THE UNIVERSITY OF MISSOURI BULLETIN
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ROBERT S. MANN, *Editor*

# What Is Taught in Schools of Journalism

## An Analysis of the Curricula of the Members of the American Association of Schools and Departments of Journalism

BY VERNON NASH, A.B., B.J., A.M.,
Assistant Professor and Head of the Department of Journalism in Yenching University, Peking, China

ISSUED FOUR TIMES MONTHLY; ENTERED AS SECOND-CLASS MATTER AT THE POSTOFFICE AT COLUMBIA, MISSOURI—2,500

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*This bulletin is condensed from a thesis submitted by Prof. Nash in partial fulfillment of the requirements for a master's degree from the University of Missouri. It represents the most comprehensive effort yet made to record and compare the work done in the universities and colleges which are most seriously attempting to prepare students for journalism.*

*The information herein was gathered during a year's graduate study by Prof. Nash at the University of Missouri while he was on leave from Yenching University, where he is head of the Department of Journalism.*

*The Yenching Department of Journalism, incidentally, is sponsored by the School of Journalism of the University of Missouri in a plan to widen the scope of its courses and thus modernize the teaching of journalism in China. Viewing the possibilities awaiting college-trained youths in Chinese journalism, and considering also the influence they may have on their nation and the world, the Missouri University School of Journalism is pleased to give its advisory co-operation.*

*—EDITOR'S NOTE.*

# *Contents*

# *Acknowledgments*

The suggestion for the specific character of this study was contained in a parenthetical sentence in an article by E. W. Allen, dean of the School of Journalism of the University of Oregon, in the March, 1927, issue of The Journalism Quarterly. The phrase which crystallized my hitherto general purpose with reference to some kind of an analysis of curricula for education for journalism was: "While no very great faith can be placed in university catalogs *unless accompanied by special investigation of the actual content of the courses*, here and there in the catalogs I have found indications of an attempt to wrestle with this problem (i. e., the integration of the foundation knowledge acquired by journalism students.)"

The counsel and encouragement of Walter Williams, dean of the School of Journalism of the University of Missouri, kept me steadfastly on my purpose, once formed, despite much hesitancy and discouragement in the face of many expressions of pessimism regarding the difficulty and alleged impossibility of obtaining the necessary data. A letter to journalism teachers from L. N. Flint, chairman of the Department of Journalism of the University of Kansas, then president of the American Association of Schools and Departments of Journalism, in which he commended the undertaking and bespoke the full co-operation of the teachers, was extraordinarily helpful.

Keenest appreciation is felt also to L. W. Murphy, acting director of the School of Journalism of the University of Illinois; to C. E. Rogers, head of the Department of Industrial Journalism and Printing of Kansas State Agricultural College; to A. L. Stone, dean of the School of Journalism of the University of Montana and president in 1928 of the American Association of Schools and Departments of Journalism; to Dean Allen of Oregon; and to J. O. Simmons, chairman of the Department of Journalism in the College of Business Administration of Syracuse University, each of whom supplied me with careful generalized analyses of the curricula in their respective schools in addition to the reports made by their various associates.

Acknowledgments of appreciation for unusually thorough and painstaking efforts to outline the content of individual courses and their methods of teaching, which were made by many teachers, are extended within the symposia of the types of courses. Statements concerning the schools from which 100 per cent responses were obtained, and of the proportion of answers from other schools, are included in a foreword to Part III.

Special additional recognition, however, should be given to the staff of the School of Journalism of the University of Wisconsin, every one of whom made full and helpful statements concerning their respective courses. This was true not alone of the professional journalism teachers but also of those faculty members from other divisions of the university who give courses within the curriculum of the Wisconsin School of Journalism. For this unusual degree of co-operation. I am of course specifically indebted to W. G. Bleyer, its director, and Grant M. Hyde, both of whom from the beginning evinced a personal interest in the effort which has been made to analyze the content and methods of teaching of the curricula of the twenty schools which are members of the American Association of Schools and Departments of Journalism.

V. N.

Columbia, Missouri,
June, 1928.

# What Is Taught in Schools of Journalism

## *Part I—Introduction*

This bulletin embodies the major portion of a thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts in the University of Missouri. The paper seeks to give an answer to the question "What is taught in schools of journalism?" through an analysis of the curricula of the member-institutions of the American Association of Schools and Departments of Journalism.

In addition to a kind of statistical composite picture, symposia of teachers' comments on each type of course are offered. The material is drawn primarily from the catalogs of the schools and communications from individual teachers. The results are intended to be almost entirely factual; no effort has been made to appraise the desirability of the standards and practices obtaining. Only incidentally or implicitly, therefore, will the results provide a criterion of any kind.

In general, only undergraduate courses offered in the regular academic sessions are considered. Similarly, the study is confined to those courses in each school which are acceptable for credit toward the total number of professional journalism hours required for a degree. The writer believes there would be equal, or greater, value in a parallel study of the so-called background or cultural courses required by schools of journalism of their graduates. Practices vary so widely in this respect, however, as to make a dependable study in this field most difficult to obtain.

Professional instruction in journalism is still so young that no degree of standardization of requirements and practices has yet been arrived at in this field comparable to that obtaining in law, medicine, engineering, etc. Classification of existing schools in various ratings must await more general agreement as to standards, despite the acute need for such differentiation for the guidance of college administrators, newspaper executives, and prospective students. For the present, admission to membership in the American Association of Schools and Departments of Journalism is generally considered the nearest approach to a Class-A rating that exists. A conspectus of the professional journalism curricula in these member-institutions should therefore be of special interest.

## *Part II—Statistical Treatment*

The mathematical exactitude of the tables in this statistical treatment is qualified to some extent by the following considerations:

1. Certain schools choose to give a small number of comprehensive courses; others make every important major division of subject matter a separate course; most schools have a combination of the two practices. For purposes of this study, especially in Groups I and VIII, omnibus courses were divided into several component parts and treated as separate courses.*

2. Courses marked "hours to be arranged" were left blank in the hours column

*The writer was most puzzled as to the proper listing of Northwestern courses with reference to the number of courses offered and the total hours available in a given subject. In almost every case throughout the entire thesis, the courses given in Evanston and in Chicago are treated as entirely separate even though they may be duplicates and therefore in essence simply two sections of the same course.

The Northwestern catalog with announcements for 1927-28 shows that eighteen courses are taught on the Chicago campus, totaling forty-seven hours, or 2.6 hours per course. Only seven courses are taught on the main university campus at Evanston but these total thirty-eight semester hours, or 5.4 hours per course.

in certain cases; in other lists, where some criteria were available, an estimated number of hours were added in.

3. Where hours were indicated as flexible, depending upon the amount of work done by the student, the figure giving the maximum number of hours possible was used.

4. Courses are included statistically (and analyzed qualitatively) only when they are usable by a student for credit toward the total number of professional journalism hours required for graduation.

The significance of these figures is conditioned by such factors as the following:

1. The tables show the number of courses listed in the catalogs; many courses are actually given only rarely, or in alternate years, etc. (It is asserted by some observers that there is a widespread tendency to "window dress" curricula. How far this is true, if at all, in the journalism schools under study was not ascertainable.)

2. Conversely to (1), some schools repeat several courses every semester. For example, Missouri offers 38 courses totaling 115 semester credit hours. Twelve of these courses totaling 31 hours are given only in one semester each year; another 12 totaling 43 hours are given in two out of the three terms (i. e., the two semesters and the summer session) each year; 14 courses totaling 46 credit hours are repeated in each one of the three terms every year.

3. The number of students taking a course has significance. Most schools will give a course only if a certain minimum number sign for it. To use Missouri as an example again, since its figures were more readily available to the writer, the enrollment in advertising courses is striking.*

4. The averages are disproportionate in certain types of courses, notably those in Group 6, "The Mechanics of Publishing," where one or two schools among the few offering give a large emphasis to that kind of work.

The figures upon which these tables are based were taken, with a few minor exceptions, from the 1926-27 catalogs, giving announcements for 1927-28. Several schools operate upon a quarter schedule, instead of having semesters. Their quarter-term hours were translated into semester hours; hence the presence of fractional hours in the tables. The numbering and content of the group divisions in Tables I to IV correspond to those of the chapters in Part III.

The writer feels that Chinese puzzles are models of simplicity compared to certain college catalogs, and therefore acknowledges in advance the virtual certainty that he has misinterpreted some of them.

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*The number of courses offered in advertising at Missouri is remarkable in itself and it might therefore be assumed by some that the subject matter was split up into many separate courses with small enrollments in each class. Hence the enrollment records for several such courses for the past three years (Fall, 1925, through Winter, 1928) are given in the following (virtually all advertising courses are offered every semester, and many in the summer session):

| Name of Course | 1925 F | 1925 W | 1926 SS | 1926 F | 1926 W | 1927 SS | 1928 F | 1928 W |
|---|---|---|---|---|---|---|---|---|
| Principles | 142 | 79 | 18 | 146 | 89 | 25 | 190 | 110 |
| Writing | 34 | 74 | 5 | 36 | 65 | 0 | 68 | 71 |
| Selling | 10 | 18 | 7 | 15 | 17 | 7 | 15 | 17 |
| Retail | 24 | 38 | 0 | 22 | 16 | 0 | 24 | 45 |
| Direct Mail | 18 | 20 | 0 | 23 | 30 | 0 | 14 | 44 |
| Layouts | 20 | 18 | 0 | 21 | 17 | 0 | 23 | 29 |

## TABLE I—GENERAL COMPENDIUM OF GROUPS OF COURSES

*A Statistical Summary* of the Curricula of the Twenty Institutions in the American Association of Schools and Departments of Journalism.

| Groups of Courses, Arranged According to Their Similarity of Subject Matter | Average No. of Courses in Each Group per School | Average No. of Semester Hours per School in Each Group |
|---|---|---|
| I. News Writing and Editing | 3.5 | 16.0 |
| II. The Writing of Special Feature Articles | 3.4 | 11.1 |
| III. Editorial Writing and Contemporary Thought | 1.7 | 5.9 |
| IV. Newspaper Direction | 2.5 | 7.7 |
| V. Advertising | 3.0 | 9.2 |
| VI. The Mechanics of Publishing | 1.5 | 4.5 |
| VII. The Specialized Press | 1.5 | 3.7 |
| VIII. Journalism as a Profession | 4.9 | 13.7 |

### Epitome

The curriculum totals of a "composite school," based on averages of the totals of the twenty schools, would be:

Total number of courses offered ..... 20.6
Total semester hours offered ..... 68.0
Average credit hours in each course ..... 3.3

## TABLE II—AN ELABORATION OF TABLE I (GROUPS I, II, AND III)

*Statistical Data Concerning Types of Courses Composing Each Group*

| Typical Catalog, or Descriptive, Titles of Courses | No. of Sch. Offering | No. Requiring for Grad. | Total No. Courses Offered | Total No. Hours Offered | Average Hours per Sch. Offering |
|---|---|---|---|---|---|
| *Group I—News Writing and Editing* | | | | | |
| A. Reporting | 20 | 16 | 35 | 181.6 | 9.1 |
| B. Copy Reading | 20 | 16 | 29 | 129.6 | 6.5 |
| C. Press Associations and Correspondence | 4 | 1 | 5 | 8.3 | 2.0 |
| *Group Totals* | | | 69 | 319.5 | |
| *Group II—Writing of Special Feature Articles* | | | | | |
| A. Feature Writing | 14 | 5 | 17 | 57 | 4.0 |
| B. Special Articles | 15 | 3 | 16 | 49 | 3.3 |
| C. Critical Writing | 11 | 0 | 15 | 51.3 | 4.6 |
| D. Special Departments | 10 | 0 | 13 | 38.6 | 3.8 |
| E. The Short Story | 6 | 0 | 6 | 26 | 4.3 |
| *Group Totals* | | | 67 | 221.9 | |
| *Group III—Editorial Writing and Contemporary Thought* | | | | | |
| A. Editorial Writing | 20 | 12 | 21 | 71.3 | 3.6 |
| B. Contemporary Thought | 11 | 4 | 13 | 47 | 4.3 |
| *Group Totals* | | | 34 | 118.3 | |

**TABLE III—AN ELABORATION OF TABLE I (GROUPS IV AND V)**

| Typical Catalog or Descriptive, Titles of Courses | No. of Sch. Offering | No. Requiring for Grad. | Total No. Courses Offered | Total No. Hours Offered | Average Hours per Sch. Offering |
|---|---|---|---|---|---|
| *Group IV—Newspaper Direction* | | | | | |
| A. Business Management | 15 | 5 | 19 | 62.3 | 4.2 |
| B. Problems of Policy | 12 | 2 | 14 | 33.5 | 2.8 |
| C. The Community Newspaper | 15 | 2 | 16 | 58 | 3.9 |
| *Group Totals* | | | 49 | 153.8 | |
| *Group V—Advertising* | | | | | |
| A. Principles of Advertising | 18 | 7 | 19 | 63.6 | 3.5 |
| B. Advertising Writing and Layouts | 11 | 1 | 15 | 38.3 | 3.5 |
| C. Advertising Selling and Campaigns | 8 | 0 | 11 | 39 | 4.9 |
| D. Advertising and Distribution | 7 | 0 | 7 | 20 | 2.9 |
| E. Retail Advertising | 4 | 0 | 4 | 11 | 2.7 |
| F. Direct Mail Advertising | 3 | 0 | 4 | 12 | 4.0 |
| *Group Totals* | | | 60 | 183.9 | |

**TABLE IV—AN ELABORATION OF TABLE I (GROUPS VI, VII, AND VIII)**

| Typical Catalog or Descriptive, Titles of Courses | No. of Sch. Offering | No. Requiring for Grad. | Total No. Courses Offered | Total No. Hours Offered | Average Hours per Sch. Offering |
|---|---|---|---|---|---|
| *Group VI—The Mechanics of Publishing* | | | | | |
| A. Printing and Typography | 11 | 7 | 25 | 66 | 6.0 |
| B. News Illustration | 2 | 1 | 4 | 25 | 12.5 |
| *Group Totals* | | | 29 | 91 | |
| *Group VII—The Specialized Press* | | | | | |
| A. Trade and Technical Journalism | 10 | 2 | 10 | 27.3 | 2.7 |
| B. Agricultural Journalism | 7 | 0 | 11 | 28 | 4.0 |
| C. Secondary School Publications | 7 | 0 | 8 | 19.3 | 2.8 |
| *Group Totals* | | | 29 | 74.6 | |
| *Group VIII—Journalism as a Profession* | | | | | |
| A. Introduction to Journalism | 14 | 10 | 15 | 51 | 3.6 |
| B. History of Journalism | 17 | 12 | 17 | 46 | 2.7 |
| C. Ethics of Journalism | 13 | 10 | 13 | 26 | 2.0 |
| D. The Law and the Press | 17 | 12 | 17 | 32 | 1.9 |
| E. Undergraduate Research and / or Thesis | 12 | 5 | 15 | 68 | 5.6 |
| F. Comparative Journalism | 8 | 2 | 12 | 37 | 4.6 |
| G. Publicity | 5 | 0 | 5 | 9.3 | 1.9 |
| H. The Newspaper Library | 3 | 0 | 3 | 3.6 | 1.2 |
| *Group Totals* | | | 97 | 272.9 | |

**TABLE V—TYPES OF COURSES RANKED IN ORDER OF THE NUMBER OF SCHOOLS OFFERING THEM**

| Typical, or Descriptive, Title of Types of Courses | Number of Schools Offering |
|---|---|
| *Reporting | 20 |
| *Copy Reading | 20 |
| *Editorial Writing | 20 |
| Principles of Advertising | 18 |
| *History of Journalism | 17 |
| *The Law and the Press | 17 |
| *Special Articles | 15 |
| Business Management | 15 |
| The Community Newspaper | 15 |
| *Feature Writing | 14 |
| Introduction to Journalism | 14 |
| *Ethics of Journalism | 13 |
| Undergraduate Research and/or Thesis | 12 |
| Problems of Policy | 12 |
| Critical Writing | 11 |
| Advertising Writing and Layouts | 11 |
| Printing and Typography | 11 |
| Contemporary Thought | 11 |
| Trade and Technical Journalism | 10 |
| Special Departments | 10 |
| Comparative Journalism | 8 |
| Advertising Selling and Campaigns | 8 |
| Agricultural Journalism | 7 |
| Advertising and Distribution | 7 |
| Secondary School Publications | 7 |
| The Short Story | 6 |
| Publicity | 5 |
| Press Associations and Correspondence | 4 |
| Retail Advertising | 4 |
| Direct Mail Advertising | 3 |
| The Newspaper Library | 3 |
| News Illustrations | 2 |

*These courses are considered most directly to meet the requirements of Article III, Section 3, Part 7, of the constitution of the American Association of Schools and Departments of Journalism.

## TABLE VI—TYPES OF COURSES RANKED IN ORDER OF THE NUMBER OF SCHOOLS REQUIRING THEM FOR GRADUATION IN THE GENERAL JOURNALISM FIELD

| Typical, or Descriptive, Title of Types of Courses | No. of Schools Requiring Courses for Graduation |
|---|---|
| *Reporting | 16 |
| *Copy Reading | 16 |
| *Editorial Writing | 12 |
| *History of Journalism | 12 |
| *The Law and the Press | 12 |
| *Ethics of Journalism | 10 |
| Introduction to Journalism | 10 |
| Principles of Advertising | 7 |
| Printing and Typography | 7 |
| *Feature Writing | 5 |
| Business Management | 5 |
| Undergraduate Research and/or Thesis | 5 |
| Contemporary Thought | 4 |
| *Special Articles | 3 |
| Problems of Policy | 2 |
| Comparative Journalism | 2 |
| The Community Newspaper | 2 |
| Trade and Technical Journalism | 2 |
| Press Associations and Correspondence | 1 |
| Advertising Writing and Layouts | 1 |
| News Illustrations | 1 |

*These courses are considered most directly to meet the requirements of Article III, Section 3, Part 7, of the Constitution of the American Association of Schools and Departments of Journalism.

It should be noted that this instrument does not specify that any phase of instruction shall be required for graduation but only that "the professional courses offered in journalism shall *afford* instruction and practice" in certain lines.

It should also be noted that several of the elements of journalistic instruction specified are combined by many schools within one course. Furthermore, schools which apparently have few or no required courses secure the same effect for most or all of the basic courses through a system of prerequisites or through the ratio of the total number of credit hours required to the total number of such hours available.

**TABLE VII—TYPES OF COURSES RANKED IN ORDER OF THE TOTAL NUMBER OF HOURS OFFERED IN EACH SUBJECT IN THE TWENTY SCHOOLS**

| Typical, or Descriptive, Title of Types of Courses | Total Number of Hours Offered in This Subject in Member-Institutions of A. A. S. D. J. |
|---|---|
| *Reporting | 181.6 |
| *Copy Reading | 129.6 |
| *Editorial Writing | 71.3 |
| Undergraduate Research and/or Thesis | 68 |
| Printing and Typography | 66 |
| Principles of Advertising | 63.6 |
| Business Management | 62.3 |
| The Community Newspaper | 58 |
| *Feature Writing | 57 |
| Critical Writing | 51.3 |
| Introduction to Journalism | 51 |
| *Special Articles | 49 |
| Contemporary Thought | 47 |
| *History of Journalism | 46 |
| Advertising Selling and Campaign | 39 |
| Special Departments | 38.6 |
| Advertising Writing and Layouts | 38.3 |
| Comparative Journalism | 37 |
| Problems of Policy | 33.5 |
| *The Law and the Press | 32 |
| Agricultural Journalism | 28 |
| Trade and Technical Journalism | 27.3 |
| *Ethics of Journalism | 26 |
| The Short Story | 26 |
| News Illustrations | 25 |
| Advertising and Distribution | 20 |
| Secondary School Publications | 19.3 |
| Direct Mail Advertising | 12 |
| Retail Advertising | 11 |
| Publicity | 9.3 |
| Press Associations and Correspondence | 8.3 |
| The Newspaper Library | 3.6 |

*These courses are considered most directly to meet the A. A. S. D. J. requirements as to courses which should be offered.

## TABLE VIII—SUMMARY OF MISCELLANEOUS STATISTICAL DATA CONCERNING SCHOOLS IN THE A. A. S. D. J.

(Each Item is an Average of Figures Available*)

| | |
|---|---|
| Number of courses offered | 20.6 |
| Average semester hours in each | 3.3 |
| Total semester hours required for graduation with degree | 120.0 |
| Total professional journalism hours offered | 68.0 |
| Total maximum professional journalism hours possible while still meeting other requirements | 37.6 |
| Minimum professional journalism hours permitted for graduation | 33.8 |
| Number on instructional staff (Exclusive of student assistants)—full time, 4; part, 1 | 5 |
| Annual budget ('26-27 figures) | $17,791.00 |
| Number of students ('26-27) | 92 |
| Number of typewriters in laboratory equipment | 23 |

Other laboratory equipment for almost all schools includes a printing plant, the full wire service of one or more of the press associations, copy desks, and a daily newspaper. Four schools have buildings specially constructed and equipped to house work in journalism.

One school confers a B. Litt. degree, two give a B. J. degree, two a B. S. in Journalism, and the others either an A. B. in Journalism, or a regular A. B. with a notation on the diploma that the graduate has majored in journalism.

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*Some of the figures in this table are drawn from statistics gathered by the Council on Education for Journalism, given in full in The Journalism Quarterly, March, 1928, Vol. V, No. 1, page 14ff. They do not include any data from Louisiana, Michigan and Minnesota; in a few instances, the figures from one or two other schools were lacking.

# *Part III—Symposia on Types of Courses*

## Foreword to Part III

The outline immediately following has been used as a guide in the discussion of each type of course. How fully it is adhered to in each case depends upon the amount and kind of data available. The order is usually maintained.

1. A typical, or inclusively descriptive, name for each type of course; others commonly used.
2. List of schools from which replies concerning content and methods of teaching, etc., were received.
3. A typical catalog description of each type of course, compiled chiefly from the statements of the courses in the catalogs of the schools offering a given type.
4. Aims of the course. . .purposes and policies which may account for divergencies in practice.
5. Relation of this type of course to those having similar subject matter.
6. Character of the course, including (a) elements found in many or most schools, (b) features reported by several schools, (c) unusual phases, and (d) methods of teaching.
7. Text and reference books mentioned by several or many teachers.
8. Typical outline of a syllabus, usually a compilation.

Replies including an analysis of all their courses (or with only minor omissions) were received from Illinois, Indiana, Kansas, Kansas State, Missouri, Montana, Oregon, Syracuse, and Wisconsin. Several teachers reported on most of the courses which are offered by Columbia, Iowa, Minnesota, Northwestern, and Ohio State. No replies were received from Louisiana; one Texas teacher responded, and a few courses each were reported upon by teachers at Michigan, Nebraska, Oklahoma, and Washington.

The numbers of the chapters and the lettering of the sections within the chapters in Part III, correspond with the numbers and letters in Tables I to IV of Part II. In the complete thesis, a table at the end of each section gives the names, catalog numbers, credit hours, etc., of the courses in each school which had been classified within that section. For the sake of brevity, these tables have been omitted in this bulletin.

## I—NEWS WRITING AND EDITING

### Section A—Reporting

This type of course ranks first, both in the number of courses and in the total hours offered. The word "reporting" appears in most of the catalog titles though "news writing" and "news gathering" are also used. All but five of the schools—Louisiana, Nebraska, Oklahoma, Texas, and Washington—sent statements concerning the content of their courses of this type and their method of teaching. A composite catalog description of this course would read somewhat as follows:

> Training of reporters by theory and practice in the methods of a typical city news room; actual contact with problems which face any reporter; news diagnosis, learning news values and news style; types of news stories; types of news writing on leading newspapers of the country; training in technique of structure and style; discussion of news sources and studies in news associations and transmission of news; newspaper organization and usage; intensive drill throughout the year in getting and writing news, writing on assignment for daily newspaper; primarily a professional course intended for students who expect to take up practical work.

Three radical departures from the type of course outlined in the foregoing are to be found. First, the schools which do not offer a course in "Introduction to Journalism" (see Section A of Chapter VIII), spend considerable time in the early part of this course making a survey of the entire field before proceeding into an examination of the particular duties and activities of reporters. Second, certain other schools

leave the theory and class discussion entirely to other courses and make this a strictly laboratory course with individual conferences. This is especially true of the advanced reporting classes. Third, a group of schools unite news writing and editing within one course.

Concerning this third subdivision of this type, the catalog statement of Northwestern will be suggestive: "A course which endeavors to combine the functions of securing, writing and handling news into a single unified process terminating in publication. Each step in the story's progress from reporter to reader will be studied."

This course in many schools is open to sophomores, other professional courses being limited to juniors and seniors. It is very generally prerequisite to all other professional courses in journalism. A number of schools spend considerable time in a study of reference material, along the lines of the course in "The Newspaper Library" (See Section H of Chapter VIII). Almost all the courses spend some time upon the material which is dealt with separately in Section C of this chapter, "Press Associations and Correspondence", and in legal relationships, which are developed more fully in a separate course in most schools called "The Law and the Press" (see Section D of Chapter VIII).

The content of the courses taught under some such title as "Reporting" is far more uniform and standardized than most other courses, perhaps because of the common use of the same or similar text books. This common content will be indicated in the typical syllabus presented near the end of the section.

In the method of presenting the course is to be found its distinctive character in most schools. This in turn depends considerably upon the kind of relationship maintained by the schools to a daily publication. These may be roughly classified as follows:

1. Schools which have no such relationship.
2. Those which get a measure of practical experience for students through an arrangement with the publishers of newspapers in the cities where the school is located.
3. Schools which do not control the student daily newspaper but have a working agreement of some kind with it.
4. Schools which either control the student daily newspaper of their university or secure the equivalent of such control through certain regulations governing the appointment of staff members on the daily.
5. One school has a daily newspaper, without any student control, in which the university is treated as any other source or center of news.

Ten schools list a community or student newspaper as among their "equipment" in a report to the Council on Education for Journalism. The teachers from three other schools in their statements concerning this course made for purposes of this study mention working agreements with the editorial board of the student dailies. How nearly the student daily approximates a general newspaper depends in almost every case upon the size of the city in which the university is located.

For example, Lester Getzloe of Ohio State says concerning the Lantern: "We can't compete with the Columbus papers, but the campus news offers experience of a sort to the staff—from Epworth League meetings to student suicides." On the other hand, (Mrs.) Velma Critz Stout writes of the Iowan: "This ten-page morning daily, with a city circulation in Iowa City equal to its combined student and university-community circulation, actively competes with an afternoon daily."

How work of a thoroughly practical character is obtained without the final product appearing in a publication, or having the possibility of so appearing, is

described by the teachers of this course at Columbia where such courses are "primarily intended to reflect with accuracy actual conditions in a newspaper office." The class in "Newspaper Practice" is organized much as a newspaper city room with the instructor assuming the role of editor in charge. Concerning the "Reporting and Copy Editing" course, the Columbia staff members write:

"For one full day each week, this class is organized into a working newspaper office. Half of the class is a staff of reporters who receive assignments from a student city editor, who in turn is under the supervision of a faculty member. These assignments are designed to cover the news of New York City, just as downtown papers would cover it. Besides material covered by class reporters, the class has the full telegraph service of the Associated Press, United Press, and New York City News Association by printer machines. Overnight copy from the New York Times and the services of the International News and the Standard News Association are available.

"Alternating each week, the half of the class that is not engaged in news gathering and writing, forms itself into three separate copy desk staffs. The man in the slot of each of the copy desks is an instructor of long newspaper experience, or at present working on the copy desk of a local newspaper. All heads and editing must be of professional calibre to pass a desk.

"Over each of these three desks is a student managing editor, who designates heads, space, and location, and dummies up a front page of the day's news. These desks are in strict competition, and the editors must defend their judgment on the following day when all three dummies are placed on the blackboard and discussed by the class. Not only are the dummies compared with each other, but they must also compare favorably with editions of New York afternoon newspapers."

Northwestern's two beginning classes in reporting are much alike, except that the one given in Evanston writes, on assignment, for the Daily Northwestern while the Chicago class works along lines quite similar to those at Columbia, under the direction of a Chicago newspaperman who is also a part-time teacher. This instructor writes: "The principal benefit from this class is that the students acquire poise and confidence by making actual contacts with events, pubiic men and officials."

The arrangements at Minnesota, Oregon and Wisconsin provide typical cases of a working agreement with regular daily newspapers in the city where the university is located. The instructors at Oregon write: "Our campus paper is also utilized but we prefer the downtown papers as a laboratory. Each year for a single day the class handles the entire news end of the two Eugene daily papers without the help of any members of the instructional staff." Grant M. Hyde goes into more detail concerning the arrangement which Wisconsin has with the Madison papers:

"The instructor acts as an 'assistant' city editor, giving out assignments which he has received from the city editors down town. . . Most of the material is published, and a normal year, such as last year, will show a total of 20,000 to 25,000 column inches in print. The assignments are handled in such fashion as to carry a student from easier tasks to more difficult ones after an orderly routine. . . All work is criticized and corrected by full-time teachers, one professor and two instructors, and handed back to the student at a weekly individual conference."

A common practice wherever such arrangements with daily or student newspapers are maintained is the requirement that the student give to instructors carbon copies of all articles turned in to editors on assignment. Most schools also require students to keep a scrap book of all stories written by them which are published. This "string" provides an excellent criterion of the quantity and quality of the work done by the student in a semester. All such schools also make much of a period

near the end of the year when each student goes out to work for a time on some paper. Many also mention the covering of regular assignments with metropolitan papers at a distance, not only by individual initiative but also by continuous arrangements between the city papers and the instructors. Minnesota secures remarkable cooperation with all papers and news agencies in the Twin Cities.

The working agreements between student editors of university dailies and journalism teachers do not differ greatly from the plan outlined by Wisconsin for work on downtown dailies, except that a very much larger proportion of copy for the student dailies is handled by university students. In some cases, virtually all copy is thus produced. The director of the Indiana Daily Student is a member of the journalism faculty; the editor makes up his staff subject to the approval of the director. The sophomore course in reporting is essential to a place on the reporting staff, etc. This is a good example of the constitutional arrangement whereby the school of journalism virtually has control of the student daily.

Where a daily or student newspaper is a part of the laboratory equipment of the school, the classes in reporting simply comprise the reportorial staff of the paper. In some schools, as Missouri, this constitutes the entire activity of this class; in most schools, however, the function of the reportorial staff is performed in its laboratory periods only. With one exception, all such dailies have full wire service from one or more of the press associations.

Most schools use this reporting class as a "weeding" course, permission to continue into other professional journalism classes being dependent upon the quality of work done in this course. Admission into the courses in advanced reporting is even more selective. These advanced classes handle the more important news stories of their papers, and consider intensively the duties and responsibilities of the reporter which require greater skill and capacity. Where the elementary courses have stressed the vital importance of good writing of a standard equivalent to the requirements of an advanced course in rhetoric, the advanced classes in reporting aim to satisfy the essential requirements of a newspaper with respect to the form of stories while seeking to avoid the cut-and-dried colorless patterns of the conventionalized news article.

Illinois requires 1,000 words a week from its advanced course and in the second semester requires an additional 2,500 words every two weeks in the form of an interview with specialists in various fields. These finished interviews must satisfy the persons interviewed as to accuracy of fact and point of view, and the instructor as to style and form. It is in these advanced courses, as a rule, that emphasis is placed upon an elementary understanding of those other phases of journalistic writing and knowledge which are dealt with exhaustively in other separate courses.

Iowa maintains a system whereby the quantity of work required is adjusted to individual needs. Notebooks and scrapbook "strings" are checked each week and a scale of fines and rewards assessed. Good work is rewarded by an excuse from weekly assignment and errors of style or fact punished by a requirement of a surplus number of inches over the normal fifteen published inches per week.

Kansas requires an advanced course in reporting by all seniors in their second semester "given chiefly for the purpose of getting back to good old reporting, a field from which so many of the students have strayed by this time." Kansas also makes a specialty of publishing small leaflets, setting forth graphically some one particular phase, such as "Two Views of News" by W. A. Dill. The courses at Kansas State vary from the typical in their special emphasis upon the treatment of industrial subjects and themes having to do with general scientific research and achievement.

Michigan stresses a detailed study of famous news stories, marking their points

of excellence and seeking to find if there are any ways in which even these outstanding achievements of great reporters might have been improved. The course at Montana is a comprehensive one, the class meeting every day with a different phase of news writing and editing handled on each given day; as Monday, news forms; Tuesday, current events; Wednesday, editing; Thursday, history and principles; Friday, discussion, quiz and assignments.

Concerning the senior laboratory course at Montana, Dean A. L. Stone writes: "This is the concluding practice of the journalism majors in news writing. They have been discussing principles of editorial policy, business management and general problems. This course is introduced to bring them back to the point where they must start in their actual work in the newspaper field after graduation. All of the product of this course in all three quarters finds its way into type in the newspapers of the state. It has served to establish an acquaintanceship between the Montana newspaper offices and the students and, in instances, has resulted in the prompt obtaining by students of desirable positions in reporting."

Some unusual topics for lectures in this advanced course at Montana are: Journalism as the Development of One Phase of Record, News and Its Duty to the Commonplace, The Truths Men Live By.

The most complete and detailed discussion of courses of this type was received from C. E. Cason of Minnesota, author of "A Composite Style Book for Journalists". Some excerpts from his statements will doubtless be interesting and suggestive for those active in the same field:

> No vast amount is spent in teaching students, many of whom will never be actual newspaper reporters, the simple matters of covering routine news in the course "Introduction to Reporting." The fact that a reporter can pick up these small details of form and routine within a few weeks in a newspaper office is fully recognized. Emphasis is therefore placed upon what would tend to make superior journalists, and upon what would give a person a clearer vision of life around him.
>
> Likewise, the course in Newspaper Reporting and Correspondence, while it provides students with a great deal of practice in writing news stories, is not primarily concerned with teaching college students to write small items in a manner acceptable to the average city editor. Journalism is thought of as a broadly cultural subject, as a sort of composite or unifying social science.
>
> The matter of the Chinese situation was investigated quite thoroughly by the class in advanced reporting, even to the point of establishing direct communication by letter with some important European officials. This year the class is cooperating with the student daily in publishing a series of expository articles, giving an unbiased and complete account of various matters of national and international importance.

Kansas, Minnesota, Ohio State and Wisconsin sent copies of mimeographed material used in the teaching of this course. These include initial instructions, bibliographies, tests and examination questions, schedules of work, etc. One sheet furnished by Ohio State is composed of pairs of statements of details concerning a single news story; the student is asked to indicate in the blank space which of each pair he would use in his story if only one could be used. Another page lists a group of hypothetical situations with three possible lines of action by a reporter; the student is expected to indicate what he would do in each case. A third page contains a typical student diary in very informal, personal style; the students are expected to list all the possible leads and assignments for the news desk of the student daily which he can find in the diary.

Bleyer's "Newspaper Writing and Editing" is mentioned by almost every teacher reporting as being the text used or one of the texts. Several mention with much favor a new book, Harwood's "Getting and Writing News." Many of the schools use the deskbooks of the Detroit News and of the School of Journalism of the University of Missouri. Most teachers mention that they use the text for

principles, but prefer to set their own exercises and to give examples from out of their own experiences.

Typical outlines of syllabi for a beginner's course in reporting and an advanced reporting course which follow are summarized from those supplied by L. W. Murphy, acting director of the School of Journalism at the University of Illinois:

### Elementary Reporting

1. News: its character and place in the newspaper
2. Newspaper English: characteristics of good prose style
   - Defects of newspaper English, and their source
   - The ideal of journalistic style
3. The Pattern or Form of the news story
   - Fundamental requirements of the newspaper which determine the pattern of of the news story
   - Variations in the structure; exceptions to the rule
4. Accuracy: what is meant by accuracy in news writing
   - The social significance of inaccuracy
   - Characteristic inaccuracies of newspapers
5. The Law and the Reporter: libel, battery, etc.
6. News Gathering: How the newspaper gets the news
   - The organization of the local staff; news agencies
7. Simple Narrative News Stories: accidents, crimes, etc.
8. Obituaries: content, sources of material, organization
9. Speeches and Conventions: nature of these stories
   - Introduction to court news
10. Interviews: introduction: exercises in getting and writing interviews of a simpler kind
11. Sports: the language of the sport page; content, etc.
12. Specialized Fields of Reporting:
    - Political and business reporting
    - Popularizing scientific news—accuracy plus comprehensibility
    - News of the Arts; educational news

N. B.—With the exception of 11 and 12, extensive drill in writing is of course carried on simultaneously with lectures and class room discussion of the topics listed. Various problems in reporting must also be worked up for quiz sections.

### Advanced Reporting

1. News of Courts: the court system of the United States
   - Jurisdiction, terminology, courtesies and privileges extended to newspaper men
   - Contempt of court, trial by newspaper
   - Ethics of court reporting
   - News elements in court proceedings
2. Speeches: reporting speeches involving technical material
   - Preparation in advance of assignments
3. Scientific, Business, and Governmental News
   - Building news stories from bulletins and articles
   - (Emphasis in this section is accuracy with readability)
4. Interviewing: types of interviews
   - Getting material, organizing story, etc.
   - (Many weeks of work in which students prepare themselves to discuss adequately and intelligently a variety of current problems and topics. Specialists in the various fields are then interviewed.)
5. Book News (not literary criticism):
   - The function or nature of the book review

N. B.—Emphasis in this course is upon content primarily and a very large amount of writing is required of the students.

### Section B—Copy Reading

This type of course ranks second to reporting in number of courses and total hours offered. Every school has at least one such course. The words "copy reading" occur in eleven of the course titles; "editing" is used by thirteen; other courses use such words as "laboratory" and "practice" in the catalog names. Most of the introductory and explanatory statements made concerning the courses in reporting are also valid for these courses.

Replies concerning the handling of this type of course were made by Columbia, Illinois, Kansas, Kansas State, Michigan, Minnesota, Missouri, Montana, Northwestern, Syracuse and Wisconsin. The catalog descriptions obviously vary with the comprehensiveness of the course. A typical catalog statement concerning a course covering the general field of newspaper editing would read somewhat as follows:

> Instruction and practice in reading copy, correcting proof, writing headlines, making up, rewriting, and other details of editing (quoted from Wisconsin). Study of style and deskbooks; editing copy for errors of fact, of English, and of newspaper style; practice in the work of a copy reader on various kinds of publications; elementary study of typography, legal restrictions, and reference material; practical study of the editor's work in handling news copy; incidental executive training.

Most of the courses described by the instructors might also be denominated as continuation classes in reporting. To this point, C. E. Rogers of Kansas State writes: "The copy reader must first of all be a good reporter. . .He must sense news and be able to judge news values so as to edit the copy down to its worth on any particular day." In outlining the fundamental aims of his course in copy reading, Mr. Rogers continues: "He must bring to the desk a well-rounded knowledge that will enable him to check on every fact, and question of spelling, diction, and style in the copy. He must know how to avoid libel, and have a knowledge of newspaper ethics. And he must have a thorough knowledge of newspaper make-up—what type can do to display news and what are type limitations."

As copy material on which to secure practice and experience, most schools provide for the students, in addition to the daily copy of the campus or community newspaper, telegraph flimsy or the output of the printer machines of one or more press associations, and set exercises "loaded" with all varieties of copy error. Thirty lessons of 300 words each are assigned at Syracuse. Kansas believes this third kind of copy to be much more valuable for instructional purposes than the ordinary run of press reports. In connection with this phase of the course, many schools also offer practice in proof reading. Certain schools place sufficient emphasis upon the complete handling of wire service to make the course specific training for the telegraph desk.

Many more of the schools in this type of course than in reporting follow the Columbia plan of organizing the class into typical copy desk units and city news room staffs. Pages are made up at the close of a day's work and compared with regular newspapers of that day. Northwestern's class observes a "deadline" at 3:30 p. m. and then goes into a session immediately for a comparison of the class dummy with the pages of the Chicago afternoon newspapers.

Comparative study of the style, headlines and makeup of leading newspapers is a prominent feature of the work in almost all the schools reporting on this course. Minnesota and Wisconsin supplied mimeographed material containing the full schedule of reading required, papers to be studied, and written reports to be made. Each student at Illinois is required to turn in every week copies of the five best and the five worst headlines he has observed with his written reasons for so estimating them.

Students at Northwestern spend two hours weekly on the copy desk of the Daily Northwestern and individual reports are made to the instructor each week by the editor under whom the students work. The student also fills out a weekly form listing the number and length of stories which have been copy read, the size of the headline written, and the time spent upon each story and headline. A similar plan is carried out by Syracuse where each student spends two weeks during the summer on the copy desk of one of the city dailies, the Syracuse Herald. Students in the laboratory class at Montana are rotated during the year so that each gets experience in several lines of office activities.

Indiana and Missouri separate pretty strictly their classes in theory from the practice courses. Mastery of the Missouri deskbook is one phase of the elementary copy reading course at Missouri. R. S. Mann, author of this style book which is now being used by many other schools and by newspapers, writes concerning his courses: "Copy Reading I is a lecture and recitation class, principally because the numbers are so large that it cannot ordinarily be admitted to the copy reading laboratory. It is sometimes possible to give actual experience at the Missourian desk to a few of the best beginning students. From 30,000 to 50,000 words a day are handled by the class in Copy Reading II. This is no make-believe. Everything is handled on the assumption that it will be printed, and everything is printed except those stories which are crowded out in the make-up. Serious errors in the handling of copy and the best headlines of the day with the names of the students responsible for them are posted daily."

Cooperation with the student and Madison dailies at Wisconsin is facilitated by the fact that all three papers use the style sheet of the School of Journalism. This comprises a remarkable range of material condensed into a four-page leaflet. The longest and most detailed report of courses of this type was supplied by Kenneth E. Olson, teacher of the class in "Newspaper Editing" at Wisconsin. This is more or less of an omnibus course, although using the label "Newspaper Editing," as will be seen from the following subjects for each day through both semesters: the copy reader's part, proof reading, type, rewrite and follow stories, the work of the copy reader, errors of expression, news values, style and diction, libel, requisites of good copy reading, building a headline, mechanics of the headline, ethics of headline writing, news gathering organizations, how a newspaper uses press services, principles of newspaper make-up, the front page, inside pages, syndicate services, tabloids and Sunday newspapers, the field of small publications, planning the publication, business manager's problems, the opportunities of small publication work, typemaking and typesetting machines, stereotyping, electrotyping, printing presses, photo-engraving. It includes one two-hour period a week in the school's printing laboratory, where students set by hand the headlines which they have written on the copy desk.

These Wisconsin headings are listed as being typical of courses which interpret "editing" as general editorial management and direction. The syllabus outline which follows, compiled principally from syllabi sent in by Illinois, Missouri and Syracuse, is typical of those courses which limit "news editing" more nearly to the duties and responsibilities of the man known in British newspapers as the "sub-editor":

1. The Place of the Copy Reader in Newspaper Organization
   The Progress of news from reporter to reader
2. Deskbooks and Style Sheets
   Sentence clarity and forcefulness in writing
   Bad taste in news writing
   Desirability of uniformity in usage

3. Exercises in Copy Reading
   - Mistakes most commonly found in copy
   - Applied grammar
4. Headline Writing
   - The mechanics of head writing
   - Getting ideas most effectively into type
   - Defective headlines; headline faults
   - Varieties of headlines
5. Rewrites and Follow Stories
   - "Trimming to space"
   - Expanding a story
   - Writing effective leads
6. The Newspaper and the Law
   - Protective wording against libel
7. Newspaper Ethics
   - The copy reader as a constructive force
8. Newspaper Make-up
   - Sending sectional stories to press
   - Assembling long stories; telegraph stories
   - Handling editions; changes in news values
   - Front, editorial, sport, feature pages
   - Problems of display, illustration and typography
9. Editing Special Departmental Material, Magazines and Small Publication Work

Virtually every teacher reporting on this type of course mentions the use of Bastian's "Editing the Day's News." A close second in popularity are the two books by Hyde, "Newspaper Editing" and "Handbook for Newspaper Workers." Many also mention the use of Radder's "Newspaper Make-up and Headlines," and Bleyer's "Newspaper Writing and Editing."

### Section C—Press Associations and Correspondence

The courses listed herein are grouped together, chiefly for convenience since each is quite individual in content. Special correspondence is dealt with by most schools in their courses in advanced reporting. The course at Washington and one of those at Minnesota study the work of the foreign correspondent and of the news gathering agencies abroad, and are designed principally to prepare students for the handling of foreign news dispatches.

The other course at Minnesota deals with the organization, methods and equipment of the American press associations. It also has phases similar to those in the course in "Interpretative Newswriting" at Oregon, which is described in the catalog as "the higher branch of reporting in which it is not enough to record the bare fact. Analysis of motives; study of probable consequences; exposition of the idea or principles underlying the fact." The instructor at Oregon writes, however, that the bulk of the work is the supervision of correspondence work by students for various state papers.

The course at Missouri in "International News Communications" is divided into two parts: (1) a consideration of cables and their effects on international news, and (2) the place of wireless and radio. Emphasis is placed, according to E. W. Sharp, upon the distribution of foreign news; its political bias, if any; its quantity and the effect of the communicating media upon it; also upon the work of the foreign correspondent and his relation to the cable editor. Some of the sub-divisions of the syllabus are: the chief world cable systems, cable rates and their influence on news, the United States cable policy, press censorships in peace times and the Geneva Press Conference, how wireless telegraph news is sent, pictures by wire and wireless, newspapers via radio, the problem of communications across the Pacific Ocean.

Another Missouri course has special interest. The following statement concerning it is by Frank L. Martin: "This course is open only to senior students whose work in news and reporting is of such quality that they are considered eligible. . . The course is designed to give the student the advantage of travel, and professional experience in the work of a staff or special correspondent. Each summer a tour lasting five weeks is outlined (into Mexico, through some Southern states, etc.). Before the trip, ten days are spent in residence in an intensive study of the places to be visited; after the trip another ten days is spent in the writing of stories and special magazine articles, (dealing with material obtained on the trip), for which time was not available on the trip. Each student forms a connection with three or more newspapers and magazines to which he is to submit articles, dealing with news and features. Each student is required to take a camera and typewriter. Most of his stories are written daily and mailed. A member of the faculty accompanies the students, directs their work in gathering material in each community, checks their articles before they are mailed, checks on their work, etc. Eight hours credit for eight hours work daily for eight weeks."

## II. THE WRITING OF SPECIAL FEATURE ARTICLES

The classifying of courses grouped within this chapter presented unusual difficulties, chiefly because of the confusion in thought and usage among these terms: feature stories, feature articles, special articles and special feature articles. Even where statements from instructors were available, many courses were found to be such a mixture of two or more of the types in this chapter that placing them in any section is possible only by a disregarding of strict classification. The four classes among which there is confusion are comprised roughly as follows:

Section A, "Feature Writing"—Emphasis upon "human interest" stories with special emotional appeal; short articles closely connected with popular news happenings, written in a lighter, more popular style.

Section B, "Special Articles"—Emphasis upon longer stories and articles developed out of thorough investigation of material available; more exposition, subject-matter more remote from news events or having no connection therewith, often of a technical, complex, or obscure nature.

Section C, "Critical Writing"—Deals primarily with literary and dramatic criticism, and other writing in which subjective bias and expressions of individual opinion are conventionally permissible.

Section D, "Special Departments"—Includes courses in which emphasis is placed more upon the editorial direction of a page or section of a newspaper than upon writing therefor. The courses in financial and sports writing deviate somewhat from this definition but are placed here because such writing is usually "departmentalized." (For a converse reason, the courses in political writing were placed in Section A.)

### Section A—Feature Writing

The term "Feature Writing" occurs in the catalog title of ten of the seventeen courses listed in this section. Other names are mostly combinations of "special, feature, and articles." Twelve of the fourteen schools having courses listed hereunder sent statements concerning their work. They were Columbia, Illinois, Iowa, Kansas, Kansas State, Missouri, Nebraska, Northwestern, Ohio State, Oklahoma, Syracuse, and Wisconsin. A compilation of descriptions from the catalogs of these schools follows:

> How to discover, write and sell special feature stories; a study of newspaper features with practice of a varied character in preparing contributions covering the

miscellaneous interests of the press; systematic instruction in feature writing with the treatment best adapted to the needs of the newspapers; the psychology of "human interest," the building of reader-interest being emphasized; the use of the camera; demands of newspapers, trade and technical journals, and magazines for feature material; class criticism of manuscripts and discussion of their chance of finding a market.

The purpose of offering such a course is implicit in the catalog description compiled.

Its relation to similar courses is outlined in the special foreword to this chapter (q. v.). The chief departures from the typical are found in the courses of Kansas State and Nebraska where the emphasis in content is placed upon material drawn from agricultural and industrial sources.

A summarizing of the outline of the requirements at Wisconsin provides a typical statement of the content of "Feature Writing" courses:

1. All the feature material in one issue of an assigned publication must be read each week, and a 500-word written report made on the publication. Of this report, 100 words are given to an analysis of the general policy of the publication with reference to feature material and 400 words to an analysis of a single article, preferably one which the student feels that he himself might have written.
2. Each student must keep a notebook of subjects suggested by personal experience, personal observation, daily news, and by monographs, reports, bulletins, etc. A file of suggestive clippings, examples of good titles, leads, captions, and well-written articles must be maintained.
3. A manuscript record of all articles written must be kept. A record of all manuscripts submitted for publication and of all accepted, as well as all personal letters from editors should be submitted to the instructor. (A bulletin is posted of editors' announcements of their needs.)
4. Each student in the course must write five articles, one of each of the following types: interview, personal experience story or confession article, how-to-do-something article, personality sketch, and narrative-descriptive story in the third person.

This summary, which was supplied by W. G. Bleyer, director of the School of Journalism at Wisconsin and teacher of this type of course there, covers the first semester only. The kinds of requirements outlined are mentioned by almost every other teacher reporting. Other projects and class exercises mentioned by many teachers are:

1. Study of the style of leading feature writers.
2. Exploitation of the historical and other feature material in the community or city where the school is located.
3. Elaboration of the field for "public service" features, and an examination of ethical standards in the selection of features.
4. Intensive survey of one specialized field and of the publications and services using articles related to that field.
5. Class discussions of stories brought in on assignment, usually with the name of the writer withheld in order to encourage frank criticisms.
6. Presentation by class members of periodicals which furnish markets for special articles but which are not generally known.
7. Class discussion of tips and "hunches" brought in by teacher and students from their home towns, the campus, the people around them, and their imaginations.
8. Most of the finished product finds its way into the university magazine, into a magazine devoted to the history and interest of each of the respective states, and into the Sunday editions of the metropolitan papers in the various states.

The following set standards of product per semester were reported:

Illinois—Analysis and criticism of magazines and newspapers, 14; number of articles ready for mailing to some periodical, 9.

Syracuse—A minimum of 100 inches of copy actually finding its way into print.

Ohio State—Five magazine articles intended for some magazine.

Kansas—At least one article per semester must be submitted to some magazine or newspaper.

Missouri—Two stories per week.

Kansas State—6,000 words.

Columbia—8,000 words.

Other interesting and suggestive phases of the work reported by various instructors were:

A group of articles on the early history of Lawrence, Kansas—which has had an unusually vivid and significant history—was bound for permanent retention by the university library; several of the articles had been marketed. Many of these consisted of interviews with pioneers, survivors, and early settlers.

One student in the class at Ohio State made $350 last year, writing sport stories "for an obscure and cheap publication."

Syracuse has a list of sixty places in Syracuse and its environs to which students are directed for feature stories.

Illinois gives its entire second semester to the intensive study of one specialized field. There is a comparison of two technical magazines in the field, of two technical periodicals not in the field but using articles therefrom, two popular and two intellectual magazines using such material, and two newspapers. A survey is made of the content of six issues of each of the foregoing publications.

The success and popularity of the class at Nebraska was such that the course is now duplicated by the university in a night class for university and townspeople.

Northwestern thus outlines the content of its course: "It begins with a discussion and study of the injection of the personal and emotional element in modern journalism as shown in the little news feature stories that editors use to liven up their pages. The course continues through the more heavy 'human interest' articles that are usually found on the editorial pages and prepares the way for the course in magazine articles."

The most detailed report of his method of teaching and of the content of his course was made by Lester Getzloe of Ohio State, all of whose analyses of courses were *sui generis*. He says in part of his work in "Feature Writing": "While I have no objections to students writing drivel that sells, the better grades go to the people that produce something that approximates literature, even if it doesn't sell. The textbook is a guide to the average student (I give most of my time and energy and inspiration to the upper fifth of the class). We actually spend little time discussing Appeal and Purpose, Structure, Types of Articles, Beginnings, Titles, etc. The big idea is to find material and to write it. Then find new material and write it. Faults in structure and style can be corrected more easily by considering the written manuscript than by dwelling on them in a lecture."

The course at Columbia is described as "a combined study of American political history and feature writing. . . The government of the state of New York and of the city of New York are analyzed and discussed, the purpose being to make newspaper writers familiar with the national, state and city politics about which they will have to write. Feature articles dealing with current political questions which require study of constitutional and political background are assigned."

Mention of textbooks used was almost equally divided between Bleyer's "The

Writing of Special Feature Articles" and Harrington's "Chats on Feature Writing."

The following outline of a syllabus for this course is condensed from that furnished by Miss Frances Grinstead of Missouri:

1. Introduction and General Directions
2. Qualifications for Writing Feature Stories
3. Qualities in Good Feature Stories—symposium of the opinions of leading editors
4. Finding Subjects
   Sources of information; purposes and appeals
5. A Filing System
6. Writing the Feature Story
   Definition; the lead; planning the story
   Accurate use of words; developing good style
7. Types of Feature Articles
   Interview, human interest, informational, entertaining and humorous stories, personal experience, business, farm, etc.
8. Method of Handling
   Narrative, expository, direct address, interview
9. Field for Features
   Principal types of periodicals buying material
   Study of some typical publications
   Outline for analysis of articles
10. Marketing Stories
    Preparation of manuscripts
    Points for the free-lance to remember
11. Illustrations
    Photographs and drawings; what are usable.
    Making your own photographs.

### Section B—Special Article

The word "magazine" appears in the course titles of seven of the sixteen courses listed in this section, and "feature" is found in another seven. The two words in the various names are combined with "special," "stories," and "writing."

Ten of the fourteen schools offering courses which have been placed in this classification sent statements concerning them. They were Indiana, Iowa, Kansas, Kansas State, Missouri, Nebraska, Northwestern, Oklahoma, Oregon and Washington.

The following phrases, in addition to most of those included in the catalog description for "Feature Writing" (Section A of this chapter), are found in the catalogs of the schools offering the courses listed herein:

> Instruction and practice in the methods of popularizing scientific and technical material, including that in government and politics, economics, social service and education; drill in writing special articles requiring some research and investigation; current issues of magazines and newspaper supplements will be analyzed to aid the students in understanding the psychology of the reader, the policy of editors, and the practice of successful writers; all types of non-fiction articles in modern magazines surveyed; newspaper, magazine and syndicate markets; column-conducting and other "specialties"; assignments in editing various types of magazines and class publications.

Almost all of the general statements concerning the content and methods of teaching the courses, the textbooks and the syllabi in "Feature Writing" apply with considerable exactness to this type, with the differentiation in subject matter outlined in the special foreword to Chapter II (q. v.). Since an effort has been made to duplicate as little as possible in these two sections, it is recommended that the reader, if he has not already done so, first read Section A of this chapter as well as the foreword.

Indiana requires each semester that every student write one of each of the six types of articles described in Bleyer's text. In addition he must write a trade-journal story and submit one idea for syndication. A different magazine is reported upon each day "so that by the end of the semester, the students have been 'exposed' to all the magazines they would be likely to sell to. A display of articles sold by previous students in the course is, I find, very stimulating." (Radder, reporting.)

Iowa (as also many others) reports that "grades are adjusted more or less according to students' success in selling their manuscripts. Some of the topics discussed are: The vivid presentation of statistics, how to make the exposition or processes interesting, etc. The work is conducted largely by the round table methods." (Dean F. L. Mott, reporting.)

Kansas State comments upon the miscellaneous character of students signing up for such a course as this, including "graduate students in agriculture, home economics and other specialized fields, as well as special students and undergraduates in both journalism and other courses. Accordingly, the purpose and assignments in Magazine Features are varied to meet the individual requirements of the persons registered." (Dean C. E. Rogers, reporting.)

Missouri requires one article a week; on being returned with criticism for revision, it must be ready for mailing to a publisher within another week. Oregon carries on its instruction in the writing of special articles concurrently as a part of a comparative journalism course on "The Specialized Press." As each type of periodical is studied, students write articles intended for publications in that field. (Dean E. W. Allen, reporting.)

The differentiation between Feature Writing and Special Articles courses is thus outlined by Miss May Frank of Oklahoma: "In Feature Writing, we look around us and tell what we see. In this course, we do more subjective work; we try to use the psychological method. (I owe this idea to Pitkin.) As a change over from feature writing, we first do book reviewing, then the familiar essay, such as the Contributor's Club of the Atlantic; after this we pass on to a consideration of the short story and magazine verse. I have found that it is best to ask first that students write the so-called short short-stories." This analysis of the Oklahoma course is typical of comprehensive advanced writing courses in several schools.

Some of these special-writing courses in a number of the schools are conducted jointly by the departments of Journalism and English. Typical of this group is Northwestern course in Advanced Writing Practice. A statement concerning it was received from Dr. W. K. Smart, whose official catalog title is "Professor of English for Journalism Students." He says (in part):

"The purpose of this course is to provide the student with an opportunity to get a good deal of practice in the writing of what may be called a more leisurely type than that emphasized in strictly journalistic courses. It requires the careful preparation of articles totaling about 1,500 or 2,000 words each week together with a style report on various assigned writers. . . Nowhere is there any insistence on a rigid differentiation in the types of writing. . . . A good deal of attention is given to the vocabulary. . . primarily with the view of arousing in the student an interest in words, their history and their nicer shades of meaning. I may add that this part of the course is always found to be specially valuable to the student."

### Section C—Critical Writing

The words "criticism," "critical", and "reviewing" are about equally popular in the catalog names of courses of this type. "Drama," or "dramatic" occurs in five of the fifteen names. Six of the eleven schools offering such courses made reports upon

them, namely Columbia, Kansas, Minnesota, Missouri, Northwestern, and Wisconsin. A compiled catalog description would read approximately as follows:

> The function of criticism in journalism; the reviewing of motion pictures, plays, concerts and books for newspapers. (Wisconsin)
>
> A general course in appreciation in painting, music, drama, literature, and other forms of art, with practice in journalistic criticism; a non-technical course for students seeking general culture as well as for those preparing for newspaper departmental work. (Kansas)
>
> This course is intended to prepare students for writing critical reviews in newspapers and magazines according to the best standards of the present time. Poetry, fiction, essays, history, biography and other forms of literature are considered for the determination of methods of sound appraisement and comparison in accordance with abstract principles and current taste. (Columbia)
>
> The critic's problem in relation to the press; a study of the recent literature of literary and dramatic criticism; extensive reading of books, plays, etc., and of criticisms of them by leading reviewers.

Five of the fifteen courses are essentially English courses, designed to give students a basic knowledge of and acquaintanceship with the field. Writing is then done either in a companion course (as at Columbia and Northwestern) or, more commonly, as a part of the work in some of the other courses in advanced writing. All of the universities of course have such background work in literature and the arts; only those are listed here which are usable for credit toward a professional journalism degree. The usual practice, therefore, is for the school of journalism to depend upon the other divisions of the university for background and to concentrate upon professional journalistic work in the critical writing courses.

The schools located in the larger cities are at a decided advantage in the teaching of this type of course through the availability of art institutes and exhibitions, frequent high-class concerts and plays, speakers who are specialists in various fields, etc. This may partially account for the fact that seven of the eleven schools offering courses of this type are located in metropolitan centers, and that only two of the nine schools which have no such separate courses are in cities.

"Throughout the course," writes the instructor in Minnesota, "stress is laid on the belief that careful and informed newspaper and magazine criticism is able to do a great deal toward the cultivation of a really artistic taste among the people as a whole."

Wisconsin supplies three mineographed pages of instructions, bibliography, and schedule used in its course in critical writing. Two 500-word reports are required each week during most of the semester on themes such as the following:

1. Three comparisons of the motion picture criticisms in two outstanding newspapers.
2. Separate reports on the dramatic criticism of the Times, World, Herald-Tribune and New Republic of New York City.
3. Two reports on the musical criticisms of the New York Times and New York Sun respectively.
4. Separate reports on the book reviews of Sunday New York Times, Christian Science Monitor, Literary Review, New Republic, and Bookman.
5. Original criticisms of three motion pictures and two dramas, also musical comedy, vaudeville, two concerts.
6. Book reviews of a novel, biography, volume of poetry, history, and a book on natural or social science. A list of specific books is recommended.

The Wisconsin bibliography lists books on theories of criticism, photodramatic criticism, dramatic criticism, contemporary drama, musical criticism, and book reviewing. The third sheet is an outline for the analysis of drama critiques. Questions are asked under the following subdivisions: character and scope, length and proportion, the play, the production of the play, the actors and the acting, structure and style of the critique.

The course at Missouri is almost entirely a book review course, one each week being required. Members of the class take turns at making up the book page of the Missourian Magazine. Individual students desiring to substitute acceptable dramatic reporting, or musical and art criticisms, may do so.

The fullest statement concerning courses of this character was made by A. S. Will of Columbia. His course in "Literary Criticism and Book Reviewing" is not found in the list at the end of this section because it is primarily a graduate course. Excerpts from Mr. Will's letter follow:

"My aim is to teach the subject as it would be taught by a book review editor who might take into his office a student whom he would try to train. The standard is the review of the best type in current newspapers and magazines. We are not serving an abstraction but a present opportunity and duty.

"At the outset I try to give the students some practical background by introducing them to the environment of thought regarding writing of the present day. . . surrounding them with the atmosphere of the newer American literature upon which I find them poorly informed. Such is the defect of college and university courses in so-called English which concern themselves chiefly, if not exclusively, with literature produced in Great Britain up to about the year 1900. Yet 90 per cent of the books which come to the table of a reviewer are American books and, of course, are new in the sense of being related to current rather than to past standards.

"We take up in turn biography, history, memoirs, works on travel, essays, novels, poetry, humor. . . This seems to be the natural order if the students are to learn fast, since narrative literature is easier to review well than imaginative literature."

In lieu of a typical outline of a syllabus for this course, some excerpts are taken from an article on "Teaching Critical Writing" by L. N. Flint, chairman of the department of journalism of the University of Kansas, in the Journalism Quarterly (Vol. IV, No. II, June, 1927, page 8). In introduction he says that the courses offered are not designed to turn out finished critics, but to do something through a composite course toward rescuing students from total helplessness in the inevitable hour when, working on a paper of medium size, they are sent to "cover" an art exhibition or a play or a concert.

In a semester of fifty-four class periods, Mr. Flint divides the time about as follows:

For consideration of the general principles of criticism and the types of criticism, 6 periods.
For the development of the inductive method used in the course and for critical study of paintings, etching, etc., 17 periods.
For plays and players, 10 periods.
For music, 12 periods.
For books, 6 periods.
For sculpture, architecture, etc., 3 periods.

Mr. Flint thus elaborates his meaning as to the use of the inductive method in such a course:

"The first meeting of the class finds a half-dozen pictures on view. Students are encouraged to make remarks about them. . . . The comment of the instructor is directed toward supplying and explaining the terms needed to translate the students' expression into the sort of criticism that might find a place in a news story or a critique. So far as possible the subject is developed through the student, care being taken to establish logical relations by means of occasional summaries. Written exercises consist at first only of single paragraphs, then full length stories on artistic subjects."

### Section D—Special Departments

This is a comprehensive title to cover a group of courses concerning journalistic writing of a kind that is usually departmentalized in newspapers, and the editing of these departments. Nine schools offer thirteen courses which are classified as belonging in this section. Columbia, Illinois, Missouri, Oklahoma and Wisconsin reported upon their courses in this type.

The courses are too varied in content and individual in character to allow of any satisfactory catalog description of a composite type, or to make possible many generalities as to subject-matter and handling. Four of the thirteen courses place their emphasis upon the editing of special departments of one kind or another; another four deal with the problem of departmental editing in a generalized way; the remaining five emphasize principally writing for special departments of a particular kind.

The report from Miss Helen M. Patterson of Wisconsin deals with a course of the first type. It is called "Women's Departments in Newspapers and Magazines." The text used is "Women in Journalism" by Genevieve Jackson Boughner. As is the case in almost all Wisconsin courses, a very helpful and suggestive mimeographed copy of assignments, instructions, exercises and schedules was supplied.

A written report on the women's features of a newspaper or magazine is required each week. These include a study of the kind and variety, the aim and purposes, the quality, appeal, the writers, the proportion of syndicate copy, and the space and location of features designed for women and children. Detailed study of one syndicate's features for women and children along similar lines must be made during the semester. This latter report must include also an exhibit of material offered by the syndicate and statements made by the syndicate itself with reference to the purpose of the material.

The following topics are studied in text and class, and written upon: Writing for women, society news, club news, foods and household equipment, clothing, needlework, textiles, budgets, interior decorating, fashions, beauty and adviser, philosopher, columnist, shopper, success, personality, political writing, sports, women's and children's page, syndicates, publicity.

The make-up of women's pages is studied carefully. Two papers during the term are required upon markets for material of interest to women. Students are required to watch the current general magazines for articles written by or about women. Two lists of suggestions of articles which the student would like to write upon are required, each semester.

The Missouri and Oklahoma courses are of the second type, which deals with the problem of departmental editing in general. Oklahoma's course is essentially a comparative journalism course, limited to the magazine field. The objects of the course are stated to be to encourage the reading of the best magazines, to understand their background, and to study present-day tendencies. Considerable emphasis is placed upon a review of the development of magazines and a comparison of magazines

of previous periods with modern publications. Each student is required to become familiar with the life and work of one or more of the best known writers and editors of the day.

Missouri's course is limited to twelve students in order that each may get a thorough experience in magazine make-up which is one of the chief purposes of the course. The class is responsible for the weekly eight-page Missourian Magazine, although considerable copy is received from the other advanced writing classes in the school.

Each student chooses a particular department at the beginning of the semester for which he is specially responsible. The departments selected form the chief content for the class study, but each student is responsible for at least one column weekly of material within the field selected by him. So far as possible, it must be local in interest. In addition, a term paper surveying the handling of material in that field by outstanding newspapers and magazines is required.

The Missouri syllabus also includes a study of the history of magazines, a survey of the high degree of specialization found today, and intensive study of a few important magazines in their entirety, i. e., history, present status, publishers, editors, writers regularly contributing, departments used in each, and comparison with other publications in the same field.

W. P. Beazell, assistant managing editor of the New York World, writes as follows of his course at Columbia on "Sunday Supplement Work": "Strictly speaking I have no syllabus for my course at the Pulitzer school. As literally as it is possible to make it, the work is laboratory. I say to my students that they are not students at all but reporters; that I am not a teacher but an editor. I make my assignments, they cover them, write their stories, and return to the office (not the class room) and 'sell' me their stories. If they measure up to the standard that would be set in a newspaper office, they are accepted; if they do not, they are rejected. In both instances, I say why I have decided as I have."

The course at Illinois in "Sports Writing" is designed primarily for students in athletic coaching who expect to enter the latter field professionally. The student is acquainted with newspaper organization and usage, and drilled in the technique of journalistic writing. Two stories each week are required from each student, of a type for use on a sport page. Criticisms of representative sport pages are assigned every two weeks throughout the year. The chief emphasis of the second semester is upon the problems which would have to be met by a coach acting as athletic publicity agent for a high school or small college. Each student is required to plan and carry out in detail a publicity campaign.

### Section E—The Short Story

Six schools offer courses in short story writing within their journalism curricula. Three of these, Iowa, Kansas, and Washington, supplied statements by the teachers concerning their content and methods of teaching. In three of the schools, the courses are taught by professional journalism teachers and in the other three by teachers in the department of English. The catalog description of Iowa is typical:

> Narrative and descriptive prose and the art of modern prose fiction, the short story being the form selected for discussion and practice.

Virtually every school offering such a course limits the registration therein to a selected group of better students. The following account of his work in this course by Vernon McKenzie, dean of the School of Journalism at the University of Washington, is typical.

"Lectures on short story construction, including all the technical points, plot and characterization. Methods of present day authors, most of them fairly well-

known. The students read short stories in current publications and study them; they are required to write one short story a quarter. Every member of the class must read all the stories written by the other members of the class and each story is then criticised thoroughly in class by the instructor and students. We also have short story seminar for advanced short-story writing, meeting once every two weeks for two hours."

Kansas reports that the purpose of its course, as in Critical Writing, is also to develop appreciation and enjoyment as well as skill in writing. Some study of the markets for this material is made by all schools. Northwestern states that the course affords "continuous and unremitting practice in writing. . . Story fragments to develop facility in handling plot development, character delineation, and story situation are assigned."

A typical outline of a syllabus is condensed from a full statement furnished by Dean F. L. Mott of Iowa:

1. Description.
   - Exercises in observation; writing of sketches
   - Identity of description with narration and characterization
   - Phases related to various sensory perceptions
2. Characterization
   - Character sketches required
3. Settings; close relation to description
   - Mood, weather, time, etc.
   - Integration of character and setting
4. Plot; part of description in portrayal of action
   - The ideal plot elucidated
   - Analysis of plots of good short stories
5. Theme: the idea beyond the story
   - (emphasized in three lectures)
6. Style: an analysis (in two lectures)

In the second semester at Iowa, the following topics are taken up by the lecture method: short story beginnings, short story endings, point of view, handling of dialogue. One original story is required in the first semester and three in the second. Fifteen stories must be read and analyzed in the first semester and forty in the second. The work ends with two lectures on recent developments in writing of the short story.

## III—EDITORIAL WRITING AND CONTEMPORARY THOUGHT

### Section A—Editorial Writing

Every school offers a course in the writing of editorials, and most catalog names are the same as that of this section. All but two of the twenty schools—Louisiana and Nebraska—sent replies concerning their teaching of editorial writing. A compiled catalog description would read:

> History and development of the editorial; methods of choosing material for editorials and drill in writing them; study and analysis of representative editorial pages;. present editorial practice; types of editorials; functions of editorials, especially in relation to public opinion; editorial interpretation of foreign, domestic and local news; consideration of current events; study of the purpose, form, style and spirit of the editorial; paragraphing, columns, cartoons; responsibility of the editorial writer to the newspaper, community, and the profession; planning campaigns; crusading journalism; editorial policies.

The basic purpose of this course is to further the training and interests of those who may become editorial writers. Since it is obvious, however, that few will continue vocationally in that phase of the work, the aim of the course is secondarily to create an intelligent professional appreciation of editorials as an essential part of the service of a newspaper and to enable students as non-professional individuals, to read editorials more intelligently and understandingly.

Several teachers mention the value of the course, in their opinion, in unifying knowledge and information obtained by the student, not only in the other professional journalism courses but even more in the social sciences. On this point Miss Helen O. Mahin of Kansas says: "This course, it seems to me, carries a maximum of the true purpose of education—to make the student a thinker who can put his thinking into effective writing which will therefore influence the public constructively." Most schools also use the course practically as the source of most of the copy for the editorial page of student or community newspaper.

The relative amount of emphasis placed upon the actual writing of editorials and study of present day intellectual movements depends upon whether the school has also a course in "Contemporary Thought," discussed in Section B of this chapter. Eleven schools have this latter type of course in addition to a course in editorial writing; in these schools, therefore, much more time and attention are given in this type of course to drill in the writing of editorials for possible publication. A few schools teach editorial writing in connection with comprehensive "policy" courses, and several others in connection with general laboratory practice courses. By reason of the study of the personalities of great editors and their policies in the conduct of newspapers, there is a considerable overlapping in many schools with the course in "history of journalism."

The replies from instructors were fuller and more detailed than from any other course, and showed a greater degree of uniformity. Among the outstanding features common to this course in most of the schools are the following: (1) study of a text, accompanied by lectures on theory and principles; (2) assignments and devices designed to secure greater observation of current news; (3) comparative study of best editorials and editorial pages in American newspapers of all kinds; (4) student collection into notebooks of current editorials of all types with individual comment thereupon, (5) studies of some specific problems or problem, or of specialized fields; (6) talks by editors, and by specialists in various fields from other divisions of the university; (7) standing assignments of a certain number of original editorials weekly, from which selections are made for the student or community daily.

Other features mentioned by several teachers are (1) a continuous study through entire term of some one periodical's editorial page by each student; (2) special study of editorial paragraphs, the "column," and the cartoon, judged as a pictorial editorial; (3) emphasis upon a study of reference libraries for sources of authoritative information; (4) comparative study of representative editorials by great editors of the past; (5) unusual amount of study on editorial campaigns, policies and technique of the crusading journalist; (6) each student toward end of course required to produce the copy and make-up for an entire editorial page of some publication.

While two texts are mentioned by almost all instructors, this course is outstanding in the amount of collateral reading required. The amount of this again depends upon whether the school also has a course in contemporary thought. Probably the most frequently used method of getting students to keep up with current events is the requirement that most editorials which are written shall concern themselves with contemporary occurrences. "We have found an appalling lack of information on current events," writes W. L. McGill of Texas, "and I have found it desirable to give considerable attention to this subject."

For a comparative study of present practice in the editorial field, each student at Oklahoma reports upon several papers each in the following classifications: small town weeklies, small town dailies, larger town dailies, papers with state-wide circulation in Oklahoma, and papers with some degree of national circulation. Illinois placed unusual emphasis upon such comparative study and criticism, choosing fourteen typical papers for the purpose. The handling of particular subjects in specialized fields is traced in several papers.

Indiana lists the following types of editorials, samples of which students are required to collect and criticize: Informative, interpretative, argumentative, appealing, entertaining. Minnesota uses mimeographed copies of editorials representing the best in various types in lieu of a textbook.

The race problem and studies of the editorial treatment of scientific subjects are the most frequently mentioned of the topics upon which editorial classes make a special study. Closely allied to this phase of the work are talks by specialists in other fields of their observations of the handling of topics in a given field by newspaper editors.

Assignments for original editorials vary from one a week to one at each class period. Illinois requires 1,000 words in editorials weekly. Montana requires in lieu of a final examination each quarter that each student produce all the copy, including editorials, humorous column, and features, as for the editorial page of the particular paper which each individual student has been studying throughout the term.

Missouri maintains a score sheet on a bulletin board showing number of each student's editorials which are selected for the Missourian. Between a third and a half of the total number of editorials turned in on class assignment are used each year. Several schools report an occasional making of the editorial page of a metropolitan newspaper by some student, but a more common practice is the submission of exceptionally good editorials to the correspondence columns of leading newspapers.

Many schools, notably Kansas and Oklahoma, operate their editorial writing classes (except for lecture periods) on the plan of the editorial conferences of the larger dailies. A student presides over a discussion of policies and of the merits of individual editorials, and assignments in this manner rise as frequently from the suggestions of students as from the instructor. In order more nearly to approximate actual conditions, the classes are often divided into small groups, each group functioning as an editorial council. One such group is responsible for the editorial page of the University Daily Kansan each week. Of this plan, Miss Mahin writes: "The one thing most striven for is the encouragement of student initiative with consequent fearlessness in thinking and writing. . . .It assuredly has a minimum of shirking. I get more and better work from the students now than I ever obtained through compulsion."

Northwestern's course is given in conjunction with its course in Modern Opinion. It is a writing course with individual conferences taking the place of the usual class work. Ohio State features a survey of two hundred or more persons to determine what they read in the newspaper, seeking to get reactions from those interviewed as to editorials and making a summary "to serve as an indication of what editorials ought to be written about and how they should be written to create a genuine interest."

Oklahoma requires a weekly report from students on cards of what the student has read each week, not only on assignment but on his own initiative. Several times each year, the class accepts responsibility for the "column" of the Oklahoma City Daily Times. Correspondence with leading Oklahoma editors on issues raised in class is also a feature of the work.

R. S. Mann writes concerning his course at Missouri: "The concrete problem is to write editorials to fit the needs of this one newspaper (The Columbia Missourian). This helps to emphasize that writing an editorial for a specific newspaper is more than just stating an individual opinion."

Wisconsin supplied the following suggestive outline of the content of its course in editorial writing:

The editorial as a literary form
Logic (chief fallacies and errors)
Social psychology (the psychology of conviction)
Editorial policy
Current events

Along with this outline of lectures and class discussions, go assignments for weekly papers and editorials. Indiana supplies the following more typical outline of a syllabus:

1. The Place of the Editorial in a Modern Paper
   - The personality of the newspaper
   - Is editorial losing its influence?
2. Historical
   - Beginnings
   - English journals of opinion
   - Great editorial writers in America—the "golden age"
   - Modern developments
   - Faults of the editorial page
   - Factors determining influence of editorials
3. Kinds of Editorials
4. Building the Editorial
   - Reader information and interest
   - Editorial policy
   - The opening sentence or paragraph
   - Lessons from advertising
5. Editorial Responsibility

The books most mentioned by the teachers in order are Flint's "The Editorial," Neal's "Editorials and Editorial Writing," Spencer's "Editorial Writing" and Mahin's "The Editor and His People."

### Section B—Contemporary Thought

This classification is a general type, embracing a variety of courses which seek to increase student knowledge and understanding of the world in which he lives. The Illinois catalog name "Contemporary Life and Thought" would perhaps have been a more fitting title. Obviously, every university has other courses of this type; only those are listed which are credited toward professional journalism hours.

Statements concerning their courses of this type were received from Illinois, Kansas State, Montana, Northwestern, Ohio State, Syracuse, and Washington. No possible catalog description would cover all the thirteen courses. Four sub-divisions of this section are apparent: current events; public opinion, studied as an entity; courses concerned with one specific phase of modern life, as "Political Parties" at Iowa; and courses which seek to enable students to see life whole.

The content and purpose of the current events courses is well expressed by Washington: "This course involves studying continuous themes in the news; that is, matters of political, social and economic significance worthy of editorial comment."

The course at Syracuse, which carries the title "Current Events," is designed "To give the students a foundation for intelligent understanding of current events. . . . and to enable them to correlate facts and tendencies. . . . The instructor outlines important world events of the last quarter century, showing the forces at work in society." Such a statement of the subject is closely related to contemporary thought courses.

The public opinion courses include a study of the creation and crystallization of public opinion, individual and group opinion, prejudices, inhibitions, etc. Special study is of course made of the parts of the newspaper that most affect public opinion. The course is similar in content to the book by the same name by Walter Lippmann.

Two schools in this course deal in passing with the free publicity and propaganda activities of press agents. Northwestern in its course "Modern Opinion" stages debates led by authorities on current problems of life and civilization.

The comprehensive courses are designed "to give the student a unified idea of the world in which he lives. A survey of the sciences, the problems of social action, and the appreciative and spiritual interests of the individual is made with an aim to coordinate the student's knowledge and to enable him to relate the fragments of his educational experience in an intelligible whole." The quotation is taken from the Northwestern catalog's description of the course by Blake Brownell whose book, "The New Universe," is the most commonly used text in this type of course. The lectures in this course at Northwestern are open to the public and have been broadcast.

Kansas State reports that its course is outlined more nearly along the lines of the "Contemporary Civilization" course of Columbia University, except that it follows Northwestern in placing an emphasis upon natural science and a correspondingly smaller attention on sociology and philosophy. The chief effort of the course is "to get away from rote methods of learning and through principles and examples to get the student in a frame of mind where he is able to think out for himself related problems. An effort is made to harmonize for the students the various concepts of fundamentalism and modernism, the supposed conflict of man and nature and between evolution and the divine creation theories."

The student at Kansas State is expected "to know the value of the arts, of science and scientific method, what is the value of education. . . in what ways racial and cultural continuity can best be maintained, what are the values and defects of our political democracies, the pros and cons of our advanced educational system, at least the more important labor problems of the day, and have at hand current conceptions of economic problems." To tie this body of knowledge more specifically into journalistic studies, analysis is made of how the magazines keep up with the thought of the times and even anticipate it.

Dean Allen of Oregon in an article "Journalism as Applied Social Science" in the Journalism Quarterly, March 1927, Vol. IV, No. 1, page lff., puts forward the view that this type of course or some conprehensive editing course can and should be made the vital, key course of the entire journalism curriculum, if it will supply the lack which he feels to be a fundamental deficiency in schools of journalism. He says (page 3):

"The chance for our young senior to integrate his knowledge into a social philosophy, to use it as material for developing habits of accurate thinking, and to acquire the technique of bringing scientific principles into his daily handling of current events, is entirely lacking. He forms no life-long habits. Francis Bacon well expressed the point I am driving at in his essay on 'Studies,' when he said that studies 'serve for delight, for ornament, and for ability,' but added most emphatically, 'they teach not their own use'. . . What actually happens in our schools is that the fine

foundation obtained in his freshman and sophomore years, not being used or integrated or developed in the latter part of his course, comes to be regarded by the student as theoretical and useless and is gradually forgotten."

Following is the outline of the syllabus in the course at Illinois:

1. Studies in Matter
   - Components and forms of the material world
   - The appearance of life in the world
   - The place of consciousness in the natural world
2. Studies in Social Policy
   - The beginnings of society; prehistoric man
   - Historical forms and tendencies of society
   - Modern society's adjustment to the natural world
   - Economic adjustments within modern society
   - Future of civilization: changing concepts
3. Studies in Personal Values
   - Intrinsic interests; practical and casual relations
   - Meaning of the arts
   - Modern tendencies in literature
   - Types of value
4. General Conceptions of the World
   - Spiritual (religious); descriptive (scientific)
   - Practical (the world as a field of activity)
   - Speculative (philosophy)
5. The Meaning of the Unified Idea of the World.

## IV—NEWSPAPER DIRECTION

### Section A—Business Management

Among the wide variety of names used by the fifteen schools offering this type of course, the words "business" and "management" occur most frequently, hence the name for this section. Other words used by several schools are "promotion" and "administration." Twelve of the eighteen courses are comprehensive, while five place a major or exclusive emphasis upon cost accounting and two upon the advertising problems of the publisher.

Statements concerning their courses were received from Illinois, Iowa, Kansas, Kansas State, Missouri, Northwestern, Oklahoma, and Ohio State. Several other schools make brief reference to this course in a discussion of related courses. The Columbia catalog description is quoted as being typical of the comprehensive courses of this type:

> A study of journalism from the business standpoint; the organization and ownership of newspapers, their sources of income and expenditure; problems of advertising and circulation; analysis of publication costs; proportionate expense for business management, mechanical department and news services; salaries and wage rates; relation of newspaper to press and publishers' associations; the general business field in newspaper and publication enterprises.

The purpose of giving the course is stated by Illinois to be "To give the student a knowledge of and practice in newspaper management, and to equip the student with facts and scientific method necessary for an attack upon problems of business management in newspaper publishing." Most of the schools design their courses to help the prospective owner or publisher of the small-town daily and rural weekly, and to this extent they are related very closely to the courses analyzed in Section C of this chapter, "The Community Newspaper."

Five elements are found in virtually every one of the general courses of this type. They are studies of (1) circulation problems and promotion methods, (2) advertising service and promotion from the point of view of the business executive of a publication, (3) cost-finding and accounting systems, (4) efficient handling of the mechanical plant, and (5) a term report by each student on some problem and suggested solutions.

Elaborations of these four which are mentioned by one or more of the schools offering are (1) cooperation with a community or student daily paper giving the student actual experience in the matters upon consideration, (2) greater emphasis upon mechanical problems, especially the efficient running of a job-printing plant in connection with a newspaper, (3) conversely, a major emphasis upon the office side of business management with little or no consideration of the mechanical side; (4) certain schools, whose other advertising courses are taught in schools of commerce or business administration, use this course for the further teaching of advertising more strictly from the newspaper point of view.

"One thing I have in mind constantly in this course," writes Fred M. Pownall of Iowa, "is that a great many of our students have a tendency to think of news papers in terms of news department only." Members of the class at Kansas serve for varying periods as staff executives of the University Daily Kansan. The class is divided into lecture and laboratory sections (now separate courses, taken concurrently). All the advertising and business administration of the Kansan are carried on by the laboratory section.

At Illinois, emphasis is placed upon practice in direct mail ads and other forms of promoting the newspaper's business, and a comparative study is made of current newspapers and their methods of building circulation and advertising, promoting good will, rate fixing, valuation, etc.

Northwestern's course consists of a series of lectures on best modern practices of the smaller city daily by practicing newspapermen, outstanding leaders in various fields. This class is given evenings on the Chicago campus and many newspaper workers on Chicago papers and other publications enroll for it. The last half hour of each two-hour session is given over to questions asked by the students and answered by the lecturer.

The topics of these Northwestern lectures and conferences provide a typical outline of a syllabus for this course (the sub-headings are compiled from material supplied by other schools, chiefly from the Kansas syllabus):

1. Locating the Newspaper; Surveying the Field
   - The advantages and disadvantages of metropolitan, small-city, and rural fields
   - Determining the paper's proper territory
   - The suburban paper and its problems
2. Organizing and Financing the Newspaper
   - Relations between editorial and business departments
   - Sources of revenue (preliminary study)
3. Composing Room Layout and Efficiency
4. Press and Stereotyping Requirements of the Small Daily
5. Typographical Requirements and Efficiency of the Small Daily
6. Income, Sources and Volume
7. Making the Paper Pay; Cost Accounting
   - Relation of ad rate and subscription price
   - Establishing and maintaining a budget
8. Newspaper Merchandising
   - Survey of local markets for benefit of national advertisers
   - Reports on local conditions

9. Advertising Rates
   - Local and national
   - Classified
   - Contract policies
10. Circulation and Deliveries
    - Factors affecting circulation rate
    - Credit and collection policies
    - The A. B. C.
11. Advertising and Circulation Records
12. Newspaper Promotion
    - "Advertising advertising"
    - Promoting good will
13. The Official Newspaper of a County or City
14. The Newspaper and the Law
15. Keeping Up Staff Morale.

The element not explicitly mentioned in this outline which is found in most syllabi, is a general or miscellaneous section on special problems of the publisher, such as free publicity, public relations, ethical standards, general administration, etc. Virtually every report mentions the use of Thayer's "Newspaper Management" either as a text or for frequent reference. Radder's "The Small City Daily and the Country Weekly," Jason Rogers' books, and the Editor and Publisher are each mentioned by several instructors. The latter is ordered for the classes on the bundle subscription plan.

### Section B—Problems of Policy

The title selected to head this section is a comprehensive description and not typical. The words "Administration, Problems, and Management" occur most frequently in the catalog names.

Illinois, Indiana, Kansas, Missouri, Oklahoma, and Ohio State sent specific replies concerning this course, and it was mentioned in passing by other schools in a discussion of related courses. The differentiation between courses in this group and in "Business Management" (Section A of this chapter) is in many schools largely a matter of emphasis.

The content and purpose of this type of course is perhaps best summarized by the Kansas catalog statement concerning it:

> Consideration of typical problems growing out of the relations between the newspaper and its readers, its advertisers, its community, and the public in general; sources of the newspaper's influence; fields for dynamic journalism.

The element missing in this description which is emphasized in this course in most of the schools is a study of personnel problems, the problem of internal correlation in a newspaper organization. Four schools place their major emphasis upon this feature. Because all these problems are approached from the standpoint of the publisher and most of the schools have a considerable number who are looking forward to work in small-city and rural fields, the course has much in common with the course in "The Community Newspaper."

In addition to factors upon which the chief emphasis is found in courses discussed in sections A and C of this chapter, certain other features are common to most of the courses of this type and may be taken as a brief outline of a typical syllabus The following headings are given by Joseph A. Wright of Indiana:

Office organization and authority
Selection of members of the staff, and handling of administrative problems
Relation of various divisions of a paper
News selection, or proportion of various kinds of news
Sensational news problems
Business office write-ups (propaganda, publicity)
Political advertising
Censorship of advertising by publisher
Communications from readers
Corrections of error

To this list should be added such headings as, the editor and political office-holding, the publisher and his social relationships, and similar topics which closely parallel the subject matter of the course in ethics. This course, in its ethical aspects, studies concretely phases of the subject which are given a somewhat more theoretical treatment in the courses discussed under "Ethics of the Press" (Section C, Chapter VIII).

Michigan devotes "special attention to the history and traditions of journalism as they have a bearing upon the development of newspaper policy and public opinion." Missouri's two courses treat with problems of policy, one predominantly from the point of view of external relations of the newspaper while the other is more concerned with internal relationships. The "Newspaper Making" course is a laboratory course, in which the students accept actual responsibilities on a newspaper under supervision. "Newspaper Direction" is essentially a course in comparative journalism, and consists of a round table discussion group with an unusual amount of outside supplementary reading.

Ohio State in its course in "Newspaper Organization" includes material commonly found in the type of course discussed under "Printing and Typography" (Section A of Chapter VI). The course at Illinois "Newspaper Administration" could with equal propriety be placed under "Business Management." Books used in so general a course as this obviously range over the entire bibliography of journalism.

This course in a number of schools is used as an integrating senior course, along the lines of the "Editing" course at Oregon, which is discussed in detail in Section E of Chapter VIII. By a consideration of the problems of the publisher, managing editor, or editor-in-chief, as executives dealing with the whole of journalism, an effort is made to help the students synthesize and correlate all that they have learned in isolated courses elsewhere.

### Section C—The Community Newspaper

Ten of the fifteen schools offering courses of this type use the catalog name, "The Community Newspaper," which is the nearest to unanimity found in any type of course. Eleven schools reported on their community journalism courses—Illinois, Indiana, Kansas State, Michigan, Minnesota, Missouri, Montana, Nebraska, Ohio State, Oklahoma, and Washington. A nearly identical phrase is used by many of the schools in their catalogs to describe this course:

> Editorial, advertising and circulation problems peculiar to the community newspaper.

The Louisiana catalog also gives a good typical statement:

> The editing and management of the community newspaper, with the best models used as supplementary texts. A study of the contrast in treatment and evaluation of news by metropolitan and small newspapers.

The dominant purpose in offering this course, on the part of most schools, is to provide training for those students who definitely intend to enter the rural field. Many such students are the sons of rural editors. A supplementary purpose stressed by several teachers is the hope of stimulating other students to choose this field. For instance, C. L. Allen of Illinois writes:

"I have owned and edited (as well as set) my own weekly and like the work. In this course, I try to show the students that there are opportunities in weekly work, both professional and financial, and that there is more pleasure in it than in anything else."

The chief differences discernible in the content of this course in the various schools have to do with how much a school presupposes a grasp by the students of the material outlined in "Business Management" and "Problems of Policy," Sections A and B of this chapter. Some schools review this subject matter from the point of view of rural journalism; others require those courses to be taken either previous to or concurrently with the course in the community newspaper and therefore place their primary emphasis upon an institutional study of the small-town daily and the weekly newspaper.

Several features are common to the content and teaching methods of almost all the schools in this course. They are (1) a comparative study of representative country weeklies, (2) analysis of these papers by the criteria of the texts and references used, (3) talks by editors and publishers of community newspapers, (4) actual production of one or more issues of small city dailies or country weeklies, and (5) work on research projects.

In the study of a list of papers, emphasis is placed by most schools upon an analysis of the best weeklies in their respective states, supplemented by other papers over the entire country that have won distinction for special excellence, such as the prize winners in the contest carried on by the National Editorial Association. The maintenance of an exchange list makes possible a continuous study of a single paper by each student; some schools require a term thesis on such prolonged study of one paper.

The textbook and reference material is unusually good in this field, providing excellent guidance for an analysis and study of papers. Ohio State, after an introductory survey of the field, constructs in class discussion an ideal news policy for the community paper which is then used as a criterion for judgment. This "foot-rule" stresses the importance of correspondence, reporting of activities of stockbreeders and farmers, community service, editorial expression, etc.

The production of a country paper by a class varies all the way from the production of one issue of one paper by the entire class, through team production of one paper each by small groups, to a requirement that each individual student spend a week or two working in some community newspaper office. The team plan is used at Minnesota, the students going out in groups of four during the spring recess. At Montana, the class is entirely a laboratory course, the class constituting the news and editorial staff of the university community paper.

An average of eight papers cooperate each year with Kansas State in giving practical experience in the field. The editors furnish a part of the expense incurred by the students, advise them, and make reports upon their work to the department of journalism. A small team for each paper takes over all functions for a week except the mechanical. "It affords a practical laboratory and establishes a contact which can be secured in no other way," writes the instructor.

The two courses at Missouri separate the theoretical study and the laboratory practice. One class throughout the entire year handles all the news and editorial

functions of the Columbia Herald-Statesman, "oldest weekly newspaper west of the Mississippi River." The issue published during Journalism Week is produced entirely by the class, all ad selling and writing, and all mechanical functions whatsoever also being performed by students of the class with only slight supervision by the instructor.

A piece of special study mentioned by Minnesota is typical of the analytical and written work required by the schools in this type of course. During the winter quarter of 1927-28, a study was made of the experiences of ten Minnesota and Wisconsin publishers of weekly papers who employ full or part-time advertising managers.

The following books were mentioned by almost every teacher reporting, listed in order of the emphasis placed upon them: Bing's "The Country Weekly," Harris' "The Community Newspaper," Radder's "The Newspaper and Community Service" and "The Small City Daily and the Country Weekly." The last named is a syllabus and bibliography, issued in bound mimeographed form by the Indiana University Book Store, and comprises seventy-one pages. The following condensation of the contents of the bibliography supplied by the author, Norman J. Radder of Indiana, offers a typical outline of a syllabus for this type of course.

1. Introduction—Extent of the Small Daily and Country Newspaper Field
   - Why country field is an attractive one today
   - Improved status of country journalism
2. News Departments in the Small Newspaper
   - Personals, country correspondence, farm news, women readers, sports, school and children's news, etc.
3. Community Service
4. Local Features
   - Value of a field man
5. Non-local Features
   - Importance of a survey of the newspaper's field
   - How to find out what your readers want
   - Promotion of syndicate and local features
6. The editorial Page
   - Why have an editorial page
   - Make-up of the page
   - Editorial campaigns
7. Editorial and News Policy
   - Publicity: suppression and anti-social news
   - Relations with competitors
   - Adherence to professional standards
   - Seeking a distinctive character
8. Laws Affecting Editorial Management
9. Typography and Make-up
10. Circulation
    - Solicitation
    - Advertising the newspaper
    - Circulation-building features
    - Contests, premiums, etc.
11. Holding the Old Reader
    - Credit policy and delivery
12. Circulation Accounting
13. Other Circulation Problems
    - Honesty in circulation figures
    - Wastes in circulation
14. Advertising
    - Local, state, national, classified, legal, etc.
15. Promotion Methods
16. Cost-finding and Accounting
17. Efficiency
18. Physical Equipment

## V—ADVERTISING

### Section A—Principles of Advertising

Five schools use the course name adopted as the heading of this section. Four prefer the title "Psychology of Advertising" and three use simply the word "Advertising." Others use combinations of the word elementary, fundamentals, theory, newspaper, retail and writing.

Indiana, Kansas, Kansas State, Missouri, Montana, Oregon, Washington and Wisconsin sent analyses of their courses of this type. The most complete statement came from Vivian I. Ross of Indiana. A composite catalog description of this course would read somewhat as follows:

> The psychological, economic and social aspects of advertising; advertising theory; a study of human wants; a descriptive and historical survey of the whole field of advertising; a study of the functions of advertising and its organization as a business; duties and methods of advertising departments and agencies; advertising fundamentals in relation to modern business activities.
>
> An elementary and introductory consideration of the following: advertising tools and media; campaigns, trademarks, typography; the designing, selling and distribution problems of the advertiser; a comparative study of current advertising in all media; analysis of markets; publicity advertising; instruction and practice in the writing of advertising; legal limits and restrictions on advertising.

This type of course is designed for students interested in any line of business as well as for those who propose to pursue the further study of advertising itself or to enter upon a professional advertising career. The course in the principles of advertising is usually made prerequisite to all other courses in advertising which may be offered by a given school.

How fully the catalog description is followed by each school and how intensively the various phases of the subject are studied depends of course upon the number of hours given to the subject and whether the school has any other advertising courses. Where a school lists only one course in advertising, it has been placed in this classification, even though only one or more phases of the theme are emphasized.

Kansas divides its class into two sections, one composed of students from its school of business and the other of journalism students. Both sections follow closely the textbook "Introduction to Advertising" by Brewster and Palmer. Class discussions and a few exercises based upon the text, with quizzes, make up the work of both sections, very little actual ad copy being written. Most of the schools make reports quite similar to this concerning their content and method of teaching. The Kansas advertising classes each year hold an Advertising Exhibition in which samples of a wide range of advertising copy and devices are displayed.

Kansas State presents the subject from these four viewpoints: economic, psychological, copy and typographical. Concerning them, C. E. Rogers writes: "The first two points of view deal with the unseen or foundation part of advertising. The student is therefore continually reminded of the fact that, in advertising, the seemingly inconsequential things are often of the greatest importance. The last two sections deal with the visible or the superstructure of advertisements. The relation of this part to the foundation studies is emphasized. Actual examples of everything that is discussed are required. The application of a principle is of as much importance as knowing what the principle itself is."

Since Missouri has such an extraordinary number of other advertising courses (see foreword to Part II), her two courses of this type are probably more purely

theoretical than those of any other school. The "Principles" course is best described s a survey of the entire field, and the "Psychology" course is described by E. K. Johnston as follows: "An application of psychological knowledge and technique to practical advertising, selling, and publicity problems; an analysis of human nature applied to concrete problems of advertising." Mr. Johnston feels that an important element in his teaching is that all class exercises except quizzes, are handled and graded by the teacher himself. The total class enrollment in all advertising courses at Missouri in the two semesters of 1924-25 was 197; in the single fall semester of 1927-28, it was 245.

Montana gives unusual emphasis to direct advertising, the preparation of booklets, pamphlets, and circulars. During the current year, the class prepared the yearbook of the Missoula Chamber of Commerce. A. L. Stone writes of the specially good equipment which they have at Montana for such work, which involves a study of paper stock, inks and cuts. Oregon reports a considerable number of prizes and scholarships for good work in advertising. At Wisconsin, each student is assigned to some retail store for the entire first semester as advertising writer and adviser, and to a local service establishment for the second semester. Its course is described as essentially a principles course though confining its attention exclusively to the retail field.

Starch's "Principles of Advertising" and Tipper, Hotchkiss, Hollingworth and Parsons' "Advertising, Its Principles and Practice" were mentioned by several teachers reporting. Many also mention a large use of Printer's Ink throughout the year, and regular study of advertisements in periodicals, particularly the Saturday Evening Post.

Mr. Ross writes from Indiana: "I require the students to keep a notebook, not fixed up in any fancy shape to impress me, but for their own use in the future. The notebook requirements are: (1) notes on the text chapters, (2) notes on outside reading, (3) examples of various kinds of advertising, (4) written assignments. I do not rely much upon the texts, except for fundamental principles, but try to keep abreast of advertising as it is being done now."

The syllabus outline which follows is taken from the chapter headings of standard texts with sub-headings (suggestive, not exhaustive) filled in principally from the outline supplied by Mr. Ross:

1. The Field of Advertising—Introductory
   - History and development
   - What is advertising; what can it do?
   - Its essential place in modern merchandising
2. General Principles
   - The relation of psychology to advertising
   - Attention, persuasion, incentives to action
   - Buyer peculiarities, instincts and habits
   - Market analysis and research, etc.
   - Choice of words—the English of advertising
3. The Mechanics of Advertising
   - Type, illustrations, ornament, color, etc.
   - Trade marks, trade names, slogans, etc.
   - Advertising media
   - A dictionary of advertising terms
4. How to Write Advertising
   - Present and future action ads
   - Other types of ads
   - Unity, coherence, emphasis
   - Point of contact and appeals
   - The analysis that precedes copy

5. How to Display Advertising
   - Typograhical considerations; headlines and sub-heads; styles
   - Illustrations—decorations
   - The lay-out—harmony of type and illustration
   - The use of white space
   - Synthesis of structural principles
6. Where to Publish Advertising—Media
   - Newspapers, magazines, trade journals, etc.
   - Criteria for judging media
   - Comparative costs
   - The question of free publicity
7. The Operating Side of Advertising
   - Three distinct professions
     - The expert—advertising agencies
     - The manager—representing advertiser
     - The solicitor—representing media
   - Advertising campaigns, and distribution
   - Correlation of national, local and direct
8. The Ethics of Advertising
   - Truth in advertising
   - Relation of solicitor and advertiser
     - "Business office influence"
   - The question of over-stimulation of sales

### Section B—Advertising Writing and Layout

Advertising copy, practice, display and designs are also common catalog names for this type of course. Illinois, Kansas, Kansas State, Missouri, and Oregon made reports concerning their handling of it. The Texas catalog description is typical:

> Preparation of layouts; gathering copy ideas; putting advertising ideas into form; study of typographical and printing effects; practice in writing advertisements. Writing exercises are accompanied by class discussions intended to develop the students' power of ad writing.

The element missing in this description, which is typical of most schools, is some work in ad selling. Several schools assign students to local advertisers for a period. At Kansas State the student is required to study the particular store's merchandising problem and to create a comprehensive advertising selling campaign that will fit this problem. The course in most schools functions in connection with the student or community daily newspaper, with which the school has direct or informal relations. The laboratory work of the class is somewhat the equivalent of the copy-service division of the advertising department of a newspaper. Copy is written at the behest of solicitors and also speculatively for accounts that it is hoped may be sold.

A number of schools require the student to take the course in ad selling concurrently with this course. Many schools place emphasis upon psychological principles as applied to advertising in this course rather than in the "Principles" course. Class discussion and criticism of copy written by students has a large place in the work of virtually every school.

This phase of the advertising problem is subdivided by Missouri into five separate courses. The "Writing" course emphasizes content and the "Layout" course structure and form. The "Illustrations" course deals primarily with the use of photographs in advertising, "the naturalistic field for advertising art." The "Design" course considers decorative art as created to fill advertising needs. Historical and modern forms are dwelt upon with special emphasis upon possibilities for development. The fifth course answers the question "What is the artist called upon to do in

the advertising field and how does he do it?" It is essentially an application of the fundamentals of art as they affect advertising illustrations.

T. L. Yates of Missouri writes thus of his course in "Layouts": "After a period of introductory discussion of fundamental principles, the work starts with a small, simple layout and gradually brings in additional units until the students are working on full page ads. . . The final examination in the course consists of an assignment calling for a series of ten different sized layouts to be made within two weeks."

Two books only are mentioned by the instructors reporting, "Advertising Copy" by Hotchkiss and "Advertising Copy, Principles and Practice" by Herrold. The course is essentially a laboratory, practice course and makes comparatively smaller use of textbooks. The following outline of syllabus is compiled from those supplied by Illinois and Kansas:

1. Introductory and General Survey
   - Bringing the goods from producer to consumer
   - Making the market survey, the product survey, the factory and production survey
   - Determining competition, medium, budget, etc.
2. Classification of Copy
   - Qualities of all good ad copy
   - Relations of ad copy to other writing
3. Development of Copy
   - Analysis of the problem
     - The getting of attention
     - Holding interest, arousing specific desires
     - Stimulation to action
   - Visualization and layout
     - Devices for presenting theme
     - Headlines, illustrations, etc.
     - Structural principles
     - Typographical principles
4. Writing of Ads
   - Finding the point of contact
   - Appeals, psychology, study of words, etc.
   - Exposition, description, narration
   - The use of humor
   - Creating pleasant atmosphere
   - Using human interest copy
5. Editing and Revision
   - Securing harmony among ideas, form, harmony, illustrations
6. Copy as Affected by Media
   - Newspaper, magazine, outdoor, etc.
   - Copy for vocational publications
   - "The feminine slant"
7. Ad Copy Writing as a Profession
   - A sound copy style

### Section C—Advertising Selling and Campaigns

The two elements implied in the heading given in this section are united in most courses, but certain schools have separate courses therefor or concentrate on only one phase. Four schools call their courses "Advertising Campaigns," two each use the terms "Selling" and "Practice." Other titles are "Advanced Advertising, Advanced Advertising Procedure, Advertising Service and Promotion, Newspaper Advertising Problems."

Indiana, Kansas, Missouri, Oregon and Wisconsin—five of the eight schools offering—reported upon this course. A compiled catalog description:

> Practical work in applying the principles of salesmanship of newspaper and magazine advertising; solution of practical advertising problems and planning of campaigns; advanced principles and practice; advertising from the standpoint of the seller of space.

The chief purpose in the offering of this course is to enable students to learn to sell advertising by selling it, and thereby to constitute the advertising staff of the university paper. How intensively this is done depends upon the closeness of the relationship of the school of journalism with student and local publications. Many schools require that this course be taken concurrently with advertising writing.

Several courses, notably the one at Wisconsin, place their sole or major emphasis upon a theoretic study of advertising campaigns, especially in the realm of national advertising. Intensive study is made of all the different types of magazines and their value as media. In addition, Wisconsin, which does not have a separate course in ad writing, requires a considerable amount of copy production.

In some schools, classes meet together only infrequently. Students work upon the selling of advertising continuously under the direct supervision of the instructor, who holds regular conferences with individuals. In varying degrees the work is made equivalent to that done by any employee of the advertising department of a publication. This is uniquely the case at Missouri, where the class is responsible for the selling of ads not only for the Columbia Missourian, a regular community daily newspaper, but also for the Missouri Student, the Missourian Magazine (weekly), and indirectly (to some extent) for a local rural weekly.

Missouri's course in "Advertising Service and Promotion" deals with the various forms of cooperation between the newspaper and the national advertiser, the surveys of local markets and analyses of business conditions made by the newspaper, and all other forms of service and promotion carried on by newspapers on behalf of their advertisers and increasing their own advertising linage.

"The training at Missouri in the selling of advertising," writes T. L. Yates, "includes that of daily solicitation of newspaper advertising, promotion of classified, promotion of national advertising by securing local recommendations and cooperation, etc. . . . The 'personality' system of assigning clients is used. This is done in order to allow each student to call upon a variety of business firms, thus giving him training for handling various accounts. . . . Each student files a weekly report comparing his work with that of a competitive newspaper and last year's Missourian. The student solicitor meets with problems identical with those which will confront him in the advertising field and is trained to handle them properly. Students from this class are given assistance in obtaining positions, the work done in the course governing the recommendations given."

Kleppner's "Advertising Procedure" is the only book mentioned. The course in most schools is dominantly a laboratory course, if a selling course. Where the course deals primarily with campaigns, there is a close study of articles in advertising periodicals and of campaigns in magazines. Kansas requires brief reports on actual current campaigns in Kansas City or Lawrence newspapers and a long term paper on some national campaign, material being secured from manufacturers and agencies.

The instructor at Kansas, Alfred J. Graves, suggests the value of selecting some local product, which is unadvertised or is not being adequately advertised, and assigning the class to outline and prepare a full pampaign therefor in the light of the semester's work. The following syllabus outline of a "Campaigns" course was supplied by Mr. Graves:

1. Importance, Purpose and Effects of Well-Planned Campaign
2. Some Preliminaries
   - Organization of advertising department and advertising agency
   - Research-analysis of market, product, etc.
   - Determining the underlying theme and distinctive features
   - The budget

3. Some Problems of the Campaign Proper
   - Correlating the campaign and distribution
   - Unifying advertising and sales
     - Slogans, trademarks, packages, labels
   - Copy (reviewed from "Writing" course)
4. Media
   - Evaluation of different kinds
   - Different plans for use of various classes
5. Special Types of Campaigns
6. Special Fields of Advertising
7. General Problems—changes in methods, truth in advertising

### Section D—Advertising and Distribution

This type of course is essentially an advanced course in the principles of advertising in most schools, with a dominant emphasis upon marketing methods. The word "marketing" occurs in the course title of most schools. It is generally given by the schools of business administration. Only Missouri and Wisconsin reported upon their courses of this type. The catalog description of Nebraska is typical:

> An advanced course in advertising designed to introduce the economic relationship of advertising to marketing and merchandising problems and the psychological relationship to marketing agencies and the consumer.

The one emphasis which is missing in this description is an intensive study of broad general problems which confront the advertiser. (This is of course implied in the word "advanced".) The chief purpose of such a course, from the standpoint of schools of journalism, is the offering of the fullest possible training for those students who plan to enter the advertising field professionally. The work toward this end consists in the analysis and speculative solution of marketing and merchandising problems in which advertising is involved.

Missouri thus summarizes the content of her course in the subject: "The mechanism and operation of markets, studied in relation to their effect on the distribution of advertised commodities and services." D. R. Fellows of the Wisconsin School of Business Administration says of his course: "The functions of the wholesaler, the retailer and the sales department are analyzed and criticized from an economic standpoint. . . . Advertising as a selling force and its position in the general marketing and distributing field is discussed. . .A case book made up of actual marketing problems is used in this course."

### Section E—Retail Advertising

Indiana and Missouri sent discussions of this type of course, which is essentially a sub-division of Section B, "Advertising Selling and Campaigns." It is placed separately because of the indication that the four schools offering it concentrate intensively and exclusively upon the problems and practices of the retail merchant.

Nebraska's course is primarily a study of the copy problems met with in retail advertising practice. Iowa studies the relationship of the retailer to national and direct mail advertising, discusses surveys of the field, dealer educational work, displays, distribution of sales, promotion literature, etc.

Indiana and Missouri analyze, from the advertising standpoint, the selling and store-management problems of the retail store. Indiana uses Herrold's "Advertising for the Retailer," and follows the following outline:

1. The Retail Store
   - Place in modern system of distribution
   - Kinds of retailing—relation to community
   - Individuality, policy, location, layout, lighting, stocking, prices, profits
   - Sales force
2. Preparation for Advertising
   - What to advertise
   - Planning the campaign
     - Finding and selecting selling points
   - Importance of truthful advertising
3. How to Advertise
   - Newspapers; window and stock displays, helps
   - The printed advertisement
     - Copy and layout considerations
   - Outdoor and direct-mail ads
   - Miscellaneous media

### Section F—Direct Mail Advertising

Three schools offer four courses classified under this section. Wisconsin and Indiana have courses in business letter writing, the course at Indiana being taught in the School of Commerce by J. W. Piercy, head of the department of journalism. The Wisconsin course, though dealing with all forms of commercial correspondence, is required for graduation of all students who major in advertising.

The Missouri catalog statement concerning this course will suggest the purposes and content of this type:

> Practice in writing to a selected audience through all forms of direct media, and a consideration of the physical make-up of each medium.

## VI—THE MECHANICS OF PUBLISHING

### Section A—Printing and Typography

The name "Printing and Typography," serves as an inclusive descriptive title for this type of course, which exhibits a greater variety of content and course names among the schools than probably any other type.

Data concerning courses were received from Illinois, Kansas, Kansas State, Missouri, Northwestern, Oregon and Wisconsin. These are only seven of the eleven schools offering such courses but represent seventeen of the twenty-five courses offered.

The content of the courses varies so widely that it is doubtful whether any compiled catalog description could be phrased so as to be at all typical or representative. In lieu thereof, a statement by Kansas State concerning its purpose in offering such courses may serve to suggest the typical content of "Printing and Typography" courses:

> Believing that every student who intends to enter the field of journalism, whether as an editor, as a reporter, or in advertising work, should know something of the mechanics of printing, the Kansas State Agricultural College maintains a course in the principles of typography; also advanced courses in technical printing. It is not intended that these courses should develop journalists into journeyman printers or master craftsmen, but to teach the essentials of typography as the student may have an understanding of and appreciation of printing which may cause him to take a greater pride in the printer's output in newspaper or commercial printing. This knowledge may also tend toward creating more cooperation between shop and office.

To be typical, this statement of purpose should include a history of printing and a greater emphasis upon the fact that any person on the editorial and advertising

side of a paper will do his work better if he has a thorough knowledge of the possibilities and limitations of the mechanical equipment. The content of some of the courses borders closely upon that in newspaper direction courses. Most of them also contain some instruction concerning photo-engraving. Courses given over exclusively to news-illustration are analyzed under Section B of this chapter.

The courses grouped under this classification could have been sub-divided into the following sections: general elementary introduction to the mechanical phases of publishing, typography as one of the graphic arts, composition and press work, including operation of typesetting machines; proofreading, cost accounting and supplies; and comprehensive courses including all the foregoing.

Illinois, Northwestern and Oregon have the best examples of the comprehensive courses, whose content may be best indicated by quoting the catalog description of the Oregon course: "The study of type and its uses, the history of printing, book and newspaper standards, printing machinery and materials, the illustrative processes, cost accounting for printers, country journalism, newspaper finance and administration. Laboratory in the print shop and practical management." Concerning this course at Oregon, Dean E. W. Allen writes:

"This is our contact course for sophomores, serving the purpose that elementary newswriting does for freshmen (see Chapter VIII, Section A). The field as outlined in the catalog is surveyed statistically during the first quarter and then studied functionally in the second and third quarters. The student's work in the printshop laboratory in the first term is composed of actual work at case and stone, training in the ability to recognize and criticize different type faces, etc., by name. He also learns the name and use of every article in the shop and the capacities of all the principal types of press that are on the market." In the functional study of the last two quarters, all considerations are grouped around a detailed study of the problem of publishing some actual paper, either a large, prosperous weekly or a small-town daily, it being considered that this is the most practical kind of a newspaper for a young man with small capital to study.

Nine of the twenty-five courses place their primary emphasis upon a study of typography as one of the graphic arts. The catalog statement of Kansas will be of interest in connection with this sub-division: "These courses ('Mechanics of Printing' and 'Art of Printing') are designed, first, to give the students a working knowledge of the mechanical department of a newspaper, that he may be better fitted for editorial supervision; second, to equip better those students who plan to own country papers; third, to reinforce rhetorical principles of mass, proportion, accuracy, emphasis, contrast, harmony, unity, and variety, by practical work with type faces." J. J. Kistler of Kansas writes concerning this course: "This is not a trade course in any sense. It embraces lectures on the history and development of printing, the use of types, paper and its uses, the study of design and color as applied to printing. There is no text covering the subject. Assignments are made from a large variety of references."

Six composition and press work courses are given. Indiana offers without credit instruction in the operation of the linotype machine. Kansas State has a department which has offered printing courses of this practical type since 1874, "the longest period during which instruction in the subject has been given in any American college." Most of these are essentially trade school courses. Two semesters' work in them is required of all journalism majors and further work may be elected.

Kansas and Oregon offer separate courses in proofreading. These are classified in this division since proofreaders in almost all plants are a part of the organization of the mechanical side. Cost accounting and supplies courses are offered by Kansas

State and Oregon. Ohio State gives over a part of its course in "Newspaper Organization" (Chapter IV, Section C) to a consideration of typography and printing. Similarly, the first semester of copyreading at Wisconsin is given over primarily to a study of elementary typography, combined with laboratory work in the university printshop.

Dr. John Henry Nash, a nationally known typographer, directs the production of a book each year by the advanced class in typography at Oregon. E. C. Hall writes of this course: "An attempt is made to go more carefully into the principles of display and to create an appreciation of fine printing. We make no effort to turn out competent printers, for obviously the time spent in the shop is not sufficient, but they do pick up during the period a great deal of information which proves of value, especially to those who go into the country field."

Illinois places a greater emphasis than most upon the history of printing. C. L. Allen writes: "Considering its importance, I have never seen the early period in the history of printing properly treated. Our work begins with the report of the invention of paper in China in 105 A. D. and continues through to the first movable types (earthenware) in China, and the journey of paper from Asia into Europe and America. We then successively deal with conditions before Gutenberg in Europe, the making of books in the middle ages, the guild system, etc., and in England with Caxton, the slowness of printing to get established, William Caslon and his remarkable types, William Norris, etc. In America we consider pioneers like Franklin and Thomas and trace the development of printing to the present. I am very much interested in this printing course and would like to hear from other men offering courses in printing for journalism students."

The course at Northwestern is handled by William A. Kittredge, director of design and typography of the Lakeside Press. He writes concerning his course: "About one-half time is given to a consideration of lectures, and the other to the investigation of matters about which we are learning through visiting important printing and publishing plants. Instead of giving all the lectures myself, it is my custom to call in specialists and experts in the subject considered. . . During the course, the students are required to boil down in notebooks the outline of important facts to be remembered. They are required to identify different kinds of types, different kinds of engravings, and to know something of different kinds of paper. . . . It is considered a happy circumstance if the students are inspired to go into the matters studied in greater detail and to devote themselves to them in some way professionally."

Dr. W. G. Bleyer writes of the printing laboratory at Wisconsin: "All students in the course in copy reading are required to spend two hours a week studying newspaper and advertising typography, setting by hand headlines and advertisements that they have written, and making up pages of newspapers, magazines, house organs, etc. This printing laboratory is a laboratory in fact as well as in name, and does no commercial or other printing since we have only proof presses, including a large Washington hand press that takes two eight-column pages."

The main headings of the syllabus outline which follows are from the data supplied by Mr. Kittredge; the sub-headings are compiled principally from the material sent in by Illinois, Kansas State and Oregon:

1. General Introduction
   - Why copy writers of all kinds should concern themselves with the mechanics of publishing
   - Cultural and professional value of a knowledge of the history of printing
   - Digest of subjects to be covered; outline of recommended supplementary readings
   - Trade and technical terms

2. History of Printing
   - The invention of printing in China
   - What happened in Europe
   - European invention of typography
   - Materials and methods of earliest printers
   - Spread of printing—pioneers of printing
   - Regulation affecting the press
   - Privileges and monopolies—censorship
   - Development of copyright
   - Trade guilds—the new industry
   - Community of printers in France—1618
   - How the old-time printers worked
   - Organization of the industry
   - Industrial relations of employer and employe
   - Printing in England and America
3. The Science of Typography
   - Legibility through spacing and arrangement
   - Importance of true legibility, treated from the psychological point of view
   - Characteristics of type families
   - Typographic harmony, balance, proportion
   - Type-measuring systems
4. Layout and Composition
   - Spacing, justification, etc.
   - Make-up and locking the forms
   - Designing of books and advertisements
   - Hand and machine composition
   - Stereotyping and electrotyping
5. The Making of Photo-Engravings
   - Line and half-tone work
   - Etching, routing, finishing
   - Ben Day, process color, etc.
   - How to order printing plates
   - Visit to an engraving plant
6. The Making of Paper
   - From trees to pulp; turning pulp into paper
   - Different methods of finishing paper
7. The Making of Inks
   - Mixing and matching colors
   - A system of aesthetics in matching effects
   - Visit to a newspaper office and plant
8. Printing Presses
   - The make-ready—tympan and cylinder presses
   - Capacities and advantages of different kinds
9. Fundamental Elements of Cost
   - How units of cost are ascertained
   - Newspaper direction and management

### Section B—News Illustration

This is essentially a sub-division of Section A, composed of those courses devoted exclusively to a study of the processes employed in the modern illustration of books, magazines and newspapers. Missouri has three such courses for a total of twenty-three hours.

Iowa's course is entitled "Art of Printing and Engraving" and is split equally in hours credit between Sections A and B. This course and Missouri's "Principles of Photo-Engraving" consist of lectures and laboratory study of modern equipment and of the making of all kinds of engravings for the press.

Missouri's other two courses are advanced work for the student who is preparing for professional art work. They are offered in conjunction with the School of Fine Arts of the University and a group of fundamental courses in the theory and practice of art are prerequisite to these courses.

## VII—THE SPECIALIZED PRESS

### Section A—Trade and Technical Journalism

Only two schools use the foregoing name, so it is more descriptive than typical. Three schools prefer the shorter name "Trade Journalism," one has it "Trade and Technical Journals," while a third uses the title "Industrial and Trade Journalism." Other titles are "Industrial Feature Writing," "Writing for Business," and "The Specialized Press."

Statements concerning their courses of this type were received from Columbia, Kansas, Kansas State, Missouri, Oregon, Syracuse and Washington—seven of the ten schools offering. An unusually comprehensive report of his course at Columbia was sent by P. W. Swain, assistant director of the Editorial Advisory Staff of the McGraw-Hill Publishing Company, leading publisher of trade and technical publications.

A composite catalog description would read somewhat as follows:

> A study of the specialized journalism of the leading industries, professions and vocations with emphasis upon those devoted to the fundamental industries; consideration of the major divisions of the specialized press both as institutions and as markets for copy; applications of the principles of journalistic writing to technical subjects; practice in gathering, writing and editing news and feature articles for periodicals of all degrees of specialization; business surveys; preparation of house organs and employee's magazines; history and standards of class journals, their relationship to the business, industry or class they serve; an analysis of the editorial requirements and services rendered by these specialized periodicals; problems of editorial planning, make-up and production; the qualifications and duties of editors in this field.

An effort is made to familiarize students with the particular requirements of magazines for which they should be well equipped to write and to afford practical training for junior editorial places on trade and industrial papers. Summarized, the aim of the course may be said to be to provide an intensive study of the purpose, scope and character of trade journals, and types of articles desired by them.

The course is more closely related to feature writing and special articles than to any other courses. In Kansas, Kansas State, and Oregon the study of trade and technical journalism is an integral part of the courses in the writing of special and feature articles. Courses in the various schools seem to be distinguishable chiefly by the relative amount of emphasis placed upon writing for the specialized press as against critical study of trade and technical journals as institutions.

In several schools, the course might appropriately be called a comparative journalism course limited to the trade field. For instance, Washington supplies the following outline of its course:

1. Reading and analyzing of Country Gentleman, Nation's Business and Business
2. Editorial policy of the trade journal
3. Range of subject matter and continuing themes in trade journals such as raw material, transportation, production, personnel, accounting.
4. Small publication work, including filing of editorial matter, dummy, layout etc.
5. Class publications—a survey of the field
6. A study of the production problem and editorial task of specific trade journals
7. Two articles written by students and revised by them for submission to some publication.

At Kansas, each student is required to make a survey and report covering some particular trade and the journals representing it. At Syracuse, students are assigned to cover trade and technical publications and conventions as practice in technical

writing. Finished articles are submitted to magazines for publication. Each student is required to submit a complete dummy of the opening issue of a proposed trade journal in some chosen field, together with statements as to printing costs, methods of building circulation, possibilities for advertising contracts, etc. Complete editorial copy must accompany the dummy. Syracuse has recently extended this course from a semester to a year, the course in the second semester dealing exclusively with house organs. Each student is required to submit a complete analysis of five types of house organs, also complete editorial copy and dummy for a proposed new house organ in some chosen field.

Mr. Swain of Columbia thus outlines a typical lesson in his course in "Industrial and Trade Journalism" which meets weekly for a double class period: "Discussion of problem assigned in preceding class, 15 minutes; lecture by instructor or outside specialist, 40 minutes; assignment and explanation of a practical problem usually to be finished in class, 10 minutes; work upon this problem, 30 minutes; assignment and explanation of a problem for home work, 5 minutes."

The content of his course is described as follows: "Lectures and discussion on broad fundamental principles of trade and industrial publishing, lectures and discussion on elements of editorial technique, practical problems covering the principal elements of editorial technique." The following outline of a syllabus is drawn from material furnished by Mr. Swain concerning his course at Columbia:

1. General Meaning and Theory of Industrial Publishing
   - Its place in the economic structure
   - Paper assigned on "Why Industrial Journalism?"
2. Functions of the Editor
3. Lecture by Specialist in Copy Editing and Make-up on Manuscript, Style, etc.
   - Editing by students of unedited copy
   - Rewrites of news releases for specific journals
4. Lecture on Typography, Layout and Make-up
   - Students given three photostat pictures to be scaled, cropped, and worked into complete layout of a two-page article
5. Editorial Photography
   - How to buy photos; use of contributed pictures
   - Photos by staff artists
   - Rephotographing, retouching, composite photos
   - Each student given galley proofs and illustration proofs of an actual article to dummy for a three-page article
6. Writing Editorials for Trade Papers
7. Planning a Paper
   - For balance of editorial content
   - To meet requirements of readers
   - Methods of checking and studying the allocation of space to various subjects
8. Relation of Editor to Manufacturer and Advertiser
   - Students given two sheets; one outlines in detail the policy of a publication, the other is a letter from an advertiser telling of his new piece of apparatus and describing an ad desired, not in harmony with paper's policy. Student required to rewrite the ad so that it will fit policy and to write diplomatic letter to advertiser maintaining policy.
9. An Editorial Staff at Work
   - Outline of the routine of getting out an industrial paper
10. Industrial Significance of Research
    - Report of million dollars raised for research by tanning industry. Assignment to write an editorial for paper in another industry, tying in with this event and promoting similar action in selected industry.
11. Class Attends Annual Convention of Technical Society
    - News reports of proceedings written for specified papers
12. Class Meets in Large Industrial Publishing House
    - Trip through entire plant, with detailed demonstration of editorial office routine.

## Section B—Agricultural Journalism

This section, strictly classified, is merely a subdivision of "Trade and Technical Journalism." Seven schools offer eleven courses that are considered to fall within this classification. Several other courses having the word "agricultural" in their names are placed in "Feature Writing" or "Special Articles." Of the eleven courses here discussed, three carry the title "Agricultural Journalism"; three have the name "Agricultural Editing." Other names are "Agricultural Writing," "The Agricultural Press," "Agricultural Advertising," "Agricultural Publicity Methods" and "Agricultural Research and Seminar."

Five of the seven schools concerned sent data concerning their courses—Illinois, Kansas State, Missouri, Nebraska and Ohio State. The most comprehensive statement was prepared by Harry R. O'Brien of Ohio State concerning his courses there. A compiled catalog statement follows:

> This course deals with the fundamental principles of journalistic writing and editing as applied to agricultural subject-matter. The rural press and farm journals are considered as institutions. Editing the farm journal; preparation of non-periodical farm publications.

These courses are designed for two groups of students: (1) regular journalism students who desire to have some knowledge and familiarity with agricultural subject-matter; (2) students in agriculture who desire to secure some training in journalism work suited to their needs. An effort is made to relate the work to the particular problems of county agents, farm managers, extension workers, and teachers in rural fields.

In addition to the overlapping of some of these courses with those in feature and special writing, a few courses border on work in community newspaper courses, since so large a part of the content of weekly and small-town dailies has to do with agriculture.

Since, in most schools, no previous work in journalism is required for entrance into courses in agricultural journalism, it is necesary for much time and attention to be given in the early weeks of the course to the principles and technique of news writing. This having been accomplished, the writing of material for submission to rural papers and farm journals is a dominant feature in almost all courses.

It is possible for an agricultural student at Missouri, Nebraska, and other schools to obtain a certificate from the school of journalism in connection with the B. S. in Agriculture degree. Many schools also have an agricultural student publication with which the classes in agricultural journalism may cooperate. Many home economics students in some schools take as much work as they can get in agricultural journalism.

One feature of the work in virtually every school amounts to a course in comparative journalism limited to the rural field and technical farm journals. Several mention intensive studies of the Country Gentleman, The Woman's Home Companion, the Weekly Kansas City Star, and similar publications. A detailed study of the material issued by the extension division of the various universities is reported by several teachers, some of whom are in charge of some services.

Two textbooks only are mentioned by teachers: "Agricultural Journalism" by Crawford and Rogers, written when the authors were associates on the faculty of the Kansas State Agricultural College; and "Technical Writing for Farm and Home" by Beckman, O'Brien and Converse, which embodies the results of the teaching of these three instructors when they were associated together on the staff of the Iowa State College at Ames. Several mention that their syllabus outline is obtainable by observing the chapter headings of one or the other of these books.

C. E. Rogers, collaborator with N. A. Crawford on "Agricultural Journalism" and now director of the Department of Industrial Journalism and Printing at Kansas State, writes concerning his course: "Our purpose is to familiarize all students in agriculture with journalistic practices which may be of value to them in rural leadership." Harry O'Brien, who collaborated in the production of the other book mentioned, writes in the following distinctive fashion of his work at Ohio State:

"My teaching method is decidedly informal. I deliver no set lectures. . . and forbid students to take notes on classroom instruction. . .I function about as a city editor might. . .or my methods may be said to approximate those of a football coach. . .In the elementary course, I assign each student to a definite beat and make him responsible for news from that course.

"The students work with enthusiasm to get results, not to satisfy class requirements. Sometime during the quarter, every student is required to query some editor before preparing an article for that publication. . .This taste of actual writing for publications and of seeing their own stuff in print gives more than one the urge to go into the writing or editing field. . .The test is that many of them keep right on writing after they get away from college.

"I go on the idea that journalism is not a body of knowledge or information, as is mathematics or entomology, for example. It is a training in the method of writing, and we learn about it by doing. . . . I never employ a reader for copy; I work with each student individually. I make it a point to know his home town, something about his home farm, his past experiences, his other work in the university.

"I put as much enthusiasm into my work as I possess. The hour that sees someone yawning is a failure to me. . . .One of the most important features of my teaching method is that it is informal always. I treat the students as human beings; in the advanced classes, we call each other by our first names, men and women alike. I don't sit on a throne and hand something down; I work with them. By these methods I get the confidence of the students. They work harder for me than for almost anyone else. . . I am generally looked upon by other faculty members as a freak, quite unsuited and unacademic. I teach to get results, not to get approval."

The syllabus outline which follows is adapted from one furnished by Illinoi s and is believed to be typical:

1. Nature of Agricultural News
   - Has basic qualities of all news but appeals to a limited group
   - Practice in writing news
2. Feature Articles for Farm and Home
   - Finding acceptable subjects
   - Gathering of suitable material
   - Feature story and special article style
   - Getting the story published
3. Survey and Analysis of Agricultural Journals
   - The technical farm paper
   - The country weekly
   - The weekly edition of metropolitan papers
   - The farm and home page
   - Qualifications and duties of editors, correspondents and contributors
4. Publicity and Non-Periodical Publications
   - Value of publicity for farm managers, county agents, home economics workers, etc.
   - Methods of securing and maintaining the cooperation of local editors
   - Importance of careful preparation of copy, getting it in in time and playing fair with competing publications
   - The bulletin; the news letter
   - Agricultural advertising

### Section C—Secondary School Publications

Under this title, two sets of closely related courses have been combined, one involving the supervision of school publications and the other the teaching of journalistic writing (primarily in secondary schools).

Discussions of their courses of this type were received from Illinois, Kansas State, Northwestern and Wisconsin, four of the seven schools offering. (Several schools offer such courses only in the summer session; courses offered in the regular academic sessions only are considered in this study. The large proportion of high-school teachers in the student body of any summer school accounts for the emphasis on this course in summer sessions only. Many schools of journalism offer this course in conjunction with the schools of education in their universities.)

The catalog statement of Iowa offers a typical description of this course in most schools:

> A course planned for those who expect to become supervisors of high school publications. How to get, write and edit high school news; how to choose and write proper editorials; illustrations and make-up; business management; the problems of writing, illustrating and publishing high school yearbooks and magazines.

Minnesota recognizes the two elements involved by splitting the work into two courses, one for those desiring help in the problem of supervising school publications and the other for those expecting to teach a course in journalistic writing within the curriculum of a high school.

Wisconsin is the only school which makes any mention of instruction for college teaching of journalism. The catalog statement of Wisconsin reads: "Instruction and practice in the methods of teaching journalistic writing in high schools and journalism in colleges, of supervising publications, and of using newspapers in classroom instruction." Grant M. Hyde, whose book "A Course in Journalistic Writing" was written specifically for this type of course, believes that no professional tone should be given to any journalistic teaching in secondary schools, that the course should be an integral part of the work of the department of English in the high school. Consequently, it is his conviction that a course in the teaching of journalism for high school teachers in a school of journalism ought to be designed primarily to train teachers to teach a course in journalistic writing.

An outline of the syllabus at Wisconsin was supplied by the class instructor, Miss Helen M. Patterson, and is incorporated in a compilation at the end of this section. A list of the subjects of the written reports required is suggestive: Relation of the course to the school, textbooks in journalism, planning the class to fit the school, list of one hundred exchanges, how to find assignments, outline of a year's course, greatest difficulties.

Northwestern sponsors the Chicago High School Publications Clinic, a round table attended by the teachers of journalistic writing and the supervisors of school publications in the secondary schools of that city. The class in this course attends the five meetings of this clinic held each term to hear the teachers discuss their problems and pool their experiences in meeting them. Leland D. Case writes concerning their course there: "The high school is regarded as a small community. . .and the major problem is considered to be the adaptation of the best methods of community journalism to the high school community, due allowance being made for the lack of equipment and the immaturity of the workers. The high school magazine, literary or humorous, seems to be passing but is given attention as an outlet for student creative effort. The pedagogy of journalism, and public relations for high schools are also considered."

All schools make a considerable use of a comparative study of scholastic publications; several have sponsored interscholastic press associations and competitive contests, though the indications at present are that this practice is on the wane. Several schools, notably Kansas State, place considerable emphasis on publishing problems, especially in the production of annuals. In an analysis of courses at Kansas State Agricultural College supplied by C. E. Rogers, director, is the following paragraph:

"Engravers' and printers' contracts are discussed and actual cases mentioned in which books failed or made good largely because of printing terms. . . For use in this work there are available fool-proof contracts and a thorough explanation is given of the various pitfalls. Also there are available engravers' and printers' aids to annual editors."

Mention is made by several teachers of the use of the "Scholastic Editor" and "Quill and Scroll" as supplementary teaching aids. In addition to Hyde's "A Course in Journalistic Writing" already mentioned, the teachers generally make use of Flint's "News Writing in High Schools," Dillon's "Journalism for High Schools" and Harrington's "Writing for Print." The following outline of a syllabus is adapted from data furnished chiefly by Illinois with features added from Kansas State and Wisconsin:

1. Survey of High School Newspapers and Annuals
    - Their origin and development
    - Comparative analysis of present status
        - The newspaper—its news, editorials, sports, humor, literary qualities, style, make-up, number, frequency of publication
        - The annual
            - New, original treatment of old theme
            - Features that have never been used
            - Organization of the staff, etc.
2. Problems in Getting out High School Publications
    - Choice of suitable, well-written, well-edited material made up most attractively
    - The business side
        - Circulation, advertising contracts, etc.
        - Printing, either in school plant or by a job-printing office
        - Engraving contracts
    - Relations of faculty and staff
    - Relations with merchants and townspeople
    - Membership in interscholastic associations and participation in competitive contests
3. Publication and the Curriculum
    - Integrally related to or class project of English composition courses
    - Produced by a class in high school journalism
    - Training supplied only for staff members
    - A comparison of the merits and faults of each and estimates as to the desirability of standardization of practice among schools
    - The use of the newspaper in the class room
    - Educational value of school publications
4. Teaching Technique
    - News writing as a motivation for English composition—how to teach news styles
    - Fitting the class outline to publications
    - Textbooks available for such courses
    - Objections to professional journalism courses in secondary schools
    - Correlation with college courses in journalism
    - Best methods of teaching reporting, proofreading, copy reading, feature writing, interviewing, editorial writing, etc.
5. The School and the General Public
    - Making a school survey
    - School publicity in outside publications and through other media

## VIII—JOURNALISM AS A PROFESSION

### Section A—Introduction to Journalism

The title "Introduction to Journalism" is used as an inclusive descriptive name for this course rather than being typical. The single word most frequently used in the titles given by the schools is "elementary." But even more common is the use of the various combinations of the word "news."

Statements concerning the content and methods of teaching in this course were received from Columbia, Illinois, Iowa, Kansas, Kansas State, Michigan, Missouri, Montana, Oregon, Syracuse, Washington and Wisconsin. This includes all but two of the schools offering such a course. A composite catalog description follows:

> This course shows how the elementary principles of English composition are applied in the writing of newspaper articles of all kinds. Through a study of what interests people, it seeks to awaken a sense of news values. The course embraces the fundamentals of gathering and writing news. It includes a study of news sources and services, and outlines the means used in obtaining the verifying public information. An analysis of the relation of a newspaper to its readers and experimental work in evaluating news cultivates an intelligent judgment by readers of the content of newspapers. Lectures upon, and studies of, the modern newspaper provide a general survey of newspaper making in its various phases. An effort is made to give every beginner a concept of the function of journalism in its relation to society.

Most schools have three rather distinct aims in the presentation of this course. The primary purpose is to acquaint the prejournalism student with the entire field and to help him orient himself. By presenting the opportunities in the various phases of newspaper work and outlining the qualifications needed for each, the course serves roughly as a means of sorting through the aspirants and of determining what students should be encouraged to continue in professional journalism work. The third aim of the course is to serve the general student who desires to become a more intelligent reader and to understand the place of the newspaper in modern life. "The purpose of this course is not so much to convey information as to develop a highly critical habit of reading the news." (Kansas)

Courses grouped within this category range from those which deal almost exclusively with news and news writing, as at Syracuse, to broad general surveys of the whole field of journalism, as at Wisconsin. General introductory material in certain schools is handled in other courses, as at Missouri, where the course in "History and Principles of Journalism" taught by Dean Williams, surveys the entire field.

The course in almost every instance is made prerequisite to all other journalism courses. Credit for it, however, is frequently not given toward the professional journalism hours required but is given toward a degree in the college of arts and sciences.

There is an extraordinary amount of assigned readings both of books and current periodicals. In this respect, the course in some schools approximates a course in comparative journalism. Weekly written reports on such reading are the rule.

An unusual emphasis is placed upon lectures. Several schools, notably Illinois, maintain a series of addresses by faculty members, outstanding in other fields, who speak upon the interrelation of their subject-matter with journalism. Other schools arrange for many talks by practicing newspaper men upon journalism in general and their own phase of the work in particular.

The various types of publications are analyzed, as are also the phases of work common to all kinds of periodicals. Publications are judged by the criterion of some code of ethics or by some other arbitrary standards. For example, at Wisconsin

issues of the same date of papers using different press associations are examined for a comparison of news services. A paper noted for the quantity and quality of its special correspondence is analyzed. Local news in the Madison papers is studied comparatively. The use of specialties and stunts in a Milwaukee paper is analyzed.

In many schools a story is read in class or the essential facts of a story are related and the class is then asked to write a news story therefrom. Several of the stories by students are then criticised in class and all are asked to rewrite their stories. In returning the papers to students, Michigan indicates by a plus or minus sign whether in the judgment of the instructor, the story as rewritten would get by a news desk without further rewriting. A prominent visitor or a faculty member is interviewed by a practising newspaperman in the presence of the class.

Illinois offers two courses, one for students definitely planning for professional work in journalism and the other for general students. In the professional course, an effort is made (inter alia) "To give the student an understanding of the attitude of mind of specialists in the social sciences in their approach to the observation and study of social problems, and to give the student a perspective which will facilitate the correlation of his studies in social sciences with his profession of journalism."

At Iowa the curriculum and laboratory equipment of the School of Journalism are discussed thoroughly with this beginning class.

Kansas State sets a short written quiz every two weeks throughout the year on current news events. Students are also required to memorize the names of faculty members, cabinet officers, premiers, dictators, etc., as a drill in accuracy in connection with a mastering of their style sheet. Reports on the various phases of newspaper work are made by class members; the instructor then leads a class discussion on the advantages and disadvantages of each type of work.

At Michigan pictures and stories taken from recent issues of newspapers and periodicals are shorn of names and circulated among the class for identification at intervals throughout the year to test how well students are keeping up with current events. Picked groups of students from time to time accompany a reporter of a local newspaper on one of his regular assignments. The class is divided once each week into three sections for a two-hour laboratory period.

Montana gives one period a week (in a five-day schedule) to a study of the history of that state. Each student is required to read some one paper thoroughly during the entire year and to keep a notebook on current events of that period, classified as international, national, state and local.

At Oregon, each student acts as university correspondent for some paper in that state during the entire year. Near the end of the course, the class issues a kind of "house organ" publication, members of the class handling all details of publication under the supervision of an instructor. Emphasis is placed upon the covering of meetings by members of the class.

The text and reference books mentioned by most teachers are: Bleyer's "Newspaper Writing and Editing," Lord's "The Young Man in Journalism," Harrington's "Essentials of Journalism" and Lippmann's "Public Opinion."

Variations in this course depend chiefly upon whether the instructor designs the course primarily (a) to prepare the student for more advanced work in news writing and editing, or (b) to acquaint the student with the whole professional field, or (c) to give the student a clearer understanding of the opportunities, responsibilities, and function of the periodical press in a modern democracy.

Concerning the purpose in offering this course at Oregon, Dean Allen writes: "We find that many freshmen come to the university with a distinct vocational motivation. We have proved by experience that it is a mistake to cut them utterly

and entirely away from any satisfaction of their professional ambitions in this year... It (the taking of this course) gives the freshman entree into the buildings of the school, gives him acquaintance of the journalism students in the more advanced classes and maintains the esprit de corps that is so important for his enthusiasms and which exists to such an extent in the profession itself as to be one of the actual attractions of newspaper work."

A typical outline of a syllabus for an "Introduction to Journalism" course, compiled principally from the data furnished by Illinois and Syracuse, follows:

1. Origins of Journalism
   - A brief outline of the development of the modern newspaper.
2. Scope of Journalism
   - Differentiations of the periodical press
   - An introduction to comparative journalism
3. The Organization of a Newspaper Staff
   - Trip through a newspaper office and plant
   - Duties and responsibilities of each worker
   - Explanation of technical terms and processes
4. News Sources and Services
   - What is news? A study of news values
   - Current events—supervised readings
   - Types of news stories—how obtained and verified
   - Technique of news writing
   - Elementary practice in the writing of news
5. Journalism as a Profession
   - As a business, and as an art
   - Opportunities in and qualifications for
   - Educational training therefor—curricula and equipment of schools of journalism
   - Ethical responsibilities—codes of ethics—elements which make high standards difficult to maintain
6. Place of the Press in Modern Life
   - Reflector and moulder of public opinion
   - Importance, politically and economically
   - Inter-relation and correlation with other fields—function of journalism in relation to society
   - Comparison and criticism of the service rendered by various outstanding newspapers in metropolitan, small city, and rural fields
7. The Newspaper and Its Reader
   - How to read the news
   - How to get more than the day's news from a newspaper
   - The cultivation of a taste for a well-written, well-edited newspaper

N. B. Assigned readings and/or written papers are required throughout the year in each section of study. These are not indicated in detail. Some topics set for papers are:

The "Ancestry" of the Modern Newspaper
The Newspaper and the Historian
A Survey of American Periodicals
How a Newspaper Is Made
How the World's News Comes to Us
The Technique of News Writing
How to Detect News That Is False
Comparison of Reports of U. S. Activities, Nicaragua
The Art of Making Contacts
My Ambition in Journalism
The Newspaper Chain
Standards and Requirements in the Profession
The Literary Quality of a Metropolitan Newspaper
Liberty and the News
The Materialistic Indictment of the American Press

## Section B—History of Journalism

Five schools use the title "History of Journalism," four prefer the name "History and Principles of Journalism," three use "History of American Journalism," and two head their courses "The Development of the Modern Newspaper."

Teachers in Columbia, Illinois, Kansas, Kansas State, Missouri, Ohio State, Syracuse, Washington and Wisconsin wrote concerning this course. Most of these statements, however, were slight elaborations of the catalog summaries, the teachers evidently feeling that the content and teaching method in a history course would obviously be understood to be similar in all schools.

A compiled catalog description follows:

> In this course the history of journalism is studied with special reference to the light it throws on contemporary newspaper conditions. Attention is given to the social and political influence of journalism; particular study is made of the dominant place of newspapers in important historical periods, and of the mutual influence of the press and democracy, the press and nationalism. There is a brief consideration of the beginnings and present state of journalism in other lands, but the course is primarily concerned with the evolution of the newspaper in Europe and America showing clearly the old world origins of American journalism. The struggle for the freedom of the press is reviewed. The history of printing is outlined, showing how this has affected the development of the periodical press. A major emphasis of the course is upon great American editors, their careers, policies, and formative influence.

All discussions received indicate a virtually identical purpose in all the schools offering the course. It is to give students a background and perspective by which they can better understand why the press is what it is today and why it is doing what it is doing in modern times. Five of the schools give a large part of the year's work in this history course to a study of the ethical problems of the newspaper. It is believed by them that these problems can be most clearly seen and best appreciated in the light of an examination of how similar issues have been met in the past by the great editors of each age.

Dean A. L. Stone of Montana, president of the American Association of Schools and Departments of Journalism in 1928, writes: "It will be noted that there are no separate courses either in history or principles of journalism (in our school). This work is distributed amongst the several courses and is developed in connection with the definite phases of journalism as they present themselves in the curriculum."

In Oregon, the history of journalism is taught as a part of a course known as "Editing," which course embraces also a consideration of newspaper management and policy, editorial writing, and journalistic ethics. Most of the time of the seniors is given to work in this course. The School of Journalism at Oregon concurs with the general university policy which disfavors chopping up subject-matter into small units. This course is discussed in more detail in Section 5 of this chapter. The description commonly used by the teachers of the character of the course is the "lecture-quiz" method. Data supplied indicates, however, that all schools place great emphasis upon assigned readings and written reports. Most teachers mention that their outlines follow rather closely the chapter headings of the textbook used.

Schools in the state universities, especially, place an emphasis upon the history of the journalism of their respective states. Ohio State mentions also that it gives several periods to the journalism of the South, a phase of the subject which, it feels, has been rather neglected by the textbook writers.

Northwestern approaches a study of the history of journalism by tracing the development of all the outstanding phases of newspaper work. Columbia's course in the latter weeks passes from a consideration of newspaper development to a study

of comparative temporary conditions. Syracuse requires each year a close study of some phases of the history of the local journalism of that city. Wisconsin traces the growth of journalism as a profession.

Most of the teachers are now using "Main Currents in the History of American Journalism" by Bleyer. Virtually every teacher reporting mentions some use of it. Many tell of a shift to it this year from Payne's "History of Journalism in the United States." Mention is made by several instructors of considerable use of Lee's "History of American Journalism" and Hudson's "Journalism in the United States 1690-1872" for supplementary reading.

In no other course does a discussion of the textbook used loom so large in the teachers' replies. Miss Helen O. Mahin of Kansas says: "The Bleyer text is not satisfactorily inclusive; it has to be supplemented by lectures and much outside reading. It has the merit, however, of being chronologically clear, and readable. Payne, which I formerly used, while much more suggestive than Bleyer, was hopelessly confusing to the students chronologically."

Osman C. Hooper of Ohio State says: "I like them both (Bleyer and Payne) but for different reasons. Payne's is more a bird's-eye view with reasons for the development of one kind of newspaper from another. Bleyer treats of the high spots in detail and brings out some very interesting facts about the successes and failures of early journalism."

Probably in no other phase of journalistic instruction is the book situation as nearly satisfactory, because of the existence of so many histories of individual newspapers, and biographies and memoirs of great journalists. Wisconsin seeks to facilitate such supplementary reading by students, and to systematize the results obtained by them through the issuing to each student of a mimeographed "guide to reading," which outlines in detail what each person should seek to discover in each chapter or article read. Wisconsin also gives each student a mimeographed set of questions on each period of the history of the American newspaper, partly with the purpose of stimulating thought on the relation of the newspapers of the past to those of the present.

Typical Outline of a Syllabus for "History of Journalism":

1. Pre-printing Journalism
   - First efforts to transmit thought and information from one place to another
   - News, editorials and advertising before the newspaper
   - News letters
2. Beginnings of the Newspaper Press in All Countries
   - Corantos, newsbooks, pamphlets, etc.
   - The essay papers in England
   - Early struggles for a free press
3. The Colonial Period in American Journalism
   - Old World influence
4. The Revolutionary Period
   - The dominant influence of newspapers, both rebel and loyal in War for Independence
   - The partisan press during and immediately after the formation of the United States
5. The First Third of the Nineteenth Century
   - Official newspapers
   - Liberty and the news
6. The Penny Press
   - A history of printing
   - The appetite for news
7. Newspapers and the Civil War
   - Special correspondents and the telegraph
   - Growing power of the press in national affairs

8. Growth of the Machine Age in Journalism
   The development of a great rural press
9. Modern Journalism
   Rapid expansion of a specialized press
   Present-day newspaper conditions in England, Continental Europe and elsewhere
10. The Great Editors of All Time
    Bennett, Greeley, Raymond, Bowles, Godkin, Dana, Nelson, Pulitzer, Lawson, Hearst, Watterson, Grady, Medill, etc.*

### Section C—Ethics of Journalism

Only three of the thirteen schools offering definite work in journalistic ethics have courses in which ethics alone is considered. Four make considerations of ethical problems a part of their history courses, three use the title "Ethics and Law of the Press" and three take unethical issues which confront an editor as an integral part of their courses in newspaper direction.

Illinois, Kansas, Kansas State, Northwestern and Ohio State sent specific replies concerning their work in ethics. In addition to these, the handling of ethical phases of journalistic instruction was also discussed in their replies concerning history and editing courses by Missouri and Oregon. A representative catalog description would be somewhat as follows:

> This course in the ethics of journalism discusses these problems: the relation of the newspaper to government and society, ethical aspects in the treatment of news, editorial, circulation, and advertising; codes of ethics, legal limitations on the liberty of the press, and the aims of journalism with special reference to its social obligations.

Michigan's catalog statement concerning its course in ethics follows: "This course comprises an analysis of the function of the press in a modern democracy, with the aim of developing an alert and fearless attitude toward such questions as the influence of advertisers, sensationalism, propaganda, and fairness in political and industrial conflicts."

It is assumed that every school teaches all its courses in the light of the ethical responsibilities which a newspaperman bears in all his relationships. L. N. Flint of Kansas, a past president of the American Association of Schools and Departments of Journalism, writes:" . . .Ethics is necessarily taught in all parts of a curriculum in journalism. . . In reporting and copy reading, 25 per cent of the time and attention of the students is (properly) given to a discussion of ethical questions. The percentage is even higher in a course in editorial writing, and so on. This element in all journalistic instruction is, in my opinion, the most important and should be increased to the maximum. . . . Courses in the history of journalism belong in the first year, so that the beginner will acquire a broad view of the profession he is planning to enter. A course in history necessarily includes study of the development . . . of ethical principles. The special course in ethics belongs in the last year. In this course, all the ideas on newspaper problems which have been assimilated by the student in his various classes are assembled and organized and amplified into the beginnings, at least, of a philosophy of journalism."

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*The influence of editors and the effect of their policies is of course an integral part of the study of each period. Most schools, however, also give special attention to biographies in a separate section. Close study is also given by many schools to the formative influence on the press of men like Hamilton and Jefferson, who were not primarily professional journalists.

Reading, written papers, and the round table method of class discussion seem to be the usual methods of teaching used in this course. The most apparent difference discernible hinges upon whether or not a clear appreciation of ethical issues is arrived at best by inductive means. Lester Getzloe of Ohio State says: "Flint's 'Conscience of the Newspaper' seems to me to be an admirable textbook; we follow it closely. A chapter is assigned, and students are asked to bring examples from their reading and general knowledge of newspapers to illustrate the subject-matter. . . The class does not suppress the names of offending newspapers, as the text does."

The author of the textbook in question from Kansas, says that he has now a collection of hundreds of typical cases from actual newspaper experience. In each case, the editor was asked to state the facts, the considerations determining his decision, and the decision. The facts only in a given case are given the class, briefs are prepared, and decisions reached by the students; these are then compared with those arrived at by the editor in the original instance.

In order to fix ideals which might otherwise prove evanescent, students are required by Mr. Flint to attempt to achieve some definite things through the University Daily Kansan. He considers this experience of students with questions involving newspaper policy on a regular newspaper the equivalent of the case method which is used widely in schools of law and business administration.

Kansas State feels that there is great value not only in presenting the well established principles which govern newspaper practice but also those standards of ethics which are maintained by a minority of persons engaged in newspaper work. Northwestern places an emphasis upon constructive handling of stories relating to crime, labor, religion and politics. The ethical content of Dean Williams' course at Missouri is found in essence in his "Journalist's Creed."

Illinois examines professional preparations for journalism, professional organizations, professional publications, etc., with reference to their service in improving journalistic ethical standards. The last item on its syllabus is entitled "projects for improving newspapers."

Crawford's "Ethics of Journalism" and Flint's "Conscience of the Newspaper" are used by almost all schools. If one is made the textbook, the other is made supplementary throughout the course. An unusual amount of magazine-article reference material is also available on this subject. Ohio State reports that Sinclair's "The Brass Check," Villard's "Some Newspapers and Newspapermen" and Bent's "Ballyhoo" are all reviewed in class. Mr. Getzloe adds: "My attitude toward the course in ethics is entirely realistic. I find there is no other course in which it is so easy to provoke discussion."

Suggested outline of a syllabus for "Ethics of Journalism":

1. Ethical Problems Which Confront:
   - The publisher; the chief editorial writer; the news editor; the reporter; the circulation and advertising managers, etc.
     - Relation of these problems to ethics proper
2. The Aims of Journalism
   - Its social obligations
   - Legal requirements
   - Questions of news suppression, coloring, faking
   - What the public wants
3. Allegations Made Against the Press
   - Journalism once a profession, now business
   - Dominated by materialistic considerations
   - Preference shown for sensational over significant
   - Craze for mass circulation—record ad linage
   - Exploitation of crime news—influence of the circulation managers over news and make-up editors
   - Diminution of editorial leadership and influence

4. An Appraisal of the Degree to Which Such Criticism May be Justified
   - Explanatory and extenuating circumstances
     - Error on generalizations from few instances exposed
   - How may admitted evils be remedied?
   - The responsibility of society itself
5. Establishment of Higher Professional Standards
   - Possible legal measures—censorship, licensing of journalists, etc.
   - Schools of journalism—training men to work acceptably in the newspaper world as it is toward the journalism that should be
   - Organizations of journalists and their canons
6. Ethical Study of Comparative Journalism
   - Comparison of various codes of ethics for an agreed-upon criterion of judgment
     - "The canons of journalism" of A. S. N. E.
     - "Journalist's Creed" by Walter Williams
     - Codes of State Press Associations, etc.
   - Grounds for encouragement and hope
     - A. B. C. circulation figures as compared with lying boasts of another day
     - "Truth in Advertising"
     - Increasing preference of space-buyers for "quality circulation"
     - Growth of a professional sense of social responsibility—journalism introspects
     - Projects for improving newspapers and extending their public and community service

### Section D—The Law and the Press

"The Law and the Press" is descriptive and not typical as the title of this course. Seven schools use the name "Law *of* the Press." Catalog descriptions and teachers' replies, however, indicate clearly that the courses embrace far more than a study of laws in force relating to newspapers; they deal with the whole relationship of newspapers to our legal and judicial machinery. Illinois, therefore, uses the title, "The Press, the Courts, and the Law"; Wisconsin uses the name selected for this section, "The Law and the Press." Two schools use the name "The Law of (Newspaper) Libel." Three combine subject-matter, as has been seen in Section C, under a general course "Ethics and Law of the Press." One school takes up the legal phases in its "Ethics of Journalism," and another in an "Editing" course, and a third has the simple title for the course "Newspaper Law."

Columbia, Illinois, Michigan, Missouri, Nebraska, Oregon, Syracuse, Washington and Wisconsin sent specific replies concerning their courses in law of the press, in addition to those schools which included a discussion of their legal instruction in their descriptions of ethics courses, etc.

A compiled description of the courses follows:

> This course seeks to give journalism students not only some technical rules of law but also a picture of the operation of our machinery of justice and the way in which courts reason in reaching their conclusions. Instruction and practice is afforded in the methods of reporting the activities of local, state and federal courts, also of municipal, state and federal administrations. An intensive study is made of the rights and duties of a newspaper with special reference to the obligations of a writer to safeguard himself and his publisher from civil and criminal suits. The study of law and court decisions which peculiarly affect newspapers and other periodicals includes such sub-divisions as these: The legal limits of the liberty of the press, constitutional guaranties, libel, qualified privileges, contempt of court, right of privacy, copyright, bankruptcy.

Most of the courses described in this Chapter VIII might be denominated as primarily courses *about* journalism rather than as training in professional technique. It is therefore natural that the lecture method of instruction would be widely used. This is specially true of courses in the "Law and the Press" where the

imparting of information is principally sought. Class discussion of cases is, however, also general. Most schools mention the collation of a small case-book for their particular states to supplement the more general material available in textbooks.

Michigan borrows the mock-trial method from law schools and holds such trials on hypothetical libel and contempt of court cases. In four schools, the course is taught by members of law faculties. Nebraska combines the two by having more or less the same field covered by a professional journalist and then by a lawyer, believing that whatever duplication there may be is justified by the difference in viewpoint.

The course at Columbia is confined to a study of the law of libel. The most thorough and comprehensive analysis of content and methods of teaching of this type of course was received from Harold L. Cross, lecturer in journalism at Columbia. Concerning methods of teaching he says: "The course is given entirely by lectures with final written examinations. . . Frequent use is made of illustrations in actual libel suits, as far as practicable those of recent occurrence, and of incidents in the lecturer's experience. These are accompanied whenever possible by practical suggestions to avoid the difficulties which arose."

All other teachers reporting state that they use William G. Hale's "Law of the Press," which doubtless accounts for the general use of this name as a title of courses. They also state that the table of contents of Hale presents completely an outline of their syllabi. Illinois reports that "the class is conducted on the case method, combining lecture and discussion based upon actual cases in courts as presented by Hale's book."

Dean Hale (now at Washington University) writes concerning his handling of the course in previous years at Oregon: "The class room work was based very largely upon an analysis and discussion of cases, very much as we handle them under the case method in our law schools."

In the introduction to his book, Dean Hale says: ". . . (The book) was written that he (the reporter) might the more easily locate and more accurately report the doings of the courts; and second, that he might then and later better appreciate the law of privileged reports. The law of libel the journalist has always with him. . . An all too prevalent practice of deciding pending cases before the courts are through with them subjects the journalist to penalties for contempt of court. . . . . Freedom of the press is of profound interest, not only to journalists, but to all mankind. . . The line between liberty and license has not been drawn. Where it is drawn augurs good or ill for the future."

In view of the fact that Hale only is mentioned by the teachers (with one exception, Syracuse, where the major emphasis of the course is upon business law), the chapter headings of the "Law of the Press" are given herewith as a typical outline of a syllabus for this course:

1. Law, Courts and Legal Procedure
2. Libel
   Definition, publication, justification, damages, responsibility
3. Right of Privacy
4. Publications in Contempt of Court
5. Constitutional Guaranties of the Freedom of the Press and Miscellaneous Statutes and Postal Regulations Prohibiting the Publication and Circulation of Pernicious Writings
6. Copyright
7. Rights and Duties of News-Gathering Associations
8. Contracts
9. Official and Legal Advertising
   What is a newspaper?
   What is a newspaper of general circulation? etc.

## Section E—Undergraduate Research and/or Thesis

The word "research" occurs in the course titles of only three of the schools. Five use "problems" and "special problems" in their names. Three use simply the one word "Thesis." Other courses are: "Topics in Journalism," "Seminar," "Senior Seminary" and "Senior Practice Laboratory."

Analyses of their work in research courses for undergraduates were received from Illinois, Montana, Missouri, Ohio State, Oklahoma and Oregon, The following is a composite catalog description:

> This course is limited to (selected) seniors who have shown special proficiency in some phase of work. Research along individual lines either historical or contemporary phases of newspaper, magazine or advertising fields may be approved after consultation with the major advisor. Special emphasis is given to a consideration of the problems involved in newspaper direction. The work is particularly designed to give training in the criteria of authenticity. Weekly conferences or seminars are conducted with round table discussions.

The aim of this course is to discover, or to develop, the students' capacity to produce more comprehensive pieces of work than is implied in the column news story, the feature page, the class-journal article, the editorial, ad writing and selling, etc. The work must also be more original and thorough than the mere reporting of another's ideas. The chief results of such study for most students should be the synthesizing of the individual's knowledge of journalism.

The courses embraced in this discussion have an unusually clear demarcation from others. A slight exception is the presence of material upon which the chief emphasis is usually placed in courses in contemporary thought and comparative journalism. A major exception is Oregon's course in "Editing," which is too comprehensive to be classifiable under any of the divisions adopted for this paper. Almost all the courses are distinguishable by the requirement that a term's or year's thesis be written. Wisconsin has no numbered catalog course, but a thesis is required for graduation and, when accepted, is good for four semester hours credit toward a degree.

Four schools, Illinois, Iowa, Montana, Oregon, offer two courses each of a research character. Both are required for graduation at Montana,on e consisting primarily of laboratory. In each of these courses a thesis is required at the close of every one of the three quarters. A student is assigned to lead the class discussion at each period in the non-laboratory course.

At Illinois, one of the courses is a straight thesis course and the other combines weekly conferences of instructor and student with weekly seminar meetings to hear student reports. In this course also, however, the results of a year's work in class and in individual research are embodied in a report "which is not as formal in physical appearance, but is as thorough a piece of research, as a thesis might represent." One or the other of these courses at Illinois must be taken.

Ohio State places considerable emphasis upon talks by teachers from other divisions of the University on the subject "What I Think of the Newspaper." An exchange, whereby the journalism instructor reciprocates with a talk to classes in other divisions on the attitude of the press to current problems in other fields, facilitates the carrying out of this idea. There is also an intensive study of periodical publications and intellectual movements of the present day.

Missouri's senior seminary in advertising studies current problems in this field by the case methods.

Following are some of the topics for research for undergraduates:

Influence of the Press in Recent International Affairs
Historical Survey of Growth of News-Gathering Agencies
Development of the Mechanics of Publishing
Scientific Rate-fixing for Country Weeklies
Present Status of the Reporter
The Newspaper and the Radio
Tabloids
Study of the Proper Scope of Journalistic Instruction in High Schools

In lieu of a syllabus outline, the rest of this section is given over to a summary of a letter from Dean E. W. Allen of Oregon concerning his omnibus course called "Editing":

"This course takes up a third of a senior's time throughout the year; he is held responsible in this course for all the knowledge which he has acquired in previous courses.

"A correspondent, within two weeks after he is ordered to Ireland, begins to send his paper splendid, authoritative articles. What were his activities in that two weeks when he was getting ready to write? An editor goes to a new field and within three months is an authority on a factional school fight of fifteen years standing, trusted and consulted by both sides. What was the type of study and research that this man did in those three months?

"Readings and round-table discussions on the history of journalism and comparative journalism are designed to give the students the conception of a newspaper in its relationship to evolving conditions. . .to break up the idea that it is a static thing. Current reading under supervision is directed toward giving the students a knowledge of the personnel of the present day journalistic writers, their qualities and qualifications.

"Through it all, we keep as close as possible at Oregon to the work in the social sciences. The student not only has to know the principles of these sciences but also has to demonstrate his ability to use them in journalism. Such studies as those outlined in the attached syllabus cannot be made by a student who has not had some training in historical methods, the use of books and references, in applied economics, and (many times) political science and sociology."

(An outline of the syllabus just mentioned is mimeographed and would doubtless be sent to interested persons by Dean Allen. A condensation of it, giving main headings and sub-headings follows:)

A. Demonstration of Method
   Definition of problem, limitation of problem, bibliography, evaluation of background authorities
B. Study of the Problem Itself
   Historical development, the present problem, presentation and analysis of possible solutions.
C. Study of the Journalistic Machinery by Which You Gained Your Knowledge of Current Phases of the Problem
   Evaluation of the journalists and journals covering this subject
   Is the journalism of this subject which is reaching the American people thoroughly competent and in line with the best thought of the qualified social scientists?
   Suggestions for journalistic procedure in this field in the future.

(Excerpts from suggestions made by Dean Allen in connection with each of these main headings follow:)

"Your task is *not* to get a story but to prepare yourself to judge correctly the bearings of *any* story that might emerge from that general environment.

"Remember you are not presenting dead history but a live situation, likely at any moment to produce news.

"You are certainly not qualified to write competently in any field until you know who are the generally acknowledged authorities in that field and who are regarded as biased or superficial or careless or incompetent. As you read the different authorities and compare their work, your own opinion on this point should come to have a certain modest value.

"Neither quote nor paraphrase without giving full and honest credit. This process. . .is called documentation. . .The giving of full and honest credit is a journalistic tradition.

"It is your task to see if general principles still hold. . .if prophets are being vindicated. . .if journalistic work is done in the light of all the other information and interpretation you have been able to collect.

"This (presentation of possible solutions) is a test of your good sense and good judgment. . .The journalist must have some kind of a theory on the probable course of events; the historical and social scientist can safely hold his peace and preserve his reputation for infallibility. But in journalism the very importance of an item, as news, depends upon whether something is going to happen. Will you play up strongly something that flattens out tomorrow? Will you send a correspondent at large expense to cover a situation that doesn't develop?

"In the last two chapters set down what you have learned about the ways journals and journalists have kept the world informed. . .Is the journalistic situation ideal, as revealed by this study? If not, what would you suggest—something reasonably practicable?

"The following phrases are not titles, topics, subjects, or problems. They suggest fields in which at least one good-sized problem lurks, one that is likely to bulk large on the front page at any time and perhaps to recur for years: (only a few typical ones are given here.)

"Soviet Russia, mechanization and standardization of American life, population tendencies, state of fine arts in America, parliamentary government, British imperialism, distribution of wealth, the Balkans, reform of legal procedure, China, League of Nations, the present revolt against industrialism."

This course is discussed from a different angle by Dean Allen in the Journalism Quarterly, March 1927, Volume IV, Number 1, page 1. Excerpts from his article will be found in Part IV.

### Section F—Comparative Journalism

Three schools use the title "Comparative Journalism" and two have courses which they denominate "Survey of Journalism." Other titles used are "Current Periodicals," "Materials of Journalism," "Journalism Field Trips," "The Newspaper," "Spain and South America of Today," and "France of Today."

Kansas, Kansas State, Missouri and Montana supplied data concerning their courses of the comparative journalism type. The Kansas catalog description is very good for a typical course of this type:

> Study of the editorial practices in the United States, as found in varying types of papers and as geographically influenced, with a brief survey of significant tendencies in foreign papers. The purpose of the course is to discover the legitimate relationship of the newspaper to the public and to observe the manner and degree in which it is assuming its responsibility.

Concerning her course at Kansas, Miss Helen Mahin writes: "The ultimate purpose of this course, through putting into practice habits of scrutiny and principles of criticism. . .is to observe what theories have been developed or adopted by the various newspapers as to the essential nature of public service, and through what methods these theories have been put into practice."

One of the three courses at Kansas State places a considerable practical emphasis upon various periodicals as markets for the journalistic writer. The catalog statement of the three courses at the Kansas State Agricultural College will be suggestive:

> Materials of Journalism—The principal newspapers and magazines; accuracy and adequacy of news reports and other published reports; materials handled by the publications; methods of treatment; character of editorial comment.
>
> Journalism Surveys—Careful investigation of the periodical reading matter of communities; tabulation of information obtained; relation of the reading matter to the industrial, economic, social and moral life of the communities.
>
> Current Periodicals—The material contained by current periodicals of various types, and the nature of its appeal to the reader.

Concerning "Current Periodicals," Dean C. E. Rogers of Kansas State, writes: "The purpose of this course is to acquaint the students with the general classes of magazines and other periodicals, to interpret for them with the aid of letters from the editors and other material, what are the policies of the various magazines, and to teach them how to study a magazine for submission of manuscripts."

The "Survey of Journalism" course at Montana might with equal propriety have been classified under the "Introduction to Journalism" type. It is designed primarily for students not majoring in journalism and its chief purpose is to teach each student to interpret his profession to the news-reading world. An effort is therefore made to keep students' assignments in line with each individual's future profession. In the furtherance of this purpose, the entire field of journalism is portrayed, including an analysis of news, an outline history of the newspaper, and an appraisal of the newspaper as a medium for interpreting professions and institutions. Practice is afforded in the writing and editing of news, publicity, feature stories, special articles and reviews.

The other course at Montana "The Newspaper" is quite similar in its aim to the "Editing" course at Oregon, except that no thesis is required, the course being for a quarter only. It seeks to integrate the student's knowledge about, and estimate of, the newspaper as a civic, economic and social institution. Except for an unusual amount of emphasis upon ethics, however, the course is in content a typical comparative journalism course. It may be taken only by seniors in their last quarter.

Class discussions have a large place in the teaching of this course in most schools. Textbooks are not used, this being one of the phases in journalistic education where the absence of suitable texts is most regrettable. In lieu thereof, students in many courses are required to subscribe to the Editor and Publisher, or some similar trade and professional publication, for the class period. Kansas requires the students to subscribe to some metropolitan newspaper for periods of six weeks or two months at a time and to make fortnightly written and oral reports for comparative discussions in class.

Dean Walter Williams of Missouri thus describes his course: "Comparative Journalism is a course dealing with comparisons of various national types of journalism—British, German, French, American—their make-up, character, content, and influence. Comparisons are also instituted between various types of journals in various countries."

At Missouri, each student is required at the beginning of the term to select some country whose journalism he wishes to study, and to get into correspondence, if possible, with the editorial staff of an outstanding paper in that land. Meanwhile the class seeks to agree upon some arbitrarily chosen "footrule" for judging newspapers and then studies in turn a number of the leading metropolitan, small city and country newspapers by this standard. Toward the end of the course, the leading newspapers of foreign lands are given the same treatment. Following is the foot-rule used in the spring of 1928:

News ..... 50%
- Coverage and style
- Selection and display
- Interpretation—verifiable, objectively presented opinion

Influence ..... 25%
- Opinion, subjectively presented
- Clear, forceful persuation
- Enlightened, liberal, broad policy
- Crusading, justice-seeking, wrong-righting spirit
- Public standing through homogeneous prevalence of its standards in news, editorial, and business departments

Financial Strength ..... 25%
- Sufficient to make its news and influence what they should be, and still pay an adequate return to owners with equitable wage to all employees.
- A quality circulation
- Service-rendering advertising department
- Good business management
- High-class entertainment and diverting features—considered as essentially circulation pullers, though their service to readers recognized.

The measuring rule for newspapers prepared by L. N. Flint of Kansas was also used by the Missouri class. A review of some standard book about journalism or by a great journalist was required weekly. A typical class assignment for comparative class discussion was an exhibit of the same story as handled by the various press associations and special correspondents; also an identical story as carried by various newspapers, seeking to discover whether a paper's policy was manifested in selection and display. Two qualifying considerations were borne in mind in the application of all foot-rule tests to newspapers; namely to judge newspapers by how well they meet the conditions under which they have to operate, and second, to realize that the best of newspapers must find a happy medium somewhere between giving the public what it wants and what it ought to have. The class in comparative journalism at Missouri issues a special supplement to the Columbia Missourian during Journalism Week. All editorial functions incident to the production of the supplement are carried out by the class, without the supervision of the instructor, as a demonstration of the practical abilities of the class members and as a partial final examination.

Northwestern maintains weekly field trips to all kinds of journalistic offices and publishing plants with reports required on each trip. Each student is expected to work upon some small-town paper during the spring vacation and the publishers of these papers are asked to make a report on the work of the student. Wisconsin's two courses on the newspapers of French and Spanish speaking countries are taught by instructors in the French and Spanish departments respectively.

A typical outline of a syllabus in a comparative journalism course follows:

1. Types of Periodicals (with sub-divisions)
   - For example: magazines
     - Quality group, sex group, entertaining essay group, journals of opinion, critical reviews, etc.

2. National Characteristics
   Regional tendencies and differing tendencies within a given region.
3. The Newspaper as an Institution
   Its influence—motives which prompt policy
   Its service—to readers, to public welfare
   Mergers, chains, syndicated material
   Is there such a thing as an "independent newspaper"?
4. Comparative Appraisals of Individual Publications
   Make-up, selection of news, display, etc.
   Attitude of paper, both political and ethical, in affairs of local, national, and world import
   Treatment of crime and other sensational news
   Use of comics and other "printed vaudeville"
   Consistency, or lack of it, throughout all departments of the periodical, etc.
   Letters from editors and publishers regarding policies and practices compared with class estimates of respective publications.

## Section G—Publicity

"Publicity" is the term preferred by most of the schools offering this course. One uses the title "Public Relations" and in another school a course under the name "Advertising Plans and Procedure" is essentially a course in methods of publicity.

Statements about their publicity courses were supplied by Illinois, Northwestern, Missouri, and Oregon, four of the six schools offering such separate courses in this field. The statement from Illinois concerning this course provides a typical catalog description:

> Publicity is defined as *anything* that places a person, institution or product before the public. An attempt is then made to show the need for, and the place of, the various channels and media for obtaining favorable reaction to the problem at hand.

Joseph W. Wright, director of publicity of the University of Illinois and instructor of the course in publicity methods there, writes concerning this course: "I attempt to take up separately each one of these media to show how they can be used for publicity purposes and how they should all be used if one attempts to secure maximum results in placing the institution or product before the greatest number of people."

The publicity course is most nearly related in content to courses in advertising. Most of the schools seek to show that publicity is something far more than common press agentry or attempts at free space grabbing, that certain things cannot hope to get across through the news columns, that a full and complete publicity campaign cannot be waged without using most if not all of the available channels. This latter consideration means that a study of the availability of all forms of advertising for promotion purposes must be made one of the dominant phases of a course in publicity.

The course at Indiana is also taught by the university's director of publicity. Oregon reports that the course "includes some considerable practice work together with the study of the principles of the thing from Quiett and Casey's text." Missouri uses the case method in investigating the scope and possibilities of modern methods of promotional advertising for civic, cooperative, public, institutional and business organizations.

Northwestern's course in "Public Relations" surveys the field in its main branches: educational or philanthropic, theatrical, business and civic publicity. Specialists in each department are called into conference with the class to suggest actual research experiments.

Leland D. Case writes from Northwestern concerning a new course there, called "Church Publicity," which is designed especially for students from Garrett Biblical Institute but is also open to all students: "This is an experiment which seems to have justified itself. . . One of the things done was a rather careful study of the amount of church news and advertising in three classes of papers, small-town dailies, village weeklies, and Chicago papers. Assignments consisted of a project involving the preparation of a modern publicity program for a church."

The latest Northwestern catalog says further of this course: "Consideration of the relationship of the press to the church. . . and how pastors and local newspapers may cooperate. Adaptation of advertising principles to the church. . .with special reference to newspaper display advertising, parish organs, church bulletins, outdoor advertising, motion pictures, the radio and direct mail."

The following main headings of the syllabus of the course at Illinois may be taken as representative: News story, magazine story, radio, advertising of all kinds, word-of-mouth publicity, including conversation, the stage, chautauquas; house organs, window displays and other exhibits, stunts, motion pictures, etc.

### Section H—The Newspaper Library

This course is given by one school under the above title: another uses the name "The Newspaper Reference Library," and the third "Newspaper Reference Service." It embraces a study of the use of reference books, and the selection and filing of clippings for future use, emphasizing the importance of these two elements in enabling the modern newspaper organization to combine high speed and accuracy.

Illinois only makes a report on this type of course. The students did two hours laboratory work each week in the morgue of the Illini, student daily newspaper, where the clipping and mat files were weeded out and reorganized, the photographs checked, and the Illini indexed. (Important stories in the back files of the paper were also indexed.) Written reports were made in the form of additional material for the Illini files—compilations, reports and stories that will facilitate the future work of Illini reporters.

Each student went through the morgue and reference library of some Chicago, St. Louis, or Springfield (Illinois) paper and wrote a term paper on the particular system in use therein. Tests were given on subjects of contemporary interest and on the names of well known persons, places and things. The importance was emphasized of a wide general knowledge in many fields for the person who is to operate a newspaper reference department.

Following is the syllabus outline of the course at the University of Illinois on "Newspaper Reference Service":

1. Contents—cuts, photographs, mats, clippings, obituaries, reference volumes, bound volumes, indexes
2. Purposes and Methods of Functioning—importance in modern newspaper organization in achieving speed and accuracy
3. Origin, Recent Development, and Present Status
   (Equipment, extent of material on file, and system used in the morgues of a number of leading dailies, including the Chicago Tribune, Washington Post, Philadelphia Public Ledger, New York Times, Detroit News, St. Louis Post-Dispatch, New York Sun, and Springfield Republican)
4. What the Reference Library of a Newspaper Should Contain
   (The list compiled by Lee White of the Detroit News was studied and students compiled tentative lists for the new journalism reference library at the U. of I.)
5. Filing and Indexing
   Filing; cataloging books; indexing; N. Y. Times Index

## *Part IV—Conclusion*

It should be noted at the outset that the topic of this part of the thesis is not "Conclusions." The writer would repeat a warning given in the introduction that this study seeks to set forth factual data, and only incidentally or implicitly to offer any suggestions as to the desirability of the standards maintained. The primary purpose of Part IV is, however, to set down certain observations, chiefly of a qualitative nature, made by several of the heads of schools.

> The schools reporting membership in the American Association of Schools and Departments of Journalism may be regarded as the nearest approach to Class A schools of any grouping made at the present time. The schools which are not members should not be considered inferior because of their failure to seek election. There is no generally accepted basis for making distinctions among them; some of them are better than others. In general they should be regarded as institutions of high character offering acceptable professional instruction in journalism. . . Definite rating in Class A, B and C groups as a means of distinguishing the first class schools of journalism will be undertaken at a later date.—The Journalism Quarterly, Nov., 1927, Vol. IV., No. III, page 5.

The pertinent question to be explored is: What are the objectives of a professional school of journalism? Iowa answers this question on page 152 of its 1926-27 catalog as follows:

> The work of the school is based on the following principles: (1) that a competent journalist must have a thorough and broad general education; (2) that he must possess a sound knowledge of the theory and technique of his profession; (3) that, in the course of his training, he must be afforded the opportunity to obtain much practical laboratory experience.

C. E. Rogers, director of the courses in journalism at Kansas State Agricultural College, in supplying a detailed analysis of all the courses offered in his school has this to say concerning objectives:

> (1) To offer the students the opportunity to familiarize themselves with certain fundamental technical subjects which form the basis of practice; (2) emphasis on the ethics of journalism; (3) realizing that the present age is a scientific age, the makers of the curriculum have required a considerable amount of work in the physical and biological sciences; (4) the journalist, probably to a greater extent than any other professional man, needs to understand the society in which he lives, hence 18 hours are required in the social sciences; (5) primarily a writing man, the journalist must have attained a degree of culture: much reading is therefore required in all the courses in industrial journalism—reading of the best among the classics, reading to keep abreast of the times in the arts and sciences; (6) in such a complex society as that of the present, specialization has taken place in every profession; the sixth objective sought is therefore, complete training in the specialty which the student wishes to elect.

Dean E. W. Allen of Oregon in a letter to the writer, outlining the purpose, content and method of all the courses in his school, has the following to say concerning general objectives:

> Our conception of training in journalism includes two items—professional facility (or "training") and a general understanding of the subject matter of important news (or "education"). For the latter purpose, we coordinate our work as closely as possible with the work in the social sciences. We can conceive that a good newspaper man is one who not only can fill his job with speed and competency and good judgment, but also one who has an intelligent grasp upon social and economic and political problems, and even the aesthetic values of life, and who is able to evaluate news and interpret it in the light of this knowledge.

L. N. Flint, chairman of the Department of Journalism of the University of Kansas, in his discussion of the work in ethics writes:

> Professional education may be said to consist of general knowledge, special or technical skill, and ethics or standards. . .My notion is that the journalistic education in the future will accord relatively greater attention to the general knowledge and to the ethical standards of the student. The amount of technical or special knowledge required is comparatively small and the acquisition of skill, while important, is not to be permitted to dominate the course.

The most searching and suggestive analysis of the general curricular problem of schools of journalism which the writer has found is contained in an article on "Journalism as Applied Social Science" by Dean Allen in the Journalism Quarterly, Vol. IV, No. I, March, 1927, page 1ff. Long excerpts therefrom follow:

> This paper is an attempt to prove that our four year courses as at present administered do not furnish, and cannot furnish, a unified professional training, and further that even with the addition of one or two years as at present constituted they do not furnish a professional training that is likely to make any great difference in the newspaper world. . .It is an attempt to prove that. . .we must first reconstruct the curriculum of the senior year, give it a strength, a unity and an importance that it does not have at present. . .
>
> The senior year is not unified by any clear, single, definite purpose. It consists largely of curricular odds and ends. The courses are unrelated electives. . .or where they are virtually imposed by the department, there is a grotesque and eccentric difference between the requirements made by the different schools. . . This applies both to the professional courses within the schools and to the adjunct courses elected among the social science departments.

Dean Allen holds that this is a vital point because the heavy emphasis on professional work is in the junior year in most schools, leaving the senior year very largely open for electives outside the department. Professional work comprises between a fourth and a third of the student's course, with sometimes a "contact" course in the freshman year and usually an introductory course in the sophomore year. He continues:

> 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 enlightened conception of social science to his work as a reporter and as an editor.

The dominant thesis of Dean Allen's contention is that a graduate is without sufficient knowledge of the social sciences and, more important still, is without sufficient integration of what knowledge he has, and without sufficient training in the practical application of scientific knowledge in reporting and interpreting the events of the day. Instead of the integration he needs, the journalism student is actually offered the opposite—that is, highly specialized courses planned by the instructors in the various fields for advanced major students in their own departments. Dean Allen's suggested remedy is the offering by the colleges and the universities of "advanced courses of an integrating nature dealing with the application of sound

principles to current questions." He emphasizes still more strongly a comprehensive professional integrating course given by the department of journalism itself to which the senior would give most of his time. (For a detailed discussion of this course, see Chapter VIII, Section III, of Part III). Still further, he urges the vital importance of journalistic "interneships" during which the student would be engaged in regular newspaper work but at the same time would be taking graduate work through extension courses of a university.

To estimate accurately how serious the situation is of which Dean Allen writes, an analysis of the background work elected by journalism students would be required. Mr. Allen acknowledges that his judgment of such work is based largely upon the catalog requirements of twenty-five leading schools. Although these offer a wide range of "cultural" courses, it is obvious that any one student can actually take very few of them as an upperclassman and still meet the other requirements of the university and the professional requirements of the school of journalism.

Table VIII in Part II shows that, on the average, schools in the American Association of Schools and Departments of Journalism require 120 semester hours for graduation, and the constitution of this body requires that the student's work "must normally have included, in addition to journalism courses, history, economics, government and politics, sociology, literature, natural science, and psychology or philosophy." It is obvious that a very great range of practices is permissible within this requirement.

The New York Evening Journal of June 5, 1928, in an editorial commenting upon the objectives of schools of journalism urges that the necessary qualities for becoming a competent newspaper man are not easily taught. "A competent journalist must be able to feel and think. Feeling and thinking are faculties inborn..." But, continues the editorial, "a good teacher of journalism can direct ability. He can aid these future journalists to see a thing clearly and describe it simply."

In a discussion of this editorial and of an article by L. R. Whipple on "What About the Bachelor of Journalism?" (published in the Survey Graphic for June, 1928), James Melvin Lee, head of the Department of Journalism of New York University, says in the Editor & Publisher of June 16, 1928, page 78: "The paucity of textbooks, almost non-existent twenty-five years ago, has been met to a great extent. There are still, however, some notable gaps. . .One of the most glaring omissions . . . is the lack of any book dealing with the psychology of newspaper editing and making. . . The changes in the curriculum have been constant and varied. About the most recent of such curricular improvements is the tendency toward a preliminary general course. . ."

Mr. Whipple's article raises one question about which there is a sharp division of opinion and practice among the schools. He says: "I believe the future will see a sharper distinction between training for the editing function, which is purely professional, and the business function in journalism, that is, the manufacturing of the printed commodity and the business of selling the journal to readers and the advertising space to buyers."

The standard of quality of work required of students is another consideration with a bearing on the general objectives of schools of journalism. This theme is discussed by three leading teachers in the March, 1927, issue of The Journalism Quarterly, Vol. IV, No. 1, pages 15-30. The two most commonly used methods of limiting work in journalism to students of high quality are (1) the "weeding out" of unfavorable prospects in introductory courses, and (2) the setting of standards of scholarship required to remain in the school so high as to eliminate a certain minority each year. In most schools reporting, these standards maintained by schools of

journalism were markedly higher than those which a student must meet in order to be able to remain in the university itself.

These "sorting" and elimination methods, in addition to their direct benefits in holding up the quality of students, have a very real secondary value in holding down their quantity. It is generally accepted that the student bodies of schools of journalism inherently should be small in relation to the size of the faculty in order to secure sufficient personal attention for every student. It is even more important that the number of students is not larger than the available practical projects in which the students learn by doing, preferably in actual newspaper work. It may be questioned whether students are able to adopt a sufficiently realistic attitude toward "make-believe."

That changes in curricula and standards, in content of courses and methods of teaching, will continue for a long period with constant improvements seems assured by the virtual unanimity with which teachers of journalism agree that conditions at present are far from satisfactory. Despite the practical success of the vast majority of journalism graduates of the better schools, the product still falls woefully short of measuring up to the objectives to whose attainment most schools and departments of journalism are unfalteringly committed.