the sorts of injury just mentioned. It makes a difference, too, for the sake of what one does or learns something. What is for one's own sake or for the sake of friends or on account of virtue is not unfree, while the person who does the same thing on account of others would often be held to do something characteristic of the laborer or the slave (230).

"Liberal studies," then, were those that met at least four criteria. They were not to be useful or practical, nor were they to be "mechanical," that is, limited to the performance of routine mental or physical activities. Rather, they were studies that demanded "the exercise of man's higher abilities" (Hirst 505). In addition, Aristotle concluded that liberal studies could remain "liberal" only if they remained free of any narrow specialization. And finally, Aristotle would have said that "not only must the study itself have intrinsic value, but the student must pursue it for that value" (Hirst 505-506).

What studies would Aristotle have considered liberal? According to Hirst, it is difficult to be certain, but physical science, mathematics, logic and metaphysics seemed to pass muster. "Aristotle also thought that poetry communicated some form of knowledge," Hirst wrote, "but we cannot be sure of his views on other arts and other subjects such as history" (506).

Just as society has expanded and changed since Aristotle's time, so, too, has the meaning of "liberal arts." In Rome in the fifth century, scholars listed seven areas of study for the educated man (Hoskins 3). These consisted of a trivium of grammar, logic and rhetoric and a quadrivium of arithmetic, geometry, music and astronomy (Hirst 506). These same seven studies were still understood to comprise a liberal education in the Middle Ages (Dejnozka 324).

Rudolph, in discussing the impulses that later affected the curriculum of American colonial colleges, wrote of the medieval universities in Europe:

The traditional course of study had been institutionalized by the middle of the thirteenth century in a dozen or so European universities, where the liberal arts as organized and propounded in ancient Greece were regarded as the sum of all learning and the most appropriate education for the highest of callings -- theology. The medieval universities organized and divided seven liberal arts into the *quadrivium* (arithmetic, geometry, astronomy, music) which was of a lower order than the *trivium* (logic, grammar and rhetoric). The *trivium* was essentially a program of studies in the meaning and use of the Latin language. These basic studies provided the intellectual equipment that allowed the medieval university student to move into a study of the three philosophies of Aristotle: natural philosophy (physics), moral philosophy (ethics), and mental philosophy (metaphysics). ... And because the university existed to support and produce thinkers, the university curricular experience was permeated with the study of theology (Curriculum 29-30).

But even as Harvard was chartered in 1636 as the first of the American colonial colleges, the definition of liberal education was about to change. This was partly due to the birth of new fields of knowledge -- a phenomenon that would have occurred regardless of the American experience -- and partly due to changing needs unique to the new American society (Rudolph Curriculum 30).

While it's true that the colonial colleges initially imitated the English -- with Harvard offering a three-year curriculum in the 1640s featuring Latin, Greek, Hebrew, catechism, logic, rhetoric, geography, philosophy and some mathematics -- it wasn't long before the study of science changed the curriculum (Rudolph Curriculum 31).

The change, according to Rudolph, began with the arrival of boxes of books at Yale in 1714. The books -- more than 700 of them -- explained the work of such leading figures as Copernicus, Descartes and Sir Isaac Newton. When tutors read the books, it was clear that the "new learning," which included the study of astronomy and physics, also required more mathematics than the colonial college curriculum provided. The curriculum changed as a result (33-34).

The American version of the curriculum of the medieval universities also changed as a result of the needs of the new society:

What had been a curriculum for theologians now carried the burden of training a governing class of gentlemen and men of action. A heightened respect for rhetoric and the addition of natural science, Greek, Hebrew, and ancient history to the traditional liberal arts had the effect of stretching the definition of liberal learning. New needs had appeared, new knowledge had knocked at the door (Rudolph Curriculum 30).

This American approach to "liberal learning" was, in one respect, not unlike the philosophy of John Locke who believed an education, whatever its content, should be "useful":

In training a child to activity of thought, above all things we must beware of what I will call "inert ideas" - that is to say, ideas that are merely received into the mind without being utilised, or tested, or thrown into fresh combinations. ... Education with inert ideas is not only useless: it is, above all things, harmful. ... Pedants sneer at an education which is useful. But if education is not useful, what is it? Is it a talent, to be hidden away in a napkin? Of course, education should be useful, whatever your aim in life. ... I pass lightly over that understanding which should be given by the literary side of education. Nor do I wish to be supposed to pronounce on the relative merits of a classical or a modern curriculum. I would only remark that the understanding which we want is an understanding of an insistent present. The only use of a knowledge of the past is to equip us for the present (Locke 1-3).

Gay, in an Introduction to Locke's writings, noted that Locke's thoughts on education were immediately popular largely because of "their intimate and obvious

connection to his philosophy, a philosophy that came to dominate the eighteenth century" (5).

Though Locke's disciples were influential in the eighteenth century, they certainly did not have the last word on the purposes of education. In the nineteenth century -- 1852, to be exact -- John Henry Cardinal Newman delivered a series of lectures in Dublin in which he countered Locke's arguments and defended the traditional notion of a liberal education. He said:

Nothing of course can be more absurd than to neglect in education those matters which are necessary for a boy's future calling; but the tone of Locke's remarks evidently implies more than this, and is condemnatory of any teaching which tends to the general cultivation of the mind. Now to turn to his (Locke's) modern disciples. The study of the Classics had been made the basis of the Oxford education, in the reforms which I have spoken of, and the Edinburgh Reviewers protested, after the manner of Locke, that no good could come of a system which was not based upon the principle of utility. Certainly it is specious to contend that nothing is worth pursuing but what is useful, and that life is not long enough to expend upon interesting, or curious, or brilliant trifles. Nay, in one sense, I will grant it is more than specious, it is true; but, if so, how do I propose directly to meet the objection? Why, gentlemen, I have really met it already, viz., in laying down, that intellectual culture is its own end; for what has its *end* in itself, has its *use* in itself also. I say, if a liberal education consists in the culture of the intellect, and if that culture being itself a good, here, without going further, is an answer to Locke's question; for if a healthy body is a good in itself, why is not a healthy intellect? (121-122)

Although Newman's was an eloquent defense of the liberal education advocated by Aristotle, it was not the type of liberal education practiced in American colleges. Nor did it represent the direction in which American colleges were moving.

According to Rudolph, the curriculum of American colleges between 1800 and 1850 "was disorderly, lacking in standards, without coherence" (Curriculum 55). By mid century, "the American system of higher education consisted of the college chapel ..., the dying but still ... respectable ... classical course of study, the capstone course in moral philosophy ... and the extracurriculum (literary societies) with which students took charge of their own education" (Rudolph Curriculum 98).

The problem was that the country and its colleges were on a collision course -- and the colleges had to change. That change was coming was obvious in some of the

reaction to the Yale Report of 1828 -- a defense of the classical course of study, including the ancient languages -- the continued insinuation of the natural sciences into the curriculum, and the rise of student literary societies.

The Yale Report was a first effort to spell out "both a philosophy and the particulars of an American system of higher education, and it was a last effort to defend a type of education which no longer met society's needs (Rudolph Curriculum 67).

The Yale Report argued persuasively for the importance of imagination - even to the point of asserting that "the sublimest efforts of genius consist in the creations of the imagination, the discoveries of the intellect, the conquest by which the dominions of science are extended" -- and then the imagination of Jeremiah Day and the Yale corporation failed. They embraced the uses of the past, but they withdrew from the uncertainties of the future. Trapped, perhaps even imprisoned, by the social and economic environment in which they had been reared, the authors of the Yale Report confronted the college course of study within a psychological framework that allowed them little room for imagination. Their respect for quality, for standards, for certain enduring definitions of human worth, was class bound. They were blinded to much that was insistent and already out of control in American life. The Yale Report was an effort to apply the brakes to a country that was showing how to exploit everything and everybody but that had not yet learned how to harness human wisdom. It was not enough (Rudolph Curriculum 75).

The founding of literary societies, part of the extracurriculum on many college campuses, also was a testament to the future of American colleges and universities:

The implication for the formal curriculum is readily apparent: It was dry, sober, unexciting and unfulfilling, or -- if not always, most of the time; and it refused to keep up with American life or the needs and imaginations of generations of lively young men. ... The central institution of extracurricular life was the literary society;. ... Making a temporary early appearance at Harvard in 1728 and a more lasting appearance at Yale in 1753, the literary society movement soon created a pair of rival societies at almost every American college. In their debates, orations, libraries and literary exercises, they imparted a tremendous vitality to the intellectual life of the colleges. Lacking the restraints imposed on the classical curriculum by tradition and a narrow social purpose, they were in a position to welcome new subjects and interests in to their libraries and their exercises. ... The literary societies revealed ... a receptivity to subjects that were knocking without avail on the door of the prescribed curriculum -- English literature, French literature, poetry, literary criticism, modern history and creative writing (Rudolph Curriculum 94-96).

By the time soldiers returned home from the Civil War, there was no turning back for the country or its colleges. According to Rudolph:

In a world remade by the Civil War, the American college found that it could not avoid the questions that it had for so long evaded. ... These were the decades when American educators, benefactors and governments repudiated the Yale Report of 1828.

The movement for technological and scientific education, which had been underway before the war, spawned new and more popular colleges and institutes. ... On yet another level, the Morrill Act of 1862 put federal largesse at the disposal of every state government, and thereby helped to develop a whole new network of institutions with a popular and practical orientation. In 1867, Johns Hopkins pledged his fortune in Baltimore and Ohio Railway stock to the creation of what would become the first substantial American effort to support pure scholarship. Two years later, Harvard would elect to its presidency Charles William Eliot, under whose leadership the prescribed classical curriculum in the American college would come tumbling down with such force that a later generation at Harvard would turn to General Education as a remedy for his success (American College 243-244).

Veysey called the decades between 1870 and 1910 "the only genuine 'academic revolution' yet to be experienced in the United States. Most of the fundamental practices which continue to be familiar to us were first established in that period" (61). These new practices included the numbered course, the unit system for credit, academic departments, the lecture and seminar instructional formats and the elective system of course selection (Veysey 63).

In addition, Veysey agreed with Rudolph that post-Civil War academic reform included the addition of "practical" subjects to the curriculum:

The first major wave of academic reform, during the decade following the Civil War, was dominated by what may be termed a *utilitarian* point of view. Men of this persuasion urged most of all the inclusion of practical subjects in the curriculum and favored the elective system of study as a convenient means for achieving this end. Open up "all" worthy fields of study, they liked to say; however, the subjects they found especially congenial were those which promised to connect college graduates with skilled vocations or professions, and therefore with the economic heartland of the American middle class (64).

Although American colleges achieved a high degree of structural uniformity in a relatively short period of time, the inclusion of practical studies represented only one of three distinct academic reform movements that vied for attention after the Civil War. The second movement revolved around "pure science, or inductive, empirical research for its own sake" (64). According to Veysey:

Unlike the utilitarians, these innovators did not particularly care for the existence of large numbers of undergraduate students, though they were willing to tolerate them as a quid pro quo for the freedom to pursue their own investigations and to develop graduate education in their own fields of study. ... Thus, it was often frankly elitist, in contrast to the democratic oratory of the utilitarians. But it was an elitism of an entirely different kind from that represented by the old-time college, founded not upon tacit social distinctions, but upon the prestige attached to the discovery of new knowledge (64-65).

The third reform movement in evidence after the Civil War championed liberal learning -- although not the liberal learning of Aristotle's day or even the liberal learning of the colonial colleges:

They (advocates of the movement) continued to define education according to a single desirable formula for everyone. But the model was no longer taken from the classics or, in most cases, the tradition of Christian piety. It was that of the well-rounded gentleman or, sometimes, the citizen and potential leader of his society. A strong civic sense marked this camp of academic spokesmen, but unlike the utilitarians, its members firmly divorced the notion of public service from that of vocational expertise. Rather, they turned to the reviving English universities, particularly Oxford, as their contemporary source of inspiration (Veysey 66).

These advocates of a new liberal learning unfortunately found themselves running a distant third to the other academic reform movements. As Veysey noted, "Alas, it appeared that the universities were already in the hands of men who represented these alien forces, for the believers in liberal education found themselves greatly outnumbered except on the margins of the new academic map" (66).

By the time this period of academic revolution came to an end around 1910, young people who went to college were still a minority, but there was growing interest in collegiate life. Educational change was just part of the reason for increasing college enrollments:

Except for occasional low spots in the general economy, the period between the Civil War and World War I was comparatively prosperous. Rapid industrialization was added to an increasingly effective and scientific agriculture. The belief grew that a college education would "pay off" in later life. Social mobility was for everybody appropriately educated. The concept of the personal "usefulness" of an advanced education, referenced vaguely in colonial days, now became personal and specific. ... Furthermore, the need for credentialing in a complex society came to be widely felt (Henry 5).

Henry, in describing the college student of the 1920s, wrote of his (or her, finally) relationship to the remains of the liberal arts curriculum:

More likely than not, the undergraduate had a career motivation, general or specific, that had been stimulated by parents or by high school counselors. Career education was emphasized by numerous professional curricula and at the university, by professional colleges and graduate departments. The liberal arts student in a general curriculum or in the humanities might have been on the defensive about the wisdom of his choice of program, a choice that often had to be explained to friends and neighbors (1).

By the 1920s, there was no mistaking the vocational element in American higher education. The link between going to college and getting a job was clear -- a situation some may have seen as new and unhappy. Certainly, such well-known educators as Abraham Flexner and Robert Maynard Hutchins viewed it that way. In the 1930s, both criticized the turn American higher education had taken. And both singled out journalism as one of the new academic studies that made for an untidy curricular landscape.

In 1930, in his comparison of American, English and German universities, Flexner stated his position clearly. He did not fault American universities for having moved away from the classical liberal arts education of the Middle Ages; in fact, he wrote that, "Every age, every country, has its unique concrete needs and purposes. For that reason, there can be no uniform university type, persisting through the ages, transferable from one country to another" (Flexner 43). But that did not mean, he said, that every imaginable subject should be taught in a university. He wrote:

There are intellectual standards by which *quality* may be judged. Subjects change; problems change; activities change. But ideas and quality abide. The difference between froth and depth, between material and immaterial, between significant and insignificant -- that difference persists. ... I may say at once that there lies the gist of my criticism: a sound sense of values has not been preserved within American universities. That I might not be misunderstood, I began by saying that they offer today facilities and opportunities for scholarly and scientific work of the highest quality, such that not even the most sanguine could have predicted a generation ago. They have responded, as was right and sound, to the call and pressure of the age. But this is not all they have done. They have thoughtlessly and excessively catered to fleeting, transient, and immediate demands; they have mistaken the relative importance to civilization of things and ideas; they have failed, and they are, in

my opinion, more and more failing to distinguish between ripples and waves. ... (T)hey have simultaneously and needlessly cheapened, vulgarized and mechanized themselves (Flexner 43-44).

Flexner's criticism stemmed from what he saw as the confused nature of the training offered at American colleges and universities. He said that "the confusion of all sorts of training -- vocational, domestic, scientific, cultural, in high school and college -- harms all alike and harms the highest most of all" (Flexner 56). The educator had no problem with a university offering what he called "the training of men at a really high level" (Flexner 42), but he didn't want to see what he might have called the training of men at a really low level. Clearly, journalism as an academic discipline fell into the latter category. Flexner referred to journalism in criticizing the curriculum of Columbia College:

I have said that a student of Columbia College may study serious subjects in a serious fashion. But he may also complete the requirements for a bachelor's degree by including in his course of study "principles of advertising," "the writing of advertised copy," "advertising layouts," "advertising research," "practical poultry raising," "secretarial booking," "business English," "elementary stenography," "newspaper practice," "reporting and copy editing," "feature writing," "book reviewing," "wrestling, judo and self defence" (sic). ...

Is not this an appalling situation? ... Columbia College is not a vocational school; ... and not all the weight of (America's) wealth and numbers can place cooking and wrestling and typewriting on an intellectual par with music, science, literature and economics, or make it sound educational procedure to jumble them together.

In so far as business or journalism is concerned, Columbia can do nothing for undergraduates that is worth their time or money. Both are worse than wasted. For undergraduates do not even learn the tricks of business and journalism, though, in so far as they try, they fail to make a profitable use of the real opportunities for education which Columbia undeniably possesses (Flexner 55-57).

Hutchins also did not believe that the study of journalism belonged in a college curriculum. Dressel reported that Hutchins once characterized schools of journalism as "the shadiest education ventures under respectable auspices" ((Dressel 25).

Hutchins was a vehement critic of the trend toward "specialism, vocationalism and triviality" in American higher education (Hutchins xiii). He believed that an overemphasis on empiricism and vocationalism had created "the strangest of modern phenomenon, an anti-intellectual university" (Hutchins 27).

Hutchins believed the true purpose of the university -- the pursuit of truth for its own sake -- was being overshadowed by courses that purported to train students for an occupation. He considered job training a totally unworthy goal and one that the university was incapable of meeting anyway. His feeling was that technology would cause any job-related instruction to be outdated by the time the student looked for work.

The educator's distaste for job training didn't translate -- necessarily -- into a distaste for all professions, however. Hutchins did acknowledge that the, "pursuit of truth for its own sake may occasionally be met with even in a professional school" (33). But Hutchins would have considered intellectual content and the teaching of that content as the true tests of whether a profession had a place in the university:

Though the rules of the trade may be learned in the practice, and indeed can only be learned there, the intellectual content of the profession can generally be mastered only in a university; at least a university should be the ideal place for such study. To the extent to which the attention of the student is directed to vocational interests and away from the intellectual content of the discipline the university fails to do the only thing it might do and attempts something in which it is bound to fail (52).

So, what was wrong with journalism? Hutchins believed that only a few of the disciplines that considered themselves professional actually were professional -- and journalism wasn't one of them:

From the university standpoint, at least, a professional discipline to be a professional discipline must have intellectual content, and have it in its own right. All there is to journalism can be learned through a good education and newspaper work. All there is to teaching can be learned through a good education and being a teacher. All there is to public administration can be discovered by getting a good education and being a public servant. ... If the universities can revert to a condition where the number of professional schools and courses is limited to those that have intellectual content in their own right, they will have gone some distance toward disposing of the dilemma of professionalism (Hutchins 56).

In short, Hutchins would have said that professional disciplines with their own intellectual content were welcome at the university if the focus of the professional education was on that intellectual content. "I believe," Hutchins said, "that these

schools will find that their students will be better prepared for practice if they are trained to think in the subject matter of the professional discipline than if they had been taught "be the cookbook method" (57). In Hutchins' mind, journalism, with no intellectual content of its own, was teaching "by the cookbook method" and therefore had no place at the university.

The views of Hutchins and Flexner stand in sharp contrast to those of the philosopher and educator John Dewey, who, though he wrote little about higher education specifically, had a lasting impact on the college and university curriculum:

The influence of Dewey's philosophy of pragmatism was pervasive in the early twentieth century, and particularly after the publication of *Democracy and Education* in 1916. Dewey's educational thought was based on the idea that education should be focused on meeting the needs of individual students, not on learning for its own sake. Stressing Dewey's contention that culture could not be confined to a fixed body of knowledge, his supporters argued that educational institutions had to adapt continually to a changing social and economic environment. The introduction of the social sciences, the arts and other practical courses into the curriculum was therefore justified (Henry 100-101).

Dewey was known as the father of progressive education (Altschull 229). And this is how he defined progressive education and contrasted it with traditional education in 1938:

The traditional scheme is, in essence, one of imposition from above and from outside. It imposes adult standards, subject-matter, and methods upon those who are only growing slowly toward maturity. ... (T)he ... very situation forbids much active participation by pupils in the development of what is taught. ... Learning here means acquisition of what already is incorporated in books and in the heads of elders. Moreover that which is taught is thought of as essentially static. ... It is to a large extent the cultural product of societies that assumed the future would be much like the past, and yet it is used as educational food in a society where change is the rule, not the exception.

... (W)e may ... discover certain common principles amid the variety of progressive schools now existing. To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of the opportunities of present life; to static aims and materials is opposed acquaintance with a changing world (Dewey 113).

Dewey's philosophy, as adapted to higher education, suggested utilitarianism with a twist. The curricular focus of Dewey's followers was not so much on skills courses that would lead to a job, but rather on practical courses that would meet a student's "life needs". According to Veysey, "Courses centering in social and family adjustment and in marriage and the home, indoctrination in John Dewey's liberal civic philosophy, and courses dealing abstractly with the problem of choosing a vocation (rather than courses that prepared one concretely for a given vocation) were what these reformers put forward (69).

To Dewey, experience was the greatest teacher. The student learned by doing. Yet, that wasn't all of it. Dewey saw progressive education not only as being about learning through personal experience, but also as being about using the learning to make the world a better place:

In his concept of progressive education, there was no room for a rigid, fixed curriculum, as had been standard in advanced education for centuries. Introduce new studies, Dewey advised. Make use of the methods of scientific inquiry to bring about a better world. Yet, curiously enough, one of the major criticisms directed at Dewey by his followers was that for all his campaigning for social reform, for all his demand for the concrete rather than the general, he almost never actually proposed specific, concrete programs (Altschull 230).

In spite of this shortcoming, the spirit of the Dewey philosophy invaded the academy, making it more sensitive to individual needs and to society's needs as well.

The development of individual potential was the cornerstone of Dewey's progressive philosophy, and so it became of the undergraduate experience. Even a system of mass education could encourage each student to prepare himself for the profession and social position he would assume later in life. "Utility, culture, information, preparation for social efficiency, mental discipline or power" were the values Dewey wanted to instill in American college students. Free to develop, tolerant of others, trained in a speciality but cognizant of social values, the college graduate would then contribute to the smooth efficiency and progress of society (Henry 101).

Whether vocationalism was a happy occurrence or an unhappy one, certainly it was not new. Even in the beginning, American higher education was not exclusively cultural or nonutilitarian. Rather, it was expected to be both liberal and useful. It was liberal in that young men were schooled in traditional "liberal arts", and it was

"vocational" in that young men were not prepared for leisure but for careers as lawyers, teachers, doctors and clergymen (Hoskins 4).

According to Jencks and Riesman:

In almost any discussion of American higher education, whether with professors, students or the general public, somebody is likely to put forward the idea that the nation's colleges have been corrupted by vocationalism. In the good old days, it will be argued, colleges were pure and undefiled seats of learning. Students came to get a liberal education, not a degree in accounting, mortuary science or X-ray technology.

Like other pastoral idylls, this myth serves all sorts of polemical purposes, good and bad. But it is a myth nonetheless. There was no golden age in American higher education. Young men of college age worried about their future careers in the colonial era just as they do today. ... The question has always been *how* an institution mixed the academic with the vocational, not *whether* it did so" (199).

Today, most American universities mix the academic -- or liberal arts and sciences -- with the vocational through general education requirements. General education is a concept at once related to but different from a liberal education.

Liberal arts, rooted in concerns for civilization and a common heritage, were once the theme of the total undergraduate curriculum. ... But in its comprehensive totality, the knowledge suitable for a liberal education is now beyond the grasp of even (liberal arts) institutions. About the best that any college can do is introduce its students to historic benchmarks and great ideas or provide as broad an array of learning as its resources allow so that students can select their own liberalizing education and provide the advanced skills and background its graduates need for continuing to learn throughout their lives. Seen in this perspective, general education is a mediating influence that, through institution-wide requirements, ensures that all students obtain, from the many courses and programs an institution may make available, some knowledge of the ideas and culture that were once themes of the total liberal arts college (Carnegie 164-165).

In 1945, the Harvard Committee on the Objectives of a General Education in a Free Society offered its view of general education and the relationship of general education to what the committee called special (that is, vocational or professional) education. The committee argued that there had to be a place in higher education for both because, on its own, specialized education was too limiting and, on its own, a general education did not meet the needs of American society (53-54). The committee wrote:

The problem is how to save general education and its values within a system where specialism is necessary. ... Specializing in a vocation makes for inflexibility in a world of fluid possibilities. Business demands minds capable of adjusting themselves to varying situations and of managing complex human institutions. Given the pace of economic progress, techniques alter speedily; and even the work in which the student has been trained may no longer be useful when he is ready to earn a living or soon after. Our conclusion, then, is that the aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of the free man and the citizen. Thus the two kinds of education once given separately to different social classes must be given together to all alike (Harvard Committee 54).

Today, then, a liberal education is thought to be one that is broad and general rather than one that is vocational or professional (Dejnozka 324). It is not a definition that meets all of Aristotle's criteria for a liberal education, but neither is it a definition that ignores the spirit of the Greek philosopher's teachings. Aristotle discussed a liberal education as the appropriate education for free men. One might argue that it is still -- in the guise of general education -- the appropriate education of free men. Certainly, the Harvard Committee, thought so:

Democracy is the view that not only the few but that all are free in that everyone governs his own life and shares in the responsibility for the management of the community. This being the case, it follows that all human beings stand in need of an ampler and rounded education. The task of modern democracy is to preserve the ancient ideal of liberal education and to extend it as far as possible to all the members of the community. ... And these are the touchstones of the liberated man: first, is he free; that is to say, is he able to judge and plan for himself, so that he can truly govern himself? In order to do this, his must be a mind capable of self-criticism; he must lead that self-examined life which according to Socrates is alone worthy of a free man. Thus, he will possess inner freedom as well as social freedom. Second, is he universal in his motives and sympathies? For the civilized man is a citizen of the entire universe; he has overcome provincialism, he is objective and is a "spectator of all time and all existence." Surely, these two are the very aims of democracy itself (52-53).

History of Journalism Education and the Role of the Liberal Arts and Sciences

The academic revolution that occurred in the United States in the decades following the Civil War resulted in more colleges and universities, more college

students and more course offerings in more subject areas. One of the new subjects offered during this period was journalism.

Certainly, journalism as an occupation was not new, but the idea that it could or should be taught at a college or university was new. Initially the appropriate preparation for a career in journalism was thought to be on-the-job training. During what Weaver and Wilhoit describe as the first of four distinct periods in journalism education, from the 1700s to the 1860s, many "journalists" were really printers and learned their craft through an apprenticeship system. The authors noted, for example, that Benjamin Franklin learned about journalism when he served as an apprentice in his brother's Boston print shop. Franklin later worked at a London print house where he honed his skills (42).

A few early American journalists also may have "perfected their writing skills in colleges on the eastern seaboard or abroad" (42). Weaver and Wilhoit also noted that other writers, like Thomas Paine, had no formal training but relied on the "school of life" for their knowledge of people and events. According to the authors, "This early emphasis on the school of life reinforced the idea that a journalist should be a "gifted amateur" rather than a more narrow specialist, and that a journalist should be broadly and liberally educated (42).

The notion that a journalist should be broadly and liberally educated has recurred throughout the history of journalism education. However, that didn't mean that all newspaper editors believed that journalists should be college-educated. By and large, in the beginning, they did not (Becker et al. 8). Their acceptance of the idea grew slowly, as it did initially among educators.

At least two early proposals, for example, never really got off the ground.

General Robert E. Lee, who served as president of Washington College (now Washington and Lee University) after the war, planned what was believed to be the first course of instruction in journalism at any American college or university. The year

was 1869, and Lee's plan involved the awarding of scholarships to young men interested in journalism as a career (Sutton 7). According to Sutton:

The training was to consist of instruction in printing in a local plant, and it was designed to prepare students for service on newspapers of the time, which, for the most part, were operated by editors who also were practical printers. The student's editorial training was to be obtained while he stood before the type-case, composing his articles as he set them up in type. However, the scholarships were never used (7).

In addition to the editorial training, the recipients of the 50 proposed press scholarships were expected to attend Washington College and take the regular, or classical, course of instruction. According to Lindley, Lee's plan failed when he died in 1870 (1).

A second attempt to offer a program of instruction in journalism also failed, although some training was available in a series of special lectures.

Sutton noted that as early as 1875-76, an announcement appeared in the catalog of Cornell University indicating that school's intention to offer training to those who wanted to make journalism their profession. Courses in journalism did not materialize, however, (10) although journalism was the subject of lectures by Professor Willard Fiske. Lindley wrote that, "The program attracted few students; only one was awarded a certificate in journalism, in 1876" (1).

Still, the performance of journalists during the Civil War had "brought an awareness of responsibility for systematic and reliable news reporting. By 1890, the modern conception of a newspaper with a capable staff and huge circulation had emerged, and the need for trained personnel led to interest in journalism education" (Dressel 21).

The period from the 1860s to the 1920s comprised what Weaver and Wilhoit call the second period of U.S. journalism education. It is the period, the beginnings of which are described above, in which interest grew in the incorporation of journalism

training in the curriculum of American colleges and universities. According to Weaver and Wilhoit:

Kansas State College began instruction in printing in 1873, the University of Missouri in 1878, and the University of Pennsylvania in 1893. Usually these classes were taught by former newspapermen. For example, Joseph French Johnson, a former financial editor of the Chicago Tribune, taught courses at Pennsylvania, and newspaperman Walter Williams headed the first separate school of journalism in 1908 at the University of Missouri.

Most of these early journalism education programs stressed training in writing and editing at the undergraduate level, first within English departments, then in independent departments and schools of journalism. This undergraduate training later developed into master's-level instruction in writing and editing at Columbia and other schools (42).

As journalism training was added to the curriculum at these universities, editors debated whether journalism should be and could be taught there. And if journalism was to be taught at the university, a second question concerned the appropriate curriculum for such instruction: Should the study of journalism be purely technical or more broadly based? Thus, the link between journalism and those courses that might provide a "liberal" education, the liberal arts and sciences, does indeed go back to the beginning, or almost the beginning, of undergraduate journalism education. Sutton characterized the journalism education debate among editors as follows:

Basically, the groups (of editors) were in agreement that men and women entering the profession of journalism needed a special type of education for the work. Essentially their arguments centered around the issue of whether the instruction given should be strictly technical in nature or should be broad enough to include important background material available through a study of the social sciences and other related areas in institutions of higher learning. Some of the men who were opposed to the movement (to include journalism in colleges and universities) held to the belief that colleges and universities traditionally were, and should continue to be, devoted to a "liberal" education, which to them signified an exclusion of any and all kinds of training aimed toward the acquisition of technical skills (9-10).

According to Sutton, the number of editors who initially opposed the idea of undergraduate journalism education far outweighed the number of editors who supported it. This opposition, he believed, was one reason the movement to offer journalism training did not spread more rapidly (10). Still, Sutton noted that by the end of the century, in addition to those schools already mentioned, instruction in journalism

was available at the University of Kansas, Denver University, Temple University, the University of Iowa, Indiana University, the University of Michigan and the University of Nebraska. (11). The University of Illinois added instruction in journalism in 1902 (Lindley 2).

Although a modern-day journalist wrote several years ago that "journalism programs continue to be the 'Rodney Dangerfields' of higher education" (ASNE 12), just after the turn of the twentieth century, the fortunes of journalism as an academic discipline actually were on the rise and respectability was right around the corner. Some of this was due to Joseph Pulitzer's decision in 1903 to endow a school of journalism at Columbia University with \$2 million (Lindley 2). Some of journalism's rising fortunes no doubt stemmed also from the involvement of the president of Harvard University, Dr. Charles W. Eliot, with Pulitzer's plan.

Prior to establishing the endowment at Columbia, Pulitzer -- who had built and owned the St. Louis Post-Dispatch and the New York World (Emery and Emery 218-220) -- had asked Eliot what he thought of the establishment of a school of journalism at a large Eastern university. Eliot responded by preparing a list of courses for Pulitzer that "placed stress on practical courses designed to prepare for the business department of a newspaper. Eliot's plan include two courses in newspaper administration (basically management and technology), the law of journalism, ethics of journalism, history of journalism, the literary form of newspapers (grammar and style), and "reinforcement of existing departments of instruction for benefit of students in journalism." By this, Eliot meant background courses that were to be coordinated with journalism (Sutton 12-13).

Eliot's idea, however, was not viewed as consistent with Pulitzer's own ideas of a journalism education, although the criticism may have been unfair. Whereas some have labeled Eliot's plan as vocational, "Pulitzer's views were regarded as emphasizing liberal education" (Dressel 23). According to Sutton, Pulitzer's program

would have "emphasized editorial training in the collection and dissemination of news, with major stress placed on the social sciences. Courses dealing with the business aspect of newspaper publishing were to be carefully avoided" (13).

Pulitzer's plan -- which did not represent the prevailing view at the time -- called for an integrated program that included attention to the following elements: style; journalism law; ethics; literature; truth and accuracy, including attribution techniques; journalism history, with an emphasis on American history; sociology; economics; "the enemies of the republic"; arbitration "in its broad sense"; statistics, modern languages, "French for style and German as a key to information, neither as a cultural subject"; a broad outline of the basic sciences; the study of newspapers, with a focus on news values and newspaper ethics; the power of ideas, including emphasis on the great ideas in history; principles of journalism, "including actually publishing a paper under competent editors" and, last but not least, the news (Dressel 23).

The Pulitzer and Eliot plans came to be regarded as competing philosophies of journalism education, although others have pointed out that both plans emphasized "a broad education based in large part on the social sciences " and "were hardly so distinctive as to indicate different philosophical positions" (Dressel 23-24). Still, the plans were important because they led to much discussion of the proper content of journalism education, and they gave credence to the very notion that journalism was a fitting subject for the university curriculum (Sutton 13).

Sutton, who did consider the views of Pulitzer and Eliot to be somewhat different, wrote in 1945 of the effects these viewpoints continued to have on journalism education:

The Eliot plan, which placed major emphasis on "practical" training, held greatest favor for many years. This fact probably was the result of two main reasons: first, proposals made by this leading educator (Eliot) naturally met with favor among school men; secondly, strong efforts were made to gain favor in the eyes of newspapermen, and it was felt that a close duplication of the work actually done in the profession would most nearly meet the demands made by editors upon newcomers seeking employment upon graduation.

However, the gradual trend toward less stress on technical courses in favor of background instruction in the social sciences points to a growing shift to the Pulitzer point of view. No doubt this can be attributed to a wider shift in the broader field of higher education itself, which has been in the direction of greater recognition of the need for a more thoroughgoing study of society and its needs in order to prepare individuals for meeting the growing problems in a complex and ever-changing social order. ...

In most present-day schools, the curriculum of journalism consists of a mixture of the two philosophies, with the degree of emphasis varying from institution to institution. ...

This tendency of certain schools to favor one plan over another perhaps was due largely to the confusion which still exists in an interpretation of the real meaning of "vocational subjects" contrasted with "liberal or cultural studies" -- a condition that has persisted for many years (14).

Despite the "confusion" over vocational training and liberal learning, journalism education experienced a period of rapid growth in the first 20 years of the new century. Sutton reported that, "By 1920, some journalism was being offered in 131 schools," although the number offering full journalism programs appeared to be much smaller than that (17). By 1940, about sixty percent, or 542, of all four-year, degree-granting colleges and universities in the country were offering some instruction in journalism (Sutton 18).

In addition to the rapid growth of journalism courses and programs, professional organizations associated with journalism education also were formed during this time: the American Association of Teachers of Journalism in 1912 and the American Association of Schools and Departments of Journalism in 1917. These organizations helped shape and strengthen university journalism programs (Sutton 17).

For instance, Willard Bleyer, the first president of the American Association of Teachers of Journalism, left his mark on the University of Wisconsin and on the whole of journalism education. He wrote journalism textbooks where none had existed previously; he taught many people who became leaders in the field of journalism and, in terms of the journalism curriculum, Bleyer -- who tried to combine aspects of the Eliot and Pulitzer plans -- "delivered the initial impetus to the liberal arts curriculum for journalism students, and to both research and accreditation in the field" (Emery and McKerns 5):

From the start, Bleyer articulated his vision of the content of an education for journalism, outlining in 1906 a junior-senior curriculum consisting of economics, political science, history, English and journalism, and subsequently including sociology, psychology, and the natural sciences. He specified a four-year program as one-fourth journalism and three-fourths sciences and humanities. It was the prototype for a great segment of journalism education, and decades later became the basic command of accreditation (Emery and McKerns 5).

Bleyer's affinity for integrating journalism with the social sciences -- even though his own background was in English -- had several effects. According to Weaver and Wilhoit, "more emphasis began to be put on ways of observing the world and systematically recording and analyzing such observation. More emphasis was placed on generalizing from specific observations, especially in journalism and mass communication research" (43). In addition, as others began to buy into Bleyer's ideas, "journalism schools began hiring Ph.Ds primarily from political science, sociology and psychology. Some came from the humanities, especially history, but often even they took a social-science viewpoint" (Weaver and Wilhoit 43).

Thus, as educators settled into this third period of American journalism -- that is, the 1920s to the 1940s (Weaver and Wilhoit 42) -- the social sciences were considered basic to journalism. It wasn't long, though, before educators began to worry about fragmentation of the social sciences. As in the present day, some educators had to ask themselves: When is a liberal education not a liberal education? Dressel wrote that the role of the social sciences in a journalism education had taken on two meanings:

The social sciences are viewed almost as an essential part of the professional preparation and also as providing a general background. For some years, the social sciences as interpreted and offered by the departments of the liberal arts college were uncritically accepted as filling both roles. As liberal arts subjects became fragmented and specialized, it became more difficult for the embryo journalist to obtain an integrated view of the social sciences (27).

Instead, journalism educators started to offer their own social science-oriented courses within journalism schools -- courses in "public opinion" and "influence of the

press" -- and began to study disciplines like psychology, economics, sociology and political science in hopes of finding ways to integrate the learning experience of the journalism student (Hyde 35-41).

Another rather obvious result of the perceived fragmentation in the social sciences was -- as it is today -- the criticism of basic liberal arts courses by journalism educators who believed even the introductory courses no longer offered a truly liberal learning experience. Comments made in 1927 by Eric W. Allen, dean of the University of Oregon Journalism School, seemed to be typical of the opinions of these journalism educators:

If journalism means anything more than a mere trade, it must be based upon some depth of understanding. ... The competent journalist must understand the scientific basis of current life, the complex of established principles that underlies any modern, objective, civilized discussion of politics, government, economics, psychology -- in general, the art of living.

Schools of journalism will utterly fail of their deeper purpose if they do not attempt and succeed in producing a graduate who is thoroughly grounded not only in the separate social sciences, but also in the habit of keeping up with the authentic progress of the best current thought and actually applying the most enlightening conception of social science to his work as a reporter and as an editor (Allen 1).

The effect of all this, according to Dressel, was that, "by the late 1920s, there was evident a trend toward thinking of journalism education as a broad liberal education with a minimum of attention to techniques" (24-25).

Dressel, who wrote extensively about the relationship between journalism and the liberal arts, believed that journalism educators initially gravitated to the social sciences because these were disciplines whose development paralleled to some extent the development of journalism in the curriculum of American colleges and universities. Thus, journalism educators may have felt more comfortable with the social sciences which, by the way, seemed to have an extremely broad or rather hazy definition, according to Dressel (26).

Such subjects as history, literature, foreign language, philosophy, psychology, sociology, political science, geography, and even the natural sciences have been named in making specific the elements of the desired

social science background. There is, of course, a sense in which each of these disciplines, or, indeed, every existing discipline, gives insight into the issues and problems with which society is confronted and with which the journalist perform will deal. Perhaps this accounts for the unusually broad definition of the social sciences found in some statements on journalistic education (26).

History and Standards of Accreditation in Journalism Education

As noted earlier, it was during this third period of journalism education that the discipline truly became part of the landscape of American higher education. There was no turning back -- much to the chagrin of Flexner and Hutchins. The discipline's growing maturity was displayed not only in growth of programs and enrollment, but also in efforts to raise the standards of journalism education through accreditation. Concern that students receive a liberal education can be seen in these accreditation efforts.

For instance, the American Association of Schools and Departments of Journalism (ASDJ) formed a National Council on Education in Journalism as early as 1923 "for the purpose of formulating and maintaining standards of journalistic education and the classification of schools and departments of journalism in accordance with such standards." Standards were adopted the following year. By 1940, the standards had been revised and expanded (Sutton 27-28), and included among 17 requirements, the following:

The four-year course leading to the bachelor's degree in journalism shall normally include, in addition to professional courses in journalism, a suitable and related selection of courses in history, economics, government and politics, sociology, literature and English composition, natural science, foreign languages, psychology, and philosophy, or adequate grouping of these disciplines (qtd. in Sutton 28).

According to Duncan, accreditation in 1940 consisted of meeting the 17 standards of the NCEJ, a forerunner of the current accrediting body, "and thus being admitted to membership in the association. In other words, meet our standards and you

are at one and the same time accredited and admitted to membership in AASDJ" ("Accreditation Issues" 4).

These early efforts at accreditation were a laudable beginning, but they were not without defect. For example, there was no provision for periodic evaluation of members' programs, nor was there any mechanism for removing a member from the list of accredited programs. Instead, "members accredited each other without the benefit of outside guidance or assistance. It was strictly an in-house, old-boy deal" ("Accreditation Issues" 4).

The current accrediting process originated in 1945 when the American Council on Education in Journalism was formed. The name of this organization was changed in 1980 to the Accrediting Council on Education in Journalism and Mass Communications. The accrediting body is recognized by the Council on Postsecondary Education and the U.S. Department of Education (Accrediting Council 1).

The birth of the modern system of journalism accreditation coincided with the beginning of the fourth period of journalism education which, according to Weaver and Wilhoit, encompassed the 1940s to the present. Specifically, these researchers considered the beginning of the fourth period to be the establishment of a journalism research division at the University of Minnesota in 1944, followed by the establishment of other doctoral programs in journalism (43).

The American Council on Education in Journalism originally was comprised of members representing journalism education and newspaper organizations only. Its representation today is far more broad (Accrediting Council 2). Accreditation was done by sequence rather than unit, as it is now ("Accrediting Issues" 6). That is, a journalism program with separate sequences for news-editorial, advertising, radio and public relations might have found itself accredited in the advertising sequence, but not the others. Or perhaps it would have been accredited in the news-editorial sequence, but not the others. Today's unit accreditation means accreditation is awarded to colleges,

schools or departments -- "a major part of whose activities is offering professional programs preparing students for careers in journalism and mass communications" (Accrediting Council 3).

For many years, the accrediting agency interpreted its curriculum standard to mean that schools seeking accreditation would have to abide by a ratio of 25 percent professional training and 75 percent liberal arts and sciences for undergraduate journalism students. That ratio, however, was criticized in the early 1980s as being restrictive and inflexible, not to mention vague and unenforceable (Mullins 11). Some accredited schools found that the curriculum standard, as it was being interpreted, did not allow them to offer vocational instruction they believed was necessary, especially in the areas of public relations and advertising (Weaver and Wilhoit 64).

In 1983, Dennis described the dissatisfaction and turmoil swirling about the accrediting council and the way it was doing business:

"For years and with little stir, ACEJMC put its stamp of approval on journalism schools that met its standards. During the last two years, however, accreditation has been under scrutiny as fierce battles flared with Northwestern University and Boston University. Neither is currently accredited, both having dropped out of the accrediting process during widely publicized disputes with accrediting teams and the council. Also, in 1983, the University of Michigan decided not to seek reaccreditation because the Michigan faculty felt accreditation no longer fit their program. Stanford University earlier had withdrawn with similar arguments.

Boston University carried its grievances to the Department of Education and urged that ACEJMC be stripped of its authority. The council got a probationary, two-year renewal but received a stern warning to get its house in order.

In the midst of these conflicts on campuses, there have been vigorous debates within journalism education over professional-academic control of accreditation and various procedural issues that deeply divide educators ("Storm Swirls" 135-136).

Stone, who concluded after studying reactions to the 75/25 rule that there was "substantial difference" in interpretation between journalism program administrators and members of the accrediting council (16), described the controversy over the curriculum standard as encompassing four factors:

... One, for every journalism course in an undergraduate's program, one course inside the professional area has to be sacrificed. Two, if a journalism degree represents a broad liberal education, such an outcome can be guaranteed only by limiting the number of courses a student may take in the professional area. Three, the structure of departments, colleges and programs is different at almost every school, so no set of guidelines can be applied to every situation. Four, accreditors must weigh each case individually to determine if the letter and spirit of the law are being met.

Because no written policy exists, it is important for journalism and mass communication administrators and members of the accrediting association to understand how the policy is to be applied. The results of the study reported here indicate this is far from reality (Stone 13)

Thus, in the early '80s, there was enough disagreement over the appropriate mix of professional training and the liberal arts in a journalism education to cause fierce battles over the accrediting council's Standard 3, the curriculum standard. However, while some educators chafed at the restraints brought on by the 75/25 rule, not all of them did. For instance, the faculty of the University of Oregon School of Journalism, in revamping its own curriculum as part of the project that resulted in the Oregon Report, endorsed the 75/25 rule:

Thorough discussions were held at faculty meetings and at two retreats during which the faculty affirmed its support for the traditional 25/75 percent balance between instruction in journalism and mass communication and general education coursework. The Oregon faculty rejected the efforts at other schools to increase the vocational emphasis. Instead, a high-quality education was defined as including rigorous attention to the humanities, social sciences, science and other fields. The exact mix of substantive coursework in other fields that we recommend to our students is laid out in the catalog. It meets national accreditation standards for general education and journalism education as well as allowing students considerable choice.

The School of Journalism's charge is to supervise the education, training and implementation of its students. This translates into a broad-based and balanced liberal arts education (Planning 56).

Industry executives were also part of the debate over the 75/25 rule.

Professional members of the accrediting council, for instance, were viewed as the most adamant supporters of a narrow definition of the 75/25 rule ("Accreditation Issues" 12). Claude Sitton, who was editorial director and vice president of The News and Observer and the Raleigh Times in Raleigh, N.C., also supported the rule and seemed to speak

for other editors when he spoke at a plenary session of the 1983 convention of the Association for Education in Journalism and Mass Communication:

Editors have been criticized here for failing to keep up with the new trends in organization and course content in schools and departments of journalism. I wonder how well these critics have kept up with the new trends in the newspaper field.

Newspaper readers are demanding less of the "what" and more of the "why." This means we need journalists well versed in the liberal arts and the sciences. Further, we need journalists who can think and write not only in the hard news context but also in the more expository fashion of analysis.

I suggest to you that many, many editors question the values of journalism education. I know of none who requires it of an applicant. The American Society of Newspaper Editors Education for Journalism Committee, of which I am chairman, and the joint ASNE-AEJMC Committee on News and Editorial Education are working to convince these non-believers of journalism education's value. But the trend toward excessive hours in journalism courses has a negative influence on that effort.

Perhaps the answer to this problem lies in a five-year curriculum for students who feel a need for additional work in the communications field. But it certainly does not lie in loosening the 25 percent rule, for that would take us farther down that road that leads to communicators who have little to communicate ("Accreditation Issues" 9).

Despite that stand, educators who had criticized the accrediting council were mollified for the most part when ACEJMC did, in fact, relax its interpretation of the curriculum standard by redefining the inflexible 75/25 rule as "approximately 25 percent." This change was defined more specifically as a requirement that students take a minimum of 90 semester hours in courses outside the major area of study, with no fewer than 65 of those hours in the liberal arts and sciences (Accrediting Council 7; Mullins 9).

This was a more flexible standard because the new 90/65 rule, as it came to be known, was based on a graduation requirement of 120 semester hours. If the graduation requirement at a particular school was 124 semester hours, for example, a journalism program would be able to require 34 hours in a major, if it wished, instead of being limited to 30 hours. On the other hand, a journalism faculty would have the freedom to add necessary hours in a major, even if the school's minimum graduation

requirement was only 120 hours. This would be accomplished by raising the number of hours needed for graduation with a major in journalism.

Today, ACEJMC's curriculum standard reads as follows:

The unit's curriculum must provide students with a solid opportunity to learn not only why and how to communicate but also what to communicate. This requirement calls for a reasonable balance between journalism and mass communications courses and courses in other disciplines, primarily in the liberal arts and sciences. Balance also should be provided between instruction in practical skills and in the more philosophical aspects of journalism and mass communications (Accrediting Council 7).

In addition to the council's 90-65 definition of this standard, the council also addressed itself to "the spirit of liberal education":

Proper education in journalism and mass communications is broad and general -- not narrow and specialized. Practitioners must command the basic skills required by the specialized area in which they choose to work, but the practical component of their education must not be overemphasized, nor should it be allowed to crowd out and make marginal the liberal arts and sciences.

The traditional arts and sciences remain the solid basis of professional education for all of journalism and mass communications (Accrediting Council 5).

The accrediting council also clarified its position on the role of the faculty in student selection of liberal arts and sciences courses:

Every student needs room for general electives and the opportunity to pursue strictly personal and/or avocational interests. Nonetheless, the Council is concerned about the tendency to dissipate the quality and pertinence of education by overindulgence in excessively specialized and excessively frivolous courses. Therefore, units should control carefully, within the limits of institutional policy, the total education of their students. ...

The character and quality of the non-journalism, non-mass communications portion of a student's program is of vital educational importance and should be monitored carefully by the unit. Assurances that a college of liberal arts is taking care of general education without examination by and recommendations from the unit are not enough. The unit should endeavor through advising and prerequisites and by working with other units to ensure that a majority of student's education is in academic disciplines that contribute to the development of a fund of substantial knowledge about the modern world (Accrediting Council 5).

Compliance with the accrediting council's 90/65 rule is reviewed when an accredited program seeks renewal of accreditation. Accredited programs must be able to demonstrate 95 percent compliance by counting the hours of non-journalism and

liberal arts and sciences courses for every member of the last two graduating classes. By 1990, the accrediting council had provided the following advice as to what was or was not a liberal arts course: "The accrediting council will count courses taught outside of the journalism and mass communications unit the same as the university counts them. Also, no course taught in the journalism and mass communications unit may be considered in the liberal arts and sciences" (Accrediting Council 7-8).

In 1992, in the Journalism & Mass Communication Directory, 94 schools were listed as being accredited by ACEJMC. That appeared to be about 25 percent of all the U.S. colleges and universities listed as offering journalism education (AEJMC 68-71, 89-90). Although this percentage may seem low, many non-accredited programs follow the lead of the accrediting council and do try to stay close to an approximate ratio 25 percent professional courses and 75 percent "outside" courses (Becker, Fruit and Caudill 12).

The 1980s Debate over the Role of the Liberal Arts in Journalism Education

Two documents created in the 1980s, one completed before the redefinition of the 75/25 rule and the other completed after, deserve special attention because they look to the future of journalism education -- and because they continue to serve as a catalyst for a national debate on the appropriate curriculum for an undergraduate journalism education.

The purpose of the Oregon Report, the informal name of the document produced by the Project on the Future of Journalism and Mass Communication, was "to assess and evaluate the present status and future needs of the nation's schools and departments of journalism and mass communication through a series of studies and by fostering a national debate wherein interested parties may offer a critique" (Planning v). The report was first published in 1984.

The Oregon Report had three goals:

To develop notes on a strategic plan for the field that can be useful to individual educators, administrators and schools;

To fashion model curricula for the field that will (a) accommodate and generate new knowledge; (b) accommodate technological change; and (c) be aware of the personnel needs of the communications industries;

To develop a new curriculum to be implemented at the University of Oregon as an outgrowth of the project (Planning v).

Those who compiled the report based their recommendations on information collected from administrators, faculty members, industry professionals, scholars in related fields, and a host of specialists with expertise in subjects like the new technology and curricular reform. Survey comments related to the present study are summarized in the research section of this chapter.

Although the Oregon Report emphasized curriculum within the journalism unit, it made clear that the liberal arts and sciences were and must be a key part of the journalism student's education. "We agree," the report said, "with the national accreditation standard wherein students take up to 25 percent of their work in journalism and mass communication and 75 percent in the arts and sciences" (Planning 1).

A group of 30 leading scholars, administrators and media professionals -- meeting at the University of Oregon in January 1984 in connection with the project -- also "agreed strongly that journalism/mass communication education must rely on a strong relationship with the liberal arts and sciences" (Planning 4).

One finding of the Oregon Report was that journalism education was in a shambles:

It is a field grossly underfunded, even when compared with other university departments, schools and colleges. Journalism/mass communication units have large, sometimes massive, enrollments, and tiny, overworked faculties, again by standards of the university generally. These units rarely play a major role in the governance of the university and rarely provide persons for the top cadre of leadership. ...

Although journalism schools had begun with lofty ideals and great expectations for the advancement of the press and the public, many were little more than industry-oriented trade schools by the 1970s and the 1980s. ... So

journalism schools were not exactly centers of innovation. They were regarded as following industry, not leading it; as the handmaiden to industry, not its critic or visionary guide (Planning 1, 3).

In addition, the Oregon Report acknowledged that the journalism curriculum at many schools was fragmented and incoherent -- "a patchwork of craft and conceptual courses based on student consumerism, faculty interests and an institutional attempt to respond to special industry and topical interests and developments" (Planning 48).

One of the key concerns of the Oregon Report was that the practice of educating students in industry-oriented sequences was becoming outdated. The report noted that such an education may indeed turn out an entry-level employee, but "it often fails to give students broader survival skills to prepare them for a communication industry that is rapidly merging into a single field. ... (T)hey have few generalizable skills and competencies that can easily make them marketable in related communication fields" (Planning 48).

The Oregon Report proposed three interrelated goals aimed at "embracing" a more generic, less sequenced, approach to the study of journalism and mass communication:

First, students need a conceptual map of the field they are entering. This means a distillation of the range of knowledge of the field of mass communication and an adequate description of the various elements and organizations that comprise the field. This is not the typical introduction to mass communication approach, which is rarely more than a descriptive inventory. It is an approach that explains how communication scholars and professionals do their work, how they think, what methods they use and what the yield of their activity involves. It means introducing knowledge about mass communication as a process as well as an explanation of literature in the field. ...

Second, the journalism/mass communication curriculum through its course structure needs to do more to help students make sense out of the rest of their education. As the journalism schools have become more insular in recent years this "linchpin" function has been all but lost. Journalism/mass communication faculty members need to know and understand quite specifically how the courses they teach fit into the student's larger general education. This is not done by cursory reading of university catalogues. ... The teacher of a public opinion course might, for example, call some attention to a survey by connecting it quite specifically to the student's coursework in sociology or mention that an experiment was similar to one discussed in psychology. ... This is rarely done. ...

Third, specific craft courses must be developed as part of an overall plan that is linked to educational outcomes for the student. What capabilities and

competencies should the students in particular courses and sequences have? Few, if any, faculties have carefully defined their goals with regard to the specific skills and knowledge a competent graduate should have. And fewer still have related such "desired educational outcomes" to particular courses. Each craft course in the curriculum should have specific goals and expected outcomes for students (Planning 49-50).

The Task Force on the Future of Journalism and Mass Communication

Education built on the work of the Oregon Report. The task force document was actually the combination of seven separate task force, or subcommittee, reports that tried to clarify the role of the liberal arts and sciences in journalism education and to consider curriculum needs in individual sequences ("Challenges" A-2). The sequences or professional areas were advertising, broadcast, magazine, news-editorial, public relations and visual.

The report of the news-editorial group is treated under the research section of this chapter. The liberal arts and sciences section of the task force document is pertinent here. The latter report was compiled by groups of educators and program administrators representing the Association for Education in Journalism and Mass Communication (AEJMC) and the Association of Schools of Journalism and Mass Communication (ASJMC) respectively.

The liberal arts and sciences task force was asked to draft a joint statement that would accomplish three goals:

First, the statement should provide guidance to JMC units seeking accreditation or reaccreditation by ACEJMC. Second, it should provide a framework which units might use as a guide to implementing, monitoring, and demonstrating compliance with the sacred standard of ACEJMC, the much-feared Standard No. 3 of the visiting team report, which is entitled, innocently enough, "Curriculum." Third, the statement should provide guidance to the accrediting council itself regarding current thinking about JMC curriculum and liberal arts in relation to accreditation ("Challenges" A-3).

The task force began by indicating its strong support for the traditional JMC education "superstructure" that places strong emphasis on the liberal arts and sciences. Quoting the philosophies of Willard Bleyer and Joseph Pulitzer, the task

force noted that at least four goals of journalism education today were inherent in those philosophies:

A well-prepared graduate will possess (1) a set of field-related skills; (2) a broad education grounded in the liberal arts; (3) a value system that emphasizes public service; and (4) the ability to integrate these things "in relation to the life and work of the world."

Not surprisingly, these broad outcomes correspond nicely with our present theory of JMC curricula. We seek to prepare students by putting them through skills courses; by requiring a broad array of supporting courses with an emphasis on the liberal arts; by providing a context in which to make decisions (history, law, ethics, economics of the media, etc.); and by helping them see how these things fit together in a pattern (albeit a shifting one) that will be useful in the "real world" ("Challenges" A-4).

The task force also considered the future in journalism education, and concluded -- much as the writers of the Oregon Report had -- that merging technologies were having a similar effect on curriculum, with a resultant "commonality" among sequences. These changes "have implications not only for the majors we offer but also for the outside courses we recommend or require," the task force wrote, adding that the changes also affected students' career opportunities and perceptions ("Challenges" A-4).

The solution proposed by the task force was that JMC programs adopt what the task force termed a "functionalist" or integrated approach to curriculum planning and evaluation. This is how the task force explained its proposal:

By a functionalist approach we have in mind the specification of how all units of the curriculum interrelate in addressing explicit goals and objectives of the unit. These goals, defined philosophically and operationally, should be the primary determinants of a curriculum. Using this approach all courses must be examined to ensure they are relevant to the overall goals and objectives of the unit, and testing and evaluation procedures must be developed for units and reviewers to determine to what degree the plan is successful.

The entire curriculum -- including liberal arts (both inside and outside the unit), skills and content courses (which are not mutually exclusive concepts), internships and other practical training -- would be critically examined in terms of what they are supposed to do for students. Evaluation would be ongoing to ensure that courses and other experiences are doing what they are supposed to do. This means comprehensive testing over the broad areas of training and education at several points during the student's course of study ("Challenges" A-5).

With regard to examination of outside courses, the task force elaborated on its plan, writing that the unit "must enlist the aid of colleagues across the campus to identify those courses that are central to the concept of 'the educated person'." The task force suggested that such courses were not limited to the college of arts and sciences, nor was every course in that college truly a liberal arts course ("Challenges" A-5).

The group also suggested that some "non-skills" courses within the JMC unit had a strong liberal arts content which should be considered. "The functionalist approach would not categorize courses simply on the basis of where they are taught," the task force wrote ("Challenges" A-5).

According to the task force, "Simplistic definitions of liberal arts fly in the face of the makeup of modern universities. The typical management professor has formal training in psychology or statistics and will plow that background into lectures and assignments." The group questioned why a mass communication ethics course, for example, should be considered a liberal arts course for non-majors, but a professional course for majors.

The group also recommended that units and accrediting teams "take control over the responsibility for classifying courses outside the unit that are really communication skills courses." The task force noted that some courses in departments of speech communication, telecommunication, art and business might, in fact, be skills courses and thus, would violate the spirit of the liberal arts accreditation requirement.

The task force suggested that the proper means of classifying courses was to examine course descriptions and course syllabi and, if necessary, monitor courses even more closely than that. This type of detailed analysis should be the responsibility of the academic unit, the group wrote, "but the scheme should be sufficiently detailed to convince an accrediting of its reliability and validity in meeting curriculum standard requirement" ("Challenges" A-6,-A-7).

In addition to this analysis, the task force recommended that units attempt to control the proliferation of JMC courses which may not be necessary.

Some courses on the books in some programs, even at the undergraduate level, appear to duplicate courses offered in other departments of the university or college. Some courses inside and outside the unit are so narrow as to be of questionable value to JMC students. Bright people can dream up a course on almost any topic and justify it to colleagues and higher-ups. Many of these courses are offered only once in a blue moon. Tighter control over creation of new courses, purging no-demand elective courses and blacklisting irrelevant courses are recommended ("Challenges" A-7).

The task force feared that some educators would view its recommendations as the opening of a Pandora's box with regard to journalism education and ACEJMC's curriculum standard. The task force made it clear that the group did not intend to "dismantle accreditation." At the same time, however, the group wrote that the curriculum standard did not acknowledge changes in education and the mass media and thus, failed to take the "comprehensive, unified approach" the task force felt was necessary. The task force wrote:

Accreditation guidelines and materials don't fully articulate the real values of liberal arts in the education of all students, not just our own. We want our students to have a liberal education not just to furnish them with facts and concepts that will give them something to communicate about as communication practitioners. We want them to be thinking, analytical, problem-solving human beings with ethical standards and open-mindedness that will serve them well whether they are in pursuit of a story or in pursuit of a philosophy of life. ...

... A knowledge of the ways human beings and their institutions have tried to describe and explain the world and respond to its opportunities and emergencies is at the heart of the principle of the "educated person."... Some of these ways are logical/linear in nature. Some are aesthetic/spiritual. An educated person ought to have a reasonable, working grasp of these paths to knowledge and conceptions of reality. No simplistic, course tallying system will work ("Challenges" A-8-A-9).

The task force suggested that the status quo in journalism education and accreditation, while making it possible to obtain a broad perspective, probably made it equally possible to fail to obtain it. "As long as our approach is to define liberal arts in nominal ways -- without a thorough examination of the contents of the full curriculum in

light of the goals of the units -- we are not likely to improve those odds," the group wrote ("Challenges" A-9).

Research Efforts Related to Present Study

Just as the role of the liberal arts and sciences is a common discussion topic among journalism educators, so too is it a favorite research topic. The research efforts described below are related to the present study, although none of them was designed in the same way and only a few of them were similar in overall purpose.

Because people change, as do circumstances and issues, it seems reasonable to expect the results of research to change over time as well. Thus, an effort was made to limit the studies included in this section to those completed in the last 20 years.

This section is divided into two main parts, with the first part concentrating on research aimed at determining educator and/or editor attitudes on the role of the liberal arts and sciences in a journalism education. The second part of this section discusses research on the liberal arts and sciences courses thought by editors and educators to be the most valuable to a journalism major.

Attitudes on the Role of LAS Courses

In a Journalism Curriculum

It seems clear from the research that there is broad general support for the role of the liberal arts and sciences in journalism education. As part of the Oregon Report, for example, letters were sent to 100 faculty members inside journalism and mass communications and to 40 scholars in related fields. The letters sought the educators' views and suggestions on journalism education. The rate of return on the survey was more than 70 percent (Planning 21). In discussing the attitudes of the scholars in related fields, the team completing the Oregon Report wrote:

A primary theme running through the scholars' responses is one of concern for what political scientist Bernard Hennessy, the author of the most widely used public opinion book in the field, described as a "classic liberal arts" education. Hennessy's notion of such a program includes a dual major in literature and history. "At Syracuse University Journalism School," Hennessy said, "I had a course on type faces; the next semester as an English major I had courses in Chaucer and Milton. I was 23 years old and I needed to follow the argument of Areopagitica much more than I needed to know about Bodoni Bold."

Many of the scholars readily admitted that more work is needed in basic language skills. Yet, as a group, they did not appear to sense that the best training for young people seeking careers in journalism and other mass media industries should to a great extent involve the traditional offerings of journalism skills-acquisition coursework. Consistently, there were calls for reduced emphasis on journalism classes and greater emphasis on studying the liberal arts such as economics, history, literature, business and political science (Planning. 21).

The responses from the scholars in related fields prompted the project team to compile a list of six areas which appeared to need further study. "Reducing the attention given to professional training in favor of more attention to the liberal arts" was one of the areas mentioned. A second area that bears on the present study was: "Concentrating on teaching students to think critically" (Planning 22).

As support for the latter suggestion, the project team reported the comments of Benjamin Compaine, executive director for the Program on Information Resources Policy at Harvard University. He wrote in response to the open-ended query:

It is my view that in an increasingly complex world, the most important education for prospective journalists is an understanding of how to think, how to analyze and how to express themselves. Most, if not all of this, can be done outside the structure of traditional journalism schools (Planning 22).

Although the concerns of JMC faculty members were more technical and there was a great deal of frustration -- even on questions relating to the function of journalism and mass communication schools -- these faculty members, too, were supportive of the role of the liberal arts and sciences in journalism education. In discussing the "basic question" about the mission of JMC programs, the project team wrote in the Oregon Report:

Is it (the mission) to provide students with special technical skills? Many (respondents) objected to that notion. All agreed that the most important part of

the educational process is the development of critical thinking and the building of a wide knowledge base (Planning 23).

Elsewhere in the report, the project team considered ACEJMC accreditation standards, which at that time called for no more than 25 percent of coursework in journalism. The project team wrote:

Some journalism teachers, however, believe that too much time is spent even with such a balance on skills training. ... Some suggested a problem with the 25/75 percent rule because it does not leave enough room for work in communications theory and conceptual coursework about the media once a student has taken sufficient hours in reporting , editing and other skills areas (Planning 24-25).

The response of George Reedy, then the Nieman professor of journalism at Marquette University, was included in the Oregon Report. Reedy, who favored "heavy instruction in communication theory," observed that: "It may be well to consider that down the road *all* of the student's formal 'education' will consist of the traditional liberal arts plus modern communications theory and that industry will assume the responsibility of training the graduates for a career" (Planning 25).

Hanno Hardt, of the University of Iowa, another respondent, agreed with Reedy on the importance of liberal arts, although he had a different solution to the problem of skills training.

Hardt would put journalism education "in graduate programs designed for individuals who have already demonstrated their intellectual abilities and completed an undergraduate degree program." Rather than specific journalistic training, the undergraduate degree would be a broad-based liberal arts major (Planning 25).

Other comments demonstrating support for a broad liberal education included this one from Kim Rotzoll, then an advertising professor and associate dean at the University of Illinois: "First and foremost, I believe that professional education should not interfere with a student developing his or her full potential as a critical thinking individual who knows something of this and other societies" (Planning 25).

It was the conclusion of the project team that responses from journalism and mass communication faculty members called attention to a number of basic questions

deserving of further discussion. Among the seven areas outlined were three that suggested a lack of consensus not on whether liberal arts are important -- but to what extent. they should comprise the journalism curriculum. The questions were:

- What is the proper curriculum for a journalism/ mass communication major?
- Should the schools continue to take a vocational approach or should they concentrate on the undergraduate level on a different approach?
- Should skills training be left to the industry or should it be left to graduate schools? (Planning 26)

The Oregon Report also included the results of a questionnaire sent to heads of organizations comprising AEJMC's Council of Affiliates. This group includes most of the major industry and professional organizations in the United States. There were 50 such trade organizations, according to the 1992 edition of the AEJMC Directory (84). The reports are included here as possibly representative of the views of editors, although those completing the survey would have come from the advertising and public relations fields and the education, publishing and broadcasting fields as well as journalism (Planning 28).

Industry leaders were asked to complete an evaluation aimed at determining the strengths and weaknesses of JMC programs and potential areas of improvement. For example, respondents gave journalism education overall a C+/B- grade average when asked to award letter grades (A,B,C, D and F) to eight statements pertaining to journalism education's accomplishments. The statements included this one: "Provide general liberal arts education." Of the 15 responses to this statement, five were As, six Bs, two Cs, one D and one F.

However, the "grades" were considerably lower on another statement that also seemed to address the role of liberal arts in a journalism education. That statement was: "Produce literate people who can write." Of the 16 responses to this statement, there were no As, four Bs, 10 Cs, one D and one F.

Still, the overall result of this part of the survey, coupled with solicited comments from respondents, prompted the project team to conclude that "the requirement that journalism/mass communication students get a broad liberal arts education" was one of the elements of JMC education that impressed the industry leaders. Unfortunately, when respondents were asked to comment on the weaknesses in JMC education, some of the elements on the "strengths" list were also on the "weaknesses" list.

For example, among the weaknesses described by respondents, were the following:

- Too much emphasis on "marginal" journalism courses at the expense of liberal arts education;

- Students learn skills at the expense of learning to think "creatively."

The project team observed that, "A comparison of what the industry does and does not like about journalism education makes it clear that there is little agreement" (Planning 28-30).

As noted earlier, the Oregon Report was published in 1984. A second report, which built on the findings of the Oregon Report, was developed by AEJMC in cooperation with the ASJMC. Seven subcommittees worked on the report, primarily in 1986 and 1987. The combined reports of all seven task forces -- on advertising, broadcasting, magazine journalism, news editorial journalism, public relations, visual communication, the liberal arts and sciences -- were published in the Spring 1989 edition of Journalism Educator.

This combined report also offered insight into editor and educator views on the liberal arts contribution to journalism education.

For example, the News Editorial Task Force concluded after soliciting the opinions of 21 editors and 29 educators that, both groups "agree emphatically that an educated journalist must have a strong liberal arts background" ("Challenges" A-15). Those people included in the survey were not part of a national study, but rather were

among those who received a letter from a task force member. That is, each of the four task force members wrote to at least five educators and 10 editors "whose opinions are frequently sought because of their excellent newspapers or interest in journalism education" ("Challenges" A-15).

The News Editorial Task Force wrote in its report:

Educators and editors wrote strong statements about the courses students chose from the liberal arts, and they believe that courses outside of journalism should be monitored. Campuses should be combed to find courses in budgeting, government, modern American history, geography and social sciences, the agree. Journalism schools must insist that their majors take these courses "no matter what time of day they are offered."

"Even with these courses, there would be plenty of room in a curriculum for Plato, Keynes and those 'horizon-expanding' courses that university presidents like to talk about and editors like to give speeches about," said one former managing editor who earned a Ph.D and is now a 20-year veteran of academe. This professor agrees with his professional and academic colleagues when he argues that non-journalism courses should be the most closely scrutinized part of the curriculum in order to assess the education of news editorial students ("Challenges" A-15-A-16).

Another comment included in the News Editorial Task Force report bears repeating. It came from an editor who believed that all journalists should develop "enormous expertise" in one narrow topic. The editor was quoted in the report as follows: "The real secret is developing the thinking process, then making sure the youngster has something to think about." Task force members noted that this editor's view "in academic terms, advocates a second major or minor or cognate area of specialization for an excellent journalism program" ("Challenges" A-15). As for the cognitive areas editors and educators would like to see in the curriculum, the task force had this to say:

A few years ago, ethics was the cognitive area that all professionals and educators wanted in the curriculum. The need for responsible journalists with high ethical standards was also included in these responses, but the special paragraphs were reserved for management, business and the ubiquitous writing courses ("Challenges" A-16).

Another research effort that asked both educators and editors for their views on journalism education was completed by Haskell O. Gaddis, a former doctoral student at

Oklahoma State University, who used the research as the foundation of his 1979 dissertation. In addition to seeking information from editors and educators, Gaddis more clearly tried to compare the results of the two groups.

Gaddis had mailed questionnaires to all administrators of accredited news-editorial sequences and to a national sample of editors of newspapers in the under-100,000 circulation category. The survey instrument consisted of a series of statements to which respondents were to react by marking their level of agreement. The choices were "strongly agree," "agree," "neutral," "disagree" and "strongly disagree."

Some of the 26 statements apply to the present study. For instance, one of the statements was: "News-editorial graduates should have had a wide variety of class work in the social sciences, such as political science, economics, sociology and psychology" (180). Gaddis found that there was a statistically significant difference between the mean attitude rating of editors and the mean attitude rating of educators on this statement, with educators more likely to agree that a wide social sciences background was important to beginning journalists. However, Gaddis also noted that both groups registered general agreement with the statement (160-161).

In fact, Gaddis noted that :

One of the most interesting conclusions generated by the results of the survey was that the opinions of responding samples of editors and educators were as nearly alike as they were. In only three (of 26) cases were the mean agreements of the respondents diametrically opposed to each other. In all other cases, the differences, though statistically significant in 46 percent of the items, were different in degree, not in kind (164).

One of the statements on which editors and educators did not agree was this one, which also bears on the present study: "Most recent news editorial graduates display an understanding of local government adequate enough to function as beginning reporters or city government reporters" (179). Gaddis reported that educators moderately agreed with the statement, while editors moderately disagreed with the statement. (160).

Overall, Gaddis concluded that:

It is clear that both the editors and the educators are less than enthusiastic about the level of journalistic skills of recent news-editorial graduates. The group agreement on items pertaining to perceived skills of recent graduates differed significantly, with educators rating perceived skills higher than editors. Mean agreement on perceived versus expected skills of graduates indicated editors saw a need for greater improvement than did educators, despite the fact that educators compiled a higher mean agreement level on skills expected of graduates than did editors. This leads to the obvious conclusion that, while educators set higher standards for expected skills of graduates, they also apparently believed, more than editors, that the perceived standards and the expected standards of skill levels were less widely separated. These educators apparently believed news-editorial education has been doing a better job than did these editors (162-163).

Based on his findings, Gaddis also concluded that the editors and educators who responded to his survey wanted news-editorial graduates to possess:

- reporting skills adequate for an entry-level position;
- a broad knowledge of social and behavioral sciences and liberal arts;
- knowledge of local government, "statistically reliable" opinion polling

techniques, and media ethics (Gaddis said editors "rated the importance of classes in media ethics significantly higher than did educators").

- a dedication to socially responsible journalism (161, 163-164).

Unlike the research described above -- where an attempt was made to obtain the views of both educators and industry professionals -- other research efforts often are directed solely to one group or the other. And whereas some of the comments solicited above are fairly general, those aimed at a particular group tend to seek more specific or "technical" information.

For instance, in preparing its part of the seven-part task force report described above, the combined ASJMC and AEJMC Liberal Arts and Sciences Task Force, solicited information largely from JMC unit administrators during a May 1987 meeting of ASJMC. The unit administrators and "a sprinkling of AEJMC rank and file and members of the ACEJMC Committee" -- 32 in all -- were divided into five groups for the purpose of discussing issues related to accreditation and the liberal arts component of

the JMC curriculum. The group discussions took place after a symposium on the liberal arts, which included presentation of what turned out to be a preliminary version of the LAS task force's report. That is, the LAS task force report -- known to some as the Mullins Report -- was revised based on responses from the discussion groups (Mullins 11).

Comments that emerged from the discussion groups were partly the result of a list of questions prepared by the task force for the discussion period; other comments were simply volunteered during the discussion. Among the prepared questions were:

1. Is it feasible/desirable for units to periodically evaluate all courses outside the unit for the purpose of classifying them as liberal arts ... ?

4. A very few schools strictly control their students' liberal arts courses. Others specify some part of them, leaving the student some choice of courses while specifying others. A very few simply list the liberal arts departments and instruct their students to pick and choose as they will, after meeting the university's general distribution requirements. Which approach is best? ...

5. Is mass communication itself a liberal arts discipline? If the answer is no, current accreditation guidelines are essentially correct. If the answer is yes, then should we stop counting things ... and work backwards from desired outcomes (or characteristics) of the communication practitioner and construct a new curriculum from scratch?

6. Is accreditation in its present form essential (or even useful) for maintaining/achieving quality in mass comm education? (Mullins 14)

In response to the question on monitoring outside courses, Mullins later wrote that:

Two discussion groups said the unit had the responsibility for monitoring and categorizing every course. One group reached no consensus. Two groups said that some monitoring and categorizing was needed but that beyond certifying the 65 liberal arts hours outside the unit, further monitoring was impractical. Some of the responses dealt with what to do about outside courses that might be duplicates of courses offered in the major. There essentially were two opinions. Call them the "hard" approach and the "soft" approach. The "hard" approach says that the unit must examine course descriptions and even course outlines to determine if there are outside courses that are really JMC courses. This group would steer its students away from such courses or count them with the major total. The "soft" group would examine suspect courses if brought to their attention, but would not actively look for them or set up an active screening process. "The 65 rule is so reasonable," said one group, "that the hard core arts and sciences courses are what is going to be on a school's list. All groups -- whether hard or soft -- believed accreditation monitoring would add to their paperwork and costs (Mullins 12).

In response to the question regarding the extent to which students should be allowed to select their own courses outside the journalism curriculum, Mullins noted that, "Views here ran the gamut, with most groups preferring the middle group of recommending blocks of approved courses from which students could select, say, one of four courses." However, Mullins added:

One group said that as long as the course was taught in a liberal arts department, the student should be free to select any of the courses and that total freedom should apply to the rest of the 90 (25 hours minimum). Another group said that as long as the unit had a plan consistent with its mission, then it should be free to operate as it wished with respect to this issue (complete student freedom or completely determined) (Mullins 13).

In response to the question regarding the worth or value of accreditation, Mullins reported that four of the groups strongly supported accreditation and believed that accreditation had contributed to quality in JMC programs. The fifth group -- in which all but one of the administrators represented accredited schools -- "seriously questioned the value of accreditation as it is now administered and in the philosophy behind it" (Mullins 13).

In response to the question asking the administrators whether journalism/mass communication is itself a liberal arts discipline, Mullins wrote that the dominant view among the groups was that, as one of the participants said, "Journalism/mass communication is a professional discipline allied with the liberal arts." Mullins summarized the outcomes of the discussion as follows:

Liberal arts must remain as the foundation stone of creditable JMC education. Liberal arts outside the unit should be a substantial part of that education. Liberal arts inside the unit needs greater recognition and status but should not be used in place of outside liberal arts. JMC itself is not a liberal arts discipline but is allied with liberal arts. JMC units should provide education in mass communication to the campus at large but the scope of these offerings will vary according to the mission and budgets of units. Accreditation is clearly valuable for JMC education. The 90-65 rule, though only one part of one standard, is a workable yardstick for assessing compliance with the non-major part of the curriculum. Discussion groups were divided on how closely to monitor outside courses that are similar in role, scope and purpose to courses within the unit. All groups were concerned about the time and expense associated with curriculum monitoring and advising for purposes of accreditation and re-accreditation inspection (Mullins 13).

Two other surveys of administrators are noteworthy here. In 1988, Robert L. Hoskins asked administrators of the 87 accredited JMC programs how they were coping with the revised curriculum standard, which called for a minimum of 90 semester hours outside the unit with 65 of those hours in traditional liberal arts and sciences disciplines. The rate of return on Hoskins' survey was 68 percent (5). In 1992, researchers at Southwest Missouri State University asked 380 heads of undergraduate JMC programs to react to key aspects of the Oregon and Mullins reports, including whether the liberal arts component of the accreditation standard should be reassessed. The rate of return on the latter survey was 71.3 percent (Dickson 12; Dickson and Sellmeyer 29).

Part of Hoskins' survey consisted of seven statements describing possible responses "to the need -- under the 90-65 rule -- to more precisely identify those courses qualifying as liberal arts and sciences." The percentages of respondents marking each statement are presented below, although it's important to know that respondents were permitted to check more than one statement:

Administrators at 13 (22%) programs indicated they had no procedure for determining whether a course is acceptable as a liberal arts and science course.

Twenty-eight (47%) indicated that they assume any course taught in their liberal arts and sciences unit is acceptable.

Five (8%) refer questionable courses to the Accrediting Council.

Two (3%) have groups or faculties outside their units to advise them as to which courses are liberal arts and sciences.

Twelve (20%) have formed groups or committees within their units to identify acceptable courses.

At 17 (29%) of the responding programs, the unit head is final arbiter.

And at two (3%) programs, such questions are passed on to a university official outside the unit -- the provost or registrar, for example (5).

Hoskins also asked the unit administrators what they would want to do or know if they had to decide whether a course was or was not a liberal arts and sciences course. Respondents ranked six possibilities with a ranking of "1" meaning "most important": 1. seeing the course description (2.70); 2. reviewing the course syllabus (2.72); 3. knowing the department or college in which the course is taught (2.82); 4.

knowing whether it fulfills general education requirements (3.25); 5. talking with an instructor of the course (3.97), and 6. reviewing the textbook used (4.53) (6).

Hoskins also tested what he thought was a pervasive attitude among educators that, "We all know what the liberal arts are" -- an attitude he said that was second only to "Arts and sciences are what is taught in our college of arts and sciences." To test the soundness of the former, Hoskins included in his questionnaire the title and description of 10 courses. He asked respondents to indicate whether each course was an LAS course, a JMC course, neither, or one about which the respondent had no opinion. The following list indicates the percentage of respondents who believed each course was a liberal arts and sciences course:

- National Agriculture Policy (an economics course) -- 43 percent
- Commercial Banking (a finance course) -- 13 percent
- Dance History (in a college of fine arts) -- 88 percent
- Forecasting (a meteorology course) -- 29 percent
- Police-Community Relations (a law enforcement course in a department of sociology in a college of arts and sciences) -- 72 percent
- Reference and Bibliography (a library science course in a college of education) -- 48 percent
- Fundamentals of Music Theory (a music course in a college of liberal arts) -- 72 percent
- Telecommunications Law and Regulation (a communications course in a college of arts and sciences) -- 10 percent
- Introduction to Physical Activity (a physical education course in a college of education) -- 22 percent
- Remote Sensing (a science course in a college of arts and sciences) -- 31 percent

Hoskins also questioned administrators about the impact of the 90-65 rule on their students and on graduation and checkout procedures. He reported that seven of the administrators, or 12 percent, believed students were taking more arts and sciences hours as a result of the rule, and 10 of the administrators, or 17 percent, thought students were taking fewer JMC hours as a result. Twelve administrators, or 20 percent, reported that student advisement procedures had been revised because of the rule.

In addition, Hoskins reported that 24 administrators, or 14 percent, reported revising graduation checkout procedures (7). One or the other number may be wrong, however, since 24 is not 14 percent of the number of administrators who responded to the survey.

The research effort reported by Dickson and Sellmeyer asked heads of undergraduate JMC programs at accredited and non-accredited schools what their own particular academic specialization was and broke down results accordingly. More than half the administrators, or 56 percent, had a news-editorial specialization. The researchers also reported that of the 271 administrators who responded to the survey, 28 percent represented accredited programs. Another 30 percent of the respondents said their programs would seek accreditation within the next five years.

Some of the research findings related to the present study include the following:

- Administrators at accredited schools were more likely than administrators at non-accredited schools to favor the revised (90/65) curriculum standard mandated by ACEJMC. Percentages were 69 percent versus 49 percent.

- Although 51 percent of the respondents with news-editorial specializations favored the 90/65 requirement, the researchers also noted that, "Administrators with a news-editorial specialization were more likely than other respondents to favor the 75/25 plan." Percentages were 27 percent versus 20-21 percent. (Dickson 12; Dickson and Sellmeyer 32).

- In general, non-accredited programs required more hours in a major than did accredited programs. According to Dickson, "While non-accredited were about as likely to require under 30 hours as were accredited programs (10.1% vs. 8.2%), they were far more likely to require 36 or more hours (49% vs. 15%) ." Dickson noted that this difference was significant at the 99.99 percent confidence level (Dickson 13).

- Administrators at 64 percent of the schools represented in the survey reported that required JMC hours comprised under 27.5 percent of the minimum number of

hours needed for graduation. At 26 percent of the programs, required JMC hours comprised from 27.5 percent to 32.5 percent of the minimum number of hours needed for graduation, and 10 percent of programs reported requiring more than 32.5 percent of JMC hours (Dickson 13).

-- According to Dickson, "non-accredited programs tended to require a larger percent of J/MC hours than did non-accredited ones. Accredited programs were significantly more likely to require fewer than 27.5% of the hours required for graduation to be inside hours than were non-accredited programs (84% vs. 55%)." The level of confidence was 99 percent (Dickson 13).

-- Administrators at 63 percent of the schools represented in the survey believed that some non-skills JMC courses should be allowed to count toward the 65 hours of liberal arts and sciences mandated by the ACEJMC accreditation standard (Dickson 13).

-- The researchers reported that 71 percent of the administrators responding to the survey said their unit had some controls over student selection of liberal arts courses. According to the researchers, "respondents at accredited programs were more likely than those at non-accredited programs to state they had such controls (86% vs. 68%)." This difference was statistically significant at the 99 percent level of confidence (Dickson 14; Dickson and Sellmeyer 33).

-- Although a clear majority of administrators (80 percent at accredited schools, 71 percent at non-accredited schools) thought it was desirable to evaluate courses outside the unit for liberal arts content, 43 percent of those who thought such evaluation was desirable also thought it was not feasible. Thirty-seven percent of respondents thought such evaluation was both desirable and feasible. According to the researchers, "administrators with news-editorial, broadcast and public relations specialties were more likely than other administrators to think it was not desirable to evaluate outside liberal arts courses (22% vs. 12%)." Neither research report indicated

what the specializations of the "other administrators" were. (Dickson 14; Dickson and Sellmeyer 33).

-- Dickson reported that 75 percent of all respondents -- asked the number of semester hours of liberal arts and sciences required for J/MC graduates -- said that JMC graduates were required to take 65 semester hours, the minimum number mandated by the accreditation standard. These were Dickson's findings:

While 52% of the administrators responding reported that 70 or more hours were required, 23% stated that 65-69 hours were required. Of the remaining programs, 7% required 60-64 hours, 3% required 55-59 hours, and 14% required less than 55 hours.

The differences between accredited and nonaccredited programs was significant at the .0001 level of confidence. While a quarter of non-accredited programs required under 65 hours of liberal arts and sciences, 5% of accredited programs required fewer than 65 hours. On the other hand, a larger percentage of non-accredited programs required 70 hours or more (54% vs. 48%) (Dickson 13).

Now that administrators have had their say, there are two more research efforts to be discussed. These are studies in which editors have commented on the status of journalism education, accreditation and their own hiring practices. The first reported the results of a survey sponsored by the American Society of Newspaper Editors that was mailed to 600 editors nationwide in 1989. Results were published in April 1990, and were compiled by the following circulation categories: under 25,000; 25,000-100,000, and over 100,000. Overall response rate was 64 percent, with a 50 percent return rate in the smallest circulation category; 79 percent in the 25,000-100,000 category and 62 percent in the largest category. The second research effort was conducted by Becker, Fruit and Caudill in 1981 as part of the research for their book, The Training and Hiring of Journalists. In looking into the personnel practices of the media, these researchers conducted a two-state survey -- in Kentucky and Ohio -- of managing editors of daily and weekly newspapers and news directors of television and radio stations. A questionnaire was sent to all 123 daily newspapers and to all 34 television stations in the two states. A 25 percent sample represented 392 weekly newspapers and a 33

percent sample represented the 330 radio stations. Overall response rate was 64.5 percent, with 84.6 percent of dailies responding and 45.9 percent of the weeklies. In addition, 82.4 percent of the television stations and 53.6 percent of the radio stations responded (116).

Pertinent findings from the ASNE survey of 600 editors included the following:

-- Although the vast majority of editors (84 percent) responding to the survey hired only people with college degrees, half of all those who responded had no preference in terms of the college graduate's major field of study. According to the report, 41 percent preferred to hire a journalism school graduate and 50 percent had no preference. Nine percent preferred to hire someone with a major in a field other than journalism. The report also indicated that there was a stronger preference for journalism school degrees among editors of smaller newspapers than among editors of larger papers (72 percent versus 16 percent). Medium-sized papers were divided in their opinion, with 42 percent preferring a journalism graduate (ASNE 3).

-- Editors also were asked to indicate the approximate proportion of journalism school graduates they hired for their newsroom "during the past five years." The choices were less than 25 percent; 25 percent to 50 percent; 51 percent to 75 percent, and over 75 percent. This is what the survey found:

Sixty-eight percent of the editors reported that more than half of their hires in the past five years have been journalism school graduates. Fully a third of the editors said that more than 75 percent of their new staffers held journalism degrees.

There is little distinction among circulation groups on this question. fifty nine percent of the large newspapers, 70 percent of the medium-sized newspapers and 74 percent of the small newspapers said that more than half of their new hires were journalism school grads (ASNE 4).

-- The ASNE survey results suggested that editors of large and medium-sized newspapers, when asked whether they would have preferred their recent hires to have had more journalism courses or more "work in other fields, such as history, the arts, the social sciences and the physical sciences," clearly favored other coursework. The

response to this question seemed to be based on circulation size, with 96 percent of respondents from large papers favoring "other courses" and 74 percent of respondents from medium-sized papers favoring "other courses." Editors of small newspapers were divided, with 49 percent favoring more journalism courses and 51 percent favoring other courses (5).

-- Eighty-one percent of all respondents indicated that a "broad background in arts and sciences" was either important or very important to their decision to hire a job applicant. But in terms of other characteristics of job applicants, this was not what editors looked for most. The five top characteristics in order of the percentage of editors who listed them as important or very important were: writing skills (100 percent); spelling and grammar (98 percent); newspaper internships (82 percent); knowledge of journalism ethics (81 percent, of which 35 percent was in the "very important" category); broad background in arts and sciences (81 percent, of which 33 percent was in the "very important" category), and typing or word processing skills (64 percent) (ASNE 6).

-- Editors responding to the ASNE survey also were asked to compare the journalism school and non-journalism school graduates they had hired. Some of the abilities that were rated seem to have a bearing on the course listings selected by editors in the present study. The percentage of editors rating each ability "strong" for both groups is shown in Table I (See page 64).

-- Editors responding to the ASNE survey also were asked to assess the strength of the liberal arts and sciences education of their recent entry-level hires. Fifty-seven percent of all respondents indicated that their entry-level hires had a "somewhat strong" LAS education. By circulation, the percentage of editors assessing the liberal arts education of their new hires as either "strong" or "somewhat strong" were as follows: large papers, 78 percent; medium-sized papers, 55 percent, and small papers, 51 percent (7-8).

In the study conducted by Becker, Fruit and Caudill, respondents were asked in an open-ended question to briefly describe the characteristics they believed the ideal candidate for an entry-level reporting job in their newsroom should possess. Of the 97 responses from managing editors of daily newspapers, 37.1 percent mentioned writing ability; 26.8 percent mentioned eagerness and enthusiasm; 26.8 percent mentioned broad knowledge; 18.6 percent mentioned reporting and other technical skills, and 25.8 percent mentioned a college education. Obviously, more than one characteristic could be listed by each respondent (121).

TABLE I
ASNE SURVEY RESULTS COMPARING
ABILITY OF JOURNALISM SCHOOL,
OTHER COLLEGE GRADUATES

Journalistic Traits Rated by Editors	J-school Percent Rating "Strong"	Non-J- school Percent Rating "Strong"
Spelling and grammar	9%	2%
Writing ability	17	7
Knowledge of newspapers	19	17
Knowledge of current events	22	30
Knowledge of geography	38	13
Broad perspective	4	21
Commitment to journalism career	21	12
Knowledge of media law	25	1
Knowledge of ethics	3	16
Capacity of leadership	8	0
Gathering information	8	11
Understanding computers	33	4
Knowledge of a second language	54	19
Knowledge of business/economics	14	11
Problem solving ability	15	39
Widely read	0	36
Capacity for hard work	23	34

SOURCE: ASNE Report 7

Respondents also were asked in a series of questions about specific characteristics of the ideal applicant for an entry-level reporting job. Here is a summary of the responses from the managing editors of daily newspapers.

-- Of 103 responses from daily newspaper editors, 79.6 percent said a college education should be a characteristic of the ideal entry-level job applicant, while 1.9 percent said a college education should not be a characteristic of an ideal candidate and 18.4 percent said it didn't matter.

-- Of 103 daily newspaper editors responding, 72.8 percent said the ideal entry-level reporter candidate would have majored in journalism, while 16.5 percent listed English as the best major and 1.0 percent listed communication. It did not appear that the survey included other choices

-- Of 100 daily newspaper editors responding, 46.0 percent indicated that political science would be the best minor for a journalism major in school, whereas 44.0 percent thought English would be the best minor, 32.0 percent thought history would be the best minor and 20.0 percent thought economics would be the be the best minor. Again, it did not appear from the survey report that the survey included other choices (122).

-- When asked an open-ended question about the strengths and weaknesses of applicants recently encountered in hiring entry-level reporters, 32 percent of the 100 daily newspaper editors who responded listed writing ability as a weakness; 43.0 percent -- the highest percentage among the four groups on this characteristic -- listed English basics, and 17.0 percent listed a willingness to work hard as a weakness of entry-level reporters (125-126).

-- In another open-ended question, respondents were asked to write down what journalism schools could do "to improve the quality of entry-level applicants." Of the 95 daily newspaper editors who responded, 26.3 percent suggested increased teaching of writing; 23.2 percent suggested more emphasis on teaching of reporting and other

technical skills; 34.7 percent wanted to see more attention to the teaching of English basics, and 16.8 percent thought there should be an increase in the availability of internships. Respondents may have made more than one suggestion each (126).

-- Finally, in response to an open-ended question that asked what journalism schools were doing correctly in training students for entry-level reporting positions, 23.0 percent of the 74 daily newspaper editors who answered complimented the teaching of reporting and technical skills; 28.4 percent complimented the teaching of journalism principles; 16.2 percent complimented the teaching of writing skills, and 10.8 percent complimented the offering of internships. Note the smaller number of respondents (the researchers said only 57 percent of all respondents answered this question) and note also that respondents again may have listed more than one item (127).

Liberal Arts and Sciences Courses

Rated Important by Journalists

Over the last 20 years, a few lists of liberal arts courses and/or subjects have appeared that seem to be useful in considering the results of the present study. The first list was the result of a 1975-76 survey of members of the National Conference of Editorial Writers (NCEW), which was published in the spring 1976 edition of The Masthead. The study was an effort by the group's journalism education committee to determine the most appropriate non-journalism classes for students bound for careers as newspaper reporters and editorial writers.

The courses found to be essential or desirable by respondents are listed here in descending order of importance: U.S. history, composition, introduction to economics, state and local government, introduction to sociology, principles of economics, critical writing, constitutional law, comparative economic systems, geography, history of

political thought, political parties, history of modern Europe, economic history of the United States, public finance, urban and regional planning, and philosophy.

Other subjects that were deemed acceptable, though not as important as the others, were linguistics, Shakespeare, international relations, public opinion, computer studies, math, statistics, history of science, criminology and social change.

Still other subjects were thought to be marginal in terms of their ability to prepare students for careers as reporters and editorial writers. Subjects in this group were foreign language, Soviet economics, marketing, insurance, drama, dramatic criticism, the novel, government of specific foreign nations, bacteriology, botany, meteorology, zoology, physiology, education, military science, music, speech, engineering, architecture, and medicine and nursing (Smith 25-29).

A second study relating to journalism and the liberal arts was conducted in 1976 by two educators from the University of Alabama, A.W. VanderMeer and M.D. Lyons. This study was a replication of one conducted in 1958 by other researchers. Both research efforts involved sending surveys to faculty members in nine professional program areas including journalism in order to determine their attitudes "toward liberal studies as part of their curriculums." It is not clear from the research report whether journalism faculty responding included faculty members in sequences other than news-editorial. The 1976 survey was completed by 5,948 faculty members in the nine program areas. The other program areas involved in the survey were agriculture, business administration, education, engineering, home economics, music, nursing and pharmacy (2, 6).

In reporting the survey findings with regard to journalism, the researchers noted that, "As a group, the journalism faculty in 1976 were more favorably disposed towards liberal studies in general than were any of the other eight professional faculty." However, VanderMeer and Lyons also noted that the 26 attitudinal statements comprising the survey showed that the 69 percent of journalism faculty responding

favorably to liberal studies was lower than it had been in 1958 when the favorable response rate was 73 percent (2). "All faculties except those in music exhibited a small but perhaps disturbing loss of affection for liberal studies," the researchers wrote (3).

The researchers also found that:

Although nearly 90 percent of the journalism faculty agree that students who combine broad liberal arts education with professional training have an advantage with respect to future vocational advancement, and less than 10 percent felt that their own students were required to take too much work in liberal arts, more than three out of five respondents preferred that 50 percent or less of their students' time should be occupied with liberal studies. This seems to imply that a majority disagree with the ACEJ standard calling for a one-fourth-three-fourths ratio between courses in journalism and mass communication and courses in the arts and sciences. Nevertheless, in respect to the amount of curricular time they would recommend to be devoted to liberal studies, journalism faculties are much more liberal arts oriented than are any of the other eight professional faculties -- nearly 40 percent prefer than over half of the curriculum be devoted to liberal studies whereas, except for education, five percent or less of the other faculties preferred this amount (3-4).

VanderMeer and Lyons also asked respondents to consider a list of 18 liberal arts fields. The researchers wanted to know whether journalism faculty felt course work in each of the disciplines should be required or simply remain optional. The information from the VanderMeer and Lyons study is contained in Table II below and pertains to the 1976 survey results only:

TABLE II
VANDERMEER, LYONS SURVEY RESULTS COMPARING
JOURNALISM FACULTY ATTITUDES TOWARD
18 LIBERAL ARTS DISCIPLINES

Discipline	Required %	Optional %
Art	12.7	45.5
Music	6.1	60.0
English Composition	94.0	1.2

TABLE II (Continued)

Discipline	Required %	Optional %
History	75.0	1.2
Literature	61.2	9.1
Speech	35.2	26.1
Philosophy	27.7	23.5
Foreign Languages	27.3	31.5
Religion	1.8	64.2
Mathematics	35.2	26.7
Biology	18.8	39.4
Chemistry	8.5	57.5
Physics	6.7	51.5
Physiology	6.1	65.5
Political Science	69.7	7.9
Economics	65.5	7.3
Sociology	51.5	10.3
Psychology	47.9	10.3

SOURCE: VanderMeer and Lyons 8

With regard to the findings on the possible requirement of course work in certain liberal arts and sciences, VanderMeer and Lyons wrote:

While the differences between the 1958 and 1976 studies were small -- usually fewer than five percentage points -- a smaller proportion of 1976 respondents would require students to take work in 12 of the 18 liberal arts disciplines. Thirty percent or more of the responding journalism faculty in 1976 would require work in English composition, history, political science, economics, literature, sociology, psychology, mathematics and speech. Absent from this list but included in the 1958 list are philosophy and foreign languages. A list of disciplines that students would be required or "encouraged" to take by two-thirds of the journalism faculty in 1976 would include none of the natural sciences and none of the arts, but would include foreign languages, philosophy and speech.

Percentages of faculty members who would require their students to take some work in specific disciplines declined in seven out of nine subjects in the humanities and four out of four in the natural sciences. On the other hand, these percentages increased for three of the four social science disciplines. the individual differences in percentages were small, but the trend is perhaps too consistent to be ignored (4-5).

In 1984, a third survey was conducted to determine "the most desirable elective courses for newspaper journalism majors." The survey, conducted by Michael B. Shelly at Illinois State University, was mailed to editors of 530 of the largest U.S. dailies. Of that number, 266 editors responded to Shelly's request to "recommend 10 related electives for newspaper journalism majors." The editors selected from a list of 50 possible courses, which were presented to the editors as generic course titles followed by one-sentence descriptions of the content.

Although the descriptions were not included in the report of Shelly's study, the course titles were listed in "descending order of selection, showing the percentage of the 266 editors agreeing on their placement in the top electives" (52-53). Shelly's list is shown in its entirety in Table III.

TABLE III
SHELLY SURVEY RESULTS OF TOP ELECTIVES
FOR JOURNALISM MAJORS AS CHOSEN
BY 266 NEWSPAPER EDITORS

Course Titles	% of Editors
1. Applied Grammar and Usage for Writers	73.3
2. Principles of Economics I	68.4
3. American Government and Politics	64.2
4. American State and Local Government	56.3
5. American Judicial Process	55.2
6. History of the United States Since 1865	48.1
7. Language and Composition I	44.3
8. Thinking Logically	42.1
9. Contemporary World	36.8
10. Business and its Environment	31.6
11. World Geography	30.8
12. Language and Composition II	25.1
13. History of the United States to 1865	23.6

TABLE III (Continued)

Course Titles	%of Editors
13. Masterpieces of American Literature	23.6
15. Growth and Structure of the English Language	23.3
16. Urban Politics & Problems	21.4
17. Creative Writing	19.9
18. Introduction to Sociology	19.5
19. Current Economic Issues	19.1
20. Elementary Accounting	18.4
21. Masterpieces of English Literature	16.5
22. Moral and Social Values	15.0
23. Energy and Environment	14.6
23. Introduction to Literature (Prose/Fiction)	14.6
25. Principles of Economics II	14.2
26. Public Opinion	13.5
26. Voting and Elections	13.5
28. Government Regulation of Business	12.7
29. Legal Environment of Business	11.6
30. Elementary Accounting II	11.2
31. Science and Modern Man	10.9
32. Social Psychology	10.1
33. Introduction to Shakespeare	9.3
34. Introduction to Literary Themes	9.0
34. Comparative European Governments	9.0
36. Art Appreciation	8.2
37. Human Biology	7.8
37. Masterpieces of World Literature	7.8
39. Social Problems	7.5
40. International Relations	6.0
41. Economic Geography	5.6
41. Problems in the World Economy	5.6
43. History of Latin America	4.5
44. Earth Science	4.1
45. General Psychology	3.7
46. Elementary Spanish	3.3
46. History of Asian Civilizations	3.3
48. People and Food	.03
49. Introduction to the Literature of Theatre	0.0

SOURCE: Shelly 52-53

Four other surveys in which advertising professionals, broadcasting employers and environmental writers discussed the appropriate curriculum and/or academic

degree for their particular field are not included here because the present survey sought an opinion from news-editorial people about the courses that would be most helpful to a general assignment reporter. None of these surveys relate to that, but the two non-advertising surveys strongly endorse the need for a strong liberal arts background for those who intend to go into some aspect of the reporting business (Streitmatter 40-43; Hudson 36-38). The advertising surveys seemed to show a somewhat weaker endorsement of the importance of liberal arts courses (Johanning and Mazey 38-40; "Challenges" A-10-A-12, A-23).

Other Research Findings Related

To the Topic of Present Study

One final piece of research related to the present study considered the differences and/or similarities between the curricula of accredited and non-accredited programs. In 1977, Bob A. Carroll of Northeast Louisiana University compared the literature, or printed materials, of 30 accredited programs and 30 non-accredited programs. He concluded that there were no significant differences between the curricula offered by the two types of schools -- "at least not in the printed materials describing the curricula of the news-editorial sequences or emphases. Evaluation of quality of the curricula was not attempted in this study" (42).

Carroll considered not only the two groups' similarities with regard to reporting and writing, editing and graphics, theory and history, and law and ethics, but also with regard to the minimum semester hours required in English, foreign language, social and behavioral sciences, science and mathematics, and humanities. According to the researcher, the following represent the mean semester hours in general courses for accredited and non-accredited programs:

English -- accredited, 7.56, and non-accredited, 8.03;

Foreign Language -- accredited, 8.43, and non-accredited, 7.60;

Social and Behavioral Sciences -- accredited, 11.60, and non-accredited, 10.70;

Science and Mathematics -- accredited, 16.06, and non-accredited, 13.46;

Humanities -- accredited, 8.43, and non-accredited, 6.56 (43).

Carroll also considered the similarity of accredited and non-accredited programs with regard to the ratio of journalism to non-journalism courses. At the time the study was conducted, the Accrediting Council for Education in Journalism (ACEJ), the forerunner of the current JMC body, recommended a ratio of 75 percent "outside" courses to 25 percent course work inside the major field of study. Carroll wrote:

The study also showed there is no appreciable difference in the ratio of arts and science courses, if the accredited and non-accredited schools are considered as groups. With the accredited schools in this study, the distribution of course hours was 75.6 percent in the arts and sciences and 24.4 percent in journalism. With the non-accredited schools, the distribution was 75.9 percent in arts and sciences and 24.1 percent in journalism. The ACEJ recommends a ratio of 75 to 25 (42-43).

The Future of Journalism Education:

A Rationale for Present Study

Clearly, the "proper" education of the American undergraduate journalism student has been and continues to be the subject of lively debate. The debate has shifted from questions like, "Should a journalism curriculum be broad and general or narrow and vocational?" to questions like, "When is a liberal arts course not really a liberal arts course?" and "Are some journalism courses actually liberal arts courses?"

Obviously, time and circumstances change, and the curriculum must change with them. So, a periodic review of the JMC curriculum is always in order. But this is no ordinary time. Society has moved from the Industrial Age to the Information Age. Technology is changing not only the way information is gathered, but also the amount of information that can be gathered. Thus, journalists of the future will have to contend

with the knowledge explosion which has been a trademark of the last half of the twentieth century.

Advances in technology also threaten to change in significant, but as yet uncertain, ways the communication landscape of the future. Will newspapers exist in the same form? Will there really be that much difference between the role of the journalist and the broadcaster? Will it be necessary -- or just counterproductive -- to continue to divide the JMC curriculum and its students into industry-oriented sequences, as is done now?

Those who worked on the Oregon Report assessed the situation in much the same way almost 10 years ago. They wrote:

Essentially, the problem is that journalism schools tend to operate on an industry model. That is, students are taught the entry-level skills they will need to secure their first jobs in a single, specific communication industry such as newspaper or broadcasting. Reliance on the industry model, however, does not give students the sufficient understanding of the media as a whole that they will need to advance later in their careers. An alternative approach would be to use a generic model of journalism/ mass communication education. Amidst a communications revolution outside the university, journalism schools need a regular, orderly way to accommodate at least three concurrent developments that cut across all the traditional industry-oriented sequences:

- (1) The massive growth of knowledge from a variety of scholarly and professional sources that alters our understanding of journalism and mass communications;
- (2) Breathtaking technological change wherein the computer, the microchip, the satellite and other devices are changing society and the communications industry; and
- (3) Changing organizational patterns and personnel needs in the communications industries requiring new knowledge and different skills from those entering the field (Planning 9-10).

What is the appropriate content of a journalism education? The 1984 Oregon Report served as a catalyst for a national debate over the journalism curriculum of the future. The 1989 report of the Task Force on the Future of Journalism and Mass Communication Education continued the dialogue. This study reported here, inspired by the Task Force document, was an attempt to gather reaction from "average" editors and educators to curricular proposals and ideas included in the document.

CHAPTER III

METHODOLOGY

Chapter Overview

This chapter details the research methods used in studying the role of the liberal arts and sciences in the education of undergraduate journalism majors.

It discusses research design, and it describes the particular research instruments employed. The chapter also includes information on selection of populations and samples relevant to this study. Results of a pilot study also are included.

In addition, this chapter details methods of data collection and recording, and provides information on the types of statistical tests and analyses that formed the basis of this research plan.

Research Methodology

The study involved survey questionnaires mailed with a cover letter to selected editors and educators. Specifically, two questionnaires were constructed. One questionnaire was sent to 200 managing editors of randomly selected daily newspapers, and the other was sent to 200 heads of news-editorial sequences at randomly selected journalism schools.

The cover letter discussed the importance of the research and encouraged respondents to reply by a stated deadline. An addressed, stamped envelope was enclosed with the questionnaire.

The research plan also provided for up to two follow-up mailings to sample members who did not return the original questionnaires. The first follow-up letter, mailed about three weeks after the initial mailings, included a second copy of the appropriate questionnaire. Based on the results of the first follow-up mailing, it was determined that the second follow-up, which was to have been mailed about two weeks later, would not have been effective in generating further response. Copies of all cover letters and the questionnaires are in the Appendices.

Selection of Subjects

The managing editors involved in this study represented daily newspapers randomly selected from all U.S. daily newspapers listed in the 1990 edition of Editor & Publisher International Yearbook (E&P, 1-365). A systematic random sample of 200 newspapers was chosen. This represented about nine percent of all daily newspapers in the United States.

The heads of news-editorial sequences involved in this study represented U.S. universities randomly selected from all U.S. universities listed in the 1990 edition of Journalism & Mass Communication Directory (AEJMC, 4-49) as having a news-editorial sequence. A systematic random sample of 200 schools was chosen. This represented about 50 percent of the U.S. schools listed.

Research Instruments

The study called for the use of two questionnaires, one to be mailed to selected managing editors and the other to be mailed to selected heads of news-editorial sequences.

The questionnaires contained many of the same questions, although each also included questions peculiar to the type of respondent.

Both questionnaires primarily used Likert scales and semantic differential scales to determine respondent attitudes toward the role of liberal arts and sciences courses in a journalism curriculum. Both questionnaires also required respondents to rank their preferences among specific liberal arts and sciences courses listed on the questionnaires.

In addition, both questionnaires included some multiple-choice questions.

Research Design

The dependent variable in this study was attitude toward liberal arts and sciences courses as shown in rating scores of editors and educators. For editors, the independent variables were newspaper circulation size and years of professional experience. For educators, the independent variables were type of program (accredited or non-accredited) and years of professional experience.

A number of relationships were studied in connection with this research. These included:

- a. The relationship between the attitude of editors toward liberal arts and sciences courses and the circulation size of their newspapers.
- b. The relationship between the attitude of editors toward liberal arts and sciences courses and their years of professional experience.
- c. The relationship between the attitude of editors toward liberal arts and sciences courses and newspaper circulation size in combination with years of professional experience.
- d. The relationship between the attitude of educators toward liberal arts and sciences courses and their years of professional experience.
- e. The relationship between the attitude of educators toward liberal arts and sciences courses and the type of program (accredited or non-accredited) they headed.

f. The relationship between the attitude of educators toward liberal arts and sciences courses and their years of professional experience in combination with type of program.

g. The relationship between the attitude of editors and the attitude of educators on a number of liberal arts and sciences-related questions.

h. The relationship between the attitude of editors and the attitude of educators toward liberal arts and sciences courses when years of professional experience were considered as an additional factor.

The result of previous related research suggested the following null hypothesis for this study: that there is no difference between the attitude of newspaper editors and the attitude of educators toward the liberal arts and sciences in a journalism curriculum regardless of each group's years of professional experience.

Related null hypotheses were:

a. There is no relationship between newspaper circulation size and the attitude of editors toward the liberal arts and science in a journalism curriculum.

b. There is no relationship between program accreditation status and the attitude of educators toward the liberal arts and sciences in a journalism curriculum.

Questionnaire Content

A core of questions on attitudes toward liberal arts and sciences courses were included in both the editor questionnaire and the educator questionnaire. However, other questions were limited by relevance to one questionnaire version or the other.

Two five-position, Likert-scale items were used to determine both groups' general attitude toward the value of liberal arts and sciences courses in a journalism curriculum. These questions were to help clarify thought on what has been a traditional area of discussion for editors and educators.

A five-position semantic differential scale was used to determine editors' and educators' opinions of the strength of the general knowledge base of journalism school graduates they'd hired or taught. An understanding of initial perceptions was essential to an understanding of editor and educator attitudes expressed in other survey responses. This question was seen as valuable for that reason.

Both groups were asked, via a series of Likert scales, about the extent to which a journalism department ought to monitor the liberal arts and sciences course selections of its majors. These questions were to follow up on the report and recommendations of the Task Force on the Future of Journalism and Mass Communication Education which indicated courses outside the major area should be monitored closely (A6-A8, A15).

Both questionnaires also contained a list of specific liberal arts and sciences course offerings. Editors and educators were asked to rank the 10 courses they believed to be most beneficial to a general assignment reporter. For each course selected, respondents also were asked in a multiple-choice format whether they would require or recommend the course.

Both questionnaires also allowed editors and educators to write in the names of courses they felt should be ranked, required or recommended, but which were not on the printed list. All the questions pertaining to specific liberal arts and sciences course offerings were to help determine which courses, if any, respondents considered essential to a journalism student.

Another question that was asked of both editors and educators concerned each respondent's years of professional media experience. This was to determine whether, within each group, there was a relationship between liberal arts and sciences attitudes and media experience.

In addition to the questions discussed above, there were other questions which were relevant only to editors or only to educators.

For example, editors were asked in two multiple-choice questions to clarify their basic hiring practices. Specifically, they were asked how likely they were to hire journalism school graduates, and how often they considered a job candidate's breadth of knowledge before hiring. Answers to these items were to be compared to the editor's general attitudes about the value of liberal arts and sciences in a journalism curriculum. The rationale was that editors might say one thing and do another.

Editors also were asked in a multiple-choice item to categorize the circulation size of their newspaper. This was to help determine whether there was any relationship between circulation size and the attitude of editors toward the value of liberal arts courses. The rationale was that editors of larger newspapers, possibly because they do more hiring and have larger staffs, might also have different or stronger feelings about this subject than other editors.

From educators, additional information was sought in a multiple-choice question on current departmental policy toward student selection of liberal arts and sciences courses. This question was to help determine the extent to which departments required and/or recommended that students take specific liberal arts and sciences courses. In addition, if courses were required by a department, the educator was asked to list them.

Answers to these questions were necessary in putting this study into perspective. It was impossible to discuss "what should be" without also discussing "what is."

Educators also were asked whether their journalism program was accredited by the Accrediting Council on Education in Journalism and Mass Communications. Information also was sought on future accreditation plans. These questions were to help determine whether there were significant differences between the responses of those in accredited programs and those in non-accredited programs.

Pilot Study

Once the sample populations were selected, the names of five editors and five educators were randomly drawn from the remaining lists. Copies of the appropriate questionnaire were mailed to these editors and educators around March 15, 1991, prior to the initial mailing. Those participating in the pilot study were asked to critique the questionnaires' clarity and validity. An addressed, stamped envelope was included to encourage response. The response rate was 90 percent. That is, nine of 10 of the pilot study participants returned the questionnaires.

In general, these editors and educators found the questionnaires' construction to be sound. However, one Likert-scale statement seemed too complicated, and several respondents questioned why the order of the notations comprising the Likert scales varied from item to item. That is, if the first scale item had the notation "strongly agree" on the far left, the second scale item had the same notation on the far right. Respondents found this confusing. The questionnaires were modified in accordance with responses to the pilot study prior to being mailed to the editors and educators in the sample population.

Data Collection Plan and Recording

Copies of the editor questionnaire and the educator questionnaire, accompanied by a cover letter explaining the purpose of the study, were mailed March 29, 1991 with a response deadline of April 12, 1991. A follow-up mailing was sent April 20, 1991 with return requested by May 6, 1991.

Numbered questionnaires were returned by mail in addressed, stamped envelopes provided by the researcher. The envelopes were included in each mailing of the questionnaires. As questionnaires were received, the number of the questionnaire was noted on a master list in which the numbers were matched with the

address to which the questionnaire was mailed. In this way, the researcher was able to determine not only who had responded but also who had not responded. This list was used to determine who would be included in follow-up mailings.

Once the questionnaires were received, responses to each question were coded. The numbered codes were then entered into a computer for tabulation and statistical analysis.

Analysis of Data

Statistical tests were determined by the level of data collected from each question. The SYSTAT computer statistics program was used to run the tests.

Questions answered via a Likert scale or a semantic differential scale resulted in score data which was analyzed using the appropriate analysis of variance (ANOVA) statistical test. In cases where analysis involved comparison of only two mean attitude ratings, however, an independent t-test was used.

When both groups of respondents were asked to rank their answers, the resulting sets of ordinal data were analyzed where possible with a Spearman rho statistical test.

Answers to multiple-choice questions that resulted in nominal data were analyzed using the appropriate simple or complex chi square statistical test.

For example, a comparison of editors' and educators' responses to a multiple-choice question asked of both groups was accomplished with a complex chi square statistical test.

A Spearman rho statistical test was used to determine the extent of the relationship between the specific course rankings of editors and the specific course rankings of educators.

A comparison of the mean attitude rating of editors versus the mean attitude rating of educators, based on answers to a scale item, was accomplished with an

independent t-test. An independent t-test also was used to compare the mean attitude ratings of educators in accredited and non-accredited programs.

A randomized ANOVA statistical test was used to compare editors' mean attitude ratings by circulation size; editors' mean attitude ratings by professional experience, and educators' mean attitude ratings by professional experience.

A two-factor ANOVA statistical test was to be used to compare editors' mean attitude ratings by circulation size and professional experience; educators' mean attitude ratings by professional experience and program type, and mean attitude ratings by type of respondent (editor or educator) and professional experience.

These statistical tests were to help determine if and where significant differences in responses existed which, in turn, would allow the researcher to draw conclusions about similarities and differences in attitude scores on liberal arts and sciences-related questions.

Results from these mail surveys are summarized in table form in the report of this research.

Summary

The planned survey research involved construction of two questionnaires which were mailed to respondents with a cover letter and addressed, stamped envelope.

The research plan also provided for up to two follow-up letters to study participants who did not return the original questionnaires. The first follow-up letter also included a duplicate of the appropriate questionnaire. A second follow-up, though planned, was not sent.

One questionnaire was sent to 200 managing editors of randomly selected daily newspapers, and the other was sent to 200 heads of news-editorial sequences at randomly selected journalism schools.

Managing editors involved in this study represented daily newspapers listed in the 1990 edition of Editor & Publisher International Yearbook. The heads of news-editorial sequences involved in this study represented U.S. universities listed in the 1990 edition of Journalism & Mass Communication Directory as having a news-editorial sequence.

The questionnaires contained many of the same questions, although other questions were peculiar to one version or the other.

Respondents were asked about the general value of liberal arts and sciences courses, the extent to which such courses should be monitored by the department, and the merit of specific, listed liberal arts and sciences courses. Study participants also were asked whether selected liberal arts and sciences courses should be required or recommended by the journalism department.

Both questionnaires primarily used Likert scales, semantic differential scales and multiple-choice questions to gather data. Planned statistical tests, though dependent on the type of questions, included analysis of variance tests, independent t-tests, simple and complex chi squares and a Spearman rho correlation.

CHAPTER IV

FINDINGS

General

The purpose of this study was to determine what the average editor and educator thought about the role of the liberal arts and sciences in a journalism curriculum.

Did editors and educators agree on the value of liberal arts and sciences courses in a news-editorial sequence? Did they agree on the extent to which the academic department should monitor students' course selections in the liberal arts and sciences?

Answers to these questions were among the objectives of this study. The other objectives of the study were the following:

- A determination of the liberal arts and sciences courses editors and educators considered most beneficial to the educational background of journalists.

- A determination of the liberal arts and sciences courses, if any, that editors and educators would require of news-editorial students if they could.

- A determination of the liberal arts and sciences courses, if any, that journalism departments required of news-editorial students at the time of the study.

Methodology

In order to answer these questions, two questionnaires were constructed -- one for editors and one for educators. Copies of the first questionnaire were mailed to 200

managing editors of daily newspapers randomly selected from among all U.S. daily newspapers. Copies of the second questionnaire were mailed to 200 heads of news-editorial sequences randomly selected from among all U.S. universities reporting undergraduate journalism programs.

Of the 200 questionnaires mailed to editors, 104, or 52 percent, were returned and are represented in these findings (see Appendix G, page 204). Of the 200 questionnaires mailed to educators, 128, or 64 percent, were returned and are represented in the findings (see Appendix H, page 209). There were two mailings of each questionnaire.

Chapter Outline

The remainder of Chapter IV offers a detailed analysis of the data gathered in this study. The analysis is organized in the following manner:

1. Characteristic of Respondents -- Editors who returned questionnaires were asked to categorize the circulation size of their newspaper and their years of professional experience. Educators who responded also were asked about their professional experience. In addition, they were asked to categorize their journalism program by accreditation status.
2. Editors' Hiring Practices -- Editor respondents were asked how often they hired entry-level reporters with journalism-school backgrounds. They also were asked to rate the importance of general knowledge to their hiring decisions.
3. Current Program Requirements -- Educators who returned questionnaires were asked whether journalism students were required to see an adviser prior to class registration. They also were asked to categorize their department's policy or philosophy on student selection of liberal arts and sciences courses. When appropriate, educators were asked to name specific LAS courses required by the academic departments.

4. The Role of Liberal Arts and Sciences Courses -- Editors and educators were asked the extent of their agreement with seven statements related to the value and quality of liberal arts and sciences courses in journalism curricula. In addition, editors and educators also were asked in an eighth question to rate the breadth of knowledge of recent journalism-school graduates they knew and/or hired.

5. Rankings of Course Description -- Editors and educators were asked to select from a list of 25 course descriptions the 10 courses they believed to be most beneficial to a general assignment reporter.

6. Course Requirements/Recommendations -- For each of the 10 courses respondents selected, editors and educators also were asked whether they would require or recommend the course for a journalism major.

Characteristics of Respondents

Newspaper Circulation Size

Managing editors who returned questionnaires were asked to categorize the average daily circulation size of the newspaper where they worked. The categories were "under 50,000" circulation, "50,000 to 100,000" circulation, and "more than 100,000" circulation. Table IV illustrates the findings (see Table IV, page 88).

As indicated in Table IV, more than two-thirds of the 102 editors responding to this question worked at newspapers with average daily circulations of less than 50,000. Other respondents were evenly divided between the remaining categories, with 15.7 percent employed at newspapers with average daily circulations of 50,000 to 100,000 and another 15.7 percent working at newspapers with average daily circulations of more than 100,000.

TABLE IV
NEWSPAPER CIRCULATION SIZE
OF EDITOR RESPONDENTS

CIRCULATION SIZE	PERCENTAGE
n=102	
Under 50,000	68.6%
50,000 to 100,000	15.7
More than 100,000	15.7
TOTAL	100.0%

Program Accreditation Status

Journalism educators who returned the questionnaire were asked to categorize the accreditation status of their journalism program. Specifically, they were asked whether their program was accredited by the Accrediting Council on Education in Journalism and Mass Communications. Those who said "no" also were asked about accreditation plans. Table V illustrates the findings (see Table V, page 89).

As indicated in Table V, approximately 38 percent of the educators responding to this survey represented journalism programs accredited by the Accrediting Council on Education in Journalism and Mass Communications, while approximately 60 percent of respondents represented programs that were not accredited. Two respondents, or 1.6 percent, indicated they did not know their program's accreditation status.

Of those whose programs were not accredited, 27 respondents, or 35.1 percent, said they planned to seek ACEJMC accreditation of their journalism program. Thirty-seven respondents, or 48.1 percent, said they had no plans to seek accreditation, and

13 respondents, or 16.9 percent, said they didn't know whether there were departmental plans for accreditation.

TABLE V
PROGRAM ACCREDITATION STATUS
OF EDUCATOR RESPONDENTS

PROGRAM ACCREDITED?	PERCENTAGE
n=126	
Yes	38.1%
No	60.3
Don't know	1.6
TOTAL	100.00%

Professional Experience

Both groups of respondents were asked to categorize their years of professional media experience. The categories were "less than 5" years, "5 to 9" years, "10 to 14" years and "more than 14" years. Table VI illustrates the findings (see Table VI, page 90).

As indicated in Table VI, nearly 90 percent of the editors who responded to this survey had more than nine years of professional media experience, with all but one of the remaining editor respondents reporting five to nine years of experience.

The years of experience of educator respondents was more evenly divided among the four categories with approximately 52 percent reporting more than nine

years. The biggest category was "5 to 9" years, which was followed closely by "more than 14" years.

TABLE VI
YEARS OF PROFESSIONAL MEDIA EXPERIENCE
OF EDITOR AND EDUCATOR RESPONDENTS

MEDIA EXPERIENCE	EDITORS' PERCENTAGE n=102	EDUCATORS' PERCENTAGE n=124
Less than 5 years	1.0%	21.8%
5-9 years	9.8	30.6
10-14 years	20.6	17.7
More than 14 years	68.6	29.8
TOTAL	100.0%	100.0%

Editors' Hiring Practices

Frequency of Hiring Reporters

with J-School Backgrounds

Managing editors who returned questionnaires were asked to categorize the frequency with which they hired entry-level reporters with journalism-school backgrounds. The categories were: "more than 75 percent of the time," "50 to 75 percent of the time," "25 to 49 percent of the time" and "less than 25 percent of the time." Table VII illustrates the findings (see Table VII, page 91).

TABLE VII
 FREQUENCY WITH WHICH EDITOR RESPONDENTS
 HIRE ENTRY-LEVEL REPORTERS WITH
 J-SCHOOL BACKGROUNDS

FREQUENCY	PERCENTAGE
	n=102
Less than 25% of the time	14.7%
25% to 49% of the time	18.6
50% to 75% of the time	36.3
More than 75% of the time	30.4
TOTAL	100.0%

As indicated in Table VII, nearly 67 percent of the editors responding to this question hired entry-level reporters with journalism-school backgrounds at least half the time, with the largest group of respondents marking the frequency category, "50 to 75% of the time" and the second largest group marking "more than 75% of the time."

Relationship Between Circulation Size
and Frequency of Hiring Reporters
with J-School Backgrounds

A complex chi square was computed to determine if a genuine relationship existed between circulation size and the frequency with which editor respondents hired entry-level reporters with journalism-school backgrounds. Circulation size was divided into three categories: "under 50,000," "50,000 to 100,000" and "more than 100,000." Table VIII illustrates the findings (see Table VIII, page 92).

TABLE VIII
RELATIONSHIP BETWEEN CIRCULATION SIZE
AND FREQUENCY OF HIRING REPORTERS
WITH J-SCHOOL BACKGROUNDS

FREQUENCY	CIRCULATION SIZE		
	<50,000	50,000-100,000	>100,000
	n=69	n=16	n=16
<25% of the time	8.70%	31.25%	25.00%
25-49% of the time	14.49	31.25	25.00
50-75% of the time	39.13	31.25	31.25
>75% of the time	37.68	6.25	18.75
TOTAL	100.00%	100.00%	100.00%

Chi square=13.551, df=6, C=.3439. At the 95 percent confidence level, there appeared to be a significant relationship between circulation size and the frequency with which editor respondents hired entry-level reporters with journalism-school backgrounds. However, the test result was suspect because more than one-fifth of the cells were sparse (frequency <5). Still, the figures in Table VIII suggest that editors at newspapers with circulations of less than 50,000 were far more likely to hire a reporter with a journalism-school background than editors who fell in the other two categories. At least 25 percent of the editors in the larger categories indicated they hired journalism-school majors less than 25 percent of the time, whereas nearly 38 percent of editors at smaller papers hired journalism-school graduates at least 75 percent of the time.

Relationship Between Years' Experience
and Frequency of Hiring Reporters
with J-School Backgrounds

A complex chi square was computed to determine if a genuine relationship existed between years of experience and the frequency with which editor respondents hired entry-level reporters with journalism-school backgrounds. Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10 to 14" years and "more than 14" years. Table IX illustrates the findings.

TABLE IX
 RELATIONSHIP BETWEEN YEARS EXPERIENCE
 AND FREQUENCY OF HIRING REPORTERS
 WITH J-SCHOOL BACKGROUNDS

FREQUENCY	YEARS OF EXPERIENCE			
	<5 years n=1	5-9 years n=10	10-14 years n=20	>14 years n=70
<25% of the time	100.00%	20.00%	.00%	17.14%
25-49% of the time	.00	10.00	30.00	17.14
50-75% of the time	.00	40.00	35.00	37.14
>75% of the time	.00	30.00	35.00	28.57
TOTAL	100.00%	100.00%	100.00%	100.00%

Chi square=11.247, df=9, C=.3165. At the 95 percent confidence level, there was no significant relationship between years of experience and the frequency with which editor respondents hired entry-level reporters with journalism-school

backgrounds. That is, the frequency with which editors hired reporters with journalism-school backgrounds was not related to the editors' years of professional media experience.

Importance of General Knowledge
to Editors' Hiring Decisions

Managing editors who returned the questionnaire were asked to rate the importance of broad general knowledge on a five-position semantic differential scale. Specifically, the question asked: "When you hire a reporter, how important to your hiring decision is a job candidate's breadth of general knowledge?" The word "important" appeared on the left side of the scale and the words "not important" appeared on the right side. Table X illustrates the findings.

TABLE X
EDITOR RESPONDENTS' RATING OF IMPORTANCE
OF BREADTH OF GENERAL KNOWLEDGE
TO THEIR HIRING DECISION

RATING	PERCENTAGE
n=101	
1 - Not Important	.00%
2	.00
3	12.90
4	39.60
5 - Important	47.50
TOTAL	100.00%
MEAN	4.346

As indicated in Table X, more than 87 percent of the editors who answered this question rated the importance of a job candidate's general knowledge as a "5" or "4" on the semantic differential scale, with a rating of "5" meaning "important." All other respondents rated the importance of general knowledge to their hiring decisions as a "3" -- the middle scale position.

Importance of Broad General Knowledge
as a Function of Circulation Size
and Years of Media Experience

A two-factor analysis of variance could not be computed because there were too many empty cells. Therefore, it could not be determined whether there was interaction between the independent variables and the dependent variable. That is, it could not be determined whether editors' rating of the importance of broad general knowledge to hiring decisions was dependent on a combination of circulation size and years of experience.

Importance of Broad General Knowledge
as a Function of Circulation Size

A randomized analysis of variance was computed to determine whether there was a significant difference between the mean knowledge-importance ratings of editors from small newspapers, editors from medium-sized newspapers and editors from large newspapers. Newspaper circulation size was categorized as follows: "less than 50,000," "50,000 to 100,000" and "more than 100,000." Table XI illustrates the findings (see Table XI, page 96).

Calculated F-Ratio=.432, df-2/97. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the

mean knowledge-importance ratings of editors from small newspapers, medium-sized newspapers and large newspapers as represented by the categories defined above.

TABLE XI
EDITOR RESPONDENTS' RATING OF IMPORTANCE
OF BREADTH OF GENERAL KNOWLEDGE
AS A FUNCTION OF CIRCULATION

RATING	CIRCULATION SIZE		
	<50,000	50,000- 100,000	>100,000
	n=68	n=16	n=16
1 - Not Important	.00%	.00%	.00%
2	.00	.00	.00
3	14.71	12.50	6.25
4	38.24	43.75	37.50
5 - Important	47.06	43.75	56.25
TOTAL	100.00%	100.00%	100.00%
MEAN	4.323	4.312	4.500

Importance of Broad General Knowledge

as a Function of Years Experience

A randomized analysis of variance was computed to determine whether there was a significant difference between the mean knowledge-importance ratings of editors with varying levels of professional media experience. Experience was divided into four categories: "less than 5 years", "5 to 9" years, "10 to 14" years and "more than 14" years. Table XII illustrates the findings (see Table XII, page 97).

Calculated F-Ratio=1.285, df=3/96. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean knowledge-importance ratings of editors with varying levels of media experience as represented by the categories defined above.

TABLE XII
EDITOR RESPONDENTS' RATING OF IMPORTANCE
OF BREADTH OF GENERAL KNOWLEDGE
AS A FUNCTION OF EXPERIENCE

RATING	YEARS OF EXPERIENCE			
	<5	5-9	10-14	>14
	n=1	n=10	n=21	n=68
1 - Not Important	.00%	.00%	.00%	.00%
2	.00	.00	.00	.00
3	.00	.00	19.05	13.24
4	100.00	30.00	42.86	38.24
5 - Important	.00	70.00	38.10	48.53
TOTAL	100.00%	100.00%	100.00%	100.00%
MEAN	4.000	4.700	4.190	4.352

Current Program Requirements

Student Advisement Policy

Journalism educators who responded to the questionnaire were asked whether it was possible for their journalism majors to register for classes without seeing an adviser. Table XIII illustrates the findings (see Table XIII, page 98).

TABLE XIII
DEPARTMENTAL ADVISEMENT POLICY
OF EDUCATOR RESPONDENTS

REGISTRATION POSSIBLE WITHOUT ADVISEMENT?	PERCENTAGE
n=125	
Yes	26.83%
No	72.36
Don't know	.81
TOTAL	100.00%

As illustrated in Table XIII, more than 72 percent of all educators who responded to this question indicated it was not possible for a journalism major to register for classes without seeing an adviser. However, several respondents who checked "no" -- indicating it was not possible for students to register without advisement -- also wrote comments like: "... but they manage somehow," "technically (no), but it probably happens," "theoretically (no), at least" and "yes, if you allow for forgery."

In addition, several respondents who checked "yes" -- indicating it was possible for students to register without advisement -- wrote comments like: "barely possible -- by 1992, it won't be possible" and "yes, but they're not supposed to."

Relationship Between Advisement Policy and Program Accreditation Status

A complex chi square was computed to determine whether a genuine relationship existed between program accreditation status and educator responses to

the question: "Is it possible for a journalism major in your program to register for classes without having seen an adviser?" Program accreditation status was divided into two categories: "accredited" and "not accredited." Table XIV illustrates the findings (see Table XIV below).

Chi square=2.488, df=.1408. At the 95 percent confidence level, there was no significant relationship between program accreditation status and educator responses to the advisement policy question. That is, departmental policy on the advisement of journalism majors was not related to the accreditation status of the department.

TABLE XIV
DEPARTMENTAL POLICY ON ADVISEMENT
AS A FUNCTION OF PROGRAM
ACCREDITATION STATUS

REGISTRATION POSSIBLE WITHOUT ADVISEMENT?	PROGRAM STATUS	
	Accredited	Not Accredited
	n=47	n=75
Yes	12.20%	14.63%
No	26.02	46.34
Don't know	.81	.00
TOTAL	100.00%	100.00%

Departmental Policy/Philosophy

on Selection of LAS Courses

Journalism educators who participated in this survey were presented with four statements and asked to select the one that best represented their department's policy

or philosophy on student selection of liberal arts and sciences courses. The statements and the findings are presented below in Table XV.

TABLE XV
DEPARTMENTAL POLICY/PHILOSOPHY
ON SELECTING LAS COURSES

DEPARTMENTAL POLICY	PERCENTAGE
	n=120
1. <u>No Requirements or Recommendations</u> Students are free to choose their own liberal arts and sciences courses within the confines of the university's general education requirements. The department neither requires nor recommends specific liberal arts and sciences courses.	11.7%
2. <u>Some Recommendations</u> Students are free to choose their own liberal arts and sciences courses within the confines of the university's general education requirements. However, the department does recommend certain specific liberal arts and sciences courses to its majors.	35.0%
3. <u>Some Requirements</u> Journalism majors are required by the academic department to take one or more specific liberal arts and sciences courses. Students are free to choose the remainder of their liberal arts and sciences courses within the confines of the university's general education requirements.	13.3%
4. <u>Requirements and Recommendations</u> Journalism majors are required by the academic department to take one or more specific liberal arts and sciences courses. In addition, the department recommends other specific liberal arts and sciences courses.	40.0%
TOTAL	100.0%

As shown in Table XV, more than 46 percent of respondents were associated with academic departments that did not require journalism majors to take specific

liberal arts and sciences courses. But slightly more than 43 percent of respondents checked Statement 3 or Statement 4, indicating their departments did have at least one LAS course requirement for journalism majors.

Responses to Statement 2 and Statement 4 also indicated that 75 percent of the academic departments represented in this survey recommended specific liberal arts and sciences courses to journalism majors.

Policy on Selection of LAS Courses
as a Function of Program Status

A complex chi square was computed to determine whether a genuine relationship existed between program accreditation status and departmental policy on student selection of liberal arts and sciences courses. Program status was divided into two categories: "accredited" and "non accredited." Table XVI illustrates the findings.

TABLE XVI
POLICY ON SELECTION OF LAS COURSES
AS A FUNCTION OF PROGRAM STATUS

DEPARTMENTAL POLICY*	PROGRAM	
	Accredited n=45	Not Accredited n=73
1. No Requirements or Recommendations	8.89%	13.70%
2. Some Recommendations	26.67	41.10
3. Some Requirements	11.11	13.70
4. Requirements and Recommendations	53.33	31.51
TOTAL	100.00%	100.00%

* (See Table XV, page 100 for definition of categories)

Chi square=5.648, df=3, C=.2137. At the 95 percent confidence level, there was no significant relationship between LAS course selection policy and program accreditation status. That is, departmental policy on selection of liberal arts and sciences courses was not related to departmental accreditation status.

Specific LAS Courses Required
by Academic Departments

Educators who indicated that their academic department required journalism majors to take at least one specific liberal arts and sciences course were asked to list specific requirements by course title and department.

Twenty-seven educators did not answer the questions, and 15 others sent degree sheets. An additional 26 educators responded to the question in a variety of ways. A perusal of these answers and the degree sheets suggested that courses in American history, American government and basic economics were most frequently required. Other popular requirements included elementary statistics and state and local government.

Seven of the answers/degree sheets were too complex to interpret. As one respondent from an accredited school noted: "I'm sending along our unbelievably complicated lists of requirements, plus a university catalog to help you sort out and translate. If you are like me, you will simply throw up your hands in hopeless confusion."

It should be noted that, because of the diversity of answers to this open-ended question, no quantification of data was possible.

Reasons for Not Requiring

Specific LAS Courses

Those educators who indicated their department had no specific course requirements for journalism majors cited a variety of reasons, including the diversity of students' career goals and personal interests.

As one respondent noted: "The choices should be made by the students through advising. There are two basic reasons why this is critically important: (1) Students should be free to determine their own academic destinies as much as possible; (2) the variety of career opportunities and needs should determine which courses are most relevant."

Other educators cited a belief in the adequacy of university general education requirements. Still others noted that the structure of the university or college precluded specific departmental requirements.

Miscellaneous reasons included tradition, inertia or disorganization of the department, lack of time and resources needed to address the issue, and timing/logistical problems. For instance, one respondent who cited time/logistics wrote: "Most students can't declare a mass comm major until their junior year, after they've taken the general education courses." Another respondent wrote: "Limiting the liberal arts courses would make it difficult for students to get into classes."

The Role of the Liberal Arts and Sciences

Both editors and educators were asked the extent of their agreement with seven statements related to the value and quality of liberal arts and sciences courses in journalism curricula. In addition, editors and educators also were asked in an eighth question to rate the breadth of general knowledge of recent journalism-school graduates they knew and/or hired.

Extent of Editor/Educator Agreement
on Necessity of LAS Courses
in Journalism Curricula

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "The inclusion of liberal arts and sciences courses in a journalism major's plan of study is essential." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XVII illustrates the findings.

Calculated T-value=4.274, df=227. At the 99.9 percent confidence level, there was a significant difference between the mean attitude rating of editors and the mean attitude rating of educators. As Table XVII indicates, the mean attitude rating of educators was higher. That is, educators were more likely to agree that LAS courses are an essential part of a journalism major's plan of study.

TABLE XVII
 EXTENT OF EDITOR/EDUCATOR AGREEMENT
 ON NECESSITY OF LAS COURSES
 IN JOURNALISM CURRICULA

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=103	n=126
Strongly agree	72.82%	92.86%
Agree	21.36	7.14
Undecided	2.91	.00
Disagree	1.94	.00
Strongly disagree	.97	.00
TOTAL	100.00%	100.00%
MEAN	4.631	4.929

Extent of Editor/Educator Agreement
on the Necessity of LAS Courses
as a Function of Experience
and Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 1 was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XVIII illustrates the findings (see Table XVIII, page 106).

Type of Respondent. Calculated F-Ratio=8.882, $df=1/218$. At the 99.9 percent confidence level, the calculated F-ratio was significant. See Table XVII (page 104) and accompanying narrative for interpretation.

Years of Experience. Calculated F-Ratio=.712, $df=3/218$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 4.893; 5-9 years -- 4.813; 10-14 years -- 4.767, and more than 14 years -- 4.776.

Type of Respondent and Years of Experience. Calculated F-Ratio=.783, $df=3/218$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

TABLE XVIII
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON THE NECESSITY OF LAS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=70		n=27		n=38		n=22		n=37	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	----		9	8.8	16..15.7		51..50.0		25..20.2		32..25.8		21..16.9		37..29.8	
A	1.....1.0		-----		5.....4.9		15..14.7		2.....1.6		6.....4.8		1......8		-----	
U	-----		-----		-----		3.....2.9		-----		-----		-----		-----	
D	-----		1.....1.0		-----		1.....1.0		-----		-----		-----		-----	
SD	-----		-----		-----		-----		-----		-----		-----		-----	
TOTAL	1.00%		9.80%		20.60%		68.63%		21.77%		30.65%		17.74%		29.84%	
MEAN	4.00		4.70		4.57		4.65		4.93		4.84		4.95		5.00	

Extent of Agreement Among Educators
on the Necessity of LAS Courses
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 1 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided

into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XIX illustrates the findings.

TABLE XIX
EXTENT OF AGREEMENT AMONG EDUCATORS
ON THE NECESSITY OF LAS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM							
	Accredited				Not Accredited			
	<5	5-9	10-14	>14	<5	5-9	10-14	>14
	n=8	n=17	n=7	n=16	n=19	n=21	n=14	n=21
	N %	N %	N %	N %	N %	N %	N %	N %
SA	7.....5.6	14..11.3	7.....5.6	16..13.0	18..14.6	18..14.6	14..11.3	21..17.0
A	1......8	3.....2.4	-----	-----	1......8	3.....2.4	-----	-----
U	-----	-----	-----	-----	-----	-----	-----	-----
D	-----	-----	-----	-----	-----	-----	-----	-----
SD	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL	6.50%	13.81%	5.69%	13.00%	15.44%	17.06%	11.38%	17.07%
MEAN	4.875	4.824	5.000	5.000	4.947	4.857	5.000	5.000

Type of Program. Calculated F-Ratio=.309, df=1/115. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely to agree that liberal arts and sciences courses are essential to a journalism major. Mean

attitude rating for respondents in accredited programs was 4.917; mean attitude rating for respondents in non-accredited programs was 4.947.

Years of Experience. Calculated F-Ratio=3.236, df=3/115. At the 95 percent confidence level, the calculated F-ratio was significant. Specifically, there was a real difference between the mean attitude ratings of respondents with 5-9 years of professional experience and respondents with more than 14 years of professional experience, with the more experienced respondents more likely to agree that liberal arts and sciences courses are essential to a journalism major. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 4.926; 5-9 years -- 4.842; 10-14 years -- 4.955, and more than 14 years -- 5.000. A critical difference of .16 was computed with the Tukey test and was used to compare pairs of means for significance.

Type of Program and Years of Experience. Calculated F-Ratio=.122, df=3/115. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Total Credit Hours Preferred
in Liberal Arts and Sciences

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "More than half the total credit hours a journalism major needs for graduation should be acquired in liberal arts and sciences disciplines." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XX illustrates the findings (See Table XX, page 109).

TABLE XX
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON TOTAL CREDIT HOURS PREFERRED
IN LIBERAL ARTS AND SCIENCES

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=103	n=126
Strongly agree	43.69%	80.16%
Agree	29.13	15.08
Undecided	11.65	2.38
Disagree	14.56	2.38
Strongly disagree	.97	.00
TOTAL	100.00%	100.00%
MEAN	4.000	4.730

Calculated T-value=6.263, df=227. At the 99.9 percent confidence level, there was a significant difference between the mean attitude rating of editors and the mean attitude rating of educators. As Table XX indicates, the mean attitude rating of educators was higher. That is, educators were more likely to agree that journalism majors should acquire more than half their total credit hours by taking courses in the traditional liberal arts and sciences disciplines.

Extent of Editor/Educator Agreement
on Total Credit Hours Preferred
as a Function of Experience
and Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 2 was dependent on type of respondent or years of

experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "More than 14" years. Table XXI illustrates the findings.

TABLE XXI
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON TOTAL CREDIT HOURS PREFERRED
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=70		n=27		n=38		n=22		n=37	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	----		3.....2.9		8.....7.8		34..33.3		20..16.1		24..19.4		20..16.1		36..29.0	
A	1.....1.0		3.....2.9		6.....5.9		20..19.6		7.....5.6		8.....6.5		2.....1.6		1......8	
U	----		----		1.....1.0		9.....8.8		----		3.....2.4		----		----	
D	----		2.....2.0		6.....5.9		7.....6.9		----		3.....2.4		----		----	
SD	----		----		----		----		----		----		----		----	
TOTAL	1.00%		9.80%		20.59%		68.63%		21.77%		30.65%		17.74%		29.84%	
MEAN	4.00		3.70		3.76		4.16		4.74		4.39		4.90		4.97	

Type of Respondent. Calculated F-Ratio=12.579, df=1/218. At the 99.9 percent confidence level, the calculated F-ratio was significant. See Table XX (page 109) and accompanying narrative for interpretation.

Years of Experience. Calculated F-Ratio=3.174, $df=3/218$. At the 95 percent confidence level, the calculated F-ratio was significant. That is, there was a real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Specifically, there was a real difference in the mean attitude ratings of respondents with less than 5 years of professional experience and respondents with 5-9 years of experience with least experienced respondents more likely to agree that liberal arts and sciences courses ought to comprise more than half the total credit hours a journalism major needs to graduate. Mean attitude rating for respondents with different levels of professional experience were: less than 5 years -- 4.714; 5-9 years -- 4.250; 10-14 years -- 4.349, and more than 14 years -- 4.439.

Type of Respondent and Years of Experience. Calculated F-Ratio=.544, $df=3/218$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on the Total Credit Hours Preferred
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 2 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXII illustrates the findings (see Table XXII, page 112).

TABLE XXII
EXTENT OF AGREEMENT AMONG EDUCATORS
ON TOTAL CREDIT HOURS PREFERRED
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=8		n=17		n=7		n=16		n=19		n=21		n=14		n=21	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	7	5.6	12	9.7	7	5.6	16	13.0	13	10.5	12	9.7	13	10.5	20	16.2
A	1	.8	1	.8	-----	-----	-----	-----	6	4.8	7	5.6	1	.8	1	.8
U	-----	-----	2	1.6	-----	-----	-----	-----	-----	-----	1	.8	-----	-----	-----	-----
D	-----	-----	2	1.6	-----	-----	-----	-----	-----	-----	1	.8	-----	-----	-----	-----
SD	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL	6.50%		13.80%		5.69%		13.00%		15.43%		17.06%		11.37%		17.07%	
MEAN	4.875		4.353		5.000		5.000		4.684		4.429		4.929		4.952	

Type of Program. Calculated F-Ratio=.260, df=1/115. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely to agree that liberal arts and sciences courses ought to comprise more than half the total credit hours a journalism major needs to graduate. Mean attitude rating for respondents in accredited programs was 4.750; mean attitude rating for respondents in non-accredited programs was 4.737.

Years of Experience. Calculated F-Ratio=7.287, df=3/115. At the 99.9 percent confidence level, the calculated F-ratio was significant. Specifically, there was a real

difference between the mean attitude ratings of respondents with 5-9 years of professional experience and respondents with 10-14 years of experience. There was also a real difference between the mean attitude ratings of respondents with 5-9 years of experience and respondents with more than 14 years of professional experience, with the more experienced respondents in each case more likely to agree that liberal arts and sciences courses ought to comprise more than half the total credit hours a journalism major needs to graduate. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 4.741; 5-9 years -- 4.395; 10-14 years -- 4.909, and more than 14 years -- 4.973. A critical difference of .40 was computed with the Tukey test and was used in comparing pairs of means for significance.

Type of Program and Years of Experience. Calculated F-Ratio=.249, df=3/115.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Level of Educator Involvement
in Evaluating LAS Courses

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "Journalism educators should evaluate the course description and syllabus of every university course in order to determine which fulfill the spirit of a liberal arts and sciences requirement." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XXIII illustrates the findings (see Table XXIII, page 114).

TABLE XXIII
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON LEVEL OF EDUCATOR INVOLVEMENT
IN EVALUATING LAS COURSES

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=103	n=123
Strongly agree	17.48%	5.69%
Agree	35.92	27.64
Undecided	29.13	17.07
Disagree	16.50	36.59
Strongly disagree	.97	13.01
TOTAL	100.00%	100.00%
MEAN	3.524	2.764

Calculated T-value =5.223, df=224. At the 99.9 percent confidence level, there was a significant difference between the mean attitude rating of editors and the mean attitude rating of educators. As Table XXIII indicates, the mean attitude rating of editors was higher. That is, editors were more likely to agree that journalism educators should evaluate the course description and syllabus of courses in order to determine which fulfill the spirit or intent of a liberal arts and sciences requirement.

Extent of Editor/Educator Agreement

on Level of Educator Involvement

As A Function of Experience

And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 3 was dependent on type of respondent or years of

experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXIV illustrates the findings.

TABLE XXIV
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON LEVEL OF EDUCATOR INVOLVEMENT
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=70		n=27		n=38		n=22		n=35	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		2.....2.0		1.....1.0		15..14.7		1......8		1......8		2.....1.6		3.....2.5	
A	1.....1.0		3.....2.9		6.....5.9		27..26.5		10....8.2		7.....5.7		8.....6.6		9.....7.4	
U	-----		2.....2.0		9.....8.8		18..17.6		4.....3.3		9....59.8		4.....3.3		4.....3.3	
D	-----		3.....2.9		5.....4.9		9.....8.8		7.....5.7		18..14.8		5.....4.1		14..11.5	
SD	-----		-----		-----		1.....1.0		5.....4.1		3.....2.5		3.....2.5		5.....4.1	
TOTAL	1.00%		9.80%		20.59%		68.63%		22.13%		31.15%		18.03%		28.69%	
MEAN	4.00		3.40		3.14		3.65		2.81		2.60		3.04		2.74	

Type of Respondent. Calculated F-Ratio=5.777, df=1/216. At the 95 percent confidence level, the calculated F-ratio was significant. See Table XXIII (page 114) and accompanying narrative for interpretation.

Years of Experience. Calculated F-Ratio=.363, $df=3/216$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents with varying levels of professional experience were: less than 5 years -- 2.857; 5-9 years -- 2.771; 10-14 years -- 3.093, and more than 14 years -- 3.352.

Type of Respondent and Years of Experience. Calculated F-Ratio=.1.473, $df=3/216$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on Level of Educator Involvement
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 3 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXV illustrates the findings (see Table XXV, page 117).

Type of Program. Calculated F-Ratio=1.602, $df=1/113$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely to agree that journalism educators should evaluate course descriptions and syllabuses in

determining which courses fulfill the spirit of a liberal arts requirement. Mean attitude rating for respondents in accredited programs was 2.563; mean attitude rating for respondents in non-accredited programs was 2.878.

TABLE XXV
EXTENT OF AGREEMENT AMONG EDUCATORS
ON LEVEL OF EDUCATOR INVOLVEMENT
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM							
	Accredited				Not Accredited			
	<5	5-9	10-14	>14	<5	5-9	10-14	>14
	n=8	n=17	n=7	n=16	n=19	n=21	n=14	n=19
	N %	N %	N %	N %	N %	N %	N %	N %
SA	-----	1.... .8	-----	-----	1.... .8	-----	2....1.6	3....2.5
A	4....3.3	2....1.6	2....1.6	4....3.3	6....4.9	5....4.1	5....4.1	5....4.1
U	2....1.6	6....4.9	2....1.6	1.... .8	2....1.6	3....2.4	2....1.6	3....2.4
D	1.... .8	5....4.1	1.... .8	6....4.9	6....4.9	13..10.7	4....3.3	8....6.6
SD	1.... .8	3....1.3	2....1.6	5....4.1	4....3.3	-----	1.... .8	-----
TOTAL	6.59%	12.85%	5.77%	13.20%	15.67%	17.34%	11.55%	15.68%
MEAN	3.125	2.588	2.571	2.250	2.684	2.619	3.214	3.158

Years of Experience. Calculated F-Ratio=.451, df=3/113. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to agree that journalism educators should

evaluate course descriptions and syllabuses in determining which courses fulfill the spirit of a liberal arts requirement. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 2.815; 5-9 years -- 2.605; 10-14 years -- 3.045, and more than 14 years -- 2.743.

Type of Program and Years of Experience. Calculated F-Ratio=1.895, df=3/113.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Recommendation as Method
of Guiding Course Selection

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "Departmental recommendation of courses is an adequate method of controlling the liberal arts and sciences courses selected by journalism majors." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XXVI illustrates the findings (see Table XXVI, page 119).

Calculated T-value=.686, df=224. At the 95 percent confidence level, there was no significant difference between the mean attitude rating of editors and the mean attitude rating of educators. That is, educators were no more likely to agree than editors that departmental recommendation is an adequate method of controlling the liberal arts and sciences courses chosen by journalism majors.

TABLE XXVI
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON RECOMMENDATION AS METHOD
OF GUIDING COURSE SELECTION

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=103	n=123
Strongly agree	.97%	7.32%
Agree	45.63	51.22
Undecided	34.95	14.63
Disagree	16.50	23.58
Strongly disagree	1.94	3.25
TOTAL	100.00%	100.00%
MEAN	3.272	3.358

Extent of Editor/Educator Agreement
on Method of Recommendation
As a Function of Experience
And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 4 was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXVII illustrates the findings (see Table XXVII, page 120).

TABLE XXVII
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON METHOD OF RECOMMENDATION
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT							
	Editors				Educators			
	<5	5-9	10-14	>14	<5	5-9	10-14	>14
	n=1	n=10	n=21	n=70	n=26	n=38	n=21	n=36
	N %	N %	N %	N %	N %	N %	N %	N %
SA	-----	-----	1.....1.0	-----	2.....1.7	1......8	3.....2.5	3.....2.5
A	-----	7.....6.9	12..11.8	28..27.5	13..10.7	23..19.0	9.....7.4	17..14.0
U	1.....1.0	-----	4.....3.9	31..30.4	3.....2.5	4.....3.3	5.....4.1	5.....4.1
D	-----	3.....2.9	4.....3.9	9.....8.8	8.....6.6	8.....6.6	3.....2.5	10.....8.3
SD	-----	-----	-----	2.....2.0	-----	2.....1.7	1......8	1......8
TOTAL	1.00%	9.80%	20.59%	68.63%	21.49%	31.40%	17.36%	29.75%
MEAN	3.00	3.40	3.48	3.21	3.35	3.34	3.48	3.31

Type of Respondent. Calculated F-Ratio=.123, df=1/215. At the 95 percent confidence level, the calculated F-ratio was not significant. See Table XXVI (page 119) and accompanying narrative for interpretation.

Years of Experience. Calculated F-Ratio=.562, df=3/215. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents with different levels of professional experience were: less than 5 years -- 3.333; 5-9 years -- 3.354; 10-14 years -- 3.476, and more than 14 years -- 3.245.

Type of Respondent and Years of Experience. Calculated F-Ratio=.090, $df=3/215$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on the Method of Recommendation
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 4 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXVIII illustrates the findings (see Table XXVIII, page 122).

Type of Program. Calculated F-Ratio=.279, $df=1/112$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely to agree that recommendation of courses is an adequate method of guiding the liberal arts and sciences courses selected by journalism majors. Mean attitude rating for respondents in accredited programs was 3.289; mean attitude rating for respondents in non-accredited programs was 3.382.

TABLE XXVIII
EXTENT OF AGREEMENT AMONG EDUCATORS
ON THE METHOD OF RECOMMENDATION
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=7		n=17		n=6		n=15		n=19		n=21		n=14		n=21	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		1.... .8		-----		-----		2....1.6		-----		3....2.5		3....2.5	
A	5....4.1		10...8.3		2....1.6		8....6.6		8....6.6		13..10.8		6....5.0		9....7.5	
U	-----		1.... .8		3....2.5		3....2.5		3....2.5		3....2.5		2....1.6		2....1.6	
D	2....1.6		4....3.3		1.... .8		3....2.5		6....5.0		4....3.3		2....1.6		7....5.8	
SD	-----		1.... .8		-----		1.... .8		-----		1.... .8		1.... .8		-----	
TOTAL	5.82%		14.15%		4.99%		12.49%		15.82%		17.49%		11.65%		17.49%	
MEAN	3.429		3.353		3.167		3.200		3.316		3.333		3.571		3.381	

Years of Experience. Calculated F-Ratio=.035, df=3/112. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to agree that recommendation of courses is an adequate method of guiding the liberal arts and sciences courses selected by journalism majors. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 3.346; 5-9 years -- 3.342; 10-14 years -- 3.476, and more than 14 years -- 3.306.

Type of Program and Years of Experience. Calculated F-Ratio=.241, df=3/112.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Selecting LAS. Other Courses
To Fulfill LAS Requirement

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should count toward that requirement any course in any department -- as long as the course's 'predominant orientation' is the liberal arts and sciences." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XXIX illustrates the findings (see Table XXIX, page 124).

Calculated T-value=.051, df=224. At the 95 percent confidence level, there was no significant difference between the mean attitude rating of editors and the mean attitude rating of educators. That is, educators were no more likely than editors to agree that, as long as a course's "predominant orientation" is the liberal arts and sciences, that course ought to help fulfill a minimum-hours LAS requirement -- no matter which department teaches it.

TABLE XXIX
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON SELECTING LAS, OTHER COURSES
TO FULFILL LAS REQUIREMENT

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=103	n=123
Strongly agree	4.85%	9.76%
Agree	38.83	38.21
Undecided	24.27	16.26
Disagree	30.10	27.64
Strongly disagree	1.94	8.13
TOTAL	100.00%	100.00%
MEAN	3.146	3.138

Extent of Editor/Educator Agreement
on Selecting LAS, Other Courses
As a Function of Experience
And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 5 was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXX illustrates the findings (see Table XXX, page 125).

Type of Respondent. Calculated F-Ratio=.694, df=1/215. At the 95 percent confidence level, the calculated F-ratio was not significant. See Table XXIX (page 124) and accompanying narrative for interpretation.

TABLE XXX
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON SELECTING LAS, OTHER COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=70		n=26		n=37		n=21		n=37	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		1.....1.0		1.....1.0		3.....2.9		4.....3.3		2.....1.7		4.....3.3		2.....1.7	
A	-----		5.....4.9		9.....8.8		25..24.5		11.....9.1		12.....9.9		8.....6.6		14..11.6	
U	-----		-----		6.....5.9		19..18.6		4.....3.3		10.....8.3		2.....1.7		4.....3.3	
D	1.....1.0		4.....3.9		4.....3.9		22..21.6		4.....3.3		11.....9.1		6.....5.0		13..10.7	
SD	-----		-----		1.....1.0		1.....1.0		3.....2.5		2.....1.7		1......8		4.....3.3	
TOTAL	1.00%		9.80%		20.59%		68.63%		21.49%		30.58%		17.36%		30.58%	
MEAN	2.00		3.30		3.24		3.10		3.35		3.03		3.38		2.92	

Years of Experience. Calculated F-Ratio=.975, df=3/215. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents with

different levels of professional experience were: less than 5 years -- 3.296; 5-9 years -- 3.085; 10-14 years -- 3.310, and more than 14 years -- 3.037.

Type of Respondent and Years of Experience. Calculated F-Ratio=.849, $df=3/215$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on Selecting LAS. Other Courses
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 5 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXI illustrates the findings (see Table XXXI, page 127).

Type of Program. Calculated F-Ratio=.635, $df=1/112$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely than the other to agree that any course whose "predominant orientation" was the liberal arts and sciences should be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude rating for respondents in accredited programs was 3.174; mean attitude rating for respondents in non-accredited programs was 3.093.

TABLE XXXI
EXTENT OF AGREEMENT AMONG EDUCATORS
ON SELECTING LAS, OTHER COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=7		n=17		n=6		n=16		n=19		n=20		n=14		n=21	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		1.....8		1.....8		1.....8		4....3.3		1.....8		3....2.5		1.....8	
A	5....4.1		7....5.8		3....2.5		7....5.8		6....5.0		5....4.1		4....3.3		7....5.8	
U	-----		2....1.6		1.....8		1.....8		4....3.3		8....6.6		1.....8		3....2.5	
D	2....1.6		6....5.0		1.....8		5....4.1		2....1.6		5....4.1		5....4.1		8....6.6	
SD	-----		1.....8		-----		2....1.6		3....2.5		1.....8		1.....8		2....1.6	
TOTAL	5.82%		14.15%		4.99%		13.31%		15.82%		16.64%		11.65%		17.58%	
MEAN	3.429		3.059		3.667		3.000		3.316		3.000		3.214		2.857	

Years of Experience. Calculated F-Ratio=1.094, df=3/112. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to agree that any course whose "predominant orientation" was the liberal arts and sciences should be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 3.346; 5-9 years -- 3.027; 10-14 years -- 3.381, and more than 14 years -- 2.919.

Type of Program and Years of Experience. Calculated F-Ratio=.110, df=3/112.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Counting Specialized Courses
or Frivolous Courses Toward
Minimum LAS Requirement

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any course whose content is, in their judgment, excessively specialized or excessively frivolous." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XXXII illustrates the findings (see Table XXXII, page 129).

Calculated T-value=.785, df=221. At the 95 percent confidence level, there was no significant difference between the mean attitude rating of editors and the mean attitude rating of educators. That is, educators were no more likely than editors to agree that courses deemed excessively specialized or excessively frivolous should not be counted toward fulfillment of a departmental liberal arts and sciences requirement.

TABLE XXXII
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON COUNTING SPECIALIZED COURSES
OR FRIVOLOUS COURSES TOWARD
MINIMUM LAS REQUIREMENT

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=101	n=122
Strongly agree	6.93%	19.67%
Agree	55.45	43.44
Undecided	15.84	13.11
Disagree	16.83	18.85
Strongly disagree	4.95	4.92
TOTAL	100.00%	100.00%
MEAN	3.426	3.541

Extent of Editor/Educator Agreement
on Counting Specialized Courses.
Excessively Frivolous Courses
As a Function of Experience
And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 6 was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXIII illustrates the findings (see Table XXXIII, page 130).

TABLE XXXIII
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON COUNTING SPECIALIZED COURSES,
EXCESSIVELY FRIVOLOUS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=70		n=25		n=37		n=22		n=36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		-----		2.....2.0		5.....5.0		4.....3.3		6.....5.0		5.....4.2		9.....7.5	
A	-----		6.....6.0		11..11.0		38..38.0		12..10.0		15..12.5		8.....6.7		16..13.3	
U	-----		-----		4.....4.0		12..12.0		5.....4.2		5.....4.2		4.....3.3		2.....1.7	
D	1.....1.0		2.....2.0		4.....4.0		10..10.0		3.....2.5		8.....6.7		4.....3.3		8.....6.7	
SD	-----		2.....2.0		-----		3.....3.0		1......8		3.....2.5		1......8		1......8	
TOTAL	1.00%		10.00%		21.00%		68.00%		20.83%		30.83%		18.33%		30.00%	
MEAN	2.00		3.00		3.52		3.47		3.60		3.35		3.55		3.67	

Type of Respondent. Calculated F-Ratio=2.990, df=1/212. At the 95 percent confidence level, the calculated F-ratio was not significant. See Table XXXII (page 129) and accompanying narrative for interpretation.

Years of Experience. Calculated F-Ratio=1.531, df=3/212. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents with different levels of professional experience were: less than 5 years -- 3.538; 5-9 years -- 3.277; 10-14 years -- 3.535, and more than 14 years -- 3.538.

Type of Respondent and Years of Experience. Calculated F-Ratio=.662, $df=3/212$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on Counting Specialized Courses,
Excessively Frivolous Courses
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 6 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXIV illustrates the findings (see Table XXXIV, page 132).

Type of Program. Calculated F-Ratio=3.994, $df=1/111$. At the 97.5 percent confidence level, the calculated F-ratio was significant. That is, there was a real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs, with respondents in non-accredited programs more likely to agree that excessively specialized or frivolous courses should not be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude rating for respondents in accredited programs was 3.213; mean attitude rating for respondents in non-accredited programs was 3.740.

TABLE XXXIV
EXTENT OF AGREEMENT AMONG EDUCATORS
ON COUNTING SPECIALIZED COURSES,
EXCESSIVELY FRIVOLOUS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=7		n=17		n=7		n=16		n=18		n=20		n=14		n=20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	1	.8	3	2.5	2	1.6	1	.8	3	2.5	3	2.5	3	2.5	8	6.7
A	3	2.5	7	5.8	1	.8	7	5.8	9	7.5	8	6.7	6	5.0	9	7.5
U	2	1.6	1	.8	2	1.6	-----		3	2.5	4	3.3	2	1.6	2	1.6
D	1	.8	3	2.5	1	.8	7	5.8	2	1.6	5	4.2	3	2.5	1	.8
SD	-----		3	2.5	1	.8	1	.8	1	.8	-----		-----		-----	
TOTAL	5.88%		14.28%		5.88%		13.44%		15.12%		16.80%		11.76%		16.80%	
MEAN	3.571		3.235		3.286		3.000		3.611		3.450		3.643		4.200	

Years of Experience. Calculated F-Ratio=.372, df=3/111. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to agree that excessively specialized or frivolous courses should not be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 3.600; 5-9 years -- 3.351; 10-14 years -- 3.545, and more than 14 years -- 3.667.

Type of Program and Years of Experience. Calculated F-Ratio=1.608, df=3/111.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Counting Skills Courses Toward
Minimum LAS Requirement

A five-position Likert scale was used to determine the extent of editor/educator agreement with the statement: "In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any course whose 'predominant orientation' is communication skills." Scale positions were strongly agree, agree, undecided, disagree and strongly disagree. Table XXXV illustrates the findings (see Table XXXV, page 134).

Calculated T-value=1.860, df=225. At the 95 percent confidence level, there was no significant difference between the mean attitude rating of editors and the mean attitude rating of educators. That is, educators were no more likely than editors to agree that courses whose "predominant orientation" is communication skills should not be counted toward fulfillment of a minimum-hours LAS requirement.

TABLE XXXV
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON COUNTING SKILLS COURSES TOWARD
MINIMUM LAS REQUIREMENT

LEVEL OF AGREEMENT	EDITORS	EDUCATORS
	n=102	n=125
Strongly agree	3.92%	11.20%
Agree	21.57	28.00
Undecided	15.69	8.80
Disagree	46.08	40.80
Strongly disagree	12.75	11.20
TOTAL	100.00%	100.00%
MEAN	2.578	2.872

Extent of Editor/Educator Agreement

On the Counting of Skills Courses

As a Function of Experience

And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 7 was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXVI illustrates the findings (see Table XXXVI, page 135).

Type of Respondent. Calculated F-Ratio=1.340, df=1/216. At the 95 percent confidence level, the calculated F-ratio was not significant. See Table XXXV (page 134) and accompanying narrative for interpretation.

TABLE XXXVI
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON THE COUNTING OF SKILLS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

LEVEL	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=69		n=26		n=38		n=22		n=37	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		1.....1.0		-----		3.....3.0		-----		3.....2.4		2.....1.6		9.....7.3	
A	-----		2.....2.0		4.....4.0		16..15.8		11....8.9		11....8.9		7.....5.7		6.....4.9	
U	-----		2.....2.0		3.....3.0		11..10.9		1......8		5.....4.1		-----		5.....4.1	
D	1.....1.0		5.....5.0		10....9.9		31..30.7		10....8.1		14..11.4		9.....7.3		16..13.0	
SD	-----		-----		4.....4.0		8.....7.9		4.....3.3		5.....4.1		4.....3.3		1......8	
TOTAL	1.00%		9.90%		20.79%		68.32%		21.14%		30.89%		17.89%		30.08%	
MEAN	2.00		2.90		2.33		2.64		2.73		2.82		2.73		3.16	

Years of Experience. Calculated F-Ratio=1.162, df=3/216. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14 and more than 14 years of experience. Mean attitude ratings for respondents with

different levels of professional experience were: less than 5 years -- 2.704; 5-9 years -- 2.833; 10-14 years -- 2.535, and more than 14 years -- 2.821.

Type of Respondent and Years of Experience. Calculated F-Ratio=.552, $df=3/216$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on the Counting of Skills Courses
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 7 was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXVII illustrates the findings (see Table XXXVII, page 137).

Type of Program. Calculated F-Ratio=4.580, $df=1/114$. At the 95 percent confidence level, the calculated F-ratio was significant. That is, there was a real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs, with respondents in accredited programs more likely to agree that courses whose "predominant orientation" is communication skills should not be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude rating for respondents in accredited programs was 3.188; mean attitude rating for respondents in non-accredited programs was 2.707.

TABLE XXXVII
EXTENT OF AGREEMENT AMONG EDUCATORS
ON THE COUNTING OF SKILLS COURSES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=8		n=17		n=7		n=16		n=18		n=21		n=14		n=21	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	-----		2....1.6		2....1.6		4....3.2		-----		1.... .8		-----		5....4.0	
A	5....4.0		5....4.0		2....1.6		4....3.2		6....4.9		6....4.9		5....4.0		2....1.6	
U	-----		2....1.6		-----		2....1.6		1.... .8		3....2.4		-----		3....2.4	
D	2....1.6		6....4.9		3....2.4		6....4.9		8....6.5		8....6.5		6....4.9		10..8.1	
SD	1.... .8		2....1.6		-----		-----		3....2.4		3....2.4		3....2.4		1.... .8	
TOTAL	6.53%		13.89%		5.71%		13.08%		14.72%		17.17%		11.45%		17.17%	
MEAN	3.125		2.941		3.429		3.375		2.556		2.714		2.500		3.000	

Years of Experience. Calculated F-Ratio=.603, df=3/114. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to agree that courses whose "predominant orientation" is communication skills should not be counted toward fulfillment of a departmental liberal arts and sciences requirement. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 2.731; 5-9 years -- 2.816; 10-14 years -- 2.727, and more than 14 years -- 3.162.

Type of Program and Years of Experience. Calculated F-Ratio=.353, df=3/114.

At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience.

Extent of Editor/Educator Agreement
on Breadth of General Knowledge
of Recent J-School Graduates

A five-position semantic differential scale was used to determine editors' and educators' opinions on the following questions: "How would you rate the breadth of general knowledge of the recent journalism-school graduates you know/who are on your staff?" The bipolar adjectives used in the scale were "very strong" and "very weak." Respondents were asked to mark the position on the scale which most closely represented their opinion on the questions. Table XXXVIII illustrates the extent to which the ratings of editors and educators agreed (see Table XXXVIII, page 139).

Calculated T-value=.518, df=221. At the 95 percent confidence level, there was no significant difference between the mean attitude rating of editors and the mean attitude rating of educators. That is, educators were no more likely than editors to rate a journalism-school graduate's general knowledge as either very strong or very weak.

TABLE XXXVIII
 EXTENT OF EDITOR/EDUCATOR AGREEMENT
 ON BREADTH OF GENERAL KNOWLEDGE
 OF RECENT J-SCHOOL GRADUATES

RATING	EDITORS	EDUCATORS
	n=100	n=123
1 - Very Weak	5.00%	4.88%
2	21.00	22.76
3	45.00	38.21
4	24.00	26.02
5 - Very Strong	5.00	8.13
TOTAL	100.00%	100.00%
MEAN	3.030	3.098

Extent of Editor/Educator Agreement
on Breadth of General Knowledge
of Recent J-School Graduates
As a Function of Experience
And Type of Respondent

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 8 (Question 14 on editors' survey and Question 13 on educators' survey) was dependent on type of respondent or years of experience or a combination of both independent variables. Type of respondent was divided into two categories: "editor" and "educator." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XXXIX illustrates the findings (see Table XXXIX, page 140).

Type of Respondent. Calculated F-Ratio=1.421, df=1/212. At the 95 percent confidence level, the calculated F-ratio was not significant. See Table XXXVIII (page 139) and accompanying narrative for interpretation.

TABLE XXXIX
EXTENT OF EDITOR/EDUCATOR AGREEMENT
ON BREADTH OF GENERAL KNOWLEDGE
OF RECENT J-SCHOOL GRADUATES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF RESPONDENT

RATING	TYPE OF RESPONDENT															
	Editors								Educators							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=1		n=10		n=21		n=68		n=25		n=38		n=22		n=36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
V. Strong																
5	-----		1.....1.0		2.....2.0		2.....2.0		1......8		4.....3.3		-----		4.....3.3	
4	-----		2.....2.0		6.....6.1		16..16.2		8.....6.6		9.....7.4		9.....7.4		6.....5.0	
3	-----		3.....3.0		8.....8.1		33..33.3		11....9.1		16..13.2		4.....3.3		15..12.4	
2	1.....1.0		-----		5.....5.1		15..15.2		2.....1.7		9.....7.4		9.....7.4		8.....6.6	
1	-----		3.....3.0		-----		2.....2.0		3.....2.5		-----		-----		3.....2.5	
V. Weak																
TOTAL	1.00%		10.00%		21.00%		68.00%		20.66%		31.40%		18.18%		29.75%	
MEAN	2.00		2.78		3.24		3.02		3.08		3.21		3.00		3.00	

Years of Experience. Calculated F-Ratio=.415, df=3/212. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference among the mean attitude ratings of respondents with less than 5, 5-9, 10-14

and more than 14 years of experience. Mean attitude ratings for respondents with varying levels of professional experience were: less than 5 years -- 3.115; 5-9 years -- 3.128; 10-14 years -- 3.116, and more than 14 years -- 3.010.

Type of Respondent and Years of Experience. Calculated F-Ratio=.1.118, $df=3/212$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of editors and the mean attitude ratings of educators when considered in combination with levels of experience.

Extent of Agreement Among Educators
on Breadth of General Knowledge
of Recent J-School Graduates
as a Function of Experience
and Type of Program

A two-factor analysis of variance was computed to determine whether respondent attitude on Statement 8 (Question 13 on educators' questionnaire) was dependent on type of program or years of experience or a combination of both independent variables. Type of program was divided into two categories: "accredited" and "not accredited." Experience was divided into four categories: "less than 5" years, "5 to 9" years, "10-14" years and "more than 14" years. Table XL illustrates the findings (see Table XL, page 142).

Type of Program. Calculated F-Ratio=.646, $df=1/112$. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents in accredited programs and respondents in non-accredited programs. Neither group was more likely than the other to rate a journalism graduate's breadth of general knowledge as very strong or

very weak. Mean attitude rating for respondents in accredited programs was 3.234; mean attitude rating for respondents in non-accredited programs was 2.986.

TABLE XL
EXTENT OF AGREEMENT AMONG EDUCATORS
ON BREADTH OF GENERAL KNOWLEDGE
OF RECENT J-SCHOOL GRADUATES
AS A FUNCTION OF EXPERIENCE
AND TYPE OF PROGRAM

LEVEL	TYPE OF PROGRAM															
	Accredited								Not Accredited							
	<5		5-9		10-14		>14		<5		5-9		10-14		>14	
	n=7		n=17		n=7		n=16		n=18		n=21		n=14		n=20	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	1	.8	4	3.3	-----		1	.8	-----		-----		-----		3	2.5
A	3	2.5	7	5.8	2	1.6	4	3.3	5	4.1	2	1.6	7	5.8	2	1.6
U	2	1.6	4	3.3	-----		5	4.1	9	7.5	12	10.0	3	2.5	10	8.3
D	-----		2	1.6	5	4.1	4	3.3	2	1.6	7	5.8	4	3.3	4	3.3
SD	1	.8	-----		-----		2	1.6	2	1.6	-----		-----		1	.8
TOTAL	5.82%		14.15%		5.82%		13.31%		14.98%		17.49%		11.66%		16.65%	
MEAN	3.429		3.765		2.571		2.875		2.944		2.762		3.214		3.100	

Years of Experience. Calculated F-Ratio=.854, df=3/112. At the 95 percent confidence level, the calculated F-ratio was not significant. That is, there was no real difference between the mean attitude ratings of respondents with less than 5 years, 5-9 years, 10-14 years and more than 14 years of professional experience. None of the groups was more likely than the others to rate a journalism graduate's breadth of

general knowledge as very strong or very weak. Mean attitude ratings for respondents based on levels of professional experience were: less than 5 years -- 3.080; 5-9 years -- 3.211; 10-14 years -- 3.000, and more than 14 years -- 3.000.

Type of Program and Years of Experience. Calculated F-Ratio=4.021, df=3/112.

At the 97.5 percent confidence level, the calculated F-ratio was significant. That is, there was a real difference between the mean attitude ratings of educators in accredited programs and educators in non-accredited programs when considered in combination with levels of experience. Specifically, there was a significant difference between respondents in accredited programs with 5-9 years of professional experience and respondents in accredited programs with 10-14 years of professional experience. That was the only comparison that was significant. Mean attitude ratings are in Table XL (see Table XL, page 142). A critical difference of 1.18 was computed with the Tukey test and was used in comparing pairs of means for significance.

Ranking of Liberal Arts and Sciences Course Descriptions

Most Beneficial to General Assignment Reporters

Both groups of respondents were provided with a list of 25 basic liberal arts and sciences course descriptions from which they were asked to rank the 10 courses they believed to be most beneficial to a general assignment reporter. Respondents also had an opportunity to write in a course description if a course they would rank was not on the list.

A ranking of "1" was placed beside the most beneficial course, and a ranking of "10" was placed beside the tenth most beneficial course. The study sought to determine which courses each group of respondents valued most highly and whether there was a high degree of similarity between the editors' course rankings and the educators' course rankings.

Editors' Ranking of LAS Courses

Most Beneficial to Reporters

Table XLI (see below) illustrates the differences among the top course descriptions ranked by editors in each position, first through tenth. "Courses most often ranked first" represents those courses selected most frequently by editor respondents as being most beneficial to a general assignment reporter. "Courses most often ranked tenth," represents those courses selected by editor respondents most frequently as being the tenth most beneficial course for a general assignment reporter.

As indicated in Table XLI, slightly more than one-third of editors who responded to the survey believed that a course featuring the intensive study of grammar, error avoidance and punctuation would be the most beneficial course to a general assignment reporter. More than one-fifth of editor respondents favored a course that would teach critical thinking, reasoning techniques and skills. Together, these two course descriptions comprised about 56 percent of the first-place rankings.

TABLE XLI
LIBERAL ARTS AND SCIENCES COURSE DESCRIPTIONS
RANKED FIRST THROUGH TENTH MOST
OFTEN BY EDITOR RESPONDENTS

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked First		
1. Intensive study of grammar, error avoidance and punctuation	30	34.5%
2. A study of critical thinking, reasoning techniques and skills	19	21.8

TABLE XLI (Continued)

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked First		
3. A study of the government of American states, cities and counties	8	9.2
4. A study of American history since the end of World War I	5	5.7
5. Introduction to the style and structure of expository writing	4	4.6
Courses Most Often Ranked Second		
1. A study of the government of American states, cities and counties	18	20.7%
2. Introduction to the style and structure of expository writing	10	11.5
3. (tie) A study of American history since the end of World War I	6	6.9
3. (tie) A study of the organization of the U.S. national government	6	6.9
3. (tie) A study of the American judiciary, court system and legal process	6	6.9
Courses Most Often Ranked Third		
1. A study of the American judiciary, court system and legal process	10	11.5%
2. (tie) A study of the government of American states, cities and counties	8	9.2
2. (tie) A study of critical thinking, reasoning techniques and skills	8	9.2
2. (tie) A study of the functioning and problems of the American economy	8	9.2
3. (tie) A study of the geography of the world's major culture regions	7	8.0
3. (tie) A study of national and state legislative processes	7	8.0
3. (tie) Intensive study of grammar, error avoidance and punctuation	7	8.0
Courses Most Often Ranked Fourth		
1. A study of the American judiciary, court system and legal process	10	11.5%
2. (tie) A study of national and state legislative processes	8	9.2

TABLE XLI (Continued)

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked Fourth		
2. (tie) study of critical thinking, reasoning techniques and skills	8	9.2
3. A study of American history since the end of World War I	7	8.0
Courses Most Often Ranked Fifth		
1. A study of national and state legislative processes	9	10.3%
2. (tie) General college mathematics for non-majors	8	9.2
2. (tie) A study of the American judiciary, court system and legal process	8	9.2
3. A study of the organization of the U.S. national government	7	8.0
Courses Most Often Ranked Sixth		
1. A study of the American judiciary, court system and legal process	9	10.3%
2. (tie) A study of the functioning and problems of the American economy	6	6.9
2. (tie) A study of the geography of the world's major culture regions	6	6.9
2. (tie) A study of the organization of the U.S. national government	6	6.9
3. (tie) Issues-oriented approach to study of basic economic principles	5	5.7
3. (tie) A study of the foreign policies of major world powers	5	5.7
3. (tie) A study of American history since the end of World War I	5	5.7
Courses Most Often Ranked Seventh		
1. A study of the geography of the world's major culture regions	11	12.6%
2. A study of American history since the end of World War I	9	10.3
3. (tie) A study of national and state legislative processes	7	8.0
3. (tie) A study of the functioning and problems of the American economy	7	8.0

TABLE XLI (Continued)

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked Eighth		
1. A study of American history since the end of World War I	10	11.5%
2. (tie) A study of the organization of the U.S. national government	7	8.0
2. (tie) A reading of the great works of important American writers	7	8.0
3. A study of the American judiciary, court system and legal process	6	6.9
Courses Most Often Ranked Ninth		
1. (tie) General college mathematics for non-majors	8	9.2%
1. (tie) A study of American history since the end of World War I	8	9.2
2. (tie) A study of the American judiciary, court system and legal process	7	8.0
2. (tie) A study of United States history from 1865 to the end of World War I	7	8.0
3. (tie) Issues-oriented approach to study of basic economic principles	6	6.9
3. (tie) A study of the geography of the world's major culture regions	6	6.9
Courses Most Often Ranked Tenth		
1. A study of national and state legislative processes	9	10.3%
2. (tie) Issues-oriented approach to study of basic of economic principles	6	6.9
2. (tie) A study of the geography of the world's major culture regions	6	6.9
3. (tie) General college mathematics for non-majors	5	5.7
3. (tie) Introduction to techniques of writing fiction, drama and poetry	5	5.7
3. (tie) A study of the American judiciary, court system and legal process	5	5.7
3. (tie) A study of the functioning and problems of the American economy	5	5.7
3. (tie) A reading of the great works of important American writers	5	5.7
3. (tie) A study of United States history through the Civil War	5	5.7

Educators' Ranking of LAS Courses

Most Beneficial to Reporters

Table XLII (see page 149) illustrates the differences among the top course descriptions ranked by educators in each position, first through tenth. "Courses most often ranked first" represents those courses selected most frequently by educator respondents as being most beneficial to a general assignment reporter. "Courses most often ranked tenth," represents those courses selected by educator respondents most frequently as being the tenth most beneficial course for a general assignment reporter.

As indicated in Table XLII, about 29 percent of educators who responded to the survey believed that a course that would teach critical thinking, reasoning techniques and skills would be most beneficial to a general assignment reporter. Just over 12 percent of educator respondents favored a course featuring the intensive study of grammar, error avoidance and punctuation. A study of the government of American states, cities and counties was the first-place choice of more than 10 percent of educators. Together, these three course descriptions comprised more than half (52 percent) of the first-place rankings.

TABLE XLII
LIBERAL ARTS AND SCIENCES COURSE DESCRIPTIONS
RANKED FIRST THROUGH TENTH MOST
OFTEN BY EDUCATOR RESPONDENTS

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked First		
1. A study of critical thinking, reasoning techniques and skills	28	29.2%
2. Intensive study of grammar, error avoidance and punctuation	12	12.5
3. A study of the government of American states, cities and counties	10	10.4
4. Past, present views on the nature of moral judgments and values	8	8.3
5. A study of American history since the end of World War I	7	7.3
Courses Most Often Ranked Second		
1. A study of critical thinking, reasoning techniques and skills	13	13.5%
2. Intensive study of grammar, error avoidance and punctuation	10	10.4
3. A study of the organization of the U.S. national government	9	9.4
Courses Most Often Ranked Third		
1. Past, present views on the nature of moral judgments and values	11	11.5%
2. (tie) A study of national and state legislative processes	8	8.3
2. (tie) A study of American history since the end of World War I	8	8.3
3. (tie) A study of the organization of the U.S. national government	7	7.3
3. (tie) A study of the problems of governing American metropolitan areas	7	7.3
Courses Most Often Ranked Fourth		
1. A study of the functioning and problems of the American economy	14	14.6%
2. A study of American history since the end of World War I	11	11.5

TABLE XLII (Continued)

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked Fourth		
3. A study of national and state legislative processes	10	10.4
Courses Most Often Ranked Fifth		
1. A study of American history since the end of World War I	13	13.5%
2. A study of the government of American states, cities and counties	12	12.5
3. A study of the geography of the world's major culture regions	11	11.5
Courses Most Often Ranked Sixth		
1. A study of the functioning and problems of the American economy	9	9.4%
2. (tie) A study of the geography of the world's major culture regions	8	8.3
2. (tie) A study of the American judiciary, court system and legal process	8	8.3
2. (tie) A reading of the great works of important American writers	8	8.3
3. (tie) A study of the organization of the U.S. national government	7	7.3
3. (tie) A study of the problems of governing American metropolitan areas	7	7.3
3. (tie) A study of national and state legislative processes	7	7.3
Courses Most Often Ranked Seventh		
1. (tie) A study of American history since the end of World War I	8	8.3%
1. (tie) A study of the American judiciary, court system and legal process	8	8.3
2. (tie) A study of the organization of the U.S. national government	7	7.3
2. (tie) A reading of the great works of important American writers	7	7.3
3. (tie) A study of the geography of the world's major culture regions	6	6.3
3. (tie) The psychology of human behavior as affected by social stimuli	6	6.3
3. (tie) A study of national and state legislative processes	6	6.3

TABLE XLII (Continued)

COURSE DESCRIPTIONS	Number	Percent
Courses Most Often Ranked Seventh		
3. (tie) A study of the government of American states, cities and counties	6	6.3
3. (tie) Introduction to the style and structure of expository writing	6	6.3
Courses Most Often Ranked Eighth		
1. A study of the American judiciary, court system and legal process	10	10.4%
2. A study of the geography of the world's major culture regions	8	8.3
3. (tie) A study of the organization of the U.S. national government	7	7.3
3. (tie) A reading of the great works of important American writers	7	7.3
Courses Most Often Ranked Ninth		
1. (tie) A study of the geography of the world's major culture regions	9	9.4%
1. (tie) A study of critical thinking, reasoning techniques and skills	9	9.4
2. A study of the functioning and problems of the American economy	8	8.3
3. A study of the problems of governing American metropolitan areas	7	7.3
Courses Most Often Ranked Tenth		
1. A study of the foreign policies of major world powers	11	11.5%
2. General college mathematics for non-majors	9	9.4
3. A study of the functioning and problems of the American economy	7	7.3

Comparison of Editors', Educators'

First-Place Course Rankings

The strength of the association, that is, the correlation, between the first-place course rankings of editors and the first-place course rankings of educators could not be measured because not all course descriptions were ranked by both groups. For example, 14 different course descriptions received first-place rankings from editors whereas 17 different course descriptions received first-place rankings from educators. In addition, editors who responded to the survey added three course descriptions that had not appeared on the printed list, and educators added one extra course.

Editors', Educators' Overall Ranking

of Liberal Arts, Sciences Courses

Most Beneficial to Reporters

Table XLIII (see page 153) illustrates the percentage of total votes each course description received from editors and educators regardless of the position in which the course was ranked. In other words, for each course, the total number of first- through tenth-place votes was tabulated. Course descriptions that were added to the survey by respondents also are included.

Other than those courses that were "written in," it seems worth noting that the same five course descriptions received the fewest number of total votes from editors and the fewest number of total votes from educators. These course descriptions were ranked differently, however, as indicated in Table XLIV (see page 156). Among the five course descriptions receiving the fewest number of votes from editors and educators were: "a study of chemistry's symbols, methods, contributions to society," "a study of the basic principles of physics" and "introduction to human anatomy, physiology, genetics and evolution" -- all science courses.

TABLE XLIII
EDITORS', EDUCATORS' OVERALL RANKING
OF LIBERAL ARTS, SCIENCES COURSES
MOST BENEFICIAL TO REPORTERS

Course Descriptions Course descriptions are in the random order in which they appeared on the questionnaires.	Editors n=860		Educators n=949	
	N	%	N	%
1. Introduction to social influences affecting day-to-day life	35	4.06	43	4.53
2. Past, present views on the nature of moral judgments and values	25	2.90	47	4.95
3. General college mathematics for non-majors	40	4.65	35	3.68
4. A study of the foreign policies of major world powers	16	1.86	33	3.47
5. A study of chemistry's symbols, methods, contributions to society	3	.34	4	.42
6. A study of American history since the end of World War I	64	7.44	70	7.37
7. A study of the basic principles of physics	3	.34	12	1.26
8. A study of the geography of the world's major culture regions	52	6.04	57	6.00
9. A study of the organization of the U.S. national government	50	5.81	58	6.11
10. A study of critical thinking, reasoning techniques and skills	57	6.62	73	7.69
11. A study of the problems of governing American metropolitan areas	18	2.09	38	4.00
12. A study of United States history from 1865 to the end of World War I	26	3.02	18	1.89
13. Introduction to techniques of writing fiction, drama and poetry	8	.93	5	.52

TABLE XLIII (continued)

COURSE DESCRIPTIONS	EDITOR		EDUCATOR	
	N	%	N	%
14. the psychology of human behavior as affected by social stimuli	17	1.97	38	4.00
15. A study of national and state legislative processes	55	6.39	54	5.69
16. A study of the American judiciary, court system and legal process	68	7.90	65	6.84
17. A study of the functioning and problems of the American economy	49	5.69	65	6.84
18. Introduction to human anatomy, physiology, genetics and evolution	8	.93	9	.94
19. Intensive study of grammar, error avoidance and punctuation	63	7.32	49	5.16
20. A study of the government of American states, cities and counties	55	6.39	54	5.69
21. A reading of the great works of important American writers	42	4.88	41	4.32
22. Introduction to Spanish pronunciation, grammar and conversation	3	.34	7	.73
23. A study of United States history through the Civil War	25	2.90	21	2.21
24. Introduction to the style and structure of expository writing	34	3.95	18	1.89
25. Issues-oriented approach to the study of basic economic principles	37	4.30	32	3.37
<u>The following descriptions were added to the survey by respondents.</u>				
26. World history from the Industrial Revolution to the present	1	.11	0	.00
27. A statistics course	2	.23	0	.00
28. A course in government financing	1	.11	0	.00
29. A general American history class (all inclusive)	1	.11	0	.00
30. A basic science course	1	.11	0	.00

TABLE XLIII (continued)

COURSE DESCRIPTIONS	EDITOR		EDUCATOR	
	N	%	N	%
31. A course in computer science	1	.11	0	.00
32. A study of the history of western civilization	0	.00	1	.10
33. Any foreign language	0	.00	1	.10
34. A science course (not an introduction) that deals with scientific method and principles applied to contemporary problems.	0	.00	1	.10

Comparison of Editors' and Educators'

Overall Rankings of Liberal Arts and

Sciences Course Descriptions

The strength of the association, that is, the correlation, between the top 25 overall (i.e., without regard to position) course rankings of editors and the top 25 overall course rankings of educators was measured by computing Spearman's rho where the calculated rho equaled .874. See Table XLIV (page 156) for rankings.

A t-test was used to test for the significance of rho. The t value was +8.55. With 23 degrees of freedom, a t value of plus or minus 3.767 was significant at the 99.9 percent confidence level. Therefore, rho was significant at the 99.9 percent confidence level. That means there is a high correlation between the overall course rankings of editors and the overall course rankings of educators. In addition, the strength of the association may be characterized as strong and positive, although agreement between the two groups of respondents is not exact.

TABLE XLIV
COMPARISON OF EDITORS' AND EDUCATORS'
OVERALL RANKINGS OF LIBERAL ARTS AND
SCIENCES COURSE DESCRIPTIONS

EDITOR RANKINGS	EDUCATOR RANKINGS
1. A study of the American judiciary, court system and legal process	1. A study of critical thinking, reasoning techniques and skills
2. A study of American history since the end of World War I	2. A study of American history since the end of World War I
3. Intensive study of grammar, error avoidance and punctuation	3.5 A study of the American judiciary, court system and legal process
4. A study of critical thinking , reasoning techniques and skills	3.5 A study of the functioning and problems of the American economy
5.5 A study of national and state legislative processes	5. A study of the organization of the U.S. national government
5.5 A study of the government of American states, cities and counties	6. A study of the geography of the world's major culture regions
7. A study of the geography of the world's major culture regions	7.5 A study of national and state legislative processes
8. A study of the organization of the U.S. national government	7.5 A study of the government of American states, cities and counties
9. A study of the functioning and problems of the American economy	9. Intensive study of grammar, error avoidance and punctuation
10. A reading of the great works of important American writers	10. Past, present views on the nature of moral judgments and values
11. General college mathematics for non-majors	11. Introduction to social influences affecting day-to-day life
12. Issues-oriented approach to study of basic economic principles	12. A reading of the great works of important American writers
13. Introduction to social influences affecting day-to-day life	13.5 The psychology of human behavior as affected by social stimuli
14. Introduction to the style and structure of expository writing	13.5 A study of the problems of governing American metropolitan areas
15. A study of United states history from 1865 to the end of World War I	15. General college mathematics for non-majors
16.5 A study of United States history through the civil War	16. A study of the foreign policies of major world powers
16.5 Past, present views on the nature of moral judgments and values	17. Issues-oriented approach to study of basic economic principles
18. A study of the problems of governing American metropolitan areas	18. A study of United States history through the Civil War
19. The psychology of human behavior as affected by social stimuli	19.5 A study of United States history from 1865 to the end of World War I
20. A study of the foreign policies of major world powers	19.5 Introduction to the style and structure of expository writing
21.5 Introduction to techniques of writing fiction, drama and poetry	21. A study of the basic principles of physics

TABLE XLIV (Continued)

EDITOR RANKINGS	EDUCATOR RANKINGS
21.5 Introduction to human anatomy, physiology, genetics and evolution	22. Introduction to human anatomy, physiology, genetics and evolution
24. Introduction to Spanish pronunciation, grammar and conversation	23. Introduction to Spanish pronunciation, grammar and conversation
24. A study of chemistry's symbols, methods, contributions to society	24. Introduction to techniques of writing fiction, drama and poetry
24. A study of the basic principles of physics	25. A study of chemistry's symbols. methods, contributions to society

Course Requirements or Recommendations

In addition to ranking 10 courses that would be beneficial to a general assignment reporter, editors and educators who responded to the survey were asked to indicate whether each of their course selections should be required or recommended. There were two blank lines to the right of each course description where respondents could place a check mark to indicate their preference for a "required" or a "recommended" course. Respondents were instructed to leave the lines blank if, in fact, they had no opinion as to whether a particular course selection should be required or recommended.

Editors' Preference on the Requirement

Or Recommendation of Courses

They Ranked in Top Ten

TABLE XLV (see page 158) illustrates the frequency with which editors favored requiring their Top Ten courses as opposed to simply recommending them to journalism majors.

TABLE XLV
EDITORS' PREFERENCE ON THE REQUIREMENT
OR RECOMMENDATION OF COURSES
THEY RANKED IN THE TOP TEN

COURSE DESCRIPTIONS	REQUIRE		RECOMMEND		NO OPINION	
	N	%	N	%	N	%
1. A study of the American judiciary, court system and legal process (68)*	51	75.0	11	16.1	6	8.8
2. A study of American history since the end of World War I (64)	50	78.1	9	14.0	5	7.8
3. Intensive study of grammar, error avoidance and punctuation (63)	54	85.7	6	9.5	3	4.7
4. A study of critical thinking, reasoning techniques and skills (57)	40	70.1	12	21.0	5	8.7
5.5 A study of national and state legislative processes (55)	40	72.7	13	23.6	2	3.6
5.5 A study of the government of American states, cities, counties (55)	49	89.0	4	7.2	2	3.6
7. A study of the geography of the world's major culture regions (52)	41	78.8	8	15.3	3	5.7
8. A study of the organization of the U.S. national government (50)	40	80.0	7	14.0	3	6.0
9. A study of the functioning and problems of the American economy (49)	38	77.5	9	18.3	2	4.0
10. A reading of the great works of important American writers (42)	25	59.5	14	33.3	3	7.1

* Denotes total number of votes this group of respondents gave each course

As indicated in Table XLV, percentages ranged from 89 -- the percentage of editor respondents who would require "the study of the government of American cities, states and counties" -- to 59.5 -- the percentage of editor respondents who would require "a reading of the great works of important American writers."

The "great works" course described above also was the Top Ten course cited most often by editor respondents as one that should be recommended to journalism students. Percentages on recommended courses ranged from 33.3 for the "great works" course to 7.2 -- the percentage of editor respondents who would recommend, rather than require, "the study of the government of American cities, states and counties."

Educators' Preference on the Requirement

Or Recommendation of Courses

They Ranked in Top Ten

TABLE XLVI (see page 160) illustrates the frequency with which educators favored requiring their Top Ten courses as opposed to simply recommending them to journalism majors. Percentages ranged from 87.7 -- the percentage of educator respondents who would require an "intensive study of grammar, error avoidance and punctuation" -- to 54.3 -- the percentage of educator respondents who would require "a study of the geography of the world's major culture regions."

As indicated in TABLE XLVI, the "geography" course described above also was the Top Ten course cited most often by educator respondents as one that should be recommended to journalism students. Percentages on recommended courses ranged from 43.8 for the "geography" course to 8.1 -- the percentage of educator respondents who would recommend, rather than require, an "intensive study of grammar, error avoidance and punctuation."

TABLE XLVI
EDUCATORS' PREFERENCE ON THE REQUIREMENT
OR RECOMMENDATION OF COURSES
THEY RANKED IN THE TOP TEN

COURSE DESCRIPTIONS	REQUIRE		RECOMMEND		NO OPINION	
	N	%	N	%	N	%
1. A study of critical thinking, reasoning techniques and skills (73)*	61	83.5	10	13.6	2	2.7
2. A study of American history since the end of World War I (70)	47	67.1	18	25.7	5	7.1
3.5 A study of the American judiciary, court system and legal process (65)	42	64.6	17	26.1	6	9.2
3.5 A study of the functioning and problems of the American economy (65)	40	61.5	18	27.6	7	10.7
5. A study of the organization of the U.S. national government (58)	45	77.5	11	18.9	2	3.4
6. A study of the geography of the world's major culture regions (57)	31	54.3	25	43.8	1	1.7
7.5 A study of national and state legislative processes (54)	41	75.9	11	20.3	2	3.7
7.5 A study of the government of American states, cities, counties (54)	41	75.9	9	16.6	4	7.4
9. Intensive study of grammar, error avoidance and punctuation (49)	43	87.7	4	8.1	2	4.0
10. Past, present views on the nature of moral judgments and values (47)	33	70.2	10	21.2	4	8.5

* Denotes total number of votes this group of respondents gave each course

In Conclusion

Several statistical tests were attempted with regard to editors, but some yielded no meaningful results and others yielded no results at all. Specifically, a two-factor analysis of variance was planned to measure the combined effect of circulation size

and years of professional experience on editor attitudes toward the eight liberal arts statements included in this survey. However, this test could not be performed because many of the cells were empty or sparse (frequency < 5).

Because of this, a series of randomized analyses of variance were computed to measure the individual effect of circulation and the individual effect of professional experience on editors' attitudes toward the eight statements. However, none of these tests yielded an F-ratio that indicated a significant difference in the attitude ratings of editors with varying levels of professional experience. Nor did the tests indicate a significant difference in the attitude ratings of editors from different-sized newspapers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The liberal arts and sciences have been linked to journalism education in the United States almost from the beginning. Certainly, the idea that a journalist should be well *educated* in addition to being well *trained* took center stage when the publisher Joseph Pulitzer and the educator Willard Bleyer turned their attention to the subject just after the turn of the century.

Pulitzer, who built two great newspapers, believed that those who wanted to become journalists should combine practical training with the study of liberal arts and sciences. His plan would have included many of the basic journalism courses offered today -- reporting and writing, ethics, journalism law, journalism history-- in addition to the study of literature, American history, sociology, economics, statistics, modern languages, the basic sciences, and "the power of ideas," including study of the great ideas in history (Dressel 23).

Bleyer, who was a pioneer in the field of journalism education, believed a journalism education should be a four-year program in which the student would take about 25 percent of his coursework in journalism and 75 percent in the liberal arts and sciences. He especially favored the social sciences, and sought to have students study economics, political science, history, sociology, psychology in addition to English and journalism and the natural sciences (Emery and McKerns 5).

Although their views were not the prevailing views at the time, Pulitzer and Bleyer would most likely agree with present-day notions of journalism education, which borrow heavily from their own ideas. Today, it is generally accepted -- certainly by the Accrediting Council on Education in Journalism and Mass Communications -- that students should take about 25 percent of their coursework in journalism and about 75 percent in the liberal arts and sciences. The accrediting council interprets this general philosophy by mandating that students in accredited programs earn a minimum of 90 semester hours outside journalism and mass communication, with no fewer than 65 of those hours in the liberal arts and sciences (Accrediting Council 7).

Things are seldom as simple as they seem, however. The debate that initially began among editors who tried to decide whether journalism should be taught at the university eventually turned into a debate on more technical issues. For instance, before ACEJMC adopted its current 90/65 curriculum standard in the mid 1980s, the old 75/25 curriculum standard was viewed by many as too restrictive and inflexible, not to mention vague and unenforceable (Mullins 11). Some accredited schools found that the curriculum standard, as it was being interpreted, did not allow them to offer vocational instruction they believed was necessary, especially in the areas of public relations and advertising (Weaver and Wilhoit 64).

Thus, in the early '80s, there was enough disagreement over the appropriate mix of professional training and the liberal arts in a journalism education to cause fierce battles over the accrediting council's Standard 3, the curriculum standard. But that is not to say that everyone disagreed or that everyone agreed. How educators felt about specific issues often seemed tied to the makeup of their particular program.

As Becker, Fruit and Caudill noted in 1987, it was "difficult to characterize a 'typical' journalism curriculum, given the large numbers of schools and diverse programs" (12). But they added that the generalizations that could be made were the result of accrediting standards set by ACEJMC. According to the authors, "Many

programs, even those not accredited, do stay close to the much-debated '75-25' ratio of nonjournalistic to journalistic courses" (12).

The Research Problem

More recently, the role of the liberal arts and sciences in a journalism curriculum was re-examined by the Task Force on the Future of Journalism and Mass Communication Education.

The task force, reporting its findings in the Spring 1989 edition of Journalism Educator, raised serious questions about the liberal arts and journalism education in general and about the ACEJMC curriculum standard in particular.

The group asked, in effect: Are all liberal arts and sciences courses created equal? Are some of them too narrow to fulfill the spirit of a liberal arts and sciences emphasis? If so, should students' liberal arts and sciences course selections be monitored more closely? Are some liberal arts and sciences courses important enough to be required by the academic department -- if not by the school? Some leaders in the field have suggested as much, rejecting in the process what they believe to be the accrediting council's "simplistic" definition of liberal arts and sciences. ("Challenges" A-3-A-9).

Research Design and Purpose

Prominent editors and educators offered their opinions on these issues as part of the process of compiling the task force report. The problem was that their perceptions might not have been representative of the views of "ordinary" editors and educators. The purpose of this study was to determine what the average editor and educator thought about the role of the liberal arts and sciences in today's journalism curriculum. A mail survey was sent to the managing editors of 200 randomly selected daily newspapers and the heads of news-editorial sequences at 200 randomly

selected journalism programs. The views of both groups were compared for similarities and differences. The dependent variable in this study was attitude toward liberal arts and sciences courses as shown in rating scores of editors and educators. For editors, the independent variables were newspaper circulation size and years of professional experience. For educators, the independent variables were type of program (accredited or non-accredited) and years of professional experience.

This study was designed to accomplish the following objectives:

- To determine whether editors and educators agreed on the value of liberal arts and sciences courses in a news-editorial sequence.
- To determine the extent to which the academic department should monitor the liberal arts and sciences course selections of students.
- To determine what university liberal arts and sciences courses editors and educators considered most beneficial to the educational background of journalists.
- To determine which university liberal arts and sciences courses, if any, editors and educators would require of news-editorial students if they could.
- To determine which, if any, university liberal arts and sciences courses already were required by journalism departments as part of the news-editorial sequence.

The result of previous related research suggested the following null hypothesis for this study: that there was no difference between the attitude of newspaper editors and the attitude of educators toward the liberal arts and sciences in a journalism curriculum regardless of each group's years of professional experience.

Related null hypotheses were:

- a. There was no relationship between newspaper circulation size and the attitude of editors toward the liberal arts and science in a journalism curriculum.
- b. There was no relationship between program accreditation status and the attitude of educators toward the liberal arts and sciences in a journalism curriculum.

Discussion of Research Findings

The extent to which editors and educators agreed on the value and quality of liberal arts and sciences courses was measured by comparing the mean attitude ratings of editors with the mean attitude ratings of educators on seven Likert-scale statements and one item on which responses were measured on a semantic differential scale.

Statement 1. The study found that there was a significant difference between the mean attitude rating of all editors (4.631) and the mean attitude ratings of all educators (4.929), with educators more likely to agree that liberal arts and sciences courses are an essential part of a journalism major's plan of study.

In addition, there was a significant difference between the mean attitude rating of educators with 5-9 years of professional experience (4.842) and the mean attitude rating of educators with more than 14 years of professional experience (5.000), with the latter group more likely to agree that liberal arts and sciences courses are essential to a journalism major.

In spite of the significance here, it's important to note that the differences were in degree, not direction. Scale responses were coded so that a rating of 5 meant "strongly agree" and 1 meant "strongly disagree." It's obvious from the mean attitude ratings that both groups strongly supported the general notion that the liberal arts and sciences should be part of the education of students majoring in journalism.

Statement 2. There was a significant difference between the mean attitude rating of all editors (4.000) and the mean attitude rating of all educators (4.730), with educators more likely to agree that journalism majors should acquire more than half their total credit hours by taking courses in traditional liberal arts and sciences disciplines. Again, as in Statement 1, it is worth noting that the difference was in degree, not direction. Both groups generally agreed with the statement.

In addition, there was a significant difference among the mean attitude ratings of all respondents (editors and educators considered as a single group) with less than 5 years of professional experience (4.714) and all respondents with 5-9 years of professional experience (4.250), with the least experienced respondents more likely to agree that liberal arts and sciences courses ought to comprise more than half the total credit hours a journalism major needs to graduate.

There also was a significant difference between the mean attitude ratings of educators with 5-9 years of professional experience (4.395) and educators with 10-14 years of professional experience (4.909), and between the mean attitude ratings of educators with 5-9 years of professional experience (4.395) and educators with more than 14 years of professional experience (4.973), with the more experienced respondents in each case more likely to agree that liberal arts and sciences courses ought to comprise more than half the total credit hours a journalism major needs to graduate. These findings may suggest a relationship between journalists who make a midcareer leap to the academy and their attitudes about journalism education as opposed to the attitudes of those with more or less professional experience.

Statement 3. There was a significant difference between the mean attitude rating of editors (3.524) and the mean attitude rating of educators (2.764), with editors more likely to agree that journalism educators should evaluate the course description and syllabus of all university courses in order to determine which fulfill the spirit or intent of a liberal arts and sciences requirement. Clearly, neither group of respondents was in strong agreement or disagreement with this statement. Editors hovered between indecision and agreement, while educators were mostly undecided. That indecision may stem from a feeling that, as Dickson noted in his study, about 80 percent of educators who responded thought it was desirable to evaluate courses outside the unit to determine liberal arts content. However, only 37 percent of those respondents thought it was feasible to conduct such an evaluation.

Statement 4. There was no significant difference between the mean attitude rating of editors (3.272) and the mean attitude rating of educators (3.358) with regard to the statement, "Departmental recommendation of courses is an adequate method of controlling the liberal arts and sciences courses selected by journalism majors."

Statement 5. There was no significant difference between the mean attitude rating of editors (3.146) and the mean attitude rating of educators (3.138) with regard to the statement, "In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should count toward that requirement any course in any department -- as long as the course's 'predominant orientation' is the liberal arts and sciences."

The findings with regard to Statement 4 and Statement 5 suggest that editors and educators who responded have no strong positive or negative feeling about these issues. Or perhaps they simply never thought about them. It may be that while it is a fairly simple matter to agree that journalists need a broad liberal arts background, it is quite another matter to have agreed -- or even thought about -- how that essential need should be met.

Statement 6. There was a significant difference between the mean attitude rating of educators in accredited programs (3.213) and the mean attitude rating of educators in non-accredited programs (3.740), with respondents in non-accredited programs more likely to agree that excessively specialized or excessively frivolous courses should not be counted toward fulfillment of a departmental liberal arts and sciences requirement.

The finding here was unexpected, but may be attributable to the wording of the statement, which sought respondents' opinion on two separate issues -- how they felt about counting excessively specialized courses toward a liberal arts requirement and how they felt about counting excessively frivolous courses toward a liberal arts requirement. Did respondents view both of these course types in the same way? If not,

which did they focus on when marking the scale? Given the wording of the statement, it is difficult to attach meaning to the result.

Statement 7. There was a significant difference between the mean attitude rating of educators in accredited programs (3.188) and mean attitude rating of educators in non-accredited programs (2.707), with respondents in accredited programs more likely to agree that courses whose "predominant orientation" is communication skills should not be counted toward fulfillment of a departmental liberal arts and sciences requirement.

Here again, respondents failed to display any strong positive or negative feeling about the statement. But the fact that educators in accredited programs had a greater tendency to agree with the statement may suggest that there is a greater tendency among this group to be informed on the "technical" issues related to the liberal arts and sciences. Such a tendency would not be surprising considering the attention that must be paid to "course-tallying" at accredited schools concerned with abiding by the ACEJMC's curriculum standard.

Statement 8. There was a significant difference between the mean attitude rating of educators in accredited programs with 5-9 years of professional experience (3.765) and the mean attitude rating of educators in accredited programs with 10-14 years of professional experience (2.571), with educators with 5-9 years of professional experience more likely to rate a journalism graduate's breadth of general knowledge as strong.

This was the only instance in which there was interaction between the independent variables of program type and years of experience. Educators were asked how they would rate the breadth of general knowledge of recent journalism school graduates they knew. The bipolar adjectives on a semantic differential scale were "very strong" (5) and "very weak" (1).

As in Statement 2, this finding may suggest a relationship between journalists who become educators midcareer and their attitudes about journalism education as opposed to the attitudes of those with more or less professional experience.

Monitoring LAS Course Selections. The majority of educators (72 percent) who responded to the survey indicated that it was not possible for a journalism major to register for classes without first seeing an adviser. There was no significant relationship between program accreditation status and educator responses to the advisement question.

With regard to specific policies related to the monitoring of liberal arts and sciences courses, more than 46 percent of educators who responded to the survey indicated that their academic departments did not require journalism majors to take specific liberal arts and sciences courses. But slightly more than 43 percent of the educators were associated with departments that had at least one specific LAS course requirement for journalism majors. The responses of 75 percent of the educators revealed that their departments use recommendations either as a sole method of monitoring LAS course selections or in combination with requirements. There was no significant relationship between LAS course selection policy and program accreditation status.

This finding suggests that, at least through advisement and recommendations, the majority of journalism programs are in a position to monitor the liberal arts and sciences course selections of students. But it is equally significant that more than 25 percent of the educators who responded to the survey represented programs, both accredited and non-accredited, where it was possible to register for classes without seeing an adviser. It would appear to be difficult to monitor the course selections of students without an advising requirement, but perhaps students at some schools seek out advisers to such an extent that the journalism educators there see no need of a requirement.

Courses Most Beneficial to Reporters. According to the survey, editors and educators agreed on nine of the 10 courses that are most beneficial to a general assignment reporter, although they didn't necessarily agree on the order in which those courses should be placed. These are the results of the survey if one considers the percentage of total votes -- that is, first- through tenth-place votes -- each course description received. The courses favored by both groups were, in no particular order," a study of critical thinking, reasoning techniques and skills; a study of American history since the end of World I; A study of the American judiciary, court system and legal process; a study of the functioning and problems of the American economy; a study of the organization of the U.S. national government; a study of the geography of the world's major culture regions; a study of national and state legislative processes; a study of the government of American states, cities and counties; intensive study of grammar, error avoidance and punctuation.

The tenth selection for educators was the course description, "Past, present views on the nature of moral judgments and values," which was tied for 16th place on the editors' list. The tenth selection for editors was the course description, "A reading of the great works of important American writers," which was in 12th place on the educators' list.

Of equal interest were the courses receiving the fewest number of votes from editors and educators. The same five course descriptions received the fewest number of total votes from editors and the fewest number of total votes from educators. These course descriptions were ranked differently, however. Among the course descriptions receiving the fewest number of votes were, "a study of chemistry's symbols, methods, contributions to society," "a study of the basic principles of physics" and "introduction to human anatomy, physiology, genetics and evolution" -- all science courses.

Overall, there was a high degree of correlation between the editors' ranking of the top 25 courses descriptions and the educators' ranking of the top 25 course descriptions. The correlation may be characterized as strong and positive.

These overall results are interesting in that they appear to confirm that editors and educators think alike -- at least in terms of the liberal arts and sciences courses they believe are most beneficial to a general assignment reporter. This seems at odds, but pleasantly so, with anecdotal conflicts between editors and educators that have been linked to editors seeking control of the classroom and the same group's failure to recognize that the mission of the educator is broader than job training ("Storm Swirls" 134).

These results also were interesting for other reasons. The "critical thinking" course topped the educators' list of offerings that would most benefit a general assignment reporter, and it was fourth on the editors' list. A course of this type seems to have become more important since 1985 when a course titled, "Thinking Logically" was eighth on Shelly's list of editors' recommended electives for journalism majors. The "grammar" course -- a perennial favorite with editors -- topped the editors' list of liberal arts and sciences courses most beneficial to general assignment reporters as it did Shelly's list of recommended electives. This course was ninth on the educators' list, possibly the result of a combination of factors summarized as follows: that although educators recognize that students' skills in this area are weak, many educators do not believe a course in remedial English belongs in college -- or at least not in the journalism department. The writers of the Oregon Report noted, however, that some journalism faculties do offer such literacy training (Planning 51).

One final comment on the placement of three natural science courses among the five lowest rated on the editors' and the educators' list of most beneficial courses. It is interesting to note that these courses seem to have about as much interest to journalists and journalism educators as they do to journalism students. Personal

experience has suggested that students in journalism and mass communication have more than an average aversion to science. Perhaps this disregard begins with the adults, or perhaps other courses are simply thought to be more important. Science courses also were not high on Shelly's list or on the NCEW list discussed in Chapter II.

Courses Favored for Requirement. Of the courses editors and educators ranked among their Top Ten respectively, all would be candidates for requirement if those who selected the courses had their way. More than half of all those who marked any course description believed that a course like that should be required of journalism students.

Among editors, the percentages ranged from 89 -- the percentage of respondents who would require "the study of the government of American cities, states, counties" -- to 59.5 -- the percentage of respondents who would require "a reading of the great works of important American writers." Percentages in favor of recommending a course ranged from 33.3 for the "great works" course described above to 7.2 -- the percentage of editor respondents who would recommend, rather than require, "the study of the government of American cities, states and counties."

Among educators, percentages ranged from 87.7 -- the percentage of respondents who would require an "intensive study of grammar, error avoidance and punctuation" to 54.3 -- the percentage of respondents who would require "a study of the geography of the world's major culture region." Percentages in favor of recommending a course ranged from 43.8 for the "geography" course described above to 8.1 -- the percentage of educator respondents who would recommend, rather than require, "an intensive study of grammar, error avoidance and punctuation."

These findings do not require much comment. Clearly, the majority of editors and educators who responded to the survey believed that the courses they selected as most beneficial to general assignment reporters were important enough to be required. Note, however, that there appeared to be somewhat less of a tendency on the part of

educators to require the courses; their percentages as a whole were slightly lower than those of editors.

Courses Most Often Required Now. Although no quantification of data was possible here, a review of a number of degree sheets and answers to an open-ended question suggested that courses in American history, American government and basic economics were most frequently required. Other popular requirements included elementary statistics and state and local government.

Clearly the history, government and economics courses are among those believed to be most beneficial to general assignment reporters. These courses account for six of the editors' Top Ten selections and six of the educators' Top Ten choices. A statistics course description was not among the options in this survey, although respondents could have written it in -- and two of them did. It is not clear how many respondents might have selected that course if it had been included. It also was not included on Shelly's list.

Discussion of Hypotheses

The result of previous related research had suggested the following null hypothesis for this study -- that there was no difference between the attitude of newspaper editors and the attitude of educators toward the liberal arts and sciences in a journalism curriculum regardless of each group's years of professional experience.

Based on the results of this research, the null hypothesis was rejected.

There was a significant difference between the mean attitude rating of editors and the mean attitude rating of educators regardless of years of professional experience on Statements 1-3. Statement 1 sought an opinion about the essential role of the liberal arts and sciences in journalism education; Statement 2 had to do with the total number of credit hours a student should take in the liberal arts, and Statement 3 discussed the evaluation of course descriptions and syllabi by educators.

The only time the variable "professional experience" had an impact was on Statement 1, with regard to the difference between two groups of educators (5-9 years and more than 14 years) and on Statement 2, where there was a difference between respondents when considered as a single group and years of professional experience (less than 5 years vs. 5-9 years). These did not affect the null hypothesis.

On Statements 4-8, editors and educators, regardless of their professional experience, did not disagree in their opinion on recommendation as an appropriate method of monitoring LAS courses. Nor did their attitudes differ with regard to giving LAS credit to any course in any department whose "predominant orientation" is the liberal arts; refusing to give LAS credit for excessively frivolous or excessively specialized courses; and, refusing to give LAS credit to courses whose predominant orientation is communication skills.

Related null hypotheses were:

1. There was no relationship between newspaper circulation size and the attitude of editors toward the liberal arts and sciences in a journalism curriculum; and,
2. There was no relationship between program accreditation status and the attitude of educators toward the liberal arts and sciences in a journalism curriculum.

Based on a series of randomized ANOVAs, the null hypothesis regarding newspaper circulation size and the attitude of editors toward the liberal arts and sciences in a journalism curriculum was supported. There was no relationship between newspaper circulation size and editors' attitudes as measured by Statements 1-8, which were described in the previous section.

Based on the results of this research, the null hypothesis regarding program accreditation status and the attitude of educators toward the liberal arts and sciences in a journalism curriculum was rejected. Program accreditation status was a factor in Statements 6-7. That is, there was a relationship between program accreditation status

and educators' attitude toward LAS credit for excessively frivolous or excessively specialized courses, and refusal of LAS credit for communication skills courses.

There was no relationship between program accreditation status and educator attitudes on Statements 1-5 and on Statement 8. One final note on Statement 8. Although program accreditation status was not a factor by itself, there was a relationship between educators' attitudes and program accreditation status in combination with years of professional experience.

Conclusions

Educators argued in the Mullins Report that journalism/mass communication programs needed to take a more hands-on approach to curriculum planning and evaluation (Mullins 4; "Challenges" A-5). In part, the report urged educators to seek out the "true" liberal arts and sciences courses wherever they reside in the curriculum and recommend them to students. Similarly, students were to be dissuaded from taking liberal arts courses that were, in reality, communication skills courses.

Such a system would call for the evaluation of course descriptions and syllabi. In Dickson's study, more than 75 percent of educators thought such evaluation was desirable but only 37 percent thought it was feasible (Dickson 14). In the present study, almost 40 percent of educators either disagreed or strongly disagreed that educators should conduct such evaluations. An additional 17 percent were undecided.

The writers of the Mullins Report suggested this course-by-course evaluation as a means of ensuring that students would acquire the type of broad background a journalist needs to succeed. The writers feared that under the current "simplistic" LAS course-counting system endorsed by the accrediting council, students would not get a broad liberal arts education. A look at the results of the ASNE study reported in Chapter II suggests that fear is not unfounded.

Editors compared journalism school graduates to non-journalism school graduates who had come to work in their newsrooms. In some categories where one would hope journalism students would be particularly strong -- problem solving ability, widely read, broad perspective, knowledge of ethics, knowledge of current events -- the non-journalism school graduates were rated "strong" more often than the journalism school graduates. In fact, being widely read and having a broad perspective were two journalistic traits that editors thought were least strong among journalism school graduates (ASNE 7).

How can this be, when editors and educators acknowledge the importance -- in fact, the essential role -- of the liberal arts and sciences in a journalism education?

When asked in the present study why some journalism programs had no specific liberal arts and sciences course requirements, one educator wrote that, "The choices should be made by the students, through advising. ... Students should be free to determine their own academic destinies as much as possible"

The educator has expressed a nice sentiment. Students should be free to determine their own academic destinies. But that sentiment is based on the assumption that students are willing and able to chart their own course through an ever-expanding, fragmented, specialized university curriculum. That assumes that students don't select a class because their roommate told them it was an easy "A"; that they don't select a class because it doesn't meet at 8 a.m. That assumes that students understand the role of the liberal arts and sciences better than some faculty do. That assumes a lot.

If students are to make their own choices, then they must be given the tools with which to do that. One of the recommendations of this study -- similar to one in the Mullins Report -- is that forums be found or created to educate students about their education. They must understand the role of the liberal arts and sciences and the role of general education requirements. For journalism students especially, this is critical.

Meanwhile, as suggested in the Mullins Report, faculty also need to be educated about the role of the liberal arts and sciences. The university has become too complicated and there are too many choices for educators to assume general education provides the broad knowledge the journalism student must acquire. Nor is it sound to assume that all courses within a college of arts and sciences are liberal arts courses.

Like it or not, it seems some evaluation of course content is in order. Though the process is time-consuming, it is part of the commitment journalism educators must make to their students in a changing and more complex world. This effort, combined with strong advising on recommended courses, would begin to ensure a strong liberal arts and sciences component in journalism education.

Recommendations

Implementing the Findings

The results of this research suggest some ways in which educators and editors may implement the findings. It seems clear that, while there is much support for the notion that journalism students ought to have strong backgrounds in the liberal arts and sciences, educators seem less sure about how to make this happen. This problem is exacerbated by the fact that only about 25 percent of all schools reporting undergraduate journalism programs are accredited. While these non-accredited schools may have a "75-25" curriculum, it seems unlikely that there is slavish attention to the accrediting council's standards beyond that.

One recommendation for educators in non-accredited programs would be to become more familiar with accrediting council guidelines. This can be as simple as ordering ACEJMC literature and reading it. Another recommendation for non-accredited programs would be to conduct a "census" of the transcripts of graduating

seniors -- much as the accrediting council requires of accredited schools -- to get some sense of the number of hours and the type of courses students are taking in the liberal arts and sciences.

Because of the fragmented nature of the curriculum of the modern university, it is recommended that educators at both accredited and non-accredited schools review general education courses to determine whether they, in fact, are likely to provide a liberal arts and sciences background that is broad enough for journalism students at each school. If not, then educators ought to begin the process of "scouring the curriculum" in search of courses that do fulfill the traditional goal and spirit of the liberal arts.

Educators ought to consider, then, whether any of the identified courses are important enough to be required of all journalism students as part of their major. If not, the courses should be placed on a "recommended" list that may be given to students and advisers alike. Meanwhile, educators in programs where students are not regularly advised before course registration ought to consider whether this should be changed.

A more general suggestion for college and university officials would be to find ways to communicate to students the rationale for general education requirements and the value of the liberal arts and sciences overall. Perhaps if students had a better understanding of this, they would choose their own "outside" courses more wisely. At one midwestern school, for instance, all freshmen take a one-hour course titled, "The University Experience." This would seem to be an ideal place for a discussion of general education and the liberal arts and sciences.

Editors, too, have a role to play in ensuring that journalism students are well trained in journalism and well educated in the liberal arts and sciences. They can start by being more supportive of journalism students, journalism educators and journalism education. While some journalists are very supportive, educators have long acknowledged conflicts with media professionals, with many reporters and editors

believing that journalism education can't be good unless they do the teaching ("Storm Swirls" 134). The result is a barrage of criticism about teachers who can't teach and students who can't write, definitely can't spell and can't think very well either.

Yet many of these critics haven't spent much time around the classroom. They are not likely to have considered the complexities involved in "educating" two or three or four groups of students over the course of a semester. Editors must help find ways in which journalists and educators can come together more often. For instance, an exchange program -- in which a journalist and educator switch places for a semester -- would help the journalist understand that the educator's mission is broader than job training, and it would help the educator keep current with changes in industry -- something journalists say educators do not do.

In addition, editors ought to eagerly accept invitations to campus and visit journalism classes with a tough message about the need for a broad knowledge of the liberal arts and sciences. The results of research like the ASNE survey included in Chapter II ought to be readily available to students, through editors or educators. If editors think that liberal arts students are more widely read and have broader general knowledge, then journalism students should know it. If a good portion of editors don't have a preference between journalism majors and liberal arts majors, then they should know that, too. In short, students should be made to see the connection between being well read and well educated and one's ability to get a job and do it well. Perhaps this seems obvious. But, is it obvious to students?

Editors also can help strengthen journalism education by strengthening internship programs and renewing the newsroom's commitment to working with student interns. It is in gathering information for a story that it becomes obvious to a student how much background knowledge means to a journalist, and it is in having that story critiqued and edited that the student understands the importance of the ability to think logically.

Further Research

The results of this study suggest several other research possibilities.

For instance, some educators responded to an open-ended question on the LAS courses students were required to take by sending degree sheets. Some of the degree sheets could be deciphered and others could not. Thus, the information gathered from this question was not complete. This is, then, an area requiring further study. Perhaps a content analysis of the degree sheets in combination with a questionnaire to administrators would elicit better information.

A second research project was alluded to in the previous section. It would be interesting to find out how many liberal arts and sciences hours students in non-accredited programs actually do take. How close does the average come to the 65-hour accreditation requirement -- or does it surpass that requirement? In addition, a researcher might study the total number of hours taken outside of journalism/mass communication by students in non-accredited programs. How does it compare with the 90-hour minimum set by ACEJMC?

Further research also is suggested with regard to editors' attitudes about the abilities journalism school graduates possess as entry-level reporters. In this study, editors were asked to rank liberal arts and sciences courses they felt would be most beneficial to a general assignment reporter. But were their selections based on perceived weaknesses? The study did not address that beyond a general question regarding the broad knowledge of recent journalism school graduates.

Concluding Comment

Very few editors or educators would argue seriously today that a broad, liberal education is not essential to the study of journalism. Not many more would stray from the general principle that journalism education should consist of about 25 percent

journalism and about 75 percent liberal arts and sciences. And if one accepts all of this, then it is unconscionable for journalism faculty to allow 75 percent of the education the student needs for the profession to be left up to the student or to the college of arts and sciences. They must be vigilant about the courses students select inside and outside the department. Thus, one might argue that journalism educators have a greater responsibility to their students than other educators have to theirs. But the rewards are potentially greater, too. It is a happy coincidence in journalism education that when the student is trained well for the job, the student is also educated well for life -- and for a lifetime of learning.

Knowing his limitations, the liberally educated man has respect for the rights and views of others. He is humble, not only before the capricious and uncontrollable forces of nature, but also in the presence of his own ignorance. And most important of all, he continually seeks wisdom through the extension of his knowledge and reflection on its meanings. Realizing how much he does not know, he is driven by an unrelenting curiosity, an unquenchable thirst for deeper knowledge and fuller understanding. Unless professional education inspires the desire to learn, to extend the scope of one's knowledge, to increase one's insights into the nature of things, it has condemned its recipients to eventual ignorance and mental stagnation. For the explosive increase of knowledge is the most arresting fact in today's world of learning, and swiftly accelerating change the most characteristic feature of modern life (Dressel 12).

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APPENDIXES

APPENDIX A

NEWSPAPERS REPRESENTED IN SURVEY OF EDITORS

The Duluth News Tribune
424 W 1st
P. O. Box 169000
Duluth, MN 55816-9000

Winona Daily News
601 Franklin
Winona, MN 55987

The Greenwood Commonwealth
329 Hwy 82 W
P. O. Box 8050
Greenwood, MS 38930

The Reveille
114 N Hwy 5
P. O. Box 290
Camdenton, MO 65020

Kansas City Times
1729 Grand Ave
Kansas City, MO 64108

The Montana Standard
25 W Coranite
P. O. Box 627
Butte, MT 59703

The Alliance Times-Herald
114 E 4th
P. O. Box G
Alliance, NE 69301

The Lincoln Star
926 P St
P. O. Box 81609
Lincoln, NE 68501

Concord Monitor
3 N State
Concord, NH 03301

The Press
1000 W Washington Ave
Pleasantville, NJ 08232-3816

The Central New Jersey Home News
123 How Lane
P. O. Box 551
New Brunswick, NJ 08903

Clovis News-Journal
6th & Pile
Box 1689
Clovis, NM 88101

Press & Sun-Bulletin
Vestal Pkwy. East
Binghamton, NY 13902

Henderson Daily Dispatch
304 Chestnut
Henderson, NC 27536

The Reidsville Review
225 Turner Drive
P. O. Box 2157
Reidsville, NC 27323-2157

The Forum
101 5th
Fargo, ND 58102

Ashland Times Gazette
40 E 2nd
Ashland, OH 44805

The Daily Jeffersonian
831 Wheeling Ave
Cambridge, OH 43725

The Columbus Dispatch
34 S Third
Columbus, OH 43215

Chronicle-Telegram
225 East Ave
P. O. Box 4010
Elyria, OH 44036

The Daily Record
210-212 E Liberty
Wooster, OH 44691

Examiner-Enterprise
P. O. Box 1278
Bartlesville, OK 74005

Edmond Evening Sun
123 Broadway
P. O. Box 2470
Edmond, OK 73083

Holdenville Daily News
112 S Creek
P. O. Box 751
Holdenville, OK 74848

The Daily Oklahoman
500 N Broadway
P. O. Box 25125
Oklahoma City, OK 73125

The Shawnee News-Star
215 N Bell
Shawnee, OK 74801

Albany Democrat-Herald
138 W 6th Ave
Albany, OR 97321-0608

Herald and News
1301 Esplanade
Klamath Falls, OR 97601

Statesman-Journal
280 Church St. N.E.
P. O. Box 13009
Salem, OR 97309

The Bradford Era
43 Main
P. O. Box 365
Bradford, PA 16701

Corry Evening Journal
28 W South
Corry, PA 16407

The Daily News
325 Penn
Huntingdon, PA 16652

The Latrobe Bulletin
1211 Ligonier
Latrobe, PA 15650

The Pittsburgh Press
34 Blvd of the Allies
Pittsburgh, PA 15230

The Daily Item
2nd & Market Streets
Sunburg, PA 17801

Citizen's Voice
75 N Washington
Wilkes-Barre, PA 18711

The Kent County Daily Times
1353 Main
West Warwick, RI 02893

Florence Morning News
141 S Irby
Box F-11
Florence, SC 29501

The Banner
1505 25th St. N.W.
Cleveland, TN 37320

Nashville Banner
1100 Broadway
Nashville, TN 37203

Amarillo Globe Times
900 Harrison
P. O. Box 2091
Amarillo, TX 79166

The Brazosport Facts
720 S Main
P. O. Box 549
Clute, TX 77531

Denton Record-Chronicle
314 E Hickory
Denton, TX 76201

Daily Inquirer
622 N St Paul
P. O. Box 616
Gonzales, TX 78629

Mid-Cities Daily News
1000 Ave H East
Arlington, TX 76011

Mount Pleasant Daily Tribune
1705 Industrial
P. O. Drawer 1177
Mount Pleasant, TX 75455

San Antonio Light
McCullough & Broadway
P. O. Box 161
San Antonio, TX 78291

The Arlington Journal
6883 Commercial Drive
Springfield, VA 22159

The Times-Herald
7505 Warwick Blvd
Newport News, VA 23607

The Morning News Tribune
1950 S State
P. O. Box 11000
Tacoma, WA 98411

Antigo Daily Journal
612 Superior
Antigo, WI 54409

Daily Jefferson County Union
28 W Milwaukee Ave
Fort Atkinson, WI 53538

Marinette Eagle-Star
1809-27 Dunlap Ave
Marinette, WI 54143

Shawano Evening Leader
1464 E Green Bay
Shawano, WI 54166

Star-Tribune
170 Star Lane
P. O. Box 80
Casper, WY 82602

The Mobile Register
304 Government
P. O. Box 2488
Mobile, AL 36630

Casa Grande Dispatch
200 W 2nd
P. O. Box C-3
Casa Grande, AZ 85222

Siftings Herald
205 S 26th
P. O. Box 10
Arkadelphia, AR 71923

Arkansas Gazette
112 W Third
P. O. Box 1821
Little Rock, AR 72201

Courier-Democrat
201 E 2nd
Russellville, AR 72801

The Bakersfield Californian
1707 "Eye" St
P. O. Box 440
Bakersfield, CA 93302

The Davis Enterprise
315 G St
P. O. Box 1078
Davis, CA 95617

The Dispatch
6400 Monterey
P. O. Box 7
Gilroy, CA 95020

The Hearld
6207 Sierra Ct
P. O. Box 3000
Dublin, CA 94568

Oroville Mercury Register
2081 Second
P. O. Box 651
Oroville, CA 95965

The Tribune
350 Camino de la Reina
San Diego, Ca 92108

Santa Cruz Sentinel
207 Church
P. O. Box 638
Santa Cruz, CA 95061

Star-Free Press
5250 Ralston
Ventura, CA 93003

Norwich Bulletin
66 Franklin
Norwich, CT 06360

The Miami Herald
One Herald Plaza
Miami, FL 33101

The Palm Beach Post
2751 Dixie Hwy
P. O. Box 24700
West Palm Beach, FL 33416-4700

The Augusta Chronicle
725 Broad
Augusta, GA 30913

The Daily Times
110 W Jefferson
Ottawa, IL 61350

Rockford Register Star
99 E State
Rockford, IL 61105

The Evansville Courier
201 N.W. 2nd
P. O. Box 268
Evansville, IN 47702-0268

The Daily Reporter
212 E Main
P. O. Box 279
Greenfield, IN 46140

The Daily Reporter
60 S Jefferson
Martinsville, IN 46151

The Pilot-News
217-223 N Center
P. O. Box 220
Plymouth, IN 46563

South Bend Tribune
225 W Colfax
South Bend, IN 46626

The Washington Times-Herald
102 E Vantress
Washington, IN 47501

Charles City Press
100 N Main
Charles City, IA 50616

The Fairfield Ledger
112 E Broadway
Fairfield, IA 52556

Muscatine Journal
301 E 3rd
Muscatine, IA 52761

The Clay Center Dispatch
805 5th
Box 519
Clay Center, KS 67432

The Fort Scott Tribune
6 E Wall
Fort Scott, KS 66701

The Newton Kansan
121 W 6th
Newton, KS 67114

Topeka Capital-Journal
6th & Jefferson
Topeka, KS 66607

The News Enterprise
408 W Dixie
Elizabethtown, KY 42701

The Messenger
221 S Main
P. O. Box 529
Madisonville, KY 42431

The Winchester Sun
Wall & Cleveland
Winchester, KY 40391

Southwest Daily News
P. O. Box 1999
Sulphur, LA 70664

Managing Editor
Evening Express
390 Congress
P. O. Box 1460
Portland, ME 04104

Sentinel & Enterprise
808 Main
Fitchburg, MA 01420

The Sun
15 Kearney Square
P. O. Box 1477
Lowell, MA 01853

The Transcript
124 American Legion Drive
North Adams, MA 01247

The Daily Mining Gazette
206 Sheldon Ave
P. O. Box 32
Houghton, MI 49931

Sentinel
64 Downtown Plaza
Fairmont, MN 56031

Owatonna People's Press
135 Pearl
Owatonna, MN 55060

Worthington Daily Globe
300 11th
P. O. Box 639
Worthington, MN 56187

The News-Bulletin
107-109 N Main
P. O. Box 40
Brookfield, MO 64628

St. Louis Post-Dispatch
900 N Tucker Blvd
St. Louis, MO 63101

Kearney Daily Hub
13 E 22nd
P. O. Box 1988
Kearney, NE 68848

Asbury Park Press
3601 Hwy 66
P. O. Box 1550
Neptune, NJ 07754

APPENDIX B

UNIVERSITIES REPRESENTED IN SURVEY OF EDUCATORS

Chairman/Director
Department of Journalism
Auburn University
Auburn, AL 36849-5206

Chairman/Director
Hall School of Journalism
Troy State University
Troy, AL 36082

Chairman/Director
Dept. of Journalism and Broadcasting
University of Alaska-Fairbanks
Fairbanks, AK 99775-0940

Chairman/Director
Department of Journalism
University of Arizona
Tucson, AZ 85721

Chairman/Director
Department of Journalism
Northern Arizona University
Flagstaff, AZ 86011

Chairman/Director
Walter J. Lemke Dept. of Journalism
University of Arkansas
Fayetteville, AR 72701

Chairman/Director
College of Communications
Arkansas State University
State University, AR 72467

Chairman/Director
Department of Journalism
John Brown University
Siloam Springs, AR 72761

Chairman/Director
Department of Journalism
College of Communication
California State University, Chico
Chico, CA 95929

Chairman/Director
Department of Journalism
California State University, Fresno
Fresno, CA 93740

Chairman/Director
Department of Communications
California State University, Fullerton
Fullerton, CA 92634

Chairman/Director
California State Univ., Long Beach
Long Beach, CA 90840

Chairman/Director
Department of Journalism
San Diego State University
San Diego, CA 92182

Chairman/Director
Department of Journalism
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

Chairman/Director
School of Journalism
University of Southern California
Los Angeles, Ca 90089-1695

Chairman/Director
Department of Communication
Stanford University
Stanford, CA 94305-2050

Chairman/Director
School of Journalism/Mass Comm.
University of Colorado
Campus Box 287
Boulder, CO 80309

Chairman/Director
Dept. of Technical Journalism
Colorado State University
Fort Collins, CO 80523

Chairman/Director
Journalism Department
George Washington University
Washington, D.C. 20052

Chairman/Director
College of Journalism/Communications
University of Florida
Gainesville, FL 32611-2084

Chairman/Director
Dept. of Mass Communications
University of South Florida
Tampa, FL 33620

Chairman/Director
Dept. of Humanities/Communication
Arts
Brenau College
Gainesville, GA 30501

Chairman/Director
Dept. of Communication Arts
Georgia Southern University
Statesboro, GA 30460

Chairman/Director
School of Communication
Toccoa Falls College
Toccoa Falls, GA 30598

Chairman/Director
Department of Journalism
University of Hawaii at Manoa
Honolulu, HI 96822

Chairman/Director
Mass Communication Program
Idaho State University
Pocatello, ID 83209

Chairman/Director
Dept. of Journalism/Communications
College of St. Francis
Joliet, IL 60435

Chairman/Director
Department of Communication
DePaul University
Chicago, IL 60614

Chairman/Director
Department of Journalism
Eastern Illinois University
Charleston, IL 61920

Chairman/Director
Department of Communication
Loyola University at Chicago
Chicago, IL 60611

Chairman/Director
Medill School of Journalism
Northwestern University
Evanston, IL 60208-2101

Chairman/Director
School of Journalism
Southern Illinois University
Carbondale, IL 62901

Chairman/Director
Dept. of Mass Communication
Southern Illinois University
Edwardsville, IL 62026

Chairman/Director
Dept. of Communication/Journalism
University of Evansville
Evansville, IL 47722

Chairman/Director
Pulliam School of Journalism
Franklin College
Franklin, IN 46131

Chairman/Director
Department of Communication
Valparaiso University
Valparaiso, IN 46383

Chairman/Director
School of Journalism/Mass Comm.
University of Iowa
Iowa City, IA 52242

Chairman/Director
Department of Communication
Fort Hays State University
Hays, KS 67601

Chairman/Director
William Allen White School of
Journalism/Mass Communications
University of Kansas
Lawrence, KS 66045

Chairman/Director
A.Q. Miller School of Journalism/Mass
Communications
Kansas State University
Manhattan, KS 66506-1501

Chairman/Director
Dept. of Communication (Journalism
Area)
Morehead State University
Morehead, KY 40351

Chairman/Director
Dept. of Journalism/Radio-TV
Murray State University
Murray, KY 42071

Chairman/Director
Communications Department
Northern Kentucky University
Highland Heights, KY 41076

Chairman/Director
Department of Journalism
Western Kentucky University
Bowling Green, KY 42101

Chairman/Director
Department of Mass Communication
Grambling State University
P. O. Box 45
Grambling, LA 71245

Chairman/Director
Department of Communications
Louisiana State University, Shreveport
Shreveport, LA 71115

Chairman/Director
Communication Arts Program
Nicholls State University
Thibodaux, LA 70301

Chairman/Director
School of Communication
Northeast Louisiana University
Monroe, LA 71209-0320

Chairman/Director
College of Journalism
University of Maryland
College Park, MD 20742

Chairman/Director
Speech/Mass Communication Dept.
Towson State University
Towson, MD 21204

Chairman/Director
College of Communication
Boston University
Boston, MA 02215

Chairman/Director
Mass Communication Division
Emerson College
Boston, MA 02116

Chairman/Director
Dept. of Communication/Arts/Science
Calvin College
Grand Rapids, MI 49506

Chairman/Director
Department of Journalism
Central Michigan University
Mt. Pleasant, MI 48859

Chairman/Director
Department of Communication
University of Michigan
Ann Arbor, MI 48109-1285

Chairman/Director
Dept. of Communication (Journalism
Program)
Wayne State University
Detroit, MI 48202

Chairman/Director
Mass Communications Institute
Mankato State University
Mankato, MN 56002-8400

Chairman/Director
Mass Communication Department
St. Mary's College
Winona, MN 55987

Chairman/Director
Dept. of Journalism/Mass Comm.
College of St. Thomas
St. Paul, MN 55015

Chairman/Director
Department of Journalism
Culver-Stockton College
Canton, MO 63435

Chairman/Director
School of Journalism
University of Missouri
Columbia, MO 65205

Chairman/Director
Communication Department
Northeast Missouri State University
Kirksville, MO 63501

Chairman/Director
Dept. of Mass Communication
Northwest Missouri State University
Maryville, MO 64468

Chairman/Director
Journalism Program
St. Louis University
St. Louis, MO 63108

Chairman/Director
Dept. of Mass Communication
Southeast Missouri State University
Cape Girardeau, MO 63701

Chairman/Director
Department of English
Southwest Missouri State University
Springfield, MO 65804

Chairman/Director
Dept. of Journalism/Mass
Communication
Kearney State College
Kearney, NE 68849

Chairman/Director
Dept. of Communication Arts/Jrnlism.
Midland Lutheran College
Fremont, NE 68025

Chairman/Director
College of Journalism
University of Nebraska-Lincoln
Lincoln, NE 68588-0127

Chairman/Director
Department of Communications
Fairleigh Dickinson University
Teaneck, NJ 07666

Chairman/Director
Department of Communication
Seton Hall University
South Oregon, NJ 07079

Chairman/Director
Dept. of Jrnlism./Brdcasting/Speech
State University College at Buffalo
Buffalo, NY 14222

Chairman/Director
Department of Communication
Cornell University
Ithaca, NY 14853

Chairman/Director
Department of Mass Communication
St. Bonaventure University
St. Bonaventure, NY 14778

Chairman/Director
Newhouse School of Public Comm.
Syracuse University
Syracuse, NY 13244-2100

Chairman/Director
Journalism Program
East Carolina University
Greenville, NC 27834

Chairman/Director
School of Communication
University of North Dakota
Grand Forks, ND 58202

Chairman/Director
Department of Communication
University of Dayton
Dayton, OH 45469

Chairman/Director
School of Journalism/Mass Comm.
Kent State University
Kent, OH 44242

Chairman/Director
School of Journalism
Ohio State University
Columbus, OH 43210

Chairman/Director
Department of Communication
Wright State University
Dayton, OH 45435

Chairman/Director
H.H. Herbert School of
Journalism/Mass Communication
University of Oklahoma
Norman, OK 73019

Chairman/Director
Speech Communication Department
Southern Nazarene University
Bethany, OK 73008

Chairman/Director
Department of Communication
Linfield College
McMinnville, OR 97128

Chairman/Director
Department of Comm. (Journalism)
Southern Oregon State College
Ashland, OR 97520

Chairman/Director
Department of Communication
Duquesne University
Pittsburgh, PA 15282

Chairman/Director
Department of Journalism
Lehigh University
Bethlehem, PA 18015

Chairman/Director
Dept. of Journalism/Communications
Point Park College
Pittsburgh, PA 15222

Chairman/Director
Communications/Journalism Dept.
Shippensburg University
Shippensburg, PA 17257

Chairman/Director
College of Journalism/Mass Comm.
University of South Carolina
Columbia, SC 29208

Chairman/Director
Dept. of
Speech/Communication/Theatre
Austin Peay State University
Clarksville, TN 37044

Chairman/Director
Department of Communication
East Tennessee State University
Johnson City, TN 37614

Chairman/Director
Journalism Department
Memphis State University
Memphis, TN 38152

Chairman/Director
School of Mass Communication
Middle Tennessee State University
Murfreesboro, TN 37132

Chairman/Director
College of Communications
University of Tennessee
Knoxville, TN 37996

Chairman/Director
Journalism/Mass Communication
Abilene Christian University
Abilene, TX 79699

Chairman/Director
Department of Journalism
Baylor University
Waco, TX 76798

Chairman/Director
Journalism/Graphic Arts
East Texas State University
Commerce, TX 75428

Chairman/Director
Department of Communications
Prairie View A&M University
Prairie View, TX 77446

Chairman/Director
Center of Communication Arts
Southern Methodist University
Dallas, TX 75275

Chairman/Director
Department of Journalism
Southwest Texas State University
San Marcos, TX 78666

Chairman/Director
Department of Communication
University of Texas - Arlington
Arlington, TX 76019

Chairman/Director
Department of Journalism
University of Texas at Austin
Austin, TX 78712

Chairman/Director
Department of Journalism
Texas Christian University
Fort Worth, TX 76129

Chairman/Director
School of Mass Communications
Texas Tech University
Lubbock, TX 79409-3082

Chairman/Director
Department of Mass Communication
Texas Wesleyan University
Fort Worth, TX 76105

Chairman/Director
Department of Communication
Utah State University
Logan, UT 84322-4605

Chairman/Director
Department of Journalism
St. Michael's College
Vinooski, VT 05439

Chairman/Director
Dept. of Communication Arts
James Madison University
Harrisonburg, VA 22807

Chairman/Director
Department of Journalism
Liberty University
Box 20000
Lynchburg, VA 24506

Chairman/Director
Dept. of English (Journalism Program)
University of Richmond
Richmond, VA 23173

Chairman/Director
School of Mass Communication
Virginia Commonwealth University
Richmond, VA 23284-2034

Chairman/Director
Department of Journalism/Comm.
Washington and Lee University
Lexington, VA 24450

Chairman/Director
Department of Communication
Central Washington University
Ellensburg, WA 98926

Chairman/Director
Department of Communication Arts
Pacific Lutheran University
Tacoma, WA 98447

Chairman/Director
Communications Department
Seattle University
Seattle, WA 98122

Chairman/Director
Department of Communications
Washington State University
Pullman, WA 99164-2520

Chairman/Director
Dept. of Communication Studies
Whitworth College
Spokane, WA 99251

Chairman/Director
W. Page Pitt School of Journalism
Marshall University
Huntington, WV 25701

Chairman/Director
School of Journalism/Mass Comm.
University of Wisconsin - Madison
Madison, WI 53706

Chairman/Director
Department of Mass Communication
University of Wisconsin - Milwaukee
Milwaukee, WI 53201

Chairman/Director
Department of Journalism
University of Wisconsin - River Falls
River Falls, WI 54022

Chairman/Director
Department of Communication
University of Wisconsin - Whitewater
Whitewater, WI 53190

APPENDIX C

COVER LETTER FOR EDITOR SURVEY INSTRUMENT

FIRST MAILING

Dear Editor,

How would you rate your young reporters' store of general knowledge?
What courses in the liberal arts and sciences would be most useful in strengthening their general knowledge? Should journalism educators require these courses?

The enclosed questionnaire seeks information on these and other issues related to the role of the liberal arts and sciences in journalism education. The questionnaire is part of my doctoral work at Oklahoma State University. It has been mailed to 200 managing editors across the nation.

As a former reporter and editor, I realize how busy you are. But I would appreciate it if you could find 10 minutes to complete the questionnaire. Your answers are important!

For the purpose of this study, the term "liberal arts and sciences" refers to all courses in history, political science, sociology, philosophy, psychology, religion, anthropology, economics, geography, English and literature, foreign languages, mathematics and natural sciences.

I hope to hear from you by Friday, April 12, 1991. If you need more information, you can contact me at the address and telephone number listed on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Diane Pacetti
Graduate student
Higher Education/
Mass Communication
Oklahoma State
University

P.S. The number in the upper right corner of the questionnaire is for "housekeeping" purposes. It allows me to keep track of who has returned the questionnaire and who has not. But once the number has been recorded on a master list, it is removed from the questionnaire. Your answers are confidential.

APPENDIX D

COVER LETTER FOR EDUCATOR SURVEY INSTRUMENT

FIRST MAILING

Dear Educator,

How carefully do you monitor the courses your news-editorial students select from the liberal arts and sciences? What courses in the liberal arts and sciences would be most useful in strengthening their general knowledge? Does your department require these courses?

The enclosed questionnaire seeks information on these and other issues related to the role of the liberal arts and sciences in journalism education. The questionnaire is part of my doctoral work at Oklahoma State University. It has been mailed to the heads of news-editorial sequences at 200 universities nationwide.

As an educator, I realize this is a busy time of the year. But I would appreciate it if the person most knowledgeable about the news-editorial sequence could find 10 minutes to complete the questionnaire. Their/your answers are important!

For the purpose of this study, the term "liberal arts and sciences" refers to all courses in history, political science, sociology, philosophy, psychology, religion, anthropology, economics, geography, English and literature, foreign languages, mathematics and natural sciences.

I hope to hear from you by Friday, April 12, 1991. If you need more information, you can contact me at the address and telephone number listed on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Diane Pacetti
Graduate student
Higher Education/
Mass Communication
Oklahoma State
University

P.S. The number in the upper right corner of the questionnaire is for "housekeeping" purposes. It allows me to keep track of who has returned the questionnaire and who has not. But once the number has been recorded on a master list, it is removed from the questionnaire. Your answers are confidential.

APPENDIX E

COVER LETTER FOR EDITOR SURVEY INSTRUMENT

SECOND MAILING

Dear Editor,

WANTED: One overworked managing editor. Must have opinions and 10 minutes to share them. Must be available immediately. If interested, return enclosed questionnaire. No pay, but lots of satisfaction.

In short, I still need help with a study I'm conducting.

I have enclosed another copy of the questionnaire with a stamped, addressed envelope for its return. I hope you will complete the form.

As you can see, the questionnaire seeks information about the role of the liberal arts and sciences in the education of undergraduate journalism majors. For the purpose of this study, the term "liberal arts and sciences" refers to all courses in history, political science, sociology, philosophy, psychology, religion, anthropology, economics, geography, English and literature, foreign languages, mathematics and natural sciences.

I would like to have all the questionnaires in hand by Monday, May 6, 1991-and I hope yours is among them. If you need more information, please contact me at the address and telephone number listed on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Diane Pacetti
Graduate student
Higher Education/
Mass Communication
Oklahoma State
University

P.S. As I noted in my first letter, your answers are confidential. The number in the upper right corner of the questionnaire is for record-keeping. The number is recorded on a master list, then removed from the questionnaire.

APPENDIX F

COVER LETTER FOR EDUCATOR SURVEY INSTRUMENT

SECOND MAILING

Dear Educator,

WANTED: One harried news-ed type. Must have opinions and 10 minutes to share them. Must be available immediately. If interested, return enclosed questionnaire. No pay, but lots of satisfaction.

In short, I still need your help with a study I'm conducting.

I have enclosed another copy of the questionnaire with a stamped, addressed envelope for its return. I hope the person most knowledgeable about the news-editorial sequence will complete the form.

As you can see, the questionnaire seeks information about the role of the liberal arts and sciences in the education of undergraduate journalism majors. For the purpose of this study, the term "liberal arts and sciences" refers to all courses in history, political science, sociology, philosophy, psychology, religion, anthropology, economics, geography, English and literature, foreign languages, mathematics and natural sciences.

I would like to have all questionnaires in hand by Monday, May 6, 1991-and I hope yours is among them. If you need more information, please contact me at the address and telephone number listed on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Diane Pacetti
Graduate student
Higher Education/
Mass Communication
Oklahoma State
University

P.S. As I noted in my first letter, your answers are confidential. The number in the upper right corner of the questionnaire is for record-keeping. The number is recorded on a master list, then removed from the questionnaire.

APPENDIX G

EDITOR SURVEY INSTRUMENT

JOURNALISM EDUCATION QUESTIONNAIRE FOR EDITORS

General Instructions: This questionnaire concerns the role of the liberal arts and sciences in the education of undergraduate journalism majors. Please answer the following questions according to the instructions given below. Deadline for return of this questionnaire is Friday, April 12, 1991. If you have any questions or comments, please contact me at the address below. Thank you for taking time to complete this form.

Diane Pacetti
36-1 S. University Place
Stillwater, OK 74075
(405) 744-1060

Section I - Value of Liberal Arts and Sciences Courses

Please check the category below which most accurately reflects the extent of your agreement with the statement. Check ONE blank per item.

1. The inclusion of liberal arts and sciences courses in a journalism major's plan of study is essential.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. More than half the total credit hours a journalism major needs for graduation should be acquired in liberal arts and sciences disciplines.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Section II - Quality of Liberal Arts and Sciences Courses

Please check the category which most clearly reflects the extent of your agreement with the statement.

(Questions on next page)

3. Journalism educators should evaluate the course description and syllabus of every university course in order to determine which fulfill the spirit of a liberal arts and sciences requirement.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Departmental recommendation of courses is an adequate method of controlling the liberal arts and sciences courses selected by journalism majors.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should count toward that requirement any course in any department - as long as the course's "predominant orientation" is the liberal arts and sciences.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any course whose content is, in their judgment, excessively specialized or excessively frivolous.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any university course whose "predominant orientation" is communication skills.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Section III - Liberal Arts/Sciences Courses Preferences

The following item has two parts, both seeking information based on your personal preferences. Please respond to both parts of the item according to the directions given.

8. Below and on the next page is a list of 25 basic liberal arts and sciences course descriptions.

a.) To the left of the course listing, please RANK from 1-10 the 10 courses you believe to be most beneficial to a general assignment reporter. The course you feel is most beneficial should be ranked #1, with the second most beneficial course ranked #2, etc.

b.) For each of your selections, please indicate with a check mark on the appropriate line to the right of the course listing which of the courses you would require a journalism major to take and which you would recommend that a journalism major take. If you have no opinion about whether the course should be required or recommended, leave the lines on the right blank.

**** Course Listing Continues on the Next Page ****

Ranking	Course Description	Re- quired	Recom- mended
_____	Introduction to social influences affecting day-to-day life	_____	_____
_____	Past, present views on the nature of moral judgments and values	_____	_____
_____	General college mathematics for non-majors	_____	_____
_____	A study of the foreign policies of major world powers	_____	_____
_____	A study of chemistry's symbols, methods, contributions to society	_____	_____
_____	A study of American history since the end of World War I	_____	_____
_____	A study of the basic principles of physics	_____	_____
_____	A study of the geography of the world's major culture regions	_____	_____
_____	A study of the organization of the U.S. national government	_____	_____
_____	A study of critical thinking, reasoning techniques and skills	_____	_____
_____	A study of the problems of governing American metropolitan areas	_____	_____
_____	A study of United States history from 1865 to end of World War I	_____	_____
_____	Introduction to techniques of writing fiction, drama and poetry	_____	_____
_____	The psychology of human behavior as affected by social stimuli	_____	_____
_____	A study of national and state legislative processes	_____	_____
_____	A study of the American judiciary, court system and legal process	_____	_____
_____	A study of the functioning and problems of the American economy	_____	_____
_____	Introduction to human anatomy, physiology, genetics and evolution	_____	_____

Ranking	Course Description (continued)	Re- quired	Recom- mended
_____	Intensive study of grammar, error avoidance and punctuation	_____	_____
_____	A study of the government of American states, cities, counties	_____	_____
_____	A reading of the great works of important American writers	_____	_____
_____	Introduction to Spanish pronunciation, grammar and conversation	_____	_____
_____	A study of United States history through the Civil War	_____	_____
_____	Introduction to the style and structure of expository writing	_____	_____
_____	Issues-oriented approach to study of basic economic problems	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Section IV - Background Information

Please check the appropriate category below. Check ONE answer per question.

9. What is the average daily circulation size of the newspaper where you work?

_____ under 50,000 _____ 50,000 to 100,000 _____ more than 100,000

10. How many years of professional media experience do you have?

_____ less than 5 _____ 5 to 9 _____ 10 to 14 _____ more than 14

11. What is the highest degree you earned in school?

_____ h.s. diploma _____ associate of arts degree _____ other
 _____ bachelor's degree _____ master's degree _____ doctoral degree

12. How often do you hire entry-level reporters with journalism-school backgrounds?

_____ more than 75 percent of the time _____ 50 to 75 percent of the time
 _____ 25 to 49 percent of the time _____ less than 25 percent of the time

Below please put a check mark on the line which most closely represents your opinion on the question. check only ONE blank.

13. When you hire a reporter, how important to your hiring decision is a job candidate's breadth of general knowledge?

Important _____ _____ _____ _____ _____ Not Important

14. How would you rate the breadth of general knowledge of recent journalism-school graduates who are on your staff?

Very Strong _____ _____ _____ _____ _____ Very Weak

Additional Comments:

THANK YOU!

APPENDIX H

EDUCATOR SURVEY INSTRUMENT

JOURNALISM EDUCATION QUESTIONNAIRE FOR EDUCATORS

General Instructions: This questionnaire concerns the role of the liberal arts and sciences in the education of undergraduate journalism majors. Please answer the following questions according to the instructions given below. Deadline for return of this questionnaire is Friday, April 12, 1991. If you have any questions or comments, please contact me at the address below. Thank you for taking time to complete this form.

Diane Pacetti
36-1 S. University Place
Stillwater, OK 74075
(405) 744-1060

Section I - Value of Liberal Arts and Sciences Courses

Please check the category below which most accurately reflects the extent of your agreement with the statement. Check ONE blank per item.

1. The inclusion of liberal arts and sciences courses in a journalism major's plan of study is essential.

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

2. More than half the total credit hours a journalism major needs for graduation should be acquired in liberal arts and sciences disciplines.

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Section II - Quality of Liberal Arts and Sciences Courses

Please check the category which most clearly reflects the extent of your agreement with the statement.

(Questions on next page)

3. Journalism educators should evaluate the course description and syllabus of every university course in order to determine which fulfill the spirit of a liberal arts and sciences requirement.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Departmental recommendation of courses is an adequate method of controlling the liberal arts and sciences courses selected by journalism majors.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should count toward that requirement any course in any department - as long as the course's "predominant orientation" is the liberal arts and sciences.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any course whose content is, in their judgment, excessively specialized or excessively frivolous.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. In a journalism department requiring a minimum number of credit hours in the liberal arts and sciences, journalism educators should refuse to count toward that requirement any university course whose "predominant orientation" is communication skills.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Section III - Liberal Arts/Sciences Courses Preferences

The following item has two parts, both seeking information based on your personal preferences. Please respond to both parts of the item according to the directions given.

8. Below and on the next page is a list of 25 basic liberal arts and sciences course descriptions.

a.) To the left of the course listing, please RANK from 1-10 the 10 courses you believe to be most beneficial to a general assignment reporter. The course you feel is most beneficial should be ranked #1, with the second most beneficial course ranked #2, etc.

b.) For each of your selections, please indicate with a check mark on the appropriate line to the right of the course listing which of the courses you would require a journalism major to take and which you would recommend that a journalism major take. If you have no opinion about whether the course should be required or recommended, leave the lines on the right blank.

**** Course Listing Continues on the Next Page ****

Ranking	Course Description	Re- quired	Recom- mended
_____	Introduction to social influences affecting day-to-day life	_____	_____
_____	Past, present views on the nature of moral judgments and values	_____	_____
_____	General college mathematics for non-majors	_____	_____
_____	A study of the foreign policies of major world powers	_____	_____
_____	A study of chemistry's symbols, methods, contributions to society	_____	_____
_____	A study of American history since the end of World War I	_____	_____
_____	A study of the basic principles of physics	_____	_____
_____	A study of the geography of the world's major culture regions	_____	_____
_____	A study of the organization of the U.S. national government	_____	_____
_____	A study of critical thinking, reasoning techniques and skills	_____	_____
_____	A study of the problems of governing American metropolitan areas	_____	_____
_____	A study of United States history from 1865 to end of World War I	_____	_____
_____	Introduction to techniques of writing fiction, drama and poetry	_____	_____
_____	The psychology of human behavior as affected by social stimuli	_____	_____
_____	A study of national and state legislative processes	_____	_____
_____	A study of the American judiciary, court system and legal process	_____	_____
_____	A study of the functioning and problems of the American economy	_____	_____
_____	Introduction to human anatomy, physiology, genetics and evolution	_____	_____

Ranking	Course Description (continued)	Re- quired	Recom- mended
_____	Intensive study of grammar, error avoidance and punctuation	_____	_____
_____	A study of the government of American states, cities, counties	_____	_____
_____	A reading of the great works of important American writers	_____	_____
_____	Introduction to Spanish pronunciation, grammar and conversation	_____	_____
_____	A study of United States history through the Civil War	_____	_____
_____	Introduction to the style and structure of expository writing	_____	_____
_____	Issues-oriented approach to study of basic economic problems	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Section IV - Background Information

Please check the appropriate category below. Check ONE answer per question.

9. Is your journalism/mass communication program currently accredited by the Accrediting Council on Education in Journalism and Mass Communications? (If you check "yes," SKIP to Question 11.)

_____ yes _____ no _____ don't know

10. If not, do you have plans to seek ACEJMC accreditation of your journalism/mass communication program?

_____ yes _____ no _____ don't know

11. How many years of professional media experience do you have?

_____ less than 5 _____ 5 to 9 _____ 10 to 14 _____ more than 14

12. Is it possible for a journalism major in your program to register for classes without having seen an adviser?

_____ yes _____ no _____ don't know

Below , please put a check mark on the line which most closely represents your opinion on the question. Check only ONE blank.

13. How would you rate the breadth of general knowledge of the recent journalism - school graduates you know?

Very Strong _____ _____ _____ _____ _____ Very Weak

14. Which of the following statements best represents your department's policy or philosophy on student selection of liberal arts and sciences courses? Check ONE item.

_____ a.) No Requirements or Recommendations. Students are free to choose their own liberal arts and sciences courses within the confines of the university's general education requirements. The department neither requires nor recommends specific liberal arts and sciences courses.

_____ b.) Some Recommendations. Students are free to choose their own liberal arts and sciences courses within the confines of the university's general education requirements. However, the department does recommend certain specific liberal arts and sciences courses to its majors.

_____ c.) Some Requirements. Journalism majors are required by the academic department to take one or more specific liberal arts and sciences courses. Students are free to choose the remainder of their liberal arts and sciences courses within the confines of the university's general education requirements.

_____ d.) Requirements and Recommendations. Journalism majors are required by the academic department to take one or more specific liberal arts and sciences courses. In addition, the department recommends other specific liberal arts and sciences courses to its majors.

15. If you checked category a or category b above, please indicate on the lines below why your department does not require students to take specific liberal arts and sciences courses. If you checked category c or category d, please list by course title and department those liberal arts and sciences courses your journalism students are required to take. If you need more room, please enclose a separate sheet of paper.

THANK YOU!

2
VITA

Diane Marie Pacetti

Candidate for the Degree of

Doctor of Education

THESIS: A STUDY OF EDITOR AND EDUCATOR PERCEPTIONS OF THE ROLE OF
LIBERAL ARTS AND SCIENCES IN EDUCATION OF JOURNALISM
MAJORS IN ACCREDITED, NON-ACCREDITED JOURNALISM PROGRAMS

Major Field: Higher Education

Biographical:

Personal Data: Born in LaSalle, Illinois, Nov. 22, 1950, the daughter of Dustin F. and Frances Pacetti.

Education: Graduated from LaSalle-Peru Township High School in LaSalle, Illinois in June 1968; received Bachelor of Arts degree in English from Illinois Wesleyan University at Bloomington in August 1972; received Master of Science degree in Journalism from Southern Illinois University at Carbondale in August 1979; completed requirements for the Doctor of Education degree at Oklahoma State University in December 1993.

Professional Experience: Reporter and Associate Editor, Newton Press-Mentor, Newton, Illinois, 1976-77; County Editor, Canton Daily Ledger, Canton, Illinois, 1977-78; State and County Government Reporter, Columnist, Wire Editor, Sunday Editor, Business Editor, Kankakee Daily Journal, Kankakee, Illinois, 1979-84; Writer, Illinois Broadcast Editor, Weekend Supervisor in charge of Illinois coverage, the Associated Press, Chicago, Illinois, 1984-86; Correspondent in charge of northern Wisconsin coverage, 1986-87; Instructor, Division of Communication, Bradley University, 1987-89; Assistant Professor of Journalism, Department of Communication, Bradley University, 1991-93.