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ADMINISTRATOR PERCEPTIONS OF COMMUNICATION EDUCATION IN SELECTED MAJOR UNIVERSITIES.

The Ohio State University, Ph.D., 1968
Journalism

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ADMINISTRATOR PERCEPTIONS OF COMMUNICATION EDUCATION
IN SELECTED MAJOR UNIVERSITIES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Hal Jackson Basham, B.A., M.S.

*****

The Ohio State University
1968

Approved by

[Signature]
Adviser
Department of Speech
PREFACE

The decision to undertake this study grew out of twenty-two years of service as an officer in the United States Air Force spent for the most part in assignments dealing with various aspects of the communication profession. As a writer, manager and in recent years an education administrator, the accelerating trend toward interdisciplinary cooperation has appeared to me to be a most significant aspect of communication education.

This study concentrates upon interdisciplinary education programs selected primarily from universities in the Big Ten. While most of the programs examined would probably be included in any communication scholar’s list of the top ten communication education programs in America, there are obviously outstanding interdisciplinary communication programs at universities other than those included in this study. The rationale for selection of the programs included in this study is presented in some detail in the first chapter.

The need for someone to undertake a detailed examination of the interdisciplinary communication programs in the Big Ten at this time was first suggested by Dr. Keith Brooks, Director of the Communications Area and Chairman elect of The Ohio State University Department of
Speech, whose keen insight into communication as an interdisciplinary field of study was particularly helpful in defining objectives of the project.

The encouragement of the four other Ohio State faculty members, Dr. Franklin H. Knower, Dr. William E. Hall, Dr. James E. Lynch and Dr. I. Keith Tyler, is gratefully acknowledged.

Of greatest significance to the study itself are the seven chief administrative officers of the colleges, schools and departments of communication who were warmly cooperative in making themselves available for extensive interviewing. These men not only provided detailed information about their own programs, but granted access to their personalities and to their perceptions of what is significant in the past and possible in the future in the field of communication education.
VITA

September 22, 1922  Born Henrietta, Texas

1947-1968  United States Air Force

1950  B.A. Denver University, Denver, Colorado

1957  M.S. University of Oregon, Eugene, Oregon

1957-1960  Instructor, Balboa Junior College, Canal Zone

1957-1960  Staff Officer, United States Air Force Academy, Colorado

1961-1964  Education Staff Officer, Sheppard Technical Training Center, Wichita Falls, Texas

1964-1968  Professor, Department of Aerospace Studies, The Ohio State University

Serving on active military duty as a Colonel and Command Pilot, United States Air Force
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CHAPTER I

BACKGROUND OF THE STUDY

Introduction to the Problem

Some 2000 years ago a Greek named Heraclitus observed that there is nothing permanent except change, and that a man cannot step in the same river twice.

It is often said that things move slowly in academia. Perhaps, but in the field of communication education things are not only moving rapidly, but the pace is accelerating. If the administrators whose perceptions are examined in this study are to be considered credible, the study of communication is in a state of evolution which begins to reflect the current technological revolution in its pace.

Although the impossibility of doing so is recognized, this paper is an effort to bind time. It seeks to extract from a moment in time a statement about "the state of the art" of communication education at seven major universities which offer graduate and undergraduate interdisciplinary programs in this field.

More than once during the course of the study reported here the author had occasion to recall Arthur P. Moor's injunction to ask not "what's this," but rather to ask "what's going on here." It is to the task of describing "what's going on here" during the academic year 1967-68 in the communication programs examined that this study is addressed.
Although this study is descriptive rather than historical, it might one day have value for historians examining the development of communication education in America for the simple reason that men making history rarely stop to record it. The men, the chief administrative officers of the communication programs examined here primarily through whose perceptions the raw materials for this study were acquired, are "making history" in a crucial period in the development of the communication discipline.

Review of the Literature

There are many more admonitions to "study them" in the professional literature on communication programs (in itself quite sparse) than there are studies themselves. While eleven articles in the periodical literature and three recent books contain recommendations that communication programs in our universities be "studied," only three studies were found which actually examined programs of communication education in the universities. The earliest of these was Webb's Master's Thesis in 1958. Ely conducted what appears to be the first comprehensive survey of interdisciplinary programs in communications for his 1961 doctoral dissertation. Holtzman and Vandermeer and a committee of ten working under a Title VII grant from the U.S. Office of Education


during 1963 produced a study of graduate programs in communications. Also pertinent was an earlier series of three meetings dealing with "Communications Programs in Higher Education" conducted during the 1956 DAVI convention in Detroit and reported by Brodshaug and MacLean.4

Although literature on the broad field of communication is extensive and is covered from the viewpoint of the humanities, all the social sciences, mathematics, business administration, law and engineering, material which relates directly to communication programs operating in institutions of higher education is quite limited. Such information is, as indicated, limited principally to the periodical literature, graduate research papers and reports.

Except for articles delineating specific programs, references to communications programs generally tend to come as expressions of concern that "more and better ones are needed" in articles dealing more broadly with education or with communication. Finn in examining the impact of technology on educational theory suggested that "our educational society is in the position of a backward or under-developed culture suddenly assailed by the 20th-century engineer." He urged that people engaged in audio visual aspects of education redefine their field as "learning technology."

---


Laswell, in crediting political science with taking the lead in interdisciplinary effort in communication in the early 1930's, suggested that schools of journalism did not take the lead in this effort in the academic world "because they were barely part of it" at that time, existing primarily as "trade schools" designed to support the newspaper industry. In this now famous paper identifying communications as an "emerging discipline" Laswell examines the contributions various disciplines have made in the development of communication theory and concludes that all traditional disciplines subordinate communication outcomes to other value outcomes. Only one of the value-institution processes is distinctly preoccupied with an outcome that culminates in the exchange of communications with individual and collective enlightenment. He concludes by saying "it is appropriate that the part of the university community distinctly concerned with enlightenment should become a focal center of study and inspiration to studies that continue to open up the new world of communication knowledge."

Sabine in articles in 1959 and 1960 added impetus to the idea of communications as an "emerging discipline" and explained the program at Michigan State University. He suggested that the word "communications" while it had gained currency in everyday speaking in academia as a word which somehow pulled together the various aspects of the communication

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process, that full understanding of this new use of the term was not
keeping pace with its adoption on campuses across the nation.

Deutschmann\textsuperscript{8} analyzed doctoral programs at several universities
with particular attention to the people and philosophy which brought
about establishment of the doctorate at the schools studied and to the
programs of study worked out for doctoral students.

Of particular significance to this study have been position
papers, speeches and articles by several of the administrators of
schools studied which were produced during the last four years. These
are referred to at the appropriate place in the individual chapters on
the programs and are indicated in the bibliography.

**Objectives of the Study**

This study has essentially three objectives. The first is to
examine and report on communication programs at each of the seven
universities included in the study. Information reported will
include data on organization and administration, curriculum, enrollment
trends and administrator perceptions of his program and communication
education generally.

The second objective, growing out of the first, is to provide
some information on the personal background of these communication
leaders, the problems which occupy their attention, their perception
of the "state of the art" of communication education, and finally some
insight into the philosophy and thought processes they bring to bear
on the operation of their respective programs.

\textsuperscript{8}Paul J. Deutschmann, "Some Development in Doctoral Work in
The third objective is to make a comparison of significant aspects of the programs examined, identify trends and present some observations and conclusions based on findings of the study.

Programs Studied

In selecting programs for the study an attempt was made to include examples of the principal organizational patterns of major communication programs in higher education. Programs were selected primarily from the Big-Ten Association. To be included in the study a program had to meet the following criteria:

a. Be interdisciplinary in nature
b. Offer the Ph.D. degree
c. Use the term "communication(s)" in either the title of the program or in a degree offered by the school.

Programs in what are usually referred to as "communication sciences" were not included in the study.

TABLE 1

UNIVERSITIES SELECTED FOR STUDY

University of Wisconsin
University of Iowa
University of Illinois
Michigan State University
University of Minnesota
Indiana University
University of Pennsylvania
Communication programs in higher education around the country have developed historically in a number of different ways and consist of a number of different combinations and amalgamations of schools, departments, divisions, etc. The range of administrative centralization of communication programs varies all the way from complete unity of all communication functions under one college, to complete independence of individual units concerned with different aspects of communication. Within the Big Ten Association are schools with communication programs meeting the three basic criteria which are representative of almost every administrative pattern in existence in the country today. There is one notable exception.

In the last two decades there have been established on a number of university campuses "schools" dealing with communication which operate on a semi-independent basis. They are privately endowed and receive a large portion of their continuing financial support from a source outside the university. At the same time they are a part of the university, their staff members hold university faculty rank, and their curricula are included in the university program.

Since no university within the Big Ten has a communication program meeting the criteria of this study organized according to this special pattern, the Annenberg School of Communications of the University of Pennsylvania was also selected for study in order to include a program of this special pattern.

Final selection of the schools to be studied was made in consultation with the adviser after a review of university bulletins, the periodical literature on communication programs, and long-distance telephone
conversations with the administrators concerned to ascertain their willingness to be a party to the project.

**Definition of Terms**

To preclude misunderstanding, four key words used in this study are defined—administrator, communication(s), interdisciplinary and program.

**ADMINISTRATOR**

This term is applied to the highest ranking individual in the administrative hierarchy of the communication program studied. At different schools this term is used to indicate a dean, a director or a chairman.

**COMMUNICATION(S)**

If there is a single word currently in use in the academic world which inspires more controversy, confusion and disagreement than the word communication, it is not readily apparent. The Merriam-Webster Collegiate Dictionary gives four definitions. The New World Dictionary of the American Language, college edition, gives five.

Each administrator interviewed in this study was asked for his "preferred" definition of the word; each gave a different definition. Each of the six members of the dissertation committee has his own definition. Each author and contributor to the current literature on the subject of communication appears to feel an irresistible challenge to provide a definition of his own.

The 1961 unabridged edition of the Merriam-Webster gives the following as one of its eight definitions: "communications pl but sing
or pi in const: an art that deals with expressing and exchanging ideas effectively in speech or writing or through the graphic or dramatic arts and that is taught as an integrated program at various levels of education in distinction to traditional separate courses in composition and speech."

This unabridged dictionary definition appears to approximate what many people engaged in communication education today consider their art to be, and it would appear to constitute an indorsement of their claim to the term. ("communication science," also gaining increased use in academic parlance does not appear in this edition of the dictionary). Definitions currently used by communication educators tend to be quite broad in scope and most include or infer human symbolic interaction concerned with the representation and interpretation of meaning.

It is in this sense that the term is used in this study.

INTERDISCIPLINARY

The New World Dictionary, college edition, offers as its first choice definition of discipline: "a branch of knowledge or learning," Merriam-Webster, Collegiate, offers as second choice (following a first choice, "instruction," listed as obsolete) "a branch of knowledge involving research." Murray's New English Dictionary on Historic Principles defines it "a branch of instruction or education; a department of learning or knowledge; a science or art in its educational aspect."

Supplying the prefix "inter-" denotes between or among. Therefore, for the purpose of this study interdisciplinary will be used to indicate "involving two or more branches of knowledge or learning."
**Methodology of the Study**

Early in the planning for this study it became apparent that the only practicable way to garner the information necessary to meet all the objectives was to conduct personal interviews with the administrators of the programs to be studied. A tentative schedule of visits was drawn up and long-distance telephone calls were made to each administrator to schedule appointments. Journeys were made to the campuses of the universities concerned over a four months period of time.

In preparation for the interviews an interview outline of specific questions was devised, tested four times in interviews with volunteers from among the Ohio State faculty and revised four times. Since the principal thrust of the investigation was to obtain subjective responses (labelled administrator perceptions) in the areas of personal philosophy, judgment and opinion about various aspects of their own programs and the discipline of communication "at large," the list of questions was heavily weighted in this direction. The list of queries used in the interviews (Appendix A) consisted of 20 questions which because of multiple-part questions, actually called for 36 responses; five dealing with organization and administration, five with enrollment trends, six with curriculum and 20 with administrator perceptions.

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9Concentrating the study on "programs" eliminated from consideration certain courses and sequences through which other departments are doing some important work in communication at several of the universities. It was apparent that at several universities communication work is being done under other labels in departments of education, speech and other behavioral sciences.
perceptions. Analysis of the data obtained revealed a tendency to emphasize graduate programs in describing the program at several schools. This appears to have resulted at least partially from emphasis placed on interdisciplinary aspects of the programs at the graduate level.

Certain basic statistical data and information of a factual nature were acquired by having a "supplementary data sheet" (Appendix B) filled out by an administrative assistant either during the visit or, in three cases, left behind to be forwarded by mail at a later date.\(^1\)

Although the interview procedure worked out for this study was designed for a rather different purpose than the types of research generally described by Merton, Fiske and Kendall\(^1\) in their manual on the focused interview, many of the questions developed meet their "criteria of the effective focused interview." Prior experience gained in work based on their manual proved helpful in this project.

Although a number of perception-eliciting questions as they appear in the list give the appearance of being highly structured, they were actually presented to the subjects in a virtually non-directive style. In each interview many of the questions were answered and the answers recorded without the question ever being asked. The

\(^{10}\) This proved to be an unhappy procedure in one instance as it took two letters and three long distance phone calls to retrieve the data sheet.

planning strategy to elicit as much information as possible by non-direction proved highly successful primarily because administrators of the communications programs studied as a group were articulate, enthusiastic and uninhibited in talking about their individual programs and expressing their views in all the subject areas covered. Rogers\textsuperscript{12} in reporting on an unpublished study by E. H. Porters, stated that in ten directive interviews, the interviewer talked nearly three times as much as the interviewee. However, in nine interviews conducted in non-directive style the interviewer talked only half as much as the interviewee. It is my distinct impression that the administrators interviewed in this study talked from five to ten times as much as the interviewer. In one or two cases asking the first question was akin to lighting a match to the fuse of an old fashioned 4th of July fireworks "fountain." In every case the interview was allowed to follow whatever natural progression the conversation developed, and only enough questions asked, and then in as non-directive manner as possible, to insure that all questions were covered.

On any instrument designed to measure motivation toward a job, the administrators interviewed in this study would probably push the needle clear off the high side of the meter. Most of them gave the impression that the job they hold is profession, duty, vocation, avocation and hobby rolled into one. In two or three cases their level of enthusiasm appeared to approach the zeal of one of Eric Hoffer's "True Believers." This observation is made in awe, in sincere respect and probably with a touch of envy.

For various reasons not every administrator was able to supply the information requested in every question in the interview and on the supplementary data sheet. The individual chapters describing the programs studied reflect this inconsistency.

One question proved unproductive. Each administrator was invited to describe (and sketch an organizational diagram) of what he would consider to be an "ideal" administrative unit--college, school, department, committee, or other administrative unit--for conducting the communication education function on a modern university campus. Only one administrator attempted the task. Among the others those with the broadest and most inclusive programs gave the impression that what they had was pretty close to "ideal" already. Those with somewhat more restricted administrative organizations tended to object that it was an impossible task or that there was no such thing as an "ideal" structure. The administrators with the programs most limited in scope indicated they believed the people at Michigan State "had the right idea."

The information obtained in the interviews was recorded in the author's shorthand (a combination of high school Gregg and ex-reporter abbreviation). Immediately following the interview which ranged from 2½ to 4 hours in length he retired to the motel and went over the notes completely, expanding the abbreviations and fleshing in details which had not been recorded verbatim while memory of the interview was still warm.

On each campus opportunity was taken advantage of to have conversations with as many faculty and students as possible to broaden the base of impressions of program and administrator being
studied. Except where specifically noted to the contrary in the text, however, data reported in the study were obtained from the administrator or material he supplied.

The natural bias which is introduced into this study as a result of basing it primarily on data obtained from the chief administrative officers of the programs is acknowledged. It was recognized and considered in planning stages of study and indeed became a consideration central to two or the three objectives of the study.

At each university supplementary bulletins, copies of speeches, position papers, article reprints, departmental brochures, instructions to students and staff, and biographies of the administrator were solicited to provide additional sources of data.

The remainder of this paper is organized to present information on each of the seven programs studied in the next seven chapters with a final chapter devoted to some comparisons of the programs, a discussion of certain trends which the data obtained appear to indicate and some impressions and conclusions of the author based on the study.
CHAPTER II

UNIVERSITY OF WISCONSIN

School of Journalism
Harold L. Nelson, Director

The present interdisciplinary communication program administered by the Wisconsin School of Journalism can trace its development back to 1905 when a sequence of courses in journalism was begun on the campus. In 1949 Dr. Ralph O. Nafziger, Director of the School of Journalism, worked out a program with the graduate school under which a special interdepartmental doctoral committee could supervise a Ph.D. program leading to the Ph.D. in Mass Communications. In 1958 a Ph.D. in Mass Communications supervised entirely within the School of Journalism was approved by the university. By the summer of 1964 fifteen Ph.D.'s had been awarded by the university in Mass Communications. Twenty doctorates have been granted in the last four years.

In a period in the history of the development of the communication discipline when competition for use of the term communication, in some cases amounting virtually to internecine warfare, is more often the rule, Wisconsin stands as an example of peaceful coexistence among departments employing the term.¹ On the Badger campus in addition

¹The Ohio State University is another major university where cooperation rather than conflict exists among departments using the term communication.
to the School of Journalism the Departments of Speech and the Department of Agricultural Journalism have courses using the term communication in their titles. Although Dr. Nelson reported "little communication with the Department of Speech," cooperation among three departments using the term "communication" in working out undergraduate and graduate programs for students was evident.

An information leaflet entitled *A Statement of Purpose* published by the Journalism School begins with these words:

> Information about the world beyond their immediate reach and experience comes to human beings largely through the agencies of mass communication--institutions created to gather information and to record and transmit it by printed and broadcast words and pictures and by film. Grown complex in meeting the needs of our increasingly complex society, these agencies demand workers of high competency. They require people who assume the professional role of journalists and who bear the responsibility of selecting, evaluating, reporting and interpreting information. The measure of their professional performance is their responsible contribution to effective communication.  

Degrees currently offered by the School of Journalism include the B.A. and B.S. in Journalism, the M.A. and M.S. in Journalism and the Ph.D. in Mass Communications. A variety of specialized studies and joint programs will be discussed fully in the section on curriculum.

**Organizational Structure**

The School of Journalism is part of the College of Letters and Science, and Dr. Nelson reports to the Dean of that college. The school is organized internally according to the diagram in Table 2.

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*A Statement of Purpose*, informational brochure about the School of Journalism, the University of Wisconsin, undated, p. 2.
To the question "Is the present administrative structure the best possible for advancement to the communications discipline on your campus?" Dr. Nelson replied "yes."

He does not believe all departments dealing with communication on a campus should be consolidated in one administrative unit. He said, "When they are separate they compete. This prevents rigidity and sterility of thought. Of course quite a bit of duplication results from separate departments and there is often little coordination."

Dr. Nelson indicated that for a number of years there appeared to be "some movement" toward a "combining of some sort" of the School of Journalism and the Department of Speech. However the two prime movers in the trend toward consolidation, Dr. Lee S. Dreyfus and Dr. Joseph M. Ripley, Jr., "moved on to bigger jobs," and the movement "sort of died on the vine." 3

3Dr. Dreyfus went to Stevens Point State University, Wisconsin, as the new President, and Dr. Ripley moved to the University of Kentucky as head of the communications program.
With regard to use of the term "communication," Dr. Nelson expressed the conviction that the School of Journalism, by virtue of its long association with the media of mass communication, had the best claim to use of the term. "We feel a strong right to use of the term," he said. However, the Department of Speech offers a major entitled "Communication and Public Address" at both undergraduate and graduate level and lists eight courses and seminars with the word communication in their titles. The Department of Agricultural Journalism has one graduate seminar containing the term in the title, but that department is also authorized to grant the Ph.D. in Mass Communications (in cooperation with the School of Journalism).

Dr. Nelson explained that the Department of Agricultural Journalism came into being during the early part of the century when the federal and state governments were deeply engrossed in the task of the diffusion of agricultural technology across rural America. He appears to feel that students today would be better served by an agricultural specialization within the School of Journalism rather than by a separate department, but he indicated no plans to seek such a consolidation.

There has been no major reorganization of the School of Journalism not only in the last four years "but for a great many years," Dr. Nelson reported.

To the question "How would you describe the support you receive from the university administration?" Dr. Nelson replied, "excellent in every way."
Curriculum

Although centered in the School of Journalism, the communications programs which students at both undergraduate and graduate levels pursue are truly interdisciplinary in nature. While the philosophy of the school is most specific in defining the levels of excellence its students must achieve in whatever professional specialization of the field of communications they choose, requirements of the school place heavy emphasis on natural and social sciences and the humanities. The instructional aims of the school are stated this way:

The School of Journalism provides instruction in the many fields of journalism—newspaper, radio, television, magazines, public relations, media management, communication theory, communication research, and journalism teaching. This instruction is directed toward:

a. Analysis of the functions of mass communication agencies. Our goal is to stimulate student enthusiasm and to instill a sense of social responsibility for productive careers in the mass media and allied fields.

b. Integration of Journalism instruction with other fields of knowledge. Our aim is to make the journalism student and the working professional a more knowledgeable and sensitive interpreter of his environment.

c. An appropriate balance within journalism between basic theory and the technical skills used in putting theory into practice. We emphasize the long-range "why" rather than the short-term "how."

d. A broad program of courses on the journalistic role. The history, values and functions of mass communication are offered not only for the journalism students, but also, consistent with our obligation to the university and the public, for the general student. 4

4 Ibid
The Undergraduate Program

Degree Requirements and Required Courses

In seeking to provide each student "with a broad cultural base for his future work and technical competence to do professional work immediately after graduation," the School of Journalism sets the following requirements for completion of the bachelor's degree.

1. Meet the University requirement of at least 124 credits.

2. Complete one introductory course in either sociology, psychology or anthropology and three courses in political science and economics, fifteen credits in advanced social sciences including at least six credits in American history.

3. Complete not fewer than 30 credits nor more than 44 in journalism.

4. For the journalism sequence complete the following courses:

   Journalism 201 Introduction to Mass Communications 2 credits
   Journalism 203 News Writing 2 credits
   Journalism 204 Reporting 3 credits
   Journalism 207 Graphics of the Print Media 2 credits
   Journalism 230 Newspaper Editing 4 credits
   Journalism 559 Law of Mass Communications 2 credits
   Journalism 560 History of Mass Communications 3 credits
   Journalism 561 Mass Communications and Society 3 credits

   plus one of the following:

   Journalism 301 Reporting Public Affairs 3 credits
   Journalism 304 Interpretation of Contemporary Affairs 3 credits
   Journalism 305 Writing of Feature Articles 3 credits
5. Students taking the journalism-advertising sequence may omit Journalism 204 and 560 in the above list but must take:

- Journalism 446 Principles of Advertising 3 credits
- Business 440 Marketing Methods 3 credits
- Journalism 450 Advertising Copy and Layout 4 credits

plus one of the following:

- Journalism 451 Advanced Copywriting and Layout 2 credits
- Journalism 454 Promotional Campaign 3 credits
- Journalism 458 International Marketing Communication 3 credits
- Journalism 508 Economics of the Mass Media 2 credits
- Journalism 517 Business Magazines and House Publications 2 credits

Students pursuing an undergraduate degree in the School of Journalism may select from 45 journalism courses. Dr. Nelson indicated the number of required courses in the undergraduate program will be reduced in the future.

Areas of Specialization

While all students earning a degree in journalism from the University of Wisconsin receive a thorough grounding in the fundamental professional skills of journalism to enable them to bring their broad liberal education to bear effectively in their professional life, there are eleven different areas of specialization from which a student may choose. Each of these areas provides
specific preparation for the student to move into a job calling for these skills immediately upon graduation. \(^5\)

These areas of special interest prepare students for work in:

- Daily Newspapers
- Community Newspapers
- Magazine Writing and Editing
- Business and Industrial Journalism
- International Communication
- Mass Media and Public Opinion
- Journalism and Communications Research
- Public Relations
- Advertising
- Radio and Television Journalism
- Journalism Teaching and Public Supervision

**The Graduate Program**

Although requirements for selection to admission in the master's degree program of the School of Journalism at Wisconsin are quite strict and students without an educational background comparable to a bachelor's degree in journalism with an excellent academic record can qualify only by making up their academic deficiencies, those students admitted enjoy an unusual degree of freedom in working out a graduate program. The only required course for either the master's

\(^5\)The School of Journalism also maintains its own job placement service which handles what was described as "a constant flow" of requests for graduates to fill jobs on daily and weekly newspapers; advertising and public relations agencies; radio and television stations; corporation advertising, public relations and publications; and a variety of other occupations.
degree or the doctorate is Journalism 701, Proseminar in Mass Communications. This course is a study of mass communications from the standpoint of the major theoretical and methodological approaches. Students pursuing a master's degree are also required to take two research seminars and complete a thesis. Doctoral students have only the dissertation as a mandatory requirement in addition to Journalism 701.

A minimum of 24 credits selected from advanced courses is required for the master's degree and students are normally limited to a 12-credit load per semester. Each student's program is developed in cooperation with his advisor under the supervision of the graduate committee and may be designed to focus on any of the eleven areas of interest available in the School of Journalism or designed as a specialized program focusing on such areas as education, medicine, conservation, science writing and others.

The Ph.D. can be earned either as an interdisciplinary program leading to the degree in mass communications or under a joint program with another department of the university. In the past joint programs have been developed in cooperation with the departments of economics, psychology, sociology, political science, commerce, education and English.

The Ph.D. in Mass Communication concentrates in communications theory and research and requires extensive research work on the part of the candidate. An individual program may draw from appropriate courses across all academic fields in the university. Quite early in his doctoral program the student is required to identify the areas in which he proposes to conduct research and specify the nature of the
research he proposed to conduct. Once this is done the student, together with his major professor and doctoral committee organize a program of courses and seminars designed to support the research program.

The language requirement (proficiency in at least one foreign language pertinent to the research area) must be met prior to the comprehensive examination.

A total of 48 courses and seminars are available in the School of Journalism for graduate credit.

During the last four years Dr. Nelson reports that six course offerings have been added to the curriculum of the school. These include News Interpretation by Broadcast Media, Mass Communication in Developing Nations and Graduate Research Seminars in Public Relations, Law of Mass Communication, Research Methods, and Communication Models. No courses were dropped from the curriculum during this period.

Six faculty members, all holding the Ph.D., have joined the academic staff of the school within the last four years, three during the 1965-66 academic year and three during 1966-67. Names, dates they joined the faculty and principal teaching assignments are indicated in Table 3.

**Enrollment Trends and Student Interests**

Dr. Nelson reported that enrollment trend in the School of Journalism has been generally upward during the last four years. An increase of approximately five percent in undergraduate enrollment and approximately 15 percent in graduate enrollment was indicated.
TABLE 3

FACULTY JOINING THE WISCONSIN SCHOOL OF JOURNALISM
STAFF DURING THE LAST FOUR YEARS AND
THEIR PRINCIPAL TEACHING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1965-66</strong></td>
<td></td>
</tr>
<tr>
<td>Carter, Richard F.</td>
<td>General Journalism; half-time research</td>
</tr>
<tr>
<td>Chaffee, Steven H.</td>
<td>General Journalism; Behavioral Seminars</td>
</tr>
<tr>
<td>Stone, Vernon A.</td>
<td>General Journalism; Radio-TV; Grad Seminars</td>
</tr>
<tr>
<td><strong>1966-67</strong></td>
<td></td>
</tr>
<tr>
<td>Clark, David G.</td>
<td>History of Journalism; Reporting; Grad Seminar in History</td>
</tr>
<tr>
<td>McNelly, John T.</td>
<td>General Journalism; International Communications (upper division and grad)</td>
</tr>
<tr>
<td>Teeter, Dwight L.</td>
<td>General Journalism; Law of Mass Communication; Grad Seminars</td>
</tr>
</tbody>
</table>

The number of bachelor degrees awarded in 1965 shot up significantly over the 1964 record and then stabilized at a somewhat lower figure as indicated in Table 4. Graduate degrees show a general pattern of increase.

TABLE 4

UNDERGRADUATE AND GRADUATE DEGREES AWARDED ANNUALLY
AT THE WISCONSIN SCHOOL OF JOURNALISM
DURING THE LAST FOUR YEARS

<table>
<thead>
<tr>
<th></th>
<th>Bachelors</th>
<th>Masters</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>39</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>1965</td>
<td>52</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>1966</td>
<td>45</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>1967</td>
<td>45</td>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>
Enrollment of students pursuing the various degrees offered by the School of Journalism in February 1968 is reported in Table 5.

TABLE 5

UNIVERSITY OF WISCONSIN SCHOOL OF JOURNALISM
ENROLLMENT AT THREE LEVELS—WINTER QUARTER 1968

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pursuing Bachelor's Degree</td>
<td>338</td>
</tr>
<tr>
<td>Students pursuing Master's Degree</td>
<td>69</td>
</tr>
<tr>
<td>Students pursuing Ph.D.</td>
<td>24</td>
</tr>
</tbody>
</table>

To the question "Has there been a significant shift in student interests in the last four years?" Dr. Nelson replied in the affirmative and explained, "Students at both undergraduate and graduate levels have shown a marked shift toward public relations related areas—toward seeking work on corporation house organs, in advertising and in all types of public relations work."

Approximately two thirds of the graduate students enrolled in the School of Journalism were reported as carrying a "full time" academic load.

Interests of Ph.D. candidates in the last four years is indicated by Table 6 which gives the name of the candidate, dissertation title and year of completion for dissertations accepted by the School of Journalism during this period.
TABLE 6

DOCTORAL DISSERTATIONS DURING THE PERIOD 1964-1967,
SCHOOL OF JOURNALISM, UNIVERSITY OF WISCONSIN

"Belief Change and Stress Reduction as Modes of Resolving Cognitive Inconsistency," Eleanor Lou Norris, 1964

"The Overseas Branch of the Office of War Information," Robert L. Bishop, 1966

"The Dean of Commentators: A Biography of H. V. Kaltenborn," David G. Clark, 1965

"The Effects of Redundancy and Noise in Two Channel Information Processing," Hower J. Hsia, 1967


"The Credibility of Three Mass Media as Information Sources," Harvey K. Jacobson, 1967

"Effects of Source and Certain Other Factors in Cross-Cultural Persuasive Communication," Evangeline S. Lorimor, 1966

"Domestic Operations of the Office of War Information in World War II," Lamar S. Mackay, 1966


"Cue Summation in Multiple Channel Communication," Werner J. Severin, 1967


"Supression of Expression in Wisconsin During World War I," John D. Stevens, 1967

"Syntactic Constraint in Spoken and Written English," Walter S. Stolz, 1964

"Personality Factors in Immunizing Against Source of Content of Persuasive Messages," Vernon A. Stone, 1966

"Forecasting Project Costs with Special Emphasis on Mass Communications," Frank J. Svestka, 1966

"A Legacy of Expression," Dwight L. Teeter, 1966
According to the director, research has occupied a prominent place in the academic program of the School of Journalism at Wisconsin for many years. The university boasts diversified opportunities and facilities for research by both faculty and students in the School of Journalism. In addition to the school's own Mass Communications Research Center which was established in 1959, the facilities of the university's Survey Research Laboratory, the Research and Development Center of the School of Education, extensive special library collections, computer facilities and the Historical Society of Wisconsin facility are available. Typographical and photographic laboratories, radio-television news laboratory and the usual advertising and editing laboratories are available for research work.

"All members of the faculty except two are currently engaged in one or more research projects," Dr. Nelson reported. Because the graduate program is heavily research oriented a large number of graduate students is constantly involved in research projects.

The staff of the School of Journalism's Mass Communications Research Center is composed of faculty members, some of whom are assigned research duties on a half-time basis. Faculty and graduate students from "closely related fields in the social sciences" are also permitted to conduct work in the center.

With regard to trends in research funding Dr. Nelson reported an increase in funds during the last four years from federal, state and university sources. "No change" in funding from corporate sources was reported.
In discussing the development of competent researchers in the mass communications field Dr. Nelson observed that in his opinion it was much better to take an experienced journalist and develop him into a Ph.D. research scholar than to take a Ph.D. scholar from some other field and attempt to make a journalist out of him.

Areas of research in which faculty members currently have interest include government and the mass media, psycholinguistics, communication in education, attitude change, social implications of the mass media and communication processes.

Two major research projects now under way with funding from National Science Foundation grants are Source-Content Orientation and Attitude Change and a project entitled Parent-Child Communication and Political Participation.

**The Director**

Dr. Harold L. Nelson assumed the position of Director of the School of Journalism at the University of Wisconsin in June 1966. He has been a member of the faculty of the school since 1955.

Born November 28, 1917 in Fergus Falls, Minnesota, Dr. Nelson received the B.A. in Journalism from the University of Minnesota in 1941. Following service in the Navy from 1941 to 1946, during which time he rose from the rank of yeoman to lieutenant and served in the Caribbean and Pacific, he returned to civilian life as a reporter with the United Press Associations in Minneapolis where he remained until 1950. During this period he also served as a consultant in advertising and public relations to the Northwestern
National Bank of Minneapolis. Returning to the University of Minnesota, he received the M.A. in Journalism in 1950. He received the Ph.D. in Journalism from Minnesota in 1956. His teaching assignments in journalism have included the University of Minnesota, Texas Technological College, State University of Iowa and the University of California at Berkeley in addition to Wisconsin.


He is a former chairman of the Association for Education in Journalism History Committee, AEJ Committee on Reorganization. In 1967 he served as president of the AEJ.

Dr. Nelson is married and the father of two children.

His professional affiliations include the AEJ, Sigma Delta Chi, Kappa Tau Alpha, Mississippi Valley Historical Association and the Madison and Milwaukee Press Clubs.

Administrator Perceptions

In response to the query as to his "self label" Dr. Nelson replied that he considers himself a "Journalism educator or
journalist." His preferred definition of the term communication was reported as, "the exchange of meaning among people."

In response to the question, "What have been the most significant achievements in your department in the last four years?" He identified two. First was an increased emphasis on broadcast journalism with the addition of a faculty member in this field, a new course in broadcast journalism and revision of two older courses in this area. Second, he listed greater research competence of the faculty which was producing increasingly valuable information from research in the Mass Communications Research Center.

To the question "What are current problems which occupy your attention?" He cited the following: competing successfully for faculty members in a highly competitive area, serving the mass media in ways other than sending them graduates, revising the curriculum to keep it relevant to social change, and writing the required administrative reports.

Although he did not identify it as a problem, he also discussed a unique program which his school conducts in cooperation with the Army and Navy. The School of Journalism has contracts with both services to provide graduate training to the Master's degree level for officers in the grades of major through colonel. Main emphasis of the officers pursuing this graduate work is in the field of public relations. At the time of the interview seventeen Army and eight Navy officers were engaged in the program.

In response to the question about his plans for the future in the six areas of objectives, organization, faculty, curriculum, research and facilities, Dr. Nelson replied that he plans no change in
organization or curriculum in the immediate future. He plans to add
"one or two" faculty members. He will continue to emphasize research
in the school. It was in the areas of objectives and facilities plans
that his major comments centered. He said,

I think our objectives are about what they should
be. I don't plan any changes here. I think it is
essential that we continue to develop along two parallel
lines; we must produce professional journalists for the
state's news media and we must conduct research which
produces valid data. Every tiny bit of "hard
information" which communications research produces is very
difficult to come by. People do not realize just how
difficult this is.

In the area of facilities we are looking forward
to construction of a new 9-million dollar communication
Arts Building now on the drawing boards. It will house
journalism, speech and radio-television facilities of
the university.

To the question regarding the status of communications as a
discipline on his campus Dr. Nelson indicated he would identify it as
"a weakly defined area of study" and as an "emerging discipline." He
declined to attempt to classify communication in the country at large.

To the question "Thinking now in terms of communications
generally throughout the country, what do you see as significant in
terms of achievements in recent years, problems, desired goals and
future trends," Dr. Nelson responded as follows:

The only significant achievement I feel is the
growing emphasis on research. The greatest problem is
the confusion over the definition of communications.
The goals of the major universities should be the same
as ours--to produce newspapermen and broadcasters and to
foster research. Two trends I see are more research
and more practicing newsmen coming back to the university
for advanced degrees, a practice which I heartily endorse.

Dr. Nelson observed that the substitution of the term
"communicator" for journalist was in his opinion "a ghastly
Innovation," However, he felt it was responsible for expanding the number of journalism programs in colleges and diversifying the curriculum of journalism schools.

In commenting on the proliferation of journalism departments in small colleges across the country, Dr. Nelson expressed the opinion that increased demands for people with journalism education by the broadcast media had had significant impact on this growth. Among the 200 to 400 non-accredited journalism majors being offered across the country are many that will qualify for accreditation by the AEJ in the future, he believes.

Another trend which Dr. Nelson feels "bears watching" is the experiment copied from England of the Press Council. This is an agency for receiving complaints from the public about alleged cases of irresponsible journalism, investigating these complaints, and publishing the findings. He said there are experiments in Iowa and California being conducted in this area.

Dr. Nelson expressed the opinion that the most significant trend in communications today was the rapidly growing number of graduate degrees being awarded by major universities in an increasingly wide range of communications subject areas. He feels that this increase in graduate work together with the "sharply increased" academic qualification of teachers of communications and the liberalization of communications curricula mark the most important trends in communications education in America today.
CHAPTER III

THE UNIVERSITY OF IOWA

School of Journalism
Malcom S. MacLean, Jr., Director

Iowa was first. It was the first university among schools examined in this study to launch a program in communication and the first university in America to award a Ph.D. degree in Mass Communications.\(^1\) Although Waples\(^2\) records the establishment of his program at Chicago as the first "official" communications program in an American university (and the first to be discontinued upon his retirement) and Forsdale\(^3\) indicated the Committee on Communication at Teachers College, Columbia University was also established a few months earlier than the Iowa program, it fell to Iowa to produce the first doctorate in the field. Wilbur Schramm, who subsequently established the programs at University of Illinois and at Stanford, was the founding father of the Iowa program.

The program was developed primarily as a "professional" program under the auspices of the Journalism School. A student can qualify

\(^1\) Journalism and Mass Communications at Iowa (Iowa City: State University of Iowa, 1956), p. 24.


for admission to the doctoral program only if he has had at least one year of professional experience working in one of the mass media. (A policy now under consideration for elimination.)

Today, under new leadership the program is moving vigorously toward greater experimental and developmental effort and more interdisciplinary emphasis with the social sciences and behavioral sciences receiving much more attention in both undergraduate and graduate programs.

Organizational Structure

The School of Journalism is located in the College of Liberal Arts and Director MacLean reports to the dean of that college. The school began operation in its present facility (The Communications Center) in 1953.

In describing the support he receives from the administration of the university Dr. MacLean said both the administration and the graduate school support the new experimental and developmental approach to communications education he is pushing.

There are no other departments on campus competing for use of the term communication. Faculty members from several other departments with an interest in communication hold joint appointments in the Journalism School. Faculty from Speech and Television, Advertising and Business are numbered among those with such joint appointments.

To the question "is the present administrative structure the best possible for advancement of the communications discipline on your campus? Dr. MacLean replied "No." He feels that "perhaps eventually a College of Communication like that at Michigan State" could be
developed at Iowa. For the present, however, improvement seems to lie in the direction of more joint appointments and closer cooperation among existing departments. "We currently enjoy very cordial relations with people in all other fields of study with an interest in communication," he said.

The School of Journalism does not have administrative responsibility for the campus newspaper or the broadcasting stations, although it does handle radio news. Dr. MacLean feels that ideally they should have administrative responsibility for neither.

The most significant change in the administrative structure of the School of Journalism in recent years, Dr. MacLean believes, is the establishment of the position of Associate Director. The position is currently filled by Dr. Richard W. Budd.

Curriculum

The School of Journalism at the University of Iowa offers the Bachelor of Arts and Master of Arts Degree in Journalism and Ph.D. Degree in Mass Communications. Until last year the programs at all three levels were characterized by a lengthy series of required courses. Since Dr. MacLean assumed the position of Director all but four courses at the undergraduate level and one each at the Master's and Doctor's level have been removed from the required list.

The philosophy of the academic program in the school is outlined as follows:

The School of Journalism strongly emphasized the need for journalists and the mass media to develop an understanding of obligations placed upon them by today's society. It further stresses the importance of the student having an understanding of the theory and processes of mass
communication. The program also emphasized the effect upon society and the interaction of the communicator and society. Toward these goals, the school's program is planned to provide a sound, liberal education and the development of a capability for, and an orientation toward continued self-education in the liberal arts after graduation.

The program also provides for developing professional skills largely through the application of principles in laboratory practice under faculty supervision and/or consultation. The aim is to provide a thorough understanding of the operational problems of the communications industry, but without an overemphasis in these at the expense of general liberal education. At the same time an effort is made to show the student that he must be prepared as in other professions to continue his professional training for many years to come.4

The Undergraduate Program

To qualify for a major in journalism a student must maintain a 2.2 or higher cumulative grade-point average on a 4.0 scale and must earn at least a 2.2 score in courses taken in journalism. He must complete at least 30 semester hours in social science with work to be taken from anthropology, economics, geography, history, political science, psychology or sociology.

Required courses for completion of the B.A. Include:

  Introduction to Mass Communications
  Beginning Reporting
  History of Mass Communications
  Senior Seminar

In completing the 126 semester hours required for the B.A. degree the student can choose from 81 courses and seminars offered by the School of Journalism. Specialization sequences available include:

---

Advertising
Community Journalism
High School Journalism Teaching
Magazine Journalism
News-Editorial Journalism
Photojournalism
Public Relations
Radio-Television Journalism

The Graduate Program

The program leading to the Master of Arts in Journalism Degree is
designed to serve the interests of students who have undergraduate
degrees in some journalism specialization and students with under-
graduate degrees in other fields. The former are guided into programs
emphasizing non-journalism work or work in a specialization different
from the undergraduate program. Students without undergraduate work
in journalism are required to complete necessary professional courses,
without graduate credit where necessary, in addition to their graduate
work.

Students with professional experience working in one of the
communications media are permitted to take proficiency tests in order
to qualify to pursue courses at the graduate level.

The Master's program offers both M.A.-with-thesis and M.A.-
without-thesis plans. Students electing the thesis plan are
required to complete 30 semester hours of graduate work including
up to 5 hours credit for the thesis. Students in the non-thesis program
must complete 38 semester hours of graduate work.
Doctoral programs are planned and tailored to meet the individual requirements of each student pursuing the degree. In addition to meeting the language proficiency requirement (one foreign language), the student must demonstrate competence in methods of mass communications research and statistics to be admitted to candidacy. Preparation through formal graduate study, practical experience and directed reading in six areas are required in preparation for the comprehensive examinations. Three of these areas are required: mass communications and society, communication theory, and history and mass communications. The student may choose the other three areas in which he will be examined from the following: economics of mass communications, advertising, general semantics, management, public relations, international mass communications, law of mass communications, theories and problems of esthetics and production in either printed media, radio and television or motion pictures.

Courses which have been added to the curriculum at Iowa in the last four years include: critical writing, interpretive reporting, practicum in reporting, practicum in editing, survey of communication theory, introduction to communication research, promotional concepts, advertising communications, communication research design, seminar in dynamics of international comparative human rights (inter-disciplinary seminar cross-listed with several other departments and taught by a team of instructors from several disciplines.)

Two courses are currently "on trial" in the school: seminar in higher education in journalism, and an interdisciplinary communications laboratory. (This laboratory is discussed in some detail in the section on administrator perceptions.)
Courses which have been dropped from the curriculum in the last four years include newspaper advertising, introduction to advertising, advertising management, advertising layout and copy, management conferences, practical reporting and editing and four writing courses formerly cross-listed with the English Department. Two non-credit courses formerly offered as a service to the journalism profession in Iowa were also dropped—linecasting machine operation and care I and II.

Faculty members who have joined the school staff in the last four years in support of the curriculum described above are shown in Table 7.

**Table 7**

**FACULTY JOINING THE UNIVERSITY OF IOWA SCHOOL OF JOURNALISM STAFF DURING THE LAST FOUR YEARS AND THEIR PRINCIPAL TEACHING ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Name &amp; Degrees</th>
<th>Teaching Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1965</strong></td>
<td></td>
</tr>
<tr>
<td>Carol Oukrop, B.A., M.A.*</td>
<td>Intro to Mass Communications, Senior Seminar</td>
</tr>
<tr>
<td>Edmund Midura, B.A., M.A.*</td>
<td>News-Editorial, Law</td>
</tr>
<tr>
<td><strong>1966</strong></td>
<td></td>
</tr>
<tr>
<td>Harold W. Johnson, B.A., M.A.*</td>
<td>Advertising</td>
</tr>
<tr>
<td>Keith P. Sanders, B.A., M.A.*</td>
<td>News-Editorial</td>
</tr>
<tr>
<td>M. Lee Winfrey, B.A.</td>
<td>News-Editorial</td>
</tr>
<tr>
<td>G. Norman VanTubergen, B.A., M.A.*</td>
<td>Research/Theory</td>
</tr>
<tr>
<td><strong>1967</strong></td>
<td></td>
</tr>
<tr>
<td>Charles F. Cremer, B.A., M.A.*</td>
<td>Radio-TV News</td>
</tr>
<tr>
<td>Thomas R. Duncan, B.A., M.A.*</td>
<td>High School Relations</td>
</tr>
<tr>
<td>H. Keith Hunt, B.A., M.A.*</td>
<td>Advertising</td>
</tr>
<tr>
<td>Albert Talbott, B.A., M.A.*</td>
<td>Research/Theory</td>
</tr>
<tr>
<td>William J. Zima, B.A., M.A.</td>
<td>History</td>
</tr>
</tbody>
</table>

*Ph.D. in process, at Iowa or other schools.*
Enrollment Trends and Student Interests

During the last four years undergraduate enrollment in the School of Journalism at Iowa has increased an average of 12 percent, Dr. MacLean reported. During the same period graduate enrollment has increased about 9 percent. Degrees awarded in each of the three programs of the school are indicated in Table 8.

TABLE 8

UNDERGRADUATE AND GRADUATE DEGREES AWARDED ANNUALLY AT THE UNIVERSITY OF IOWA, SCHOOL OF JOURNALISM DURING THE LAST FOUR YEARS

<table>
<thead>
<tr>
<th></th>
<th>Bachelors</th>
<th>Masters</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>46</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>1965</td>
<td>39</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>1966</td>
<td>33</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>1967</td>
<td>54</td>
<td>27</td>
<td>11</td>
</tr>
</tbody>
</table>

Enrollment of students pursuing each of the three degrees during the winter term, 1968, are reported as Table 9.

TABLE 9

UNIVERSITY OF IOWA SCHOOL OF JOURNALISM ENROLLMENT AT THREE LEVELS—WINTER QUARTER 1968

Students pursuing Bachelor's Degree 338
Students pursuing Master's Degree 55
Students pursuing Ph.D. 23

Dr. MacLean reported that approximately 20 percent of the students completing the master's degree go on to pursue the Ph.D. Of students
completing the bachelor's degree approximately 25 to 30 percent go on to pursue graduate work. Approximately 75 percent of the students enrolled in the School of Journalism carry a full time load.

To the question as to whether there had been a significant shift in student interests in the last four years, Dr. MacLean replied "yes." At the undergraduate level he said a "much greater" interest was being shown by students in pursuing the advertising and public relations specializations. At the graduate level he reported students are displaying a strong trend to seek much broader based doctorate degrees, a move away from the trend to specialization and concentration which had characterized the program at Iowa in earlier years.

Dissertations accepted by the School of Journalism during the last four years are shown in Table 10.

Research

Funding for communications research in the last four years at Iowa has shown an increase in money from federal, corporate and university sources with no change in the level of state funds available, Dr. MacLean reported. An overall increase of 25 percent in the amount of research being conducted under the auspices of the School of Journalism during the last four years was reported.

Research in the school is centered in the Mass Communications Research Bureau. Dr. MacLean held the post of Director of this bureau prior to his appointment as Director of the School of Journalism. Dr. Richard W. Budd, Associate Director of the School, now holds the position of Director of the Research Bureau.
TABLE 10

DOCTORAL DISSERTATIONS DURING THE PERIOD 1964-1967,
SCHOOL OF JOURNALISM, UNIVERSITY OF IOWA

"The effects of lower-case alphabet length, length of line, and spacing on speed of reading of 8-point regal type," by: Richard H. Wiggins, Feb. 1964

"An investigation of the effectiveness of an intensive TV Information program series for children aged 7-12 years," by: Robert William Clyde, June 1964

"A study of the relationship between manifested tendency toward intentional orientation and performance on certain message decoding-encoding tasks," by: Richard W. Budd, Aug. 1964

"Mood, self derogation, and anmnesia as factor in response unreliability," by: Conrad Ralph Hill, Aug. 1964

"Effects of congruity and incongruity on perceived source credibility, message acceptance and communicator encoding performance," by: Lynn Erwin Atwood, Jan. 1965


"Publisher attitude and community conditions as factors in newspaper coverage of a social welfare issue," by: Robert Lewis Donohew, Jan. 1965

"A Study of the relationship between dominatin, and Intensional orientation, and persuasibility," by: John Dwight Jenks, June 1965

"A factor analytic investigation of the relationship of mass communication to national development," by: Richard Vincent Farace, Aug. 1965

"Source credibility and message content as factors in opinion modification in international communications," by: Harold B. Hayes, Feb. 1966


"An experimental investigation into the impact of adventure-mystery novels on the attitudes of readers," by: James D. Harless, Feb. 1967
"Television in the lives of teenagers and their parents," by: Lawrence Schneider, Feb. 1967


"The role of the universal copyright convention in international communications: An historical analysis," by: Rita Mitra Subramanian, (Mrs.), Feb. 1967


"The television news editor as a gatekeeper," by: James K. Buckalew, Aug, 1967


Research projects currently under way in the school include study of Economically Disadvantaged, federal funding; International News Flow, unfunded; International Conflict and Understanding, unfunded; Individual Dimensions of Source Evaluation, unfunded; Leisure Activities and TV Viewing in the Family, private corporation funding; Communication Patterns and Value of Teens, private foundation funding; Studies in Systems of News and Communication (1) Computer Simulated (2) Public Knowledge of Issues (3) Gatekeepers, private foundation funding.

The Director
Malcom Shaw MacLean, Jr., became Director of the School of Journalism, University of Iowa on July 1, 1967, moving to that post
from a position as professor (George H. Gallup Chair) and Director of the Mass Communications Research Bureau.

Born June 28, 1920 in St. Paul, Minnesota, Dr. MacLean received the B.A. cum laude in Journalism from the University of Minnesota in 1947. After completing the first two years of college, he interrupted his education like several million other young men to spend some four years in the Army. Serving as a battalion photographer, surveyor and instrument man with the 817th Aviation Engineer Battalion, he participated in the layout and mapping of airfields in England, Algeria, Tunisia, Italy, Corsica and France.

Following his discharge in January of 1946 he resumed his education at Minnesota, working as a student laboratory assistant while completing his bachelor's degree. He received the M.A. in Journalism from Minnesota in 1949. Following two years as a public opinion analyst and researcher, he became an instructor in the School of Journalism at the University of Wisconsin while pursuing his doctorate there. He received the Ph.D. from Wisconsin in 1954 in Mass Communications. Promoted to assistant professor, he remained at Wisconsin on a half-time teaching, half-time research status for two years. He moved to Michigan State University in 1956 where he remained until 1964 as an associate professor and professor and associate director of the Communications Research Center. In 1964 he moved to the George H. Gallup Professor of Communication Research Chair in the School of Journalism at Iowa. He is married and the father of two children.

I came away from an afternoon with Malcolm MacLean with the strong impression that he is one of several men at the helm of a major
communications program likely to revolutionize the discipline of communication. With almost his entire career grounded in various aspects of communication research, it would have been surprising if Dr. MacLean had not indicated an intention to pursue experimental and developmental work with vigor now that he has become director of a major communications program.

To the question as to his "self-label" Dr. MacLean did not give a specific reply but indicated his deep interest in experimentation and innovation in communications. He offered as his "preferred" definition of the term communication the following: "Communication involves the production and description of symbols in some situation and the reception and interpretation of these symbols."

Dr. MacLean's consultant experience in various research capacities include work with Sun Oil Company, Ford Motor Company, the Farm Bureau Federation, the Agency for International Development, the Inland Daily Press Association, the Associated Press and a number of other companies and several schools. He is a member of the American Association for Public Opinion Research, Council on Communications Research and the AEJ, the American Statistical Association, Sigma Delta Chi and a fellow of the American Sociological Association.

His publications include seven books and chapters in books dealing primarily with communications research, 31 monographs, 28 professional articles and 23 abstracts and papers prepared for professional conventions.

Among scholars not interviewed in this study who might fall in this category are David K. Berlo, Chairman of the Communications Department in the College of Communications at Michigan State, and Lee Thayer, University of Missouri at Kansas City.
Administrator Perceptions

To the question "What have been the most significant achievements in your department in the last four years?" Dr. MacLean offered the following comments:

Most important, I believe, have been the addition of some bright new staff members; the development of thorough analysis of and plans for review of our educational administration for bringing in top notch consultants to help us in the above planning and development; establishment of closer relationships with other departments in the University.

He also indicated he thought it very significant that the university administration had accepted the idea that an associate director was necessary in the school.

The "most exciting" development recently MacLean feels is the establishment on an experimental basis of the Interdisciplinary Communication Laboratory.

The ICL is a project which Dr. MacLean thought through during the 1966-67 academic year while he was still serving as Director of the Mass Communications Research Bureau. The idea of the laboratory was presented in some detail as an appendage to a paper he read at the 15th Annual Conference of the National Society for the Study of Communication in Boulder, Colorado, August 29, 1967.

The Interdisciplinary Communication Laboratory is envisioned as a continuing "home base" which students would participate in from their freshman year through the final semester of the Ph.D. The ICL will ultimately be operated by teams of teachers from disciplines relevant to the study of communication. It will encourage self-instruction, peer teaching and evaluation, computer-assisted
instruction and other educational innovations where appropriate. Students participating in the laboratory will move from data collection, analysis and message construction during early years of their academic programs to more sophisticated and rigorous research-oriented activities at the graduate level. One year of work in a foreign communication study center, possibly during the junior year, is to be considered. Vocational specialization would be withheld until the last half of the senior year and would include an intensive three-months internship as a requirement for graduation.

The three principles on which the program is to be based are (1) development of students' knowledge and abilities through (2) personal experimentation and discovery in tasks which (3) provide a high degree of involvement.

Enormous administrative complications he perceives as inherent in the fundamental project worked out by Dr. MacLean have not deterred him from initiation of the program. As indicated earlier, the ICL is underway on a "trial basis" this academic year (1967-1968).

During the interview it was apparent that Dr. MacLean has some very vigorously held opinions about the definition of the term "Director" as it applies to the School of Journalism at Iowa. In response to the query "What are the current problems which occupy your attention?" he indicated one of them was "doing away with management by faculty vote on every administrative detail of operating the school." Another problem receiving much attention was the development of a program which will give greater freedom in developing their individual programs to both graduate and undergraduate students.
The elimination of all but four "required" courses at the undergraduate level and one each at the master's and doctoral levels, as earlier recorded, was reported as significant progress in this direction. The number of restrictions on students at all levels prior to his assumption of the directorship was described by Dr. MacLean as "appalling."

In discussing his plans for the future of the School of Journalism Dr. MacLean indicated he will continue to increase emphasis on a broader-based interdisciplinary program at all levels. He will "go with the present organizational structure" for the time being while devoting attention to more pressing matters. In the area of faculty he plans to seek more joint appointments and provide increased support "in every way possible" for faculty research. He has already instituted the two major curriculum changes planned for the near future—the elimination of many required courses and the initiation of the Interdisciplinary Communication Laboratory.

He feels it is critically important to institute procedures for "analyzing what we are doing while we are doing it," and plans to devote research effort and money to devising the means for accomplishing this objective. In the area of facilities improvements, he plans a complete remodeling of the Communications Center adding central air conditioning and bringing in audio-visual facilities.

To the question regarding the status of communication as a "discipline," Dr. MacLean indicated he prefers to consider communications as a "broad field of study." He said, "We don't want communications limited by the boundaries of a carefully labelled discipline. As long as it is not firmly specified we are free to explore and develop as
the need appears and the spirit moves us. We can commit academic adultery all over the place, a freedom scarcely granted to well-defined disciplines."

With regard to the status of communication as a discipline or an "emerging discipline" in the nation at large, Dr. MacLean agreed with Dr. Budd's observation that it is now in a state of "drying its wings preparatory to flight."

To the question "Thinking now in terms of communication generally throughout the country, what do you see as significant in terms of achievements in recent years, problems desired goals and future trends?" Dr. MacLean gave the following responses:

He feels that the most significant achievements have been the scattered instances where universities have encouraged innovation in the development of communication programs. He feels a major problem in many universities will be developing an organizational structure which will enable faculty to capitalize on the benefits which accrue from all departments concerned with aspects of communication cooperating fully.

He feels that one of the greatest needs in the field of communication today is for educators to specify their objectives. "We feel we now know what our objectives are here at Iowa," he said. He listed them this way:

We are trying to train people who can and will keep the members of our society accurately and well informed about matters of concern to them, particularly in their decisions as citizens in a democratic society.

We are trying to educate people who will later create or facilitate those kinds of communication
necessary to the maintenance and improvement of our governmental, educational, business and other enterprises.

We are trying to educate people who will in turn help to achieve the above objectives through teaching and through scholarly and scientific research in communication.

One of our major jobs seems to be processing and distributing students for some of ten not well defined areas of the labor market. We have an obligation to these students, to their future employers and colleagues, to society generally and to ourselves to insure that our "processing" makes an important difference. We should affect these students in many ways. Here are some I consider most important:

- increased ability in the use of written and spoken language and other common message codes.

- solid grounding in those principles of communication which help to form a framework for continuing experimentation in strategies and tactics of communication.

- increased awareness of our historical growth and development of our major institutions, including our institutions of communication and enculturation.

- increased understanding of important similarities and differences among the peoples of the world generally in cultural matters as well as more specifically in their styles and patterns of communication.

- fuller sense of the ways of science and art, not particularly of the special techniques but rather an understanding of what scientists and artists are about.

- greater familiarity with the laws, norms and standard operating procedures of the occupational areas they hope to enter and some knowledge of how these arose and how they relate to the central communication tasks.

- heightened creative imagination, inventiveness, and intuitive judgment along with the skill and courage to experiment.
-deeper concern with the process rather than merely the products of communication.

-stronger philosophical base in ethics, value, epistemology, etc.—that is, ways of thinking about and judging ethics, values, learning, etc.

-more intense love of inquiry, learning and communicating learning to others.

-greatly increased ability to analyze and synthesize.

There certainly are other goals implied in some of the things we do. Some of our activities for example, seem aimed at developing and maintaining fruitful relationships with a variety of groups, such as the following:

other schools of journalism
weekly newspaper publishers
circulation managers, editors and publishers of small daily newspapers
same for a few of the big daily newspapers
radio and TV station managers and news directors
public relations directors, industrial editors,
government information officers
advertising executives
research agencies
high school principals, advisers and students
the university administration
related departments in the university
government and foundation grantors of research funds

I expect that, if we do a good job of fulfilling our primary objectives and let people know that we are doing so, our relationships with such people will be quite good.6

Dr. MacLean identified a number of trends he sees developing in communications. He feels many schools of journalism and departments of speech will disappear as they meld into larger academic units under the communication label. "The trend in this direction is unmistakable," he said.

6Malcom S. MacLean, Jr., "A Process Concept of Communication Education: A Routine Statement for the Educational Policies Committee" School of Journalism, University of Iowa, November 17, 1966, Mimeographed. p. 6
He also feels communication education will become a central part of the academic hierarchy of major universities as this trend to consolidation continues. He applauds this trend and believes that departments such as law, engineering, education, business and others which have long been served by departments of speech and journalism will be much better served by a communication program combining all aspects of the discipline.

He sees industry assuming a much larger role in teaching media skills with journalism departments reducing the amount of instruction in this area to provide a broader liberal education for students who will go into one of the specialized media. He also envisions an increase in the number of "terminal" master's degrees prompted primarily by industry sending rising executives back to the campus for graduate work in communications. He also looks for industry to begin hiring many Ph.D. holders as full time employees rather than retaining them as consultants. With effective communication becoming steadily more vital to success in corporate operations of all types, management is becoming more aware of the value of having people with the Ph.D. level of communication skill on their full time staff, Dr. MacLean says.

The revolution now going on in communications technology and process will have impact throughout our culture which can scarcely be conceived today, Dr. MacLean feels. He suggests that probably the greatest challenge facing communication educators today is to foresee the social implications of this revolution and prepare scholars in communication to cope with the problems and opportunities of the future. "Innovation is the wave of the future in communication," MacLean says.
CHAPTER IV

THE UNIVERSITY OF ILLINOIS

College of Journalism and Communications
Theodore Peterson, Dean

Illinois, with 62 Ph.D.'s in communications to its credit, is one of the three universities which might be considered with some justice as a fountainhead of Ph.D. scholars in the field. It, together with Michigan State (134) and Iowa (69), has produced more communications Ph.D.'s than all other universities in the nation combined. Illinois bids fare to edge Iowa out of second place in the near future. At the time of this writing (February 1968) Illinois had 56 students enrolled in its Ph.D. program; Iowa had 23.

During our interview Dean Peterson remarked, "You cannot visit a campus with a major communications program anywhere in America without finding one or more graduates of our Ph.D. program on the faculty."

The "father" of the doctoral program leading to a degree in communications at Illinois was Wilbur Schramm, who had earlier launched the doctoral program at Iowa. The communications program at Illinois, as at four of the other six schools covered in this study,
sprang from a base in Journalism. All but the first fourteen of Illinois' 62 Ph.D.'s have been completed since 1957 when the School of Journalism became the College of Journalism and Communications and Peterson became Dean.

Degrees currently offered in the college include the Bachelor of Science in Communications with program options in advertising, news-editorial and radio-television. Master's degrees available include Master of Science in Advertising, Master of Science in Journalism, Master of Science in Radio and Television and Master of Television. The Doctor of Philosophy in Communications provides a core program in communications and permits advanced specialization in the following areas: process; content and effects of the mass media including their political, social and economic aspects; advertising; inter-personal communication and psycholinguistics.

Organizational Structure

The administrative structure of the College (Table 11) includes the three teaching departments; advertising, journalism and radio-television; plus the Institute of Communications Research and the Division of University Broadcasting. The head of each of the three teaching departments, the Director of Research and the Director of

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The three programs examined in this study which did not spring from a school or department of journalism are at Michigan State, Indiana and Pennsylvania. At Michigan State the College of Communication Arts was created at the direction of President George Hanna in 1955. At Indiana the committee-supervised program was initiated in 1958 at the initiative of the Audio Visual Education Department in cooperation with the departments of psychology, sociology, speech and theatre, radio-TV and journalism. At Pennsylvania the Annenberg School was organized as a special graduate "School of Communication" in 1959.
TABLE 11
TABLE OF ORGANIZATION, COLLEGE OF JOURNALISM
AND COMMUNICATION, UNIVERSITY OF ILLINOIS

CHANCELLOR
UNIVERSITY OF ILLINOIS

DEAN
COLLEGE OF JOURNALISM AND COMMUNICATIONS

HEAD DEPARTMENT OF ADVERTISING
HEAD DEPARTMENT OF JOURNALISM
HEAD DEPARTMENT OF RADIO-TELEVISION
DIRECTOR INSTITUTE OF COMMUNICATIONS RESEARCH
DIRECTOR OF UNIVERSITY BROADCASTING

TELEVISION STATION
RADIO STATION
MOTION PICTURE STUDIO
Broadcasting report directly to the dean. Dean Peterson reports to the Chancellor of the University.

In response to the question "Is the present administrative structure the best possible for advancement of the communications discipline on your campus?" Peterson answered "yes."

To the question "As an ideal, should all departments dealing with communication on a university campus be consolidated in one administrative unit such as a college or school?" he also answered "yes."

I asked in view of the fact that he included only advertising, journalism and broadcasting teaching departments in his college, whether there was not an inconsistency in these last two answers.

He replied, "I understand. You're thinking of Michigan State and some of the other schools who have more recently combined speech communications functions with journalism and the others." After a discussion of a number of other communications administrators and universities he said:

It boils down to a question of definition. I think it is important for departments dealing with the central area of communications—journalism, broadcasting and advertising—to be under one administrator. There are the advantages of faculty strength, financial strength, reduction in duplication of courses, etc. I am inclined to question the merit of throwing a flock of units dealing vaguely with communications under one administrator for administrative rather than educational reasons. Speech, graphic arts, journalism, broadcasting, library science, the student newspaper, the public information office, the alumni publication, the closed circuit ITV system, all deal with the aspects of communications; however, there

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2 Peterson subsequently defined communications by saying "communication is the process of communicating: communications (underlining his) is the technical means used to carry out the process." The question of whether speech might be included in "the process of communicating" was not pursued.
seems no compelling reason to put them under one administrator unless they and their faculties share some commonality of interest. Although our structure is by no means "ideal" it seems to work as well as any other.

Five years earlier Peterson had also expressed the opinion in a speech that combining all communication functions in one administrative unit was something less than desirable. He went on to say:

There is no good reason against it, I suppose, so long as the objective is simply administrative expediency and so long as it is clearly recognized that the result will be adhesive rather than cohesive. Such units have little in common educationally, and some have almost antagonistic aims. Put them together, and the result is a little like the early empires that adhered, that were held together by external force; it is not at all like the later nation states that are cohesive, that are held together from within by some common ideology, by common aspirations.3

Dean Peterson described the support he receives from the university administration as "excellent." Since there are no other departments on campus competing for use of the term "communication" he has none of the complications which administrators have on campuses where there is competition for use of the term in departmental titles.

General satisfaction with the original design of the College of Journalism and Communications both within the college and in the administration was apparent since there has been no major reorganization of the administrative structure since the college was so designated in 1957. Transfer of administrative management of their Ph.D. program from the Graduate College to their own in 1966 was described by Peterson as a "major administrative improvement." Another small but "significant" change is forthcoming July 1, 1968 when the title of the

3Speech to Association for Education in Journalism, Annual Meeting, August 24-29, 1963. Lincoln, Nebraska. Mimeographed.
college will be shortened to the "College of Communications" dropping the words "Journalism and" from the official title.

Curriculum

The Undergraduate Program

The philosophical base of the curriculum of the College of Journalism and Communications is summed up in the phrase "more than mere techniques" which is a subtitle of an introductory paragraph of the college bulletin which reads:

To speak to people through radio, television, or the printed page requires a knowledge of the people to whom one wishes to speak, an understanding of the world in which they live. Therefore, the curricula of the College of Journalism and Communications are designed to offer more than mere training in techniques. Students must acquire a solid background in the social sciences and humanities. At the same time, they gain professional competence in their chosen fields from their professional courses in communications.4

Each of the three teaching departments—advertising, journalism and radio and television—has a well-defined academic major leading to the degree of Bachelor of Science in Communications which requires a minimum of 124 hours of university credit. In obtaining the degree the student must take not fewer than 30 hours nor more than 36 hours in journalism and communications. The objectives, special interest options required courses and minor programs available in each of the three departments is specified in detail in each department.

Department of Journalism

Objectives

"The mission of the journalist is essentially to inform the public or segments of the public--intelligently, completely and honestly--by means of the printed or broadcast word." These are the first words a potential journalism major at the University of Illinois reads in the departmental pamphlet presented to all who seek admission. The objectives of education in journalism are spelled out further.

At times, as society and his own inclinations dictate, he (the journalist) may be and will be teacher, historian, entertainer or reformer; primarily, however, he is a reporter.

Therefore the journalist must have, first, a perspective on events, ideas and opinions. This perspective is the product of an understanding of the world in which he lives and of his profession related to that world. Since such understanding demands not only professional education but also a thorough grounding in the humanities and social sciences, students take many courses outside the College of Journalism and Communications.

Second, the journalist needs technical proficiency to qualify him for the wide variety of pursuits within the expanding definition of the field of journalism. Such proficiency is achieved through study in methods of analysis and exposition applied to gathering, writing and editing news. Courses within the College are designed to educate him so that he can perform effectively as a newspaper or magazine writer, editor or publisher, or as a radio or television newsmen.

Finally, together with the background and techniques he has acquired, the journalism graduate is expected to have absorbed a professional approach which will lead him to apply his knowledge not only to his own advancement but to the advancement of society.

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\(^5\)Education for Journalism, informational pamphlet of the Department of Journalism, College of Journalism and Communication, University of Illinois, undated, p. 3.

\(^6\)Ibid
Required Courses and Special Interest Options

The basic journalism major is identified as the "news-editorial program." To complete this major a student must complete courses totaling 22 semester hours from the following list:

All of the following courses:
- Journalism 204 Typography
- Journalism 211 Newswriting
- Journalism 212 Public Affairs Reporting
- Journalism 321 News Editing

Any two courses from the following:
- Journalism 217 History of Communications
- Journalism 218 Communications and Public Opinion
- Journalism 220 Processes and Systems of Communication
- Journalism 231 Mass Communications in a Democratic Society
- Journalism 372 Society Aspects of Mass Communications

Any one course from the following:
- Journalism 323 Advanced Reporting
- Journalism 330 Magazine Editing
- Journalism 344 Community Newspaper Publications

Each of the above courses is a 3-hour course except J-321 News Editing which is a 4-hour course.

Students "with an interest in radio-television journalism" may substitute broadcasting courses for the two courses marked with an asterisk.

To complete his remaining eight to fourteen hours in the college a journalism major may elect from eight additional newspaper journalism
courses, nine elective courses in magazine journalism, ten courses in community journalism and eleven courses in radio-television journalism. The electives in these various options are scaled to increasing levels of sophistication and designed to broaden the base of experience of the student in whichever area he specializes.

While the series of courses in newspaper journalism, magazine journalism and even broadcast journalism are relatively standardized and common to journalism program in many universities across the country, the sequence in "community journalism" merits a special word. This sequence was designed to educate students specifically for positions as reporters, editors, managers and publishers of community newspapers—newspapers generally published weekly in towns from 500 to 6000 population and in many suburban communities of large cities. The business and management aspects of publishing receive more emphasis in the courses in this program than in straight newspaper journalism courses. The sequence is designed to serve a student with the ultimate goal of "running his own paper" and provides him with essential background education in problems of circulation, advertising copy and layout, photo-journalism and other subjects which are an essential part of the working knowledge of a journalist planning to go into this area of the profession.

Students with special interests in agricultural journalism, home economics journalism or medical journalism are provided special counseling to assist them in working out programs of courses to qualify them for a minor in one of the specialties. Twenty hours of concentration in courses in other departments of the university
pertinent to these specialties may be substituted for 20 hours of advanced social studies to qualify for a minor in one of these fields.

Department of Advertising

Objectives

The objectives of the Department of Advertising are spelled out in this fashion:

Our educational objectives are four fold—(1) to provide students interested in advertising with a fundamental understanding of the economic and social order in which they live, (2) to cultivate their powers of analysis, (3) to assist them in developing systematic methods for solving problems, and (4) to equip them with enough technical knowledge in their chosen field to permit them to become effective beginning professionals in the advertising industry.

With such a combination, we believe graduates will enter the field of advertising with the philosophy of a professional person and contribute to its social and material progress. Our program places some emphasis on the techniques employed in the advertising business, but always with their function in mind. They are means to an end, not an end in themselves.

The advertising person serves as a middleman between the products of industry and the wants of consumers. This calls for a broad education, directed by a purpose and specific interest.

The advertising curriculum at Illinois provides such purpose and gives direction in feeding the interest of students. Thus keyed to student interest, it increased the benefits received from the total educational plan. Students find that such courses as psychology, sociology, philosophy, anthropology, history, English, market research, labor problems, and economics take on a new meaning and interest when related to their planned program for a career.7

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7A Professional Program in Advertising, informational brochure of the Department of Advertising, College of Journalism and Communications, University of Illinois, undated, p. 2.
Required Courses and Special Interest Options

The communications student who elects a major in advertising has an exceptionally rich set of options from which to choose in working out his college undergraduate program. Once he completes the fourteen hours of work in the six required courses he has no less than nine special interest areas from which to choose in developing his program.

The core consists of the following courses which are recommended to be taken in the sequence below:

- Advertising 281 Introduction to Advertising 3 hours
- Advertising 382 Copy and Layout 4 hours
- Advertising 383 Advertising Media 3 hours
- Advertising 385 Advertising Promotion and Sales 2 hours
- Advertising 384 Advertising Campaigns 3 hours
- Advertising 388 Advertising in Contemporary Society 2 hours

The special interest areas in which a student may pursue the advertising major include:

- Advertising Copywriting
- Advertising Production
- Advertising Research
- Agricultural Advertising
- Industrial Advertising
- Media Buying and Selling
- Public Relations
- Radio and Television Advertising
- Retail Advertising

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8 Ibid
The remarkable breadth of inter-disciplinary education which advertising majors are encouraged to pursue is evident in the courses in departments outside the College of Journalism and Communications which are recommended to advertising majors. Electives which students concentrating in Advertising Copywriting are encouraged to take include courses from the departments of anthropology, art, English, rhetoric, journalism, labor and industrial relations, psychology, sociology and speech.

Students concentrating in Advertising Production are encouraged to take specific courses from the departments of art, chemistry, engineering, journalism, marketing, physics, psychology and broadcasting.

Those pursuing Advertising Research are urged to take specific courses in economics, journalism, marketing, philosophy, psychology, rhetoric and sociology. Courses in these other departments are not recommended at random, but rather specific courses directly applicable to the student's special interest are identified to him.

Students concentrating in Agricultural Advertising are encouraged to take certain courses in agricultural economics, animal science, agronomy, anthropology, economics, marketing, psychology and rural sociology.

When a student elects Industrial Advertising as his area of concentration he is counseled to take specified courses in chemistry, economics, engineering, industrial management, marketing, manufacturing processes, physics, industrial psychology, rhetoric and sociology.

The student specializing in Media Buying and Selling is urged to take specific courses in radio and television, applied general
statistics, economics, retailing, market research, industrial marketing, logic, social psychology, report writing and speech.

Students specializing in public relations are encouraged to take specific courses in public relations, cultural anthropology, labor problems, American economic history, newswriting, public affairs reporting, processes and systems of communication, photo-journalism, reporting writing, sociology, social psychology, public opinion and persuasion.

The advertising major who elects to specialize in radio and television advertising is directed to specific elective courses in cultural anthropology, ethics and social policy, social psychology, psychology of attitude and opinion, a variety of broadcasting electives, philosophy and persuasion.

Those who decide to pursue retail advertising are encouraged to take certain courses in cultural anthropology, art, design, economics of consumption, economic history, home economics, home management, typography, principles of retailing, retail sales promotion, social psychology and sociology of the city.

Department of Radio-Television

Objectives

The Department of Radio-Television introduces the objectives of its undergraduate program with a statement of three general beliefs about education:

1) That the liberal education of the student, primarily in the liberal arts and sciences, is fundamental to his future success in the media, and should constitute the major portion of his college experience;
2) That the student should become proficient enough in the studio or production aspects of broadcasting and knowledgeable enough in the programming, management, and sales aspects of broadcasting so that he will be able to enter the profession as a valuable employee after graduation;

3) That the liberal education and the broadcasting experience and knowledge should be integrated in such a way to insure maximum opportunity for success as a potential leader in the media.9

The department seeks to give its students both theoretical and practical experience in the 30 semester hours of work required in the radio-television concentration. A further objective is to insure that the student broadens his horizons beyond the confines of the department program, studies the basic principles of our economic system as it applies to broadcasting, dissects communication messages of the mass media to discover their ethical and emotional appeals, investigates the psychological and sociological responses of the audiences in terms of their desires and needs and examines the special responsibilities of the broadcast communicator.

Required Courses and Special Interest Options

The radio-television major is required to complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio-Television 252 TV Laboratory</td>
<td>3 hours</td>
</tr>
<tr>
<td>Radio-Television 261 Principles of Broadcasting</td>
<td>2 hours</td>
</tr>
<tr>
<td>Journalism 211 Newswriting</td>
<td>3 hours</td>
</tr>
<tr>
<td>Advertising 281 Principles of Advertising</td>
<td>3 hours</td>
</tr>
<tr>
<td>Radio-Television Radio-TV Regulation</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

9A Professional Program in Radio and Television, informational pamphlet of the Department of Radio-Television, College of Journalism and Communications, University of Illinois, undated, p. 1.

10Ibid
To this core of 13 hours the student adds electives to be taken from five areas of special interest to complete his 30-36 semester hour major program. The areas of special interest available to radio-television majors include announcing with seven elective courses, news with seven electives, production-direction with seven electives, sales-management with eight electives and writing with six electives. In addition to these specific elective courses designed for the areas of special interest they support, a recommended list of courses in advanced social studies crossing many academic boundaries is urged upon each radio-television major. As in the case of the other two departments of the college the radio-television department has taken careful pains to insure that its students graduate with a truly interdisciplinary background in communications. Radio-television also offers minor programs in agricultural broadcasting and home economics broadcasting.

A program at Illinois common to all departments in the College of Journalism and Communications is the dual specialization made available to students with special interests. In initial counseling sessions faculty members of all departments explain to students that if they have special interest or aptitudes in such fields as engineering, education and fine arts, agriculture, home economics, the sciences, medicine or virtually any other discipline, it is possible to work out a communications program combining one of the departmental majors of the college with a program in almost any other discipline offered at the university. This truly interdisciplinary approach to communications
appears to be highly respected on the Illinois campus outside the College of Journalism and Communications. It was spoken of in favorable terms also in two interviews with directors of communications programs at other universities visited during the course of this study.

The undergraduate program in communications has been quite stable for the last four years. During that period it was reported that only one course had been dropped (Journalism 101, Introduction to Journalism and Communications) and one had been added (Journalism 329, the Rhetoric Journalism). There were no plans to change the number of required courses in any department.

To support the program of consistent growth six new faculty members were added to the staff, two in each of the last four years. Three joined the Advertising Department staff and three the Journalism Department staff. One staff member (other than graduate assistant instructors) departed the staff during the last four years.

The Graduate Programs

The Master's Degree Program

The College of Journalism and Communications offers programs leading to four different master's degrees. The Departments of Advertising and Journalism offer work leading to the degree Master of Science in Advertising and Master of Science in Journalism respectively. The Department of Radio-Television offers work leading to the Master of Science in Radio and Television and the Master of Television Degree.

Students who win admission to the University of Illinois to pursue one of these four degrees are members of a relatively select group.
To qualify for admission a candidate must have a bachelor's degree from a recognized university, preferably in a field related to advertising, journalism, radio-television, English or the social sciences. During his last two years of undergraduate study the candidate must have earned a grade-point average of 3.75 to win admission to advertising or radio-television and a grade-point of 4.0 to get into journalism. (Both averages to be computed on a 5.0 scale.) Students without a thorough knowledge of fundamentals in communications from either academic or professional experience are required to rectify this deficiency by taking additional undergraduate courses.

The three academic departments in the college have similar requirements for the master's degree. A student in any of the three is required to complete a total of eight units, (32 semester hours) four units in the departmental major (or three units in the major plus one outside unit approved by the adviser), a minimum of two units outside the college, a minimum of three units offered exclusively at the graduate level (four in Advertising Department) and a thesis. In addition the Journalism Department requires a written examination on the current Master's reading list. Advertising permits a no-thesis master's provided an academic substitute requirement is met. The Journalism Department allows the student an alternative to the thesis in the form of a paper on a topic of general public interest prepared for either publication or broadcast. The Master of Television Degree in the Radio-TV Department requires six of the necessary eight units to be completed in specified broadcasting courses. An undergraduate
laboratory requirement for students whose bachelor's degree was not in broadcasting may be waived under exceptional circumstances of professional experience by the student.

The Radio-TV Department offers selection from sixteen upper division and graduate courses in broadcasting. The Journalism Department offers 19 upper division and graduate courses including eleven courses based upon communications theory and research and identified in the program as communications courses. The Advertising Department offers 14 upper division and graduate courses. All three departments have courses in research methods organized to provide graduate students with a solid foundation in research in the area of their specialization. All three also require a "cross fertilization" in each student's program which gives him solid grounding in both communication process and media.

The Doctoral Program

An inter-departmental committee of the College of Journalism and Communications administers the program of study leading to the degree of Doctor of Philosophy in Communications. The doctoral program of each student is individualized, highly inter-disciplinary and may draw on courses from virtually any college or department on campus.

At Illinois, as at many other universities, the doctoral program is viewed as having three stages. The first stage is the master's degree or equivalent; the second step the fulfillment of major and minor requirements including the language requirement (demonstration of ability to read any two of three languages--French,
German and Russian) plus the preliminary examination; and the third stage consisting of seminars, research, the dissertation and final examination.

The requirements of the College of Journalism and Communications for the doctor's degree are designed to provide for both a core program in communications and an opportunity for the student to achieve an advanced specialization in several areas. Areas of specialization include communications process; content; effects of the mass media including their economic, social and political aspects; advertising; inter-personal communication and psycholinguistics.

With many more students seeking admission to the doctoral program than the quota imposed on the college by the Graduate College will permit, competition for admission is intense. A student with less than a "B" average in prior work is ineligible. Students with a broad background in social sciences and humanities have the best chance of winning admission. A previous course in statistics is reported as "useful."

The objective of the doctoral program is expressed as follows:

The program applies the methods and disciplines of the social sciences, supported by the humanities, fine and applied arts and natural sciences, to the basic problems of human communications. It is intended for students who plan journalism, radio-television, and psycholinguistics; scholarly research on the development, control and ethics of the mass media; experimental research on public opinion measurement; advertising, communication effects, psycholinguistics and semantics; executive jobs in government and industry requiring breadth, perspective, and a scholarly background.

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11 Doctoral Study in Communications, informational pamphlet of the College of Journalism and Communications, University of Illinois, undated, p. 4.
Core requirements for the doctorate include the following:

1) Proseminar 471 and 472 2 units

2) One selection from the following list (Group A)
   - Communications 414 Seminar on Social Interaction
   - Communications 432 History of Books and Printing
   - Communications 444 Seminar in Public Opinion
   - Communications 462 Seminar in Radio and Television
   - Communications 468 The Political Economy of Communications
   - Communications 470 Communications and Popular Culture
   - Communications 473 History and Theory of Freedom of the Press
   - Communications 474 Communications System
   - Communications 481 Advanced Advertising Principles
   - Communications 483 Advertising and the Mass Media
   - Communications 307 The Art of the Screen: Narration
   - Communications 308 The Art of the Screen: Exposition and Persuasion
   - Communications 344 Public Opinion
   - Communications 360 Educational Uses of Television and Radio
   - Communications 372 Social Aspects of Mass Communications

3) One selected from the following list (Group B) 1 Unit
   - Communications 420 Seminar in Semantics
   - Communications 424 Linguistics and Communication
   - Communications 426 Research Seminar in Psycholinguistics
   - Communications 425 Psycholinguistics
   - Communications 451 Advanced Social Psychology
Communications 456 Psychology of Social Communication
Communications 325 Introduction to Psycholinguistics
Communications 370 Language, Culture and Society

4) Specialization in communications—usually from the following list of recommended areas:

   Theory of Communications
   Philosophy of Communications
   Communications Policies and Structures
   Public Opinion and Attitude Formation
   Advertising
   Interpersonal Communications
   Psycholinguistics

5) Two units in research methods—selected from mathematical, historical, philosophical or technical aspects of inquiry and research.

6) A minor of four units outside communications or a split minor of three units in a discipline other than communications and three units in a field of communications outside the area of concentration.

7) Eight units of dissertation research (Communications 499).

The College of Journalism and Communications also offers a doctoral minor in communications for students from other departments on campus.12

12 Ibid
Enrollment Trends and Student Interests

Dr. Peterson reported that there has been a general upward trend in enrollment in his college during the last four years. This trend (Table 12) is indicated by the number of degrees awarded in each of the first four years.

TABLE 12

UNDERGRADUATE AND GRADUATE DEGREES AWARDED ANNUALLY
AT THE UNIVERSITY OF ILLINOIS, COLLEGE OF
JOURNALISM AND COMMUNICATION
DURING THE LAST FOUR YEARS

<table>
<thead>
<tr>
<th></th>
<th>Bachelors</th>
<th>Masters</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>96</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>1965</td>
<td>93</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>1966</td>
<td>118</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>1967</td>
<td>92</td>
<td>34</td>
<td>8</td>
</tr>
</tbody>
</table>

Enrollment of students pursuing the various degrees offered by the college in February 1968 was reported as follows:

TABLE 13

UNIVERSITY OF ILLINOIS COLLEGE OF JOURNALISM AND COMMUNICATION
ENROLLMENT AT THREE LEVELS—WINTER QUARTER 1968

Students pursuing Bachelor's Degree          330
Students pursuing Master's Degree            77
Students pursuing Ph.D.                      56

When asked whether there had been a significant shift in student interest in the last four years Dr. Peterson replied in the affirmative and provided the following comparative enrollment figures.
The increase in the number of students pursuing degrees in advertising was identified as a trend that has been going on "for four or five years."

A "good part" of this increase in enrollment in the Department of Advertising was reported as students primarily interested in a degree best suited to launch them on a career in Public Relations.

In a letter subsequent to the interview updating some of the data obtained earlier Dr. Peterson advised that the overall increase during the last four years in undergraduate enrollment was 44.7 percent and in graduate enrollment 23.6 percent.

Also reported was a perceptible increase in the number of students from other colleges on campus seeking a minor in communications, interpreted by Dr. Peterson to be the result of growing understanding of the College of Journalism and Communications by faculty members in other colleges.

Interests of Ph.D. candidates in the last four years is indicated by Table 14 which list authors, titles and year of acceptance of dissertations completed in the college.

Research

The research function of the College of Journalism and Communications is centered in the Institute of Communications Research. The Institute has a legitimate claim as a pioneer organization in the field of research in communications. It was established in 1947 as an
Table 14

Doctoral Dissertations During the Period 1964-1967,
College of Journalism and Communication
University of Illinois

1964

Brown, Roger Langham, "Some Sources and Aspects of Wilhelm von Humboldt's Conception of Linguistic Relativity."

Burd, Eugene, "The Role of the Chicago Daily Newspapers in the Selection of the Chicago Campus of the University of Illinois."

Guback, Thomas Henry, "The Film Industry in Post-War Western Europe; The Role of Euro-American Interaction in the Shaping of Economic Structures and Operations."

Lawson, Richard Gene, "The Role of Socio-economic Environment in the Development of Educational Television; a Description of Educational Television in Alabama and Illinois."


1965

Hormel, Sidney J. "The Presbyterian Communication System."

Kent, George, "Information as a Determinant of Bargaining Power."

Merrill, Frederick Garret, "Syntactic Structures and Judgments of Auditory Events: a study of the Perception of Extraneous Noise in Sentences."


Wood, Marion Morse, "Influence of the Communicators and Knowledge of Communication Effectiveness on Length of Utterance and Lexical Selection in Spontaneous Speech."
Beard, Richard Hare, "Development and Utilization of the Frequency Modulation Sub-carrier as a Commercial Communications Medium."

Quebral, Nora Cruz, "Farm Journal and American Agriculture, 1877-1965"

Regnell, John Albin, "Contributions of Early Organizations of Educational Broadcasters to the Future of Educational Broadcasting."

Treacy, David Paul, "The Effects of Mass Communications: A Survey and Critique."

Zoerner, Cyril Edward, "The Development of American Community Antenna Television."

Cuceloglu, Dogan, "Cross Cultural Study of Facial Communication."

Dahlan, Muhammad Alwi, "Anonymous disclosure of government information as a form of political communication."


Krippendorf, Klaus, "An Examination of Content Analysis: a proposal for a general framework and an information calculus for message analytic situations."

Sasser, Emery Lewis, "An experimental study of the effects of headline size and writing style in newspapers."

independent unit of the university. It was then placed under the Division of Communications and later in the Graduate College before finally becoming a part of the College of Journalism and Communications in 1957.

In describing the work of the institute Dr. Peterson said, "the work of the institute is so well known and the reputation of its director (Dr. C. E. Osgood) and staff so outstanding, research grant money just seems to gravitate to us."
Because they have such financial independence the staff of the institute pursues "only those research projects which particularly interest them."

According to Dr. Peterson, the institute does virtually no applied research these days. Basic research is in such fields as diffusion of ideology, anthropological implications of communication, cross-cultural communications, social implications of the mass media, propaganda analysis; information theory and models, attitude formation, psycholinguistics and international communications are of current interest. One current project involves the development of a semantic atlas of the world.

Ten full-time research staff members are assigned to the institute, and in addition faculty members from the teaching department also utilize the facilities of the institute in individual research projects. The opportunity to serve as graduate assistants in the institute is considered to be a significant factor in the large number of applicants seeking admission to the graduate programs of the college. Salaries of the staff members are paid by the college, but virtually all research is funded from grants.

In describing the freedom with which members of the institute staff are permitted to operate Dr. Peterson remarked, "We assign members to the staff and don't bug 'em' for at least two years."

During the last four years "no change" in the amount of corporate and university research monies was reported, but there has been an increase in both federal and state funding.
The college has complete communications library and laboratory facilities to support student research in the three departments and full access to the university computer for both student and faculty research.

The Dean

In September 1968 Dr. Theodore Peterson, Dean of the College of Journalism and Communications, will have been at the University of Illinois 20 years. He will have been dean of the college eleven years, ever since it attained that status.

Born June 8, 1918 in Albert Lea, Minnesota, Dr. Peterson received the B.A. cum laude in Journalism at the University of Minnesota in 1941. He received the M.A. in English from Kansas State University in 1948. Moving to the University of Illinois as an instructor and graduate assistant in that year, he completed the Ph.D. in Communications there in 1955. After serving two years as an associate professor of journalism, and communications he was named dean of the college.

During World War II he served as a staff sergeant with the Army Air Corps in England from January 1943 to June 1945. Prior to coming to Illinois he served three years as head of the college news bureau and editorial assistant to President Milton S. Eisenhower at Kansas State University.

His service in office and committee membership in professional organizations over the years fills virtually a page of his official biography. Among the organizations he has served in key roles are the

He is author of four books, contributor to six others and author of some 30 articles in professional journals since 1960.


Dr. Peterson is married and the father of four children.

In answer to the questions as to his "self label" he replied that he considered himself a "communications man, hopefully in the broad sense of the term." One of his observations during the interview was that he was constantly striving to achieve a more thorough grasp of essentials of each of the three branches of the communications discipline in his college—journalism, broadcasting and advertising.

I came away from the half-day in-depth interview with Dean Peterson with several rather strong impressions. He is a dynamic, driving individual of enormous energy with a broad base of interest in communications. It would appear unlikely that anyone associated with him at Illinois would ever have any doubts about who is "running the show" in the College of Journalism and Communications. His grasp of detail about the diverse programs in his college bordered on the
astonishing. His answers to questions were quick, succinct, extremely
frank, and often given in impressive detail.

He has some strong opinions about his discipline, its shortcomings,
its professional associations and the directions in which it should move
in the future, as the next section on the administrator perceptions will
show. He expressed these feelings and opinions in a most uninhibited
fashion and at no time in the interview qualified his comments with
anything resembling an "off the record" admonition. Aside from the
enormous amount of data the interview elicited, I found it a most
refreshing experience.

Administrator Perceptions

In response to the question as to his preferred definition of the
term communications Dean Peterson replied, "Communication is the process
of communicating; communications (he underlined the s) is the technical
means used to carry out the process."

When asked about the most significant achievements in his department
in the last four years, he replied:

Adding to the faculty people who can and will teach
"Gutsy" news reporting. I am referring to Gene Graham,
Pulitzer Prize winner from the Nashville Tennessean and
Charles Puffenbarger from the Washington Post.\(^{13}\)

He went on to say he considered it absolutely essential that students in
all phases of communications be taught to "tell it the way it is."

\(^{13}\)Graham and Puffenbarger joined the faculty in 1965. Both hold
master's degrees. Other members whom Peterson has added to the staff
in the last four years include Arnold Barbana, Ph.D., 1964; Gene Gilmore,
Gilmore, Puffenbarger and Graham went to the Department of Journalism
and Barbana, Wedding and Dunn to the Department of Advertising.
In response to the question "What are the current problems which occupy your attention?" Dean Peterson listed four current problems:

The principal problem he described stems from a quota on Ph.D. candidates which is imposed on his college by the Graduate College. He can have only so many Ph.D. candidates enrolled during any one semester. This forces the faculty to push some students to "speed-up" their programs in order to make room for oncoming students. The college feels an obligation to reserve some spaces in their doctoral program for students from other universities. Dr. Peterson did not state what the exact quota is, but he indicated he could fill it from his Advertising Department alone. "One of the most difficult problems the graduate committee faces," he said, "is to avoid favoring our own master's students when making the selection for admission to our Ph.D. program."

One problem on which he spends considerable time he indicated was the problem of persuading the university administration that "a man's brain, not his degree" should be the primary consideration in hiring and promoting faculty members.

Another problem stems from the increasing number of departments in other colleges on campus who are placing communications courses on the "required" list for their students, particularly undergraduate courses. "It's the old RHIP situation," Dr. Peterson said. "A senior, because of his rank, has priority over juniors. This means a senior from engineering, or history or chemistry, can exercise his priority to get

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14 In a letter from Dr. Peterson subsequent to the interview he indicated that with the change in draft policy regarding graduate students the quota has been abolished. He said the college is still turning away many applicants who fail to meet the high admission standards, however.
into one of our classes ahead of a communications major whom he "outranks."
Each semester finds Journalism and Communications College seniors taking
a lower division course they have not been able to get into earlier
because of competition from "outside" students.

The fourth problem he described had to do with graduate students
tending to identify too closely with their major department. "The
department heads don't see this as a problem," Dr. Peterson said, "but
I have to keep pointing out that our Ph.D. program objective is to
produce broadly-based communications Ph.D.'s." He indicated this
minor problem was a "never-ending battle."

In response to the six-part question about his plans for the
future of the college in terms of objectives, organization, faculty,
curriculum, research and facilities, Dr. Peterson had comments on five.

An objective he holds for the future is to have advanced students
do more in-depth reporting jobs on complex subjects which newspapers
of the state either do not have the time or the resources to do. He
cited as an example stories developing in-depth such subjects as the
changing urban environment and population. One such study done last
year by 15 students on State Constitutional Reform was distributed to
the media upon completion and won wide acclaim from newspapers across
the state, Dr. Peterson reported.

As to organization he plans to establish an increased liaison
with the Chicago branch of the University to provide students an
opportunity to work from that campus for a period of time and
receive credit and gain experience in communications impact on
urban affairs.
No specific faculty changes were indicated, but Dr. Peterson said he intended to continue to hire "brains regardless of degree" and at the same time to foster a liberal policy of "individual academic enrichment" of faculty members.

Noting that the curriculum had been quite stable for a number of years, Dr. Peterson said that a curriculum revision committee had been at work for some time examining not only the curriculum itself but the attitudes and goals which influence the program. The committee feels the time is ripe to place more emphasis in the curriculum on equipping communications students to recognize and interpret underlying trends in modern society, and specific course recommendations will be forthcoming this year.

In the area of research the college will shortly add a strong undergraduate sequence in research methodology and techniques, Dr. Peterson reported.

To the question about whether the study of communications had achieved the full status of an independent "discipline" on the Illinois campus, Dr. Peterson stated very emphatically that in his view it had. In the country at large he feels communications is still an "emerging" discipline.

To the four part question as to his view of the country at large in terms of communications achievements, problems, desired goals and future trends, Dr. Peterson had several pungent comments.

To the question "What significant achievements have there been in communications in recent years," he responded, "damned few."
Asked what problems he sees as significant in the field of communications he identified two. "The principal problem in the nation at large is the Association for Education in Journalism. It is holding back progress in communications education, primarily because of the influence of a few old fogies with a head-in-the-sand outlook." He cited as an example of this attitude the refusal of the association to change its name to incorporate the term "communication."

"Too many communications faculty and administrators are backing into the future," Dr. Peterson said. "In this position their foresight is all hindsight."

The question was then put to him as to what should be the desired goals for the communications discipline. He had four suggestions.

1) We should work hard to further intellectualize our field. We are only scratching the surface in communications theory and research.

2) We should analyze social change and the impact which communication has had and will have on it.

3) We should seek to keep up much more closely with the revolutionary advances in communications technology and move promptly and decisively to capitalize on them.

4) We should provide much more training in research for our undergraduate students and start them on it earlier in their academic careers.

Asked what trends he sees for the future, Dr. Peterson responded:

Mass media will continue to address themselves more specifically to selected and like-minded audiences. The publics the media serve will continue their trends toward greater segmentation and stratification. Hopefully, communications educators will anticipate this trend, not just react to it.

Technology, such as dial-access and communications retrieval systems will continue to expand.
We (communications educators) are just now beginning to carry to media administrators, to thought leaders of education and industry and to government work of the real impact of communications to all aspects of modern life. We must intensify our efforts along these lines in print and spoken word.

As a man who has published 16 articles and made 22 major speeches dealing with communications before professional organizations in the past two years, Theodore Peterson would appear to be one communications administrator who is carrying a full share of the load.
 CHAPTER V

MICHIGAN STATE UNIVERSITY

College of Communication Arts
Jack M. Bain, Dean

There are several communications colleges which are older than the one at Michigan State, but there is none bigger.

This is the giant. The current 1712 student enrollment in the college is more than three times that of the next largest program. This is the one communications program in a major university which more than any other was identified as the "wave of the future," which was held up as "the model" to the author in early conversations with communications faculty on campuses and at journalism, speech and communications conventions prior to commencement of work on this study.

The College of Communication Arts at Michigan State came into being as such in 1955 at the direction of President John A. Hanna combining under one administrative head departments traditionally dealing with the spoken, written and broadcast word and incorporating a research program to operate in all areas of human communication.

Consultation with individuals who were members of the faculties of some of the departments brought together in this "shotgun wedding," as some of them called it, revealed that there was originally a strong split among faculty members over the desirability of this change. Some hailed it; some deplored it. How much of the resentment was based on a dispassionate
conviction that the amalgamation was academically unsound and how much represented primarily human resentment at being "told" rather than "asked" to adopt the new arrangement probably cannot be determined.

Holtzman and Vandermeer in their 1963 study reported

Not all components of the College of Communication Arts approved of the required realignment of departments. So some conflict—perhaps abating—survives within the college itself.

During my visit to the Michigan State campus probes for evidence of such resentment in conversations with administrators and faculty produced no indication of it within the college. Keen competition among staff members of the different departments was evident, but was couched in terms of good humor, mutual respect and allegiance to the college.

Dr. Bain reported that during the search for a new dean a member of the university administration who had opposed the merger in 1955 raised the question as to whether the realignment had proved efficacious. He received a positive "yes" from the Provost, Dr. Howard R. Neville. In view of the success and growth of the communication arts program at Michigan State in recent years, questions about the original desirability of Hanna's action would appear to have achieved a status of monumental irrelevance.

Organizational Structure

The College of Communication Arts is one of 13 colleges at Michigan State University and is organized along more or less traditional

1Holtzman and Vendermeer, p. 63.

2A source of some amusement was the display in one department of ill-concealed exultation over the appointment of "one of their own" as the new dean of the college.
"college" lines. Administrative functions in the Dean's office include two assistant deans, a coordinator of continuing education and a director of the International Communication Institute. Six teaching departments include advertising, communication, journalism, audiology and speech science, speech and theatre plus television and radio. The head of each teaching department is identified as a "chairman."

A detailed organizational chart supplied early in 1968 by Dean Jack M. Bain appears as Table 15.³

The dean reports to the university provost and also to the president.

To the question "as an ideal, should all departments dealing with communication on a university campus be consolidated in one administrative unit such as a college or school?" Dean Bain smiled and gave the obvious "yes." To the "why?" he responded:

We are convinced our plan is basically sound for several reasons aside from the obvious one that it works. This arrangement undeniably provides strength--strength in competing for space, for people, for dollars, for recognition, for all the things for which colleges on a campus compete. We can actually accomplish much more education with less artificial course structure; we avoid needless duplication and overlap of courses. We are still improving in this area especially, I think, from the student's viewpoint. One very great advantage it provides is that it brings the researcher and the practitioner more nearly together on one team. Immediate applications of research findings in communication education is practicable.

Dr. Bain reported that the only major reorganization within the college in the last four years was the separation of the speech department into the department of audiology and speech science and the department of speech and theatre.

³In a subsequent letter Dr. Bain indicated he plans to make some changes in organization in the near future, possibly combining some departments.
Although the question of the use of the term communication was settled many years ago with establishment of the College of Communication Arts, Dr. Bain observed that there are two areas dealing with an aspect of communication that are not a part of the college, the audio-visual center of the College of Education and the Instructional Media Center directly under the university provost. "People in these units are highly technique oriented," Dr. Bain said. "They both resist integration into the College of Communication Arts, but I feel they will be brought in eventually."

The College has responsibility for neither the campus newspaper nor the university broadcasting functions and Dr. Bain said "we would resist any effort to give us responsibility for them." He explained his objection, "if you have responsibility for them, people tend to make judgments about your academic program based on the quality of student broadcasting and editorial work. It is far better to exercise some measure of influence upon them by joint faculty appointments."

To the question "how would you describe the support you receive from the university administration?" Dr. Bain replied "adequate, but a long way from exciting." Warming to the subject he went on:

I believe that growth of the college has not been as rapid in recent years as it could have been. I have a strong suspicion that this may be because the college has not asked enough of the administration. I plan to test this theory thoroughly in the coming months. I have a great many things to ask for and I'm thinking of more every day.
Curriculum

The Undergraduate Program

College Objectives and Admission Requirements

The overall objectives of the College of Communication Arts at Michigan State are formally stated this way:

The College of Communication Arts is established on the principle that good communication is basic to a democratic society. Each of us can be most effective as a citizen only when he can competently read, observe, listen and evaluate, and in turn transmit his thoughts, attitudes, and feelings to others.

The purposes of the College of Communication Arts are:

1) To insure a broad liberal education for all its students.

2) To give its students a clear understanding of the role of communications media in society.

3) To educate its students in greater depth in one or more of the specialized areas within the college.

4) To offer all students in the University the opportunity to learn about the processes and techniques of communication.

5) To extend its services to the people of Michigan.

6) To conduct communications research, and to use the results of such research for the benefit of society.

To meet these goals, communication arts programs provide two kinds of education—education in communications—courses offered by the College of Communication Arts—and education for communications—the broad background courses available throughout the University outside communication arts. Primary emphasis is upon the liberal education offered by the background courses for no person can be either a good professional communicator or an intelligent consumer of communications without the knowledge upon which to base a critical evaluation of the message being communicated. Three-fourths or more of the programs of all communication arts students will be concerned with general education.

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Degrees offered in the college include the Bachelor of Arts and Master of Arts degrees in each of the six teaching departments; the Doctor of Philosophy degree is available only through the Departments of Speech and Communication.

An enrollment arrangement permits freshman and sophomore students to be fully enrolled in the University College and the College of Communication Arts. This dual enrollment permits the student to have an adviser from the College of Communication Arts and to take a limited number of lower division courses toward a major in one of the communication arts departments while completing the university required basic courses.

The student is formally admitted to the college as a junior provided he has completed the following requirements:

1) At least 85 credits acceptable to the college, no more than 24 of which may be from the College of Communication Arts and no more than 15 of these from a single department therein.

2) A grade-point average of at least 2.00 on a 4.00 scale.

3) An established minimum score on "relevant tests" in language arts ability.

4) Acceptance by one of the six departments for a major.

College Requirements for Bachelor's Degree

To receive a Bachelor of Arts Degree from the College of Communication Arts a student, in addition to completing all normal university requirements, must meet the following requirements:

1) Maintain a minimum grade point average of 2.00 for his entire program of study.

2) Complete Communication 100.
3) Receive credit for two years of high school or one year of college foreign language study.

4) Meet specific departmental requirements for his particular major.

5) Complete at least 36 credits, of which 12 must be in 300-400 level courses, in foreign language, international studies, English, the social sciences, mathematics, the biological sciences or physical sciences. (Speech and hearing science majors may include education credits in this requirement.)

6) A total of at least 180 credits exclusive of physical education.

7) At least 60 credits in upper division courses.

**Departmental Undergraduate Programs**

Undergraduate programs in each of the six departments of the College of Communication Arts are rather formally structured with required courses ranging from ten in advertising, eight TV-radio, seven in journalism, four in speech and theatre to three in communication, and in audiology and speech science. In addition each department requires its students to complete a variety of courses from other departments either within the college or from outside departments of both. These "outside the major field" requirements are normally a combination of specific required courses and electives to be chosen from specific lists of courses.

**Departmental Required Courses**

Department of Advertising

Specific courses which all advertising majors must complete include:

Advertising 305 Introduction to Advertising

Advertising 317 Advertising Copy and Layout
Advertising 321  Advertising Typography and Production
Advertising 475  Advertising Research
Choice of
Advertising 418  Newspaper Advertising and Business Management
Advertising 423  Retail Advertising and Promotion
Any two of the following
Advertising 417  Advanced Advertising Copy and Layout
Advertising 427  Principles of Public Relations
Advertising 441  Television and Radio
Advertising 449  Advertising Agency Workshop
Advertising 450  Industrial Advertising
Advertising 460  Advertising Cases and Problems

Thirteen advertising courses are available at the undergraduate level.

Department of Communication

Students pursuing a bachelor's degree in the Department of Communication and required to complete a thesis for credit of not more than ten points and to complete the following required departmental courses:

Communication 100  The Communication Process
Communication 300  Effects of Communication
Communication 350  Language and Communication
Communication 400  Senior Seminar

Fourteen courses in communication are available to undergraduate students.
School of Journalism

"The philosophy of journalism education at Michigan State," reads the departmental announcement, "stresses background education for journalism which includes the sciences, social sciences, literature and other non-journalism fields." The department requires 12 credits in English and American History, several courses in economics plus an upper division sequence lasting one year in two fields selected from anthropology, international studies, geography, mathematics, philosophy, political science, psychology, sociology or sciences. Required departmental courses are:

Journalism 201 News Writing
Journalism 300 Reporting
Journalism 311 Graphic Arts for Journalism
Journalism 403 Reporting Public Affairs
Journalism 415 Advanced Reporting
Journalism 419 News Editing
Journalism 428 History of Journalism

A total of 23 journalism courses are available to undergraduate students.

Department of Speech and Theatre

The very liberal speech departmental requirement which permits maximum freedom to the student in developing his program has only four required courses:

Speech 101 Public Speaking
Speech 108 Voice and Articulation
Speech 116 Group Discussion
Speech 260 Oral Interpretation
A total of 35 courses in speech and theatre are available to undergraduates.

Department of Audiology and Speech Science

The six required courses in this department which students who wish to qualify for a teaching certificate must take in addition to Speech 101, 116, and 260 above are:

Audiology and Speech Science 477 Methods in Public School Speech and Hearing Therapy
Education 200 Individual and the School
Education 413 Mental Health of School Children
Education 424 Education and Exceptional Children
Education 436 Student Teaching
Education 450 School and Society

A total of 12 courses is currently available to undergraduates in the area of audiology and speech science.

Department of Television and Radio

Courses which the Department of Television and Radio require all undergraduate students to complete are:

TV and Radio 271 Foundations of Broadcasting
TV and Radio 272 Fundamentals of Radio Broadcasting, I
TV and Radio 273 Fundamentals of Radio Broadcasting, II
TV and Radio 352 Fundamentals of Television Broadcasting, I
TV and Radio 353 Fundamentals of Television Broadcasting, II
TV and Radio 485 Radio and Television Station Management
or
TV and Radio 486 Radio and Television Station Programming
Total credit requirements in their major departments vary somewhat among some departments in the college and are shown in Table 16.

**TABLE 16**

**MINIMUM AND MAXIMUM DEPARTMENTAL CREDIT REQUIREMENTS FOR THE BACHELOR'S DEGREE IN THE COLLEGE OF COMMUNICATION ARTS OF MICHIGAN STATE UNIVERSITY**

<table>
<thead>
<tr>
<th>Department</th>
<th>Not fewer than and not more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>36 credits</td>
</tr>
<tr>
<td>Audiology &amp; Speech Science</td>
<td>40 credits varies with minor</td>
</tr>
<tr>
<td>Communication</td>
<td>36 credits</td>
</tr>
<tr>
<td>Journalism</td>
<td>36 credits</td>
</tr>
<tr>
<td>Speech &amp; Theatre</td>
<td>40 credits</td>
</tr>
<tr>
<td></td>
<td>60 credits</td>
</tr>
</tbody>
</table>

The Graduate Program

The graduate program in the College of Communication Arts "is designed to prepare students to communicate effectively the knowledge and scientific findings in their major fields and to acquire a deeper understanding of the communication theory and process as it relates to society." 5

As indicated earlier, the Master's degree is available from all six departments; the Doctor's degree from the Department of Speech and Theatre and the Department of Communication.

5 Ibid
Requirements for admission to either graduate program normally include a 3.00 (4.00=A) average, although some students with an average of not less than 2.50 may be allowed to enroll for one term on a provisional status. A student is required to maintain at least a 3.00 average throughout his period of candidacy for either advanced degree, and any student receiving a grade below "B" in more than two courses is automatically removed from candidacy for a graduate degree.

The graduate programs are all interdisciplinary in nature in the college and are tailored to meet individual requirements and desires of students who are accepted for admission. To be admitted to the Ph.D. program in the Department of Communication a student must have completed either a Master's Degree or 45 credits beyond the bachelor's degree. In addition he must demonstrate intellectual capacity and performance as reflected by the Miller Analogies Test and "other sources." Students should normally have completed a program of general education in their previous course work and have developed a specialized knowledge of the techniques and impact of communication largely through professional work and experience.

All students in the Department of Communication Ph.D. program are required to complete Communication 805, an introduction to the strategy of research with an emphasis on the underlying assumptions and methods of scientific theory construction and testing; Communication 920, an introduction to various theoretic models of communications, and an analysis of the contributions and limitations thereof; plus Communication 921, a more advanced course in communication theory which goes into
analysis of theory that has been derived from or can be applied to the mass media.

Emphasis throughout the doctoral program is on research, and the directions and aspects of communication research which a student may pursue in programs worked out with adviser and guidance committee is virtually limitless.

The doctoral program in the Department of Speech is available in the fields of rhetoric and public address, speech and hearing science and theatre interpretation. There are no specific course requirements and each program is developed on an individual basis. However, all Ph.D. candidates are required to complete a minor program within the College of Communication Arts.

Comprehensive examinations are given following completion of approximately 80 percent of his work which normally takes from five to seven terms (plus the university language requirement of a demonstrated reading knowledge of two foreign languages or one language plus a 12-credit substitution for one language). Comprehensive examination must be taken within five years and all requirements must be completed within eight years from the student's first enrollment after the master's degree.

In response to the query regarding courses which have been added to the curriculum of the college within the last four years, Dr. Bain identified the following:

- Advertising 470 International Advertising
- Communication 320 Nonverbal Communication
- Communication 428 Communication in Developing Countries
No courses were reported as having been dropped since the major revision of the college curriculum in 1960-61.

To support the curriculum being offered to a growing student body during the last four years 26 faculty members with rank of assistant professor and higher have been added to the college staff. Names and departmental assignments of these new faculty members are indicated in Table 17.

**Enrollment Trends and Student Interests**

The overall trend in enrollments, both undergraduate and graduate, was reported as up an average of five to eight percent during the last four years. Undergraduate enrollment increased seven percent and graduate enrollment nine percent in 1967. Enrollment during the winter quarter of 1968 of students pursuing the bachelor's, master's and doctor's degrees is reported in Table 18.

Degrees awarded during the last four years also reflect an increasing trend as indicated in Table 19.

Dean Bain noted that during the last two years there has been a significant increase in transfer students coming into the college from other departments on campus and from other universities at the junior level. He had no immediate explanation for this phenomenon.
### Table 17

**FACULTY MEMBERS JOINING THE MICHIGAN STATE UNIVERSITY**

**COLLEGE OF COMMUNICATION ARTS**

**DURING THE PERIOD 1964-1967**

<table>
<thead>
<tr>
<th>Name and Highest Degree Held</th>
<th>Departmental Assignment &amp; Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1964</strong></td>
<td></td>
</tr>
<tr>
<td>Baldwin, John J., Jr., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Berger, Sidney L., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Rogers, Everett M., Ph.D.</td>
<td>Communication, Professor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1965</strong></td>
<td></td>
</tr>
<tr>
<td>Andrews, James R., Ph.D.</td>
<td>Audiology &amp; Speech Science, Asst Professor</td>
</tr>
<tr>
<td>Baldwin, Thomas F., Ph.D.</td>
<td>Television &amp; Radio, Asst Professor</td>
</tr>
<tr>
<td>Boyd, John H., M.A.</td>
<td>Journalism, Assistant Professor</td>
</tr>
<tr>
<td>Dent, W. Ralph, Ph.D.</td>
<td>Communication, Assistant Professor</td>
</tr>
<tr>
<td>Farace, R. Vincent, Ph.D.</td>
<td>Communication, Assistant Professor</td>
</tr>
<tr>
<td>Hardick, Edward J., Ph.D.</td>
<td>Audiology &amp; Speech Science, Assoc Professor</td>
</tr>
<tr>
<td>Hiniker, Paul J., Ph.D.</td>
<td>Journalism, Assistant Professor</td>
</tr>
<tr>
<td>Lashbrook, William B., Ph.D.</td>
<td>Audiology &amp; Speech Science, Asst Professor</td>
</tr>
<tr>
<td>Murray, John, M.A.</td>
<td>Journalism, Assistant Professor</td>
</tr>
<tr>
<td>Richmond, Farley P., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Schlater, Robert W., Ph.D.</td>
<td>Television &amp; Radio, Assistant Professor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1966</strong></td>
<td></td>
</tr>
<tr>
<td>Gardner, Mary A., Ph.D.</td>
<td>Journalism, Assistant Professor</td>
</tr>
<tr>
<td>Jackson, Ted R., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Martin, Miles W., Ph.D.</td>
<td>Communication, Assistant Professor</td>
</tr>
<tr>
<td>McCroskey, James C., D.Ed.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Miracle, Gordon E., Ph.D.</td>
<td>Advertising, Associate Professor</td>
</tr>
<tr>
<td>Rintelmann, Wm. F., Ph.D.</td>
<td>Audiology &amp; Speech Science, Assoc Professor</td>
</tr>
<tr>
<td>Tosi, Oscar I., Ph.D.</td>
<td>Audiology &amp; Speech Science, Assistant Professor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1967</strong></td>
<td></td>
</tr>
<tr>
<td>Bauries, Fred B., M.A.</td>
<td>Advertising, Assistant Professor</td>
</tr>
<tr>
<td>Lewis, John D., Ph.D.</td>
<td>Television &amp; Radio, Associate Professor</td>
</tr>
<tr>
<td>Lippke, Richard L., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
<tr>
<td>Nodar, Richard H., Ph.D.</td>
<td>Audiology &amp; Speech Science, Asst Professor</td>
</tr>
<tr>
<td>Treat, Donald R., Ph.D.</td>
<td>Speech &amp; Theatre, Assistant Professor</td>
</tr>
</tbody>
</table>
TABLE 18

MICHIGAN STATE UNIVERSITY COLLEGE OF COMMUNICATION ARTS
ENROLLMENT AT THREE LEVELS—WINTER QUARTER 1968

<table>
<thead>
<tr>
<th>Students pursuing Bachelor's Degree</th>
<th>1387</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pursuing Master's Degree</td>
<td>181</td>
</tr>
<tr>
<td>Students pursuing Doctor's Degree</td>
<td>144</td>
</tr>
</tbody>
</table>

Total 1712

TABLE 19

BACHELOR'S, MASTER'S AND DOCTORS DEGREES AWARDED ANNUALLY
DURING LAST FOUR YEARS AT MICHIGAN STATE UNIVERSITY
COLLEGE OF COMMUNICATION ARTS

<table>
<thead>
<tr>
<th></th>
<th>Bachelors</th>
<th>Masters</th>
<th>Doctors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>237</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>1965</td>
<td>216</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>1966</td>
<td>262</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>1967</td>
<td>296</td>
<td>65</td>
<td>29</td>
</tr>
<tr>
<td>Totals</td>
<td>1011</td>
<td>232</td>
<td>97</td>
</tr>
</tbody>
</table>

The most significant shift in student interest in recent years at Michigan State at the undergraduate level was an increase in the number of students majoring in advertising, principally at the expense of journalism and speech which showed declines. Communication and television-radio have continued to register modest increases in enrollment. At the graduate level enrollment in the Department of Communication has been "significantly greater" than in the other departments.
Dr. Bain reported that approximately eighteen percent of current graduates of the college go immediately into graduate work. Information was not available on the percentage of students completing the masters who go on to pursue a Ph.D. Approximately one half of the graduate students enrolled in the college carry a "full time" academic load. A total of 164 of the 329 students engaged in graduate work are on assistantships and fellowships provided by the College of Communication Arts.

Interests of Ph.D. candidates whose dissertations were accepted by the college from 1964 through 1966 are indicated in Table 20.

TABLE 20

DOCTORAL DISSERTATIONS DURING THE PERIOD 1964-1966, COLLEGE OF COMMUNICATION ARTS, MICHIGAN STATE UNIVERSITY

1964


Baldwin, John J., Jr., "A Study of Student Attenders and Nonattenders at the University Theatre, Michigan State University, 1963-1964"

Berghuis, Melvin E., "A Rhetorical Study of the Preaching of the Reverend Peter Eldersveld on the 'Back-to-God-Hour' Radio Broadcast"

Engbretson, Robert O., "Cognitive Adjustment of Perceived Self-Credibility, Perceived Source Credibility, and Perceived Task Difficulty as a Result of Feedback in Task-oriented Dyads"

Franks, John Richard, "A Study of Factors That Influence the Identification of English Sounds in Lipreading"

Hardick, Edward J., "The Self-Concept of Hard-of-Hearing Adults as Measured by the Semantic Differential Technique"
Harrison, Randall, "Pictic Analysis: Toward a Vocabulary and Syntax for the Pictorial Code Through Research on Facial Communication:

Jaimas, Juan, "The Effects of Belief System Styles on the Communication and Adoption of Farm Practices:


Mayfield, James L., "An Analysis of Expectations for the Responsibility Concerning Topic Selection of Protestant Ministers as Preachers"

Miller, Mason E., "Women's Adjustment to Role-Change Imbalance via Information Seeking and Alternate Role Definition"

Monaghan, Robert, "Television and Viewing Behavior"

Oliver-Padilla, Otis, "The Role of Values and Channel Orientations in the Diffusion and Adoption of New Ideas and Practices"

Pease, Norval F., "Charles E. Weniger's Theory of the Relationship of Speech and Homiletics as Revealed in His Teaching Procedures, His Writings, and His Public Addresses"

Preston, Ivan L., "Temporary Coalitions in the Process of Coalition Formation"

Price, John F., "The Legislative History of Educational Television Facilities Proposed in the United States Congress--A Rhetorical-critical Study"

Weiss, Daniel E., "Conceptions of 'Arrangement' in American Protestant Homiletical Theory"

1965

Brake, Robert J., "Classical Conceptions of 'Places': A Study in Invention"

Cox, Keith D., "An Investigation of the Interaction of Printed and Spoken Words"

Deal, Leo V., "The Effects of Duration, Frequency, and Loudness upon the Reproduction of Temporal Intervals"

Dick, Donald D., "A Survey of Local Religious Radio Broadcasting in Los Angeles, California, with a Bibliography of Religious Broadcasting: 1920-1964"

Finnegan, Owen E., "An Historical and Metaphysical Study of Natural Law Theory Applied to Questions of Freedom of Expression in the United States"
Frank, William W., "An Exploratory Study of Selected Attitudes and Perceptions Toward Change Among AID Technical Assistance Program Participants"

Lashbrook, William B., "A Descriptive Analytical Study of the Basic Public Speaking Course at Michigan State University"

Lowe, Larry V., "A Rhetorical Analysis of the Speaking of Robert A. Toombs of Georgia"

Mielke, Keith W., "Evaluation of Television as a Function of Self-Beliefs"

Murray, John S., "Influence on Self-Concepts, Significant Others, and Interactive Patterns on the Publication Activity of Agriculture Scientists"

Spencer, Robert A., "An Investigation of the Effects of Incorrect Grammar on Attitude and Comprehension in Written English Messages"

Thurber, John B., "The Public Speaking of Zachariah Chandler"

Tysl, Robert W., "Continuity and Evaluation in a Public Symbol: An Investigation into the Creation and Communication of the James Dean Image in Mid-Century America"

Wallace, Elton H., "Alfred E. Smith, the Religious Issue: Oklahoma City, September 20, 1968"

Workman, Arvin L., "A Rhetorical Analysis of Selected Public Speeches by James Russell Lowell"

1966

Baldwin, Thomas, "Redundancy in Simultaneously Presented Audio-visual Message Elements as a Determinant of Recall"

Banks, Edward C., "A Study of the Rhetorical and Homiletical Theory and Practice of Dr. Gerald Hamilton Kennedy, Bishop of the Methodist Church"

Barushok, James W., "A Study of the Leadership and Membership of the Queen City Little Theatre"

Bode, Daniel L., "Some Effects of Auditory Training on Speech Discrimination Performance of Hard of Hearing Adults"


Cleary, Norman B., "Cross-Cultural Communication, Powerlessness, Salience, and Obelisk of Professional Change Agents"
Clifford, John E., "A Descriptive Study of Style in Serious American Drama of the New York Stage from 1931 through 1941"

Culbertson, Hugh M., "Influence of Message Structure and Art Work on Apparent Stand of Message Writer"

Emerick, Lonnie, "An Evaluation of Three Psychological Variables in Tonic and Clonic Stutterers and in Non-Stutterers"

Fleischhacker, Daniel J., "The Playwright as Propagandist: A Study of the Dramaturgy of Six Propaganda Plays of the American Theatre"

Hepler, Hal W., "The Ability of English Speakers to Respond to the Structural Cues of Written Language: Measuring Instruments"

Hilyard, Delmer M., "One-Sided vs Two-Sided Messages: An Experiment in Counterconditioning"

Huffman, James F., "John Jay, the Poetic Trumpet: The Rhetoric of 'The Statesman of the Golden Rule"

Hurd, John C., "The Meaning of Movement on the Contemporary American Stage"

Kennel, LeRoy E., "Communication Constructs in Contemporary American Protestant Preaching, 1940-1965"


Kurtz, Arnold A., "A Rhetorical Analysis of the Preaching of Dr. Clarence Edward Macartney, Twentieth-Century Exponent of Traditional Orthodoxy"

Lauterbach, Charles E., "A Descriptive Study of Trends in Dramatic Styles in the Successful, Serious American Drama of the Broadway Stage in the 1920's"


Lin, Nan, "Innovation Internalization in a Formal Organization"

Long, Thomas R., "A History of the American Courtroom Play"

Lothers, William T., "A Survey Study of Methods and Rationales in the Criticism of Classroom Speeches in the Beginning College Course"

McClung, James A., "Dynamics of Interaction Patterns Among Industrial Foremen"
McMillan, Marion Anita, "Michigan Farmers' Use of Telfarm, a New Communication Feedback System"

Nielson, Karen M., "The Effect of Redundancy on the Visual Recognition of Frequently Spoken Words"

Ostermeier, Terry H., "An Experimental Study of the Type and Frequency of Reference as Used by an Unfamiliar Source in Message and Its Effect Upon Perceived Credibility and Attitude Change"

Richmond, Farley P., "Contemporary English-language Theatre in India: 1965"

Rundbaken, Solomon, "Bone Conduction/Air Conduction Cancellation as a Function of Intensity and Frequency Manipulation"

Schlater, Robert W., "Effect of Speed of Presentation and Irrelevant Cues on Recall of Television Messages"

Skriletz, Dorothy J., "Bernard Shaw, Public Speaker"

Vitrano, Steven P., "The Chicago Sunday Evening Club: A Study in Contemporary Preaching"

Walsh, Patricia S., "The Relationship of Acoustical Environment to the Evaluation of Perceived Loudness of Connected Discourse"

Warren, Mervyn A., "A Rhetorical Study of the Preaching of Dr. Martin Luther King, Jr., Pastor and Pulpit Orator"


Wilson, Donald W., "A Rhetorical Study of the Preaching of Pastor George Vandeman"

Research

Research is done by the faculty members in each of the six departments in the College of Communication Arts, and practical experience in communication research is available to students through participation in research projects of the departments. Departments of advertising, journalism and communication each have one undergraduate course in research. Advertising has no graduate research courses but lists master's thesis research. Journalism has master's thesis research.
Speech department has no undergraduate research courses but two graduate courses plus master's thesis research and doctoral dissertation research. Television-radio has no undergraduate research courses, one graduate research course plus master's thesis research. Communication department offers two graduate courses plus master's thesis research and doctoral dissertation research.

The International Communication Institute sponsors research in the broad area of international communication. Its projects are financed largely through grant funds, and it is currently operating on two grants from the Agency for International Development. The institute has a director, but no permanent full time staff. A number of faculty members from the college and from other departments have half-time appointments in the institute. Dr. Bain held the director's job for four years before moving up to dean. The institute provides graduate assistantships to cooperating departments for students interested in advanced study and research in international communication.

The college currently has research programs in progress with funding from Agency for International Development, Civil Defense, National Science Foundation, National Institute of Health and the Office of Education of the Department of Health, Education and Welfare.

The Dean

Dean Jack M. Bain is the first "non-media" dean the college has had. Previous deans had come from backgrounds in the mass media.

Born in 1922 in Gregory, South Dakota, Dr. Bain earned the Bachelor of Science Degree in Education from the University of South Dakota in 1943. After a four-year stint in the infantry from 1942 to 1946 he worked two
years as chief announcer of the University of South Dakota radio station, KUDA while working on a Master of Arts Degree in Speech and History. After receiving the degree in 1947 he worked as an Instructor in Speech at South Dakota for a year before moving to a similar assignment at the University of Missouri. He completed the Ph.D. in speech at Missouri in 1953. From 1952 to 1954 he was an Instructor and Assistant Professor of Speech at Purdue University.

In 1954 he moved to Michigan State as an Assistant Professor of Speech and Director of Forensics. In 1957 he became Assistant Dean of the College of Communication Arts, a position he held until 1961 when he went to the University of Nigeria as Deputy Chief-of-Party MSU Advisory Group to the University. In 1963 he returned to Michigan State as Associate Professor of Speech and Director of the International Communication Institute. He assumed duties as Dean of the College on July 1, 1967.

In response to the query as to his "self label" he replied that he considered himself a rhetorician although in the last ten years his experience has broadened his philosophical base to include all facets of communication.

When asked his "preferred definition of the term communication" he replied he was not sure he had settled upon a firm definition in his own mind but in general he considered it to mean "affecting human behavior by verbal and non-verbal symbols."

Administrator Perceptions

To the question "What have been the most significant achievements in your department in the last four years" Dean Bain replied by
citing five. He smiled and observed that "some people" seem to attach much significance to the fact that a "non-media" man had been named dean. He feels that the increased research in the diffusion of innovation by members of the Department of Communication has been quite significant. Also important, he feels, was the increased activity in the field of international communication stemming from work of the institute in this area. Grants attracted by the institute have also made it possible to strengthen the curriculum in international communication. He reported that research interests of faculty members in all departments have achieved their greatest expansion during the last three or four years.

His response to the question about problems which currently occupy his attention had several facets. The first problem he faced in the months immediately following his appointment as dean, he related, was convincing the journalists, broadcasters and publishers around the state that he was not some kind of two-headed ogre who was going to do dire things to what they largely consider an "ideal" program in communication education. At the time of the interview in late fall of 1967 this task had largely been completed, he said.

Dr. Bain indicated he felt it necessary to work persistently at the task of diffusing the lines of demarkation between the teaching departments to meld them more solidly into a single force for communication education. He is also devoting much time to studying the behavioral aspects of the communication process and is seeking new faculty members with background in behavioral science as it applied to the media of communication.

He is also consulting with staff members and others seeking more effective means to "evaluate what we are doing while we are
doing it." He deplored a lack of historical documentation of the progress the college has made since its inception, and he was seeking ways to remedy this lack.

"I am not certain we have yet achieved the ultimate in our organizational structure. I feel we are well ahead of most major universities in this respect, but I believe we will be able to achieve some useful refinements," he said.

Dr. Bain had comments in all six areas of the question regarding his future plans in terms of college objectives, organization, faculty, curriculum, research and facilities.

With regard to objectives he observed, "I feel we must determine whether there is really such a thing as an 'integrated approach' to communication which can realistically pull all present departmental interests together. If we can determine there is such a thing, we must strive to discover the best organizational structure to promote it."

On the subject of organization of the college he indicated he planned to consider whether to recommend that rhetoric and public address be merged with communication to form a single department.

The goal he has regarding faculty is to recruit additional people with extensive background in behavioral science.

In the area of curriculum he feels there is a definite need to establish a college Ph.D. program which will preclude the duplication of effort which he feels would inevitably result from each department having its individual doctoral program.

Research is an area in which he has big plans. He hopes to expedite the establishment of a complete communication research
center in which the entire college faculty can conduct research of all types. He envisions building the center not only into a diversified research facility but designing it to function as a clearing house for transmission of research findings in all aspects of communication to the practitioners of applied communication in all media. He plans to institute a program of systems analysis for the entire college operation.

With regard to facilities Dr. Bain reported that the state legislature had tentatively approved a new building to house the college. The site has already been picked and the project is in the number two position in the university master construction plan.

Also in the planning stage is a program to revise the speech department program to insure that all broadcasting and theatre majors receive a thorough grounding in techniques of stage, television, and film techniques. "A young man or woman going into theatre or broadcasting today must have the basic knowledge to enable them to operate successfully in any medium," Dr. Bain said.

Another need which he believes has to be filled is a revitalized alumni program for the college.

Dr. Bain says communication has fully achieved the status of an independent discipline at Michigan State. It has done so at a very few other major universities also, he believes. But he feels very strongly that many universities are playing a dangerous game by nailing the communication discipline shingle over their doors when in actuality they have neither the depth in curriculum or experience in faculty to support the claim that they have achieved such status.
Responding to the question "thinking now in terms of communications generally, what do you see for the future in terms of problems, trends, desirable goals and achievements," Dr. Bain had a number of observations.

A serious problem he feels on campuses throughout the nation is the duplication in final effect regardless of whether an academic program is called speech or journalism or broadcasting. He feels that communication must be recognized as a "universal" and that the practice of fragmenting it with such labels as "communication for engineers, communication for dentists, etc." does a disservice to the discipline.

A hopeful trend he sees beginning to develop is long-range planning in communication education. Also the increasing tendency of communication scholars to take advantage of advances in instructional technology such as instructional programming and application of systems approach to educational problems he finds encouraging.

An important goal for people in the discipline, he feels, is to put increased emphasis on the behavioral and social science approaches to communication problems.

As to achievements nationally in communication in the recent past, he feels they are very few and widely scattered. A few new texts are beginning to appear which shed some light on how to apply the behavioristic approach to communication education. "Innovators are very scarce and they are what we need desperately today," Dr. Bain said.

Probably the single greatest need in the discipline of communication today is for teachers to learn to see beyond the boundaries of the departments in which they currently operate, Bain believes. "The only way the discipline can grow is for the people in it to grow and never stop growing," he said.
Where communication is concerned, Minnesota is a house divided. In the report following their 1963 visit to Minnesota Holtzman and Vendermeer\(^1\) stated "there are signs of infighting over the label 'communication'." In the fall quarter of the 1967-68 academic year a visitor to the three Minnesota departments concerned with "communication" would have been more inclined to describe the situation as internecine warfare.

Theoretically the dispute was settled when the university administration authorized all three of the competing departments to use the term. The classical composition-rhetoric freshman series of courses is labeled "Communication Program" and is listed in the College of Liberal Arts Bulletin under "Interdisciplinary Programs" along with five other programs, including personal orientation, social science, humanities, natural science and foreign study.

The journalism school is officially labeled "School of Journalism and Mass Communication." The speech department, third claimant to the term, bears the official title "Department of Speech, Communication, and Theatre Arts."

\(^1\) Holtzman and Vandermeer, p. 78.
All three departments were visited during the period of three days spent on the Minnesota campus in the course of this study. Members of the 10-man faculty of the freshman communication program evinced little interest in the competition beyond a mild resentment that journalism and speech had "usurped" a label to which they felt their program had a better historical claim. The major disagreement over the term is between these two latter departments.

Although as noted earlier the question has theoretically been "settled" by the present arrangement which permits each department to use a form of the word in its title, there appears to be deep-rooted distrust and resentment between the two departments.

In at least one instance open hostilities have erupted with a faculty member of one department seeking (without success) to have a faculty member of the other kicked out of a professional organization. Cooperation between the two departments appears to be minimal, a situation which could present some disadvantages to students seeking to develop programs crossing departmental lines.

The bulletins of the College of Liberal Arts and the Graduate School were examined to determine the number of courses with the term communication(s) appearing in the title. In the Liberal Arts College Bulletin the Department of Speech, Communication and Theatre Arts lists four courses using the communication label among its 117 course offerings. The School of Journalism and Mass Communication lists 13 courses using the communication label among its 62 listed courses. The Communication Program lists six freshman courses--three in composition and three honors courses in communication described as
having "more extensive study of major works on language, rhetoric and public discourse."

In the bulletin of the Graduate School the Department of Speech, Communication, and Theatre Arts lists one course with the communication label. The School of Journalism and Mass Communication lists 13 such courses.

Since the program of the School of Journalism and Mass Communications most nearly coincides with the definition of a communication program used in this study and is basically similar to the programs examined on other campuses, it is the program on which this study concentrates.

Organizational Structure

The School of Journalism and Mass Communication is situated in the College of Liberal Arts, and the Director reports to the dean of that college. The school is organized to offer two principal course sequences—news-editorial and advertising. A third sequence offered on a cooperative basis with the College of Agriculture is available in either Agricultural or Home Economics Journalism.

To the question as to whether the present administrative structure was "the best possible for advancement of the communications discipline on your campus" Dr. Jones replied "yes." He said, "Because of personalities involved on campus and because of the history of having journalism, library science, social work and speech all operating for many years as independent departments it is probably best that things remain as they are. Anyway, the faculty senate voted to keep it this way."
To the question "as an ideal, should all departments dealing with communication on a university campus be consolidated in one administrative unit such as a college or school?" Dr. Jones replied:

I remain unconvinced of the necessity for this. I think close collaboration in research and in some aspects of instruction is desirable among various departments dealing with communication. I think many desirable outcomes of this sort can be managed without administrative "bundling."

The School of Journalism and Mass Communication does not have administrative responsibility for either the campus newspaper or the radio-television stations, although the school has a permanent seat on the board in control of student publications and two journalism faculty members are assigned as editorial adviser and business adviser respectively on the student newspaper. To the question as to whether ideally the school should have responsibility for the newspaper and broadcast stations Dr. Jones replied:

I do not think so. The student newspaper at Minnesota has always been a student publication operating with considerable autonomy under the controlling board. The radio and television station is part of the Extension Division on the rationale that it 'carries' a variety of material off campus to distant listeners and viewers. I don't feel that we should be responsible for the stations any more than we should be responsible for the university press or any other mechanism for relaying information.

Dr. Jones feels that the School of Journalism and Mass Communications has the strongest claim to the use of the term communication because it is "central to all our activity while it is a very small part of the activity of other departments."

The administration is providing good support for the school in the form of facilities, computer and library support, graduate assistantships and faculty additions. Dr. Jones said, "At the level
of the Liberal Arts College, our first administrative layer, we have excellent understanding and support." Minnesota's president is in his first year and Dr. Jones stated "we are just getting acquainted."

Curriculum

The School of Journalism and Mass Communication offers the Bachelor of Arts Degree in Journalism and the Master of Arts and Ph.D. Degrees in Journalism and Mass Communication. Although an undergraduate student wishing to pursue a degree in journalism may not actually declare a major until he has completed lower division requirements of the College of Liberal Arts, he is eligible to begin taking journalism course work either as a freshman or sophomore.

The curriculum in the undergraduate program leading to a B.A. in Journalism is based on the assumption that a student must complete a liberal program of studies in addition to his specialization work in journalism. This philosophy is expressed as follows:

Preparation for journalism rests on a broad liberal education, a knowledge of the social and professional responsibilities of the journalist, and basic competence in journalistic techniques. A journalism major student first must meet Arts College Lower Division requirements. As a junior, he plans an Upper Division program, in conference with his adviser, so as to gain both general and professional education. About three-fourths of the student's university work is in social science and humanities departments and in other nonjournalism liberal education areas; about one-fourth is in journalism courses, including those with liberal education emphasis.*

*University of Minnesota Bulletin, College of Liberal Arts, (Minneapolis, Minnesota, 1966-68), p. 110.

---

2University of Minnesota Bulletin, College of Liberal Arts, (Minneapolis, Minnesota, 1966-68), p. 110.
Students are counseled to take specific courses in economics, political science, history, sociology, psychology, English, literature, geography, anthropology and philosophy as preparation for their journalism major.

The News-Editorial and the Advertising major sequences each have specific required courses which every student pursuing one of these majors must complete. A maximum of 45 credits of the 180 credits required for the B.A. may be in journalism.

The official bulletin of the School of Journalism introduces the news-editorial sequence with this statement:

This degree sequence prepares students for daily and weekly newspaper reporting, editing, interpretive writing, and editorial direction; radio and television news, editorial and public affairs writing and presentation; photojournalism; press association work; magazine writing, editing and administration; critical writing, science and technical writing, industrial journalism; graphic arts design and processes; newspaper management, circulation, promotion, public relations and public opinion; mass communication research; journalism teaching.

Required courses for the News-Editorial major are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J50</td>
<td>Interpretive Reporting</td>
<td>3</td>
</tr>
<tr>
<td>J51</td>
<td>News Editing</td>
<td>2</td>
</tr>
<tr>
<td>J101</td>
<td>Reporting of Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>J112</td>
<td>Communication and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>J55</td>
<td>Newspaper Editing</td>
<td>2</td>
</tr>
<tr>
<td>J56</td>
<td>Design and Typography: Editorial</td>
<td>2</td>
</tr>
<tr>
<td>J73</td>
<td>Magazine Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

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3University of Minnesota Bulletin, School of Journalism (Minneapolis, Minnesota 1967-69) p. 7.
Journalism 74  Magazine Editing  3 credits
Journalism 84  Radio News and Public Affairs  3 credits
Journalism 85  Television News and Public Affairs  3 credits

Either

Journalism 140 Interpretation of Contemporary Affairs  3 credits

or

Journalism 142 News Interpretation for Radio and Television  3 credits

In addition the student must complete 9 to 12 elective credits from upper division journalism courses.

The Advertising Sequence is described as follows:

This sequence prepares students for work in print and broadcast media advertising; advertising agencies; manufacturers' and retail advertising departments; copywriting and layout; print and broadcast reproduction; mass communications research; journalism teaching.

Required courses for the Advertising major are:

Journalism 57  Design and Typography: Advertising  3 credits
Journalism 60  Graphic Arts: Processes  3 credits
Journalism 79  Advertising Copy Writing  5 credits
Journalism 112  Communication and Public Opinion  3 credits
Journalism 161  Advertising: Print Media  3 credits
Journalism 162  Advertising: Radio and Television Media  3 credits
Journalism 163  Advertising: Media Strategy and Analysis  3 credits
Journalism 164  Current Advertising Developments and Problems  3 credits
Psychology 156  Psychology of Advertising  3 credits

Ibid
Plus one course in marketing.

Students with a special interest in either marketing or commercial design may elect, with adviser approval, to take a series of courses in either the School of Business Administration or the Department of Art.

The School of Journalism also organizes a special five-year program for students who desire special professional emphasis in broadcast journalism, creative graphic arts, magazine journalism, newspaper editorial, newspaper management, Photojournalism or public relations. Specific sequences of courses have been developed for each of these professional emphasis programs.

A professional minor in journalism is also available through the school in cooperation with the College of Agriculture, Forestry and Home Economics, the Institute of Technology and the School of Business Administration.

A nonprofessional minor in journalism is available to students majoring in other departments of the Liberal Arts College and emphasizes courses dealing primarily with the social aspects of mass communications.

During the last four years the following courses and seminars have been added to the communication curriculum of the school: Visual Communication, Science Communication, Interpretation of Science and Technology, Development of Photojournalism and Documentary Film, Seminar in Literary Aspects of Journalism, Seminar in Scope and Methods of Mass Communication Research, Seminar in History of Mass Communication, Seminar in Mass Communication Problems in Developing Countries, Seminar in International Broadcasting and World Affairs,

Dr. Jones reported that because of the expansion of seminars his school has dropped an undergraduate course in research methods and may drop another undergraduate course in the history of journalism.

The Graduate Program

The Master of Arts Degree in Journalism and Mass Communication is available at Minnesota under the Traditional Plan A "with thesis" and Plan B "without thesis." Students who pursue the degree under Plan A must complete a major program of 18 credits and a minor of 9 with a combined grade point average of not less than 2.8 on a 4.0 scale. A reading knowledge of one foreign language is required for Plan A and is recommended for students in Plan B who are concentrating in international communications. Additional work in statistics may be substituted for the language requirement in support of a concentration in research methodology.

A prerequisite for admission to the master's program in the School of Journalism and Mass Communication is 15 credits in basic journalism. Students who did not acquire this basic grounding in journalism as undergraduates may take the required hours concurrently with their graduate work, but not for graduate credit.

One seminar, Contemporary Studies in Mass Communication, is required of all master's degree candidates regardless of which plan they elect.
As in the case of undergraduate program a special journalism
minor emphasizing the cultural and social aspects of the communication
is available to students majoring in other fields. Specially tailored
programs are worked out for students contemplating teaching journalism
in secondary schools.

The Ph.D. program, which was begun in 1951, is designed to
produce scholars for careers in university teaching, research and
professional communication media positions.

Programs are designed to meet the individual needs of students.
The only required course is Journalism 200, Scope and Methods of
Communications Research, for which candidates are held responsible
on the preliminary examination. Either two foreign languages
or one foreign language and the option of a special research
technique or a collateral field of knowledge are required.

Doctoral candidates are required to elect three subfields of
specialization, one of which may be his dissertation subfield, from
the following list:

- Theory of Communication and Public Opinion
- History of Communications
- Communication Agencies as Social Institutions
- International Communications and Comparative Foreign Journalism
- Specialized Communication Research Methodology

Courses and seminars supporting these various subfields are
offered by the school. A candidate for the Doctor's degree must register
for at least three academic years of graduate study including time spent
on the dissertation. Either the first two years or all of the third
year must be spent in residence on the Minnesota campus.
A minor in Journalism and Mass Communication is also available at the doctoral level for students majoring in other fields.

Effective in the autumn of 1968 a new doctoral program will go into effect with specific credit requirements in the dissertation field and subfield and a special core requirement.

The number of subfields will be reduced from five to four and identified as follows:

- Communication Theory and Methodology
- History of Communications
- Communication Agencies as Social Institutions
- International Communications and Comparative Foreign Journalism

The core requirement for all Ph.D. candidates will consist of 15 credits in statistics, survey, communication research covering documentary research methods, measurement, attitude and opinion methodology, analysis and communication theory.

All candidates will also be required to complete at least 27 credits of work in departments other than Journalism and Mass Communication. In the dissertation subfield 24 credits will be required with 15 credits required in one other subfield.

Dr. Jones reported he has no plans for further changes in the number of required courses at either undergraduate or graduate levels.

**Enrollment Trends and Student Interests**

Enrollment has shown a 15 percent increase during the last four years at both undergraduate and graduate levels, Dr. Jones reported. An increase has been observed in graduate students coming from professional positions in the news media and industry to pursue advanced studies in
their own specialties. The impact of this trend has been particularly felt at the master's degree level. Many students come back to school "to acquire greater facility with the written word," according to Dr. Jones. He reported that "more than half" of the students seeking master's degrees in the last four years were seeking what he termed a "professional" degree which he explained referred to a more intense specialization in whatever medium they already had experience in. There has been a corresponding decline in "scholarly" masters sought as a step toward the doctorate.

At the undergraduate level Dr. Jones reported "we can't keep them out of the advertising and public relations courses." He credits vigorous recruiting activities by industry, and the advertising profession in recent years with part of the increased interest in this aspect of communication.

Dr. Jones reported that about 15 percent of his graduates go on to pursue graduate work. Of those completing the master's degree 25 percent go on to seek the Ph.D. Approximately half the graduate students enrolled in the school carry a "full time" load.

Following two years of stable production of bachelor's degrees in the School of Journalism, the number of students receiving the bachelor's degree increased sharply during the 1966-67 academic year, as indicated in Table 21. No consistent pattern in graduate degrees awarded in the last four years is discernible, although the average trend is upward.

During the winter term in 1967 enrollment in the school consisted of 416 students pursuing the bachelor's degree, 94 students seeking the master's and 47 pursuing the Ph.D. Approximately 60 percent of the
TABLE 21

UNDERGRADUATE AND GRADUATE DEGREES AWARDED ANNUALLY AT THE MINNESOTA SCHOOL OF JOURNALISM DURING THE LAST FOUR YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>78</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1965</td>
<td>57</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>1966</td>
<td>61</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>1967</td>
<td>86</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduate students in the school received the bachelor's degree in journalism. Some 20 percent each hold bachelor degrees in the social sciences and humanities.

Interests pursued by doctoral candidates are reflected in the dissertations written by Ph.D. candidates and accepted by the School of Journalism at the University of Minnesota during the period 1964 through 1966 and reported in Table 22.

Faculty members who have joined the staff during the last four years are indicated in Table 23.

Four faculty members left the staff of the school during the last four years.

Research

Research activities of the Minnesota School of Journalism center around the Communication Research Division for which the Director, Assistant Director and part-time secretary are funded by the school. Prior to his assumption of the position of Dean of the School, Dr. Jones held the position of Director of the Research Division for six years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grey, David L.</td>
<td>&quot;Public Communication of U.S. Appellate Court Decisions&quot;</td>
</tr>
<tr>
<td>1966</td>
<td>Day, John Laurence</td>
<td>&quot;Analysis of Efforts Toward Professionalization of Latin American Journalists&quot;</td>
</tr>
<tr>
<td></td>
<td>Hursh, Gerald D.</td>
<td>&quot;A Study of the Communication Behavior of Members of Voluntary Associations&quot;</td>
</tr>
<tr>
<td></td>
<td>MacDonald, Neil W.</td>
<td>&quot;Television Drama Preference Choice&quot;</td>
</tr>
<tr>
<td></td>
<td>Schuneman, R. Smith</td>
<td>&quot;The Photograph In Print: An Examination of New York Daily Newspapers, 1890-1937&quot;</td>
</tr>
<tr>
<td>1967</td>
<td>Maslog, Crispin C.</td>
<td>&quot;Filipino and Indian Students' Images: Of Themselves, of Each Other and of the United States&quot;</td>
</tr>
<tr>
<td></td>
<td>Richstad, Jim A.</td>
<td>&quot;The Press and Courts Under Martial Rule in Hawaii During World War II--from Pearl Harbor to Duncan vs Kahanamoku&quot;</td>
</tr>
<tr>
<td></td>
<td>Smythe, Ted C.</td>
<td>&quot;A History of the Minneapolis Journal, 1879-1939&quot;</td>
</tr>
</tbody>
</table>
TABLE 23

FACULTY MEMBERS JOINING THE SCHOOL OF JOURNALISM AND
MASS COMMUNICATION, UNIVERSITY OF MINNESOTA
DURING THE PERIOD 1964-1967

<table>
<thead>
<tr>
<th>Name and Highest Degree Held</th>
<th>Departmental Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corcoran, Michael, M.A.</td>
<td>Advertising</td>
</tr>
<tr>
<td>Gillmor, Donald M., Ph.D.</td>
<td>News-Editorial and Graduate Instruction</td>
</tr>
<tr>
<td>Tichenor, Phillip J., Ph.D.</td>
<td>Science Communication; Research Methodology</td>
</tr>
<tr>
<td>Barden, James S., B.S.</td>
<td>Advertising</td>
</tr>
<tr>
<td>Peterman, Jack N., Ph.D.</td>
<td>Advertising</td>
</tr>
</tbody>
</table>

Faculty members and graduate assistants alike participate in a wide variety of applied research projects. The School of Journalism is called upon by a large number of press, broadcast and advertising organizations and companies for the conduct of surveys of readers, viewers and listeners and consumers of their products. A large number of attitude and opinion surveys have been conducted by the division during recent years. Overall, the amount of research being done has remained stable during the last four years, Dr. Jones said.

The media of mass communications have been the subjects of a number of surveys and analyses conducted by members of the faculty and graduate assistants working through the Communication Research Division during the last several years.

What was described by the Director as "highly significant research" is currently going on in the school in the areas of
visual communication. Also receiving increased attention is work in foreign journalistic media. Less research funding has come from federal and corporate sources and more from foundations during the last four years at Minnesota. Funds from state and university sources remained the same.

Research projects underway during academic year 1967-68 included the following:

Press coverage of the Performing Arts: A Content Analysis of a National Newspaper Sample; funded from Twentieth Century Fund of New York.

Methodological analysis of aggregate data leading to formal models of national media development; funded by Office of International Programs, University of Minnesota.

Application of formal learning models to attitude growth; funded by the School of Journalism and Mass Communication.

Trend analysis of readership data, 1948-1962; funding from Minneapolis Star & Tribune newspaper.

Multi-dimensional scale analysis of candidate preference data; funding from Minneapolis Star & Tribune newspaper.

Continuing analysis of newspaper concentration and ownership patterns; funding from Graduate School, University of Minnesota.

Methodological problems in survey interviewer bias; funding from Graduate School, University of Minnesota.

The Director

Dr. Robert L. Jones has been Director of the School of Journalism of the University of Minnesota for the last eleven years and a member of the faculty of the school since 1950.

Born September 6, 1921 at Halstead, Kansas, Dr. Jones received the Bachelor of Arts degree in Journalism from the University of Wichita in
1942. Following military service as an aerial navigator and combat intelligence officer of the Army Air Corps from 1942 to 1946 he enrolled in the University of Minnesota as a psychology major. He received the Master of Arts degree in psychology with a minor in statistics in 1947. He received the Ph.D. degree also from Minnesota in 1951 with a major in psychology and a minor in journalism, having served as an instructor in the Department of Psychology at Minnesota from 1947 to 1949 and Assistant to the Director of the Research Division, School of Journalism during 1950 and 1951.

For a year following completion of his doctorate he served as Chief, Intelligence Research Branch, Human Resources Research Institute of the United States Air Force with assignment to the Air University at Maxwell AFB, Alabama. In 1952 he returned to Minnesota as the Director of the School of Journalism Research Division, a post he held until he became Director of the School of Journalism in 1958.

His strong interest in applied communications research is reflected in the 19 research projects he has completed. His work in news media analysis and readership surveys is widely reported and quoted in the literature of mass communications.

He has written 21 monographs and contributed to several publications in the fields of psychology, education and communications. His 18 published articles in professional journals include works on advertising research, education of journalists, media analysis, attitude and opinion sampling, content analysis and various psychological studies.

Dr. Jones is the current president of the Association for Education in Journalism, a member of the Advisory Editorial Board of
the *Journalism Quarterly*, former president of the American Association of Schools and Departments of Journalism, a member of the Accrediting Committee of the American Council on Education for Journalism, and chairman of the steering committee, William Randolph Hearst Foundation Journalism Awards Program. He holds membership in numerous professional associations and societies.

In responding to the query as to his "self label" he said he considers himself "as a mass communications researcher primarily; now and then as a psychologist; now and then as an educational administrator."

His response to the query as to his preferred definition of the term communication was as follows: "The process of transmitting meaning from a communicator to others plus the process of 'feedback' to the communicator. Mass communication is an important division of the whole of communication because it involves large and diffuse audiences and an intimate knowledge of the agencies and media through which the communication effort passes."

Dr. Jones identifies communication on his campus as "an emerging discipline." He indicated he would classify it the same way in the country at large and suggested that "it has great problems with adequate theory."

**Administrator Perceptions**

Dr. Jones mentioned four things when asked "What have been the most significant achievements in your department in the last four years?" He listed first the success of a program to get faculty cross-appointments approved. He now has six of his seventeen faculty
members on appointments where the School of Journalism and Mass Communication pays two thirds of their salary and another department on campus pays the other third. Aside from the broadening effect this is having on his own staff members, Dr. Jones considers it the single most significant factor in getting his program better understood on campus.

Another factor he considers important is the reduction in skills courses which has been effected in recent years. At the same time the number of such courses has been reduced at Minnesota, junior colleges in the state have been adding them to their curricula, a development he applauds.

Another major achievement in his department he feels has been the increase in critical writing, of journalistic coverage of the arts which his faculty has succeeded in stimulating among students at both the graduate and undergraduate level.

Another achievement which he considers a "real break-through" has been the development of courses emphasizing visual communication including photojournalism, motion picture and television. He feels that results of this new emphasis on visual communications will have increased impact in the future.

To the question about current problems which occupy his attention he mentioned first "the growing crisis I face in supplying journalists for the small daily and the weekly newspapers in Minnesota." Because of higher salaries and the attractions of urban living the majority of graduates from the school elect to go to newspaper, public relations, publicity, advertising or broadcasting jobs in the large metropolitan areas. There is a genuine shortage, Dr. Jones reports, in people to
staff the small daily and the weekly newspapers in his state. He indicated the publishers and editors of these small papers seem to hold him "personally responsible" for the shortage of reporters to fill jobs on their publications.

A second problem he described as "never ending" was the task of trying to change the image of journalism which the people of Minnesota have in their minds. "Journalism means only one thing to these people—newspaper writing," he said. Although he has been working for eleven years, making speeches, writing articles and giving interviews in an attempt to publicize the broad field of specialization which is now represented by journalism, he feels progress in this direction is "very, very slow."

To the query regarding his plans for the future in terms of objectives, organization, faculty, curriculum, research and facilities, Dr. Jones had comments in each area.

Regarding objectives he said:

This is our 50th anniversary year. During this year and for as long beyond as it may take, we are going to review the School's objective and philosophy. Perhaps we will reaffirm all that we now are doing, but I suspect we will reformulate a number of things in line with revised and clarified objectives. An example: Is the faculty sufficiently at the forefront of knowledge and research in the realm of technological change in mass communication? If not, we may be educating students for an obsolescent media system.

With respect to organization he had the following observations:

It is unlikely that we will retain the present organizational structure in the School. It is still organized as it was when the faculty, curriculum and student body were half as large. There is too much administrative centralization, and the system has a tendency to bog down at certain choke points. We must get rid of the "fits and starts" pattern which characterized our progress on policy
and innovation. We probably will not go to the extreme of departmentalizing heavily within the school, however.

In discussing the question of faculty he said:

We must expand the faculty and probably confront the situation of having a "skills" segment of the total faculty and a "scholars" segment on the opposite wing. The present range of the curriculum does not seem to permit us to staff all the professional skills courses with skills/scholars. There are too few such men and we cannot wait until they are produced in quantity.

He feels, as regards curriculum, that in view of the recent overhaul it has been given, it is appropriate to "let it mature and age a little" in the immediate future.

Dr. Jones had this to say about his future research plans:

Our greatest effort in the near future is going to be to involve every faculty member in some form of organized research implemented through our research division. Even the most "intuitive" staff member has a number of potential projects and recurring problems which he would like to subject to research scrutiny if he is given some help and encouragement. We want to broaden the range in our research and increase the representativeness of faculty participation in it on a continuing basis.

In the area of facilities he reported he had just submitted gross space plans for a new Journalism and Mass Communications Building on the new West Bank Campus. He is seeking greatly improved facilities for broadcast journalism, photojournalism, visual communication and research activities.

In discussing communication throughout the country, Dr. Jones sees a growing trend to smaller colleges and universities offering journalism programs. He feels this is a highly desirable trend, so long as these small schools and the junior college concentrate on "skills" courses primarily and leave the theory and research work to the major universities. "The only trouble with that," he said, "is that
academic respectability goes with research and theoretical study and that's what everybody tries to acquire."

He feels that the study of communication generally will concentrate more on visual communication, that students will be taught to "think visual" right from their earliest courses in communication. "From the response I get at the conventions to our work in this area I think a lot of big schools are moving this way," he said.

Another trend he sees developing, one in which Minnesota is quite active, is in the field of comparative foreign journalism. "We are just beginning to recognize how vital it is that we understand what is going on in the press in foreign countries," he said. "When I say we I mean people in the communication education business. Political scientists have been hep to this a long time." One way he sees to achieve acceleration in this direction is to arrange cross appointments for faculty in journalism and international relations departments.
CHAPTER VII

INDIANA UNIVERSITY

Committee on Mass Communications
Keith M. Mielke, Chairman

If all the university communications programs examined in this study were depicted as points along a horizontal line from A to G representing a continuum of increasingly structured departmental organization, Michigan State with its massive 6-department organization, would be at point G. Indiana University would be at point A. It has no departmental organization at all.

In the first moments of my visit to the Mass Communications office it appeared that the program not only had no departmental structure, it had no classrooms, no laboratories, no curriculum and no faculty. Yet I knew it had produced three Ph.D.'s in 1967 and had 20 students currently enrolled in its doctoral program!

As I waited for Dr. Mielke's arrival for our appointment I found myself humming an old Boy Scout song entitled "Ain't We Crazy" which my troop used to sing around the campfire. One verse of the song went:

Oh the Ford it has no engine,
It shrieks and groans with pain,
Its wheels they run in different ways,
But it gets there just the same.

Dr. Mielke's warm reception and perceptive explanation of the Indiana program quickly made clear how the Indiana interdisciplinary program in Mass Communications "gets there."
The program in mass communications, which offers only the Ph.D. degree, operates in what its chairman described as the "classic tradition of Indiana University—the academic smorgasbord." Although it does not, at least at this time, have the standard appurtenances of a department, it does have a budget, a secretary, a number of assistantships and a chairman, half of whose salary is paid from the program budget. Most significant of all, it has a growing enrollment which bids fair to produce Ph.D.'s at a rate to challenge many long-standing formal programs on other campuses in the not-too-distant future.

The program, as it stands today, is a tribute to what men of enlightened good will who believe in the importance of communication as a discipline and the necessity for enhancing the scholarship of those who pursue it can accomplish without formal departmental status. The program's tenuous status is the subject of a significant dialogue on the Indiana Campus at this time.

Organizational Structure

After the preceding introduction to the program at Indiana University, it might appear ironic to proceed under the subtitle "organizational structure" which has been used in previous chapters. Yet the program has a working relationship among its committee members and the departments which they represent which substitutes for a formal organizational structure. This relationship is depicted in the organizational chart presented by Dr. Mielke (Table 24).

Six departments participate in the program: Audio-Visual Education, Journalism, Psychology, Radio and Television, Sociology,
### Table 24

**Table of Organization**

**Mass-Communications Program - Indiana University**

<table>
<thead>
<tr>
<th>College of Arts and Science</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School</strong></td>
<td><strong>Graduate Division</strong></td>
</tr>
<tr>
<td>Departmental Chairmen</td>
<td>Chairman</td>
</tr>
<tr>
<td>for Journalism, Radio-TV,</td>
<td></td>
</tr>
<tr>
<td>Psychology, Sociology,</td>
<td>Chairman</td>
</tr>
<tr>
<td>Speech-Theatre</td>
<td>Division of Education</td>
</tr>
<tr>
<td>Faculty Representative</td>
<td>Media</td>
</tr>
<tr>
<td>from Journalism, Radio-TV,</td>
<td></td>
</tr>
<tr>
<td>Psychology, Sociology,</td>
<td></td>
</tr>
<tr>
<td>Speech-Theatre N-5</td>
<td></td>
</tr>
<tr>
<td>Mass Communications</td>
<td></td>
</tr>
<tr>
<td>Committee N-6</td>
<td></td>
</tr>
<tr>
<td>Mass Communications</td>
<td></td>
</tr>
<tr>
<td>Committee N-1</td>
<td></td>
</tr>
<tr>
<td>Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>from Audio-Visual</td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td></td>
</tr>
</tbody>
</table>
Speech and Theatre. Dr. Mielke, the current chairman, is from the Department of Radio and Television. One faculty member from each of the other five departments serves on the committee. The committee provides the doctoral program for the Departments of Journalism and Radio-Television. Other cooperating departments also offer their own doctorates.

The chairman reports to the Dean of the Graduate School which has administrative responsibility for the program.

To the question "is the present administrative structure the best possible for advancement of the communications discipline on your campus?" Dr. Mielke replied "No." He believes that changes in the present plan are essential. These changes are discussed in some detail in the section on Administrator Perceptions.

One problem that does not exist for Dr. Mielke is competition for use of the term "communications." Also, the Mass Communications Program as strictly a graduate program does not have responsibility for the campus newspaper or broadcast media. Dr. Mielke expressed the opinion that neither newspaper nor radio-television stations should be the responsibility of an academic department on campus. In his view both a newspaper and broadcast studio should be maintained strictly as laboratory facilities within journalism and broadcasting departments and their "end products" not disseminated outside the departments.

To the question regarding university administration support of the Mass Communications Program Dr. Mielke replied that the Dean of

---

Dr. Mielke reported that in the Journalism Department the question of whether the department should retain responsibility for the campus newspaper was currently "the number one policy issue."
the Graduate School understood the problems inherent in the present system and was actively engaged in a dialogue with top administration on possible changes. As indications of administrative support for the program Dr. Mielke cited recent budget increases to provide assistantships, office space, secretarial help and supplies.

Curriculum

To qualify for admission to the doctoral program administered by the Committee on Mass Communications, a student must have an A.M. degree from one of the participating departments or must complete such a degree as part of his doctoral program. An academic average of B is required.

The single required course which all students must complete is R535, Communication Theory, offered in the Department of Radio and Television. A former "rather long" list of required courses was abolished by Dr. Mielke when he became chairman, he reported. A requirement of 20 to 25 hours in courses related to mass communications must be completed. Normally the courses are drawn from the list of recommended courses prescribed by the committee. Also required for the degree are two minors, one of at least 12 hours in research methods and statistics courses, and a second selected from participating departments or with approval of the committee, from other departments.

Recommend courses from the list prescribed by the Committee on Mass Communications are as follows:

Audio-Visual Education

R546 Survey of Audio-Visual Communications 3 credits
R573 Principles of Graphic Communication 3 credits
R590 Research in Audio-Visual Communications Radio, or Television Education credit as arranged
History and Philosophy of Science

X303  Introduction to the Philosophy of Science  3 credits
X551-552  Survey of the Philosophy of Science I - II  6 credits
X654  Seminar: Philosophy of the Social Sciences  4 credits

Journalism

J423  Public Opinion  3 credits
J500  Research Methods in Journalism  2 credits
J513-514  International Communications I - II  6 credits
J519  The Press and Society  3 credits
J523  Law of Communications  3 credits
J600  Communications Research Methods  2 credits
J804  Reading and Research in Journalism  credit as arranged

Psychology

P420  Social Psychology  3 credits
P421  Laboratory in Social Psychology  2 credits
P438  Language and Cognition  3 credits
P500  Psychology for Graduate Students  3 credits
P520  Experimental Social Psychology  3 credits

Radio and Television

R530  Seminar in Problems of Contemporary Broadcasting

R535  Communication Theory  3 credits
R540  Special Projects in Radio and Television  credit as arranged

Sociology

S336  Sociological Aspects of Mass Communications  3 credits
S433  Social Psychology in Its Group Aspects  3 credits
All students pursuing the doctorate in Mass Communications must, of course, complete the standard requirements of the Graduate School for the degree including a minimum of 90 credits in advanced course, proficiency in two foreign languages, and qualifying examination prior to admission to candidacy, the dissertation and final examination.

Enrollment Trends and Student Interests

Enrollment, although closely controlled, has been allowed to increase in the program each year since it began in 1962. Students entering the program thus far have held lower degrees in the following

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major fields:

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>25 percent</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>30 percent</td>
</tr>
<tr>
<td>Journalism</td>
<td>25 percent</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>15 percent</td>
</tr>
<tr>
<td>Speech</td>
<td>5 percent</td>
</tr>
</tbody>
</table>

A stronger interest among students in the sociological aspects of communication and in speech as a behavioral science was reported as noted during the last four years.

In controlling enrollment and guiding students Dr. Mielke said, "We are trying to produce graduates who have something significant to say to the professional broadcasters and other media men. We want to produce scholars who will retain the respect of their academic peers yet relate to leaders in the media industry."

The three dissertations approved in 1967 were as follows:


Research

Dr. Mielke reported that research in communication has steadily increased on the Indiana campus in the last four years. Each committee member is personally engaged in research in his own department. The Journalism School maintains a Bureau of Media Research and Services which
does extensive research based on reader surveys. The facilities of each cooperating department are available to students pursuing the Mass Communications Ph.D. Although the committee does not conduct research as an administrative unit the program has as an aim for its faculty and students to attempt to produce scientific insights into various aspects of communication and then to transmit their findings to people engaged in the media of mass communications.

An increase in the amount of federal support for research in the communications area has been observed at Indiana during the last four years.

The Administrator and His Perceptions

Keith W. Mielke was born November 15, 1933 at Perry, Oklahoma. He attended Phillips University, receiving the B.M.E. in 1956. This was followed by military service from 1957 to 1960, during which period he attended the Army Language School in Monterey, California, and was stationed in Germany with the Army Security Agency. Upon leaving the service he entered graduate studies at Syracuse University where he received the M.S. in Radio-Television in 1961, as well as the annual Loeb award for the "outstanding graduate student in Television, 1961."

He moved to Michigan State to pursue doctoral work in communications in 1961, receiving the Ph.D. in 1964. During this period he served as a research assistant and an assistant instructor, and was initiated into Phi Kappa Phi, national scholastic honorary society.

In the fall of 1964, Dr. Mielke joined the faculty of Indiana University in the Department of Radio-Television and the Interdisciplinary Committee on Mass Communications.
In addition to teaching graduate courses in research methods and communication theory, he accepted the position of Chairman of the Interdisciplinary Doctoral Program in Mass Communications in 1966. Professional organizations of which he is a member are: Speech Association of America, the Association for Education in Journalism, and the Association for Professional Broadcasting Education.

Dr. Mielke indicated he has been strongly influenced in his thinking about communication problems by the faculty with whom he had extensive contact at Michigan State. The individual who had greatest impact on his thinking, he said, was Dr. David K. Berlo, Chairman of the Department of Communication at Michigan State.

To the question regarding his "self label" Dr. Mielke said he considered himself "an interdisciplinary communication administrator (with a personal bias toward the broadcasting media)." He expressed the view that human communication could most usefully be studied as an "integrated process." He said,

I do not believe the principles of human behavior change as one compares the communication behavior of a classroom teacher, a television writer, a newspaper columnist, a motion picture producer or an advertising copy writer. Although scholars from a variety of disciplines have contributed to our knowledge of the communication process, I feel the fundamental problem to be examined is the same for all—human communication behavior.

In response to the query as to his preferred definition of the term communication he had this response:

I use many different definitions of communication depending upon my purpose at a given time. Gerbner's definition as set forth in his chapter in Frank Dance's book is one with which I can feel comfortable most of the time: 'Communication can be defined as 'social interaction through messages.' Messages are formally coded, symbolic, or representational events of some shared significance in a culture, produced for the
purpose of evoking significance. The distinction between the 'communication approach' and other approaches to the study of behavior and culture rests on the extent to which (1) messages are germane to the process studied, and (2) concern with the production, content, transmission, perception, and use of messages is central to the approach. A 'communication approach' (or theory) can be distinguished from others in that it makes the nature and role of messages in life and society its central organizing concern."

He also suggested that students of communication must sustain a duality of interest. They must concern themselves deeply with theory analysis and basic research in communication and at the same time keep in mind the practical, "real world problems" of media professionals who must apply the findings of research to their daily operations.

To the question "What have been the most significant achievements in your department in the last four years?" he indicated he felt that work of the committee in learning how to "orchestrate" the individual programs of students seeking the doctorate was most important. Also significant, he indicated, was the articulation to the university of the philosophy of what the program has to offer both to students and to the university.

In discussing problems which currently occupy his attention he said the overriding problem was attempting to make a judgment about the best organizational structure toward which the program should move and arriving at a consensus regarding such movement. He feels the program has demonstrated its value, but that it now has reached a critical state in its development. Under its present tenuous arrangement the committee could "dissolve at a moment's notice," he said. If the chairman should leave the department which pays half his salary he immediately leaves the committee. All members are
subject to change of duty assignment in their individual departments which could take them off the committee at any point in time.

With no formal structure, no faculty positions, no ability to recruit, to hire, to reward or punish, the only power the committee chairman has is persuasion and the only power the committee as a whole has in the university is persuasion. Growth to date, he said, has been the result of good men serving voluntarily on the committee in the interest of a cause in which they believe.

Dr. Mielke believes it is now time for the Mass Communications program at Indiana to acquire some control over its own destiny. The only way this is practicable, he feels, is for a fully defined, formal organizational structure to be created to carry on the work the committee has advanced to its present state. Various possibilities in this direction are currently under examination in the graduate school. One alternative being discussed was formation of a "Division of Mass Communications" which would have a place in the administrative hierarchy below that of a school and above that of a department. Apparently one of the reasons the present committee program was initiated was the inability of departments concerned with various aspects of communication to agree on a more formal structure under which an interdisciplinary program in communications would be placed for administration. A definitive rationale for the program was not enunciated in the beginning, Dr. Mielke indicated, and the present administrative weakness from which it suffers is a direct result.

"My mission in life right now," Dr. Mielke said, "is to make the potential of this program understood and get support for a definite organizational structure."
At Indiana he feels communications is not identifiable as a discipline but rather as a loosely defined "field of inquiry." He believes it is possible to define it as a fully independent discipline on a few campuses, but in the nation as a whole communication suffers from a general lack of definition and cannot even be classified as an "emerging discipline."

In response to the four part question regarding achievements, problems, desired goals and future trends of communications generally through the country, Dr. Mielke had responses in all areas. He feels that those engaged in communications education must succeed in "riding two horses simultaneously--one named intellectual rigor, the other social relevance." Enormous work must be done, he feels, in intellectual probing and development of communication theory. At the same time, scholars must be responsive to the social facts of the impact of the media revolution now in progress. The problems to which we must address ourselves, he observes, do not come in neat disciplinary packages. They are complicated, interrelated and compounded by an exploding technological progress.

He envisions a trend toward increased academic stature for programs of communication and people engaged in them. He also feels the mass media will respond to the improved intellectual level of graduates of communication programs by demanding even more rapid growth and greater effort to find solutions to practical, operational problems existing in all the mass media.

An important goal of the major universities should be to supply the research in communications which the media of communications have neither the people nor the inclination at present to do for themselves.
With the whole world changing under the impact of the technological revolution in communications, with governments of new nations standing or falling as a result of communication success or failure, with the information explosion complicating life and government in every advanced nation, he sees unlimited challenge and opportunity for people engaged in communications development.

As to significant achievements in the last few years, he feels improvements in hardware have so far outstripped improvement in "humanware" there are no achievements to which we can point in the latter area. "Communications had several very prolific writers among its 'founding fathers,'" he said, "but it has yet to produce its Einsteins, its John Deweys and its Nicholas Murray Butlers. I hope that they are among the young scholars migrating through the major university communications programs today."
CHAPTER VIII

THE UNIVERSITY OF PENNSYLVANIA

The Annenberg School of Communications
George Gerbner, Dean

In an article in its education section devoted to the question "How Good Is the Megaversity?" recently Newsweek magazine observed:

As it continues to swell in size and prestige, the megaversity—like the dinosaur—will become increasingly vulnerable to its environment. "The two major problems facing public universities are more money and more freedom," says Clark Kerr, the former president of the University of California who was fired at Governor Reagan's first regents' meeting. "What the nation needs is more public money in the private universities and more private freedom in the public universities. We need a new type of university—neither fully public nor fully private but drawing on the financial ability of the public and the institutional independence of the private universities."

The University of Pennsylvania, the only school outside the Big Ten included in this study, was included because its Annenberg School of Communications is an example of a communications program with outside financial backing operating in semi-independence while still retaining status as part of a major university.2

1 "How Good Is the Megaversity?" Newsweek, February 26, 1968, p. 82.

2 Technically, the Annenberg School did not meet one of the criteria for selection at the time it was picked for inclusion in the study. It will not begin offering work at the Ph.D. level until the fall term, 1968.
The Annenberg School operates on the campus of the University of Pennsylvania in downtown Philadelphia, but only half the school's financial support comes from the university. The other half is supplied by the non-profit Annenberg Corporation. The school is identified as one of the graduate schools of the university. It has no undergraduate program, no undergraduate prerequisites as to major and no professional experience prerequisites for enrollment. The school was established in 1959 as a graduate professional school. From 1959 until 1964 the one-year program leading to a degree of Master of Arts in Communications generally required the student to complete five courses selected from eleven offerings.

**Organizational Structure**

The school's organizational pattern is indicated in Table 25. The principal administrator positions include the Dean, the Chairman of the Graduate Group, the Director of Instruction, Director of Performing Arts and Director of Media Laboratories. The Dean reports to the Provost and the University President and is also responsible to the Joint Committee of the Trustees of the Annenberg School of Communications and the Trustees of the University of Pennsylvania.

Dean Gerbner answered "yes" to the question "Is the present administrative structure the best possible for advancement of the communications discipline on your campus?" He went on to explain that he and the faculty of the school run it exactly as they see fit "with no constraints by administration or anyone else." In response to the question "How would you describe the support you receive from the university administration," he replied "complete
### Table 25

**TABLE OF ORGANIZATION**

**ANNEBERG SCHOOL OF COMMUNICATIONS**

**UNIVERSITY OF PENNSYLVANIA**

<table>
<thead>
<tr>
<th>Trustees and Officers</th>
<th>Joint Committee of Trustees</th>
<th>Trustees and Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Annenberg School of Communications</td>
<td>University of Pennsylvania</td>
<td>University of Pennsylvania</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Advisory Council for the Performing Arts</th>
<th>Dean, The Annenberg School of Communications</th>
<th>Dean, Graduate School of Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Performing Arts Council</td>
<td>University of Pennsylvania</td>
<td>University of Pennsylvania</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center for Communication Arts and Sciences</th>
<th>Graduate Program Leading to the Master of Arts</th>
<th>Graduate Program Leading to the Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Performing Arts</td>
<td>Directors of Instruction Media, Laboratories, Research</td>
<td>Chairman of Graduate Group</td>
</tr>
<tr>
<td>Program Committee</td>
<td>Faculty Committee</td>
<td>Graduate Group</td>
</tr>
<tr>
<td>Administrative, Technical and Business Managers and Staffs</td>
<td>Faculty and students in the graduate program leading to the degree of Master of Arts in Communications</td>
<td>Faculty and students in the graduate program leading to the degree of Doctor of Philosophy</td>
</tr>
<tr>
<td>Professional core company; Fellows; Artists in Residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate and Graduate Student Performing Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest Groups, Special Events, Exhibits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Institutes, Fellows, staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Building, Administrative, and Technical supporting services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
support—the administration is in complete sympathy with our goals."

Dr. Gerbner paid an indirect compliment to those who conceived the organizational pattern during the early days of the school when he indicated he had made no major reorganization of the administrative structure during the last four years. The enormous changes in the program at the school during that time have been in the area of curriculum and faculty. During each of his first three academic years as dean he brought in seven new faculty members. The four new members he brought to the staff this academic year brings the total of new faculty to 25 in the four years he has been dean. The pattern of teaching assignments is indicated in the list in Table 26. Thirteen of these appointments were to people holding the Ph.D. During this period a total of 17 faculty members with the rank of instructor and above left the staff. No additional information on departing faculty is available. Bulletins for 1963-64 and 1967-68 indicate only five members of the present faculty were on the staff when Gerbner became Dean.

There are no other departments on the University of Pennsylvania campus using the term "communication" hence there is no competition or controversy over the term as exists on some campuses. To the question "As an ideal, should all departments dealing with communication on a university campus be consolidated in one administrative unit such as a college or school?" Dr. Gerbner replied that he felt there would be more advantages than disadvantages to such an arrangement. He added, "a lot of other people seem to see it this way too, judging from the number of important schools moving in this direction."
### TABLE 26

**FACULTY MEMBERS JOINING THE UNIVERSITY OF PENNSYLVANIA**
**ANNENBERG SCHOOL OF COMMUNICATIONS**
**DURING THE PERIOD 1964-1967**

<table>
<thead>
<tr>
<th>Name and Degrees</th>
<th>Principal Teaching Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1964-65</strong></td>
<td></td>
</tr>
<tr>
<td>Brodbeck, Arthur (Ph.D.)</td>
<td>Aesthetic Communication</td>
</tr>
<tr>
<td>Feldman, Shel (Ph.D.)</td>
<td>Communications Research</td>
</tr>
<tr>
<td>Gerbner, George (Ph.D.)</td>
<td>Social Aspects of Mass Communications</td>
</tr>
<tr>
<td>Krippendorff, Klaus (Ph.D.)</td>
<td>Content Analysis, Cybernetics</td>
</tr>
<tr>
<td>Shackelford, Wendell (M.A.)</td>
<td>Mass Communications</td>
</tr>
<tr>
<td>Shayon, Robert L.</td>
<td>Mass Media Criticism, Broadcasting</td>
</tr>
<tr>
<td>White, Glenn (M.A.)</td>
<td>Writing Laboratory</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1965-66</strong></td>
<td></td>
</tr>
<tr>
<td>Haydn, Hiram (Ph.D.)</td>
<td>Writing Laboratory</td>
</tr>
<tr>
<td>Maitlin, Samuel (B.A.)</td>
<td>Graphics Laboratory</td>
</tr>
<tr>
<td>Randelbaum, Seymour (Ph.D.)</td>
<td>History of Communications</td>
</tr>
<tr>
<td>Meyerson, Rolf (Ph.D.)</td>
<td>Sociology of Communications, Research Methods</td>
</tr>
<tr>
<td></td>
<td>Playwriting Laboratory</td>
</tr>
<tr>
<td>Nash, N. Richard (B.S.)</td>
<td>Television Laboratory</td>
</tr>
<tr>
<td>Rose, Albert E., Jr. (M.A.)</td>
<td>Writing Laboratory</td>
</tr>
<tr>
<td>Townsend, John R. (M.A.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1966-67</strong></td>
<td></td>
</tr>
<tr>
<td>Griffith, Belver C. (Ph.D.)</td>
<td>Scientific Information Exchange</td>
</tr>
<tr>
<td>Hoban, Tana (B.F.A.)</td>
<td>Graphics Laboratory</td>
</tr>
<tr>
<td>Linney, Romulus (M.F.A.)</td>
<td>Playwriting Laboratory</td>
</tr>
<tr>
<td>Mellinutz, William W. (Ph.D.)</td>
<td>Theater Laboratory, Theater History</td>
</tr>
<tr>
<td>Tabori, George</td>
<td>Playwriting Laboratory</td>
</tr>
<tr>
<td>Tanaka, Yasumasa (Ph.D.)</td>
<td>Communication Research Methodology</td>
</tr>
<tr>
<td>Taylor, James R. (M.A.)</td>
<td>Television Laboratory</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1967-68</strong></td>
<td></td>
</tr>
<tr>
<td>Gerbner, Mrs. Ilona (M.A.)</td>
<td>Theater Laboratory</td>
</tr>
<tr>
<td>Studdert-Kennedy, M. (Ph.D.)</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Tannenbaum, Percy H. (Ph.D.)</td>
<td>Communications Research</td>
</tr>
<tr>
<td>Brouwer, Marten (Ph.D.)</td>
<td>Public Opinion, Survey Research</td>
</tr>
</tbody>
</table>
The school has responsibility for neither a campus newspaper nor broadcasting station and Gerbner feels they should not have such responsibility.

All students enrolled in the school carry a full time load.

Curriculum

George Gerbner came to the University of Pennsylvania as the new Dean of the Annenberg School of Communications in July 1964. Whether it would be appropriate to describe the change in the school's academic program since that time as a revolution, the impact which Dr. Gerbner has had in his four years as Dean is apparent in a comparison of the curriculum for the 1963-64 academic year and the 1967-68 academic year. The following listings of courses and laboratories were taken from the school bulletins for those years.

<table>
<thead>
<tr>
<th>1963-64</th>
<th>1967-68 (Revised)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OFFERINGS</td>
<td>COURSES OF STUDY</td>
</tr>
<tr>
<td>500. The Public and &quot;The Public Interest&quot;</td>
<td>536. History of Theatre</td>
</tr>
<tr>
<td>600. The Mass Media in Contemporary</td>
<td>640. Legal Aspects of Communications</td>
</tr>
<tr>
<td>701. Mass Communications and Education</td>
<td>650. Broadcasting as an Institution</td>
</tr>
<tr>
<td>702. The Creative Process In the Mass Media</td>
<td>652. Book Publishing</td>
</tr>
<tr>
<td>703. Mass Communications and Society</td>
<td>660. Theory and Analysis of Message Content</td>
</tr>
</tbody>
</table>
704. Law, Freedom, and Mass Communications
705. Introduction to Communications Research
706. Instructional, Educational and Cultural Television
707. Mass Media Management

MEDIA WORKSHOPS
708. Photo-Essay Workshop
709. Documentary Film Workshop
710. TV Workshop
711. Journalism Workshop

662. Fundamentals of Visual Communication
666. Mass Media Criticism
668. Communications and Popular Culture
670. Classic Studies of Mass Communications
672. Public Opinion and Collective Behavior
674. Cross National Analysis of Communications Behavior
678. Formal Structures in Communication
680. Models of Communication
682. Models of Information Diffusion
684. Evolution of Expressive Codes
734. Seminar in Communications and Urban Development
776. Seminar in Cognitive Consistency
778. Seminar in Political Communication and Behavior
780. Cybernetics and Society

STAFF SEMINARS
600. Proseminar in Communications
602. Colloquium
699. Independent Research
799. Practicum
899. Research Seminars in Special Topics

MEDIA LABORATORIES
610-611. Writing
612-613. Graphic Communications
The Master's Degree program has been extended from one year to 1½ to 2 years. This increased time span was necessary to permit the student to meet new requirements for the Master's Degree. Where only 5 units to be selected from eleven course offerings and one media workshop were required prior to 1964, today a student must complete a program of at least 13 units selected from 33 offerings broken down as follows:

1 unit — Proseminar
2 units — Media Laboratory
2 units — Methods Laboratory
3 units — Work in three of the following four fields:

A. General theories and models (four courses offered)
B. Communication modes and codes (four courses offered)
C. Individual and social communication behavior (seven courses offered)
D. Institutional practices and public policy (seven courses offered)

3 units — concentration in one of the four fields listed above
1 unit ---- Colloquium
1 unit ---- Practicum

Maximum time allowed for completion of the program is six consecutive years.

The proseminar, colloquium and practicum are identified as "staff seminars." They are described as follows: Proseminar--presented each fall term by Gerbner and staff to examine major organizing concepts of and approaches to the field of communications. Colloquium--presented each term by staff and guests who are professionals in the mass media, visiting artists, social scientists, practitioners, and other notables in the field of communications who discuss problems and issues. Each student attends the colloquium throughout the period of his degree candidacy. Practicum--conducted by staff each term. The student formulates problems in communications that become bases of (1) a laboratory project in a medium and (2) an independent investigation in his area of specialization under supervision of faculty advisers.

Although final requirements for the Ph.D. program to start in the 1968-69 academic year had not been spelled out at the time of this writing, the general pattern had been set. The minimum course requirement will be 20 units of graduate work of which at least 12 units must be completed at the University of Pennsylvania. Two successive terms of at least four units of approved work will satisfy the residence requirement. Prior to completion of 18 credits the language requirement (one modern language other than English) of the university will be met. Preliminary examinations, written and oral, will follow completion of course work and precede presentation of the dissertation proposal.
Operating under the chairmanship of Dr. Percy H. Tannenbaum the Graduate Group will supervise the doctoral program of students in three core areas identified as follows:

1. **Communication Codes and Modes.** General theories and models of information and communication. Coding and processing of messages in different "languages," media, and modes. Analysis of meaning, content, and message systems.

2. **Communication Behavior.** Individual and social interaction and experience through messages. Encoding and decoding characteristics of sources and receivers; attitude formation and change; public opinion and collective behavior; the consequence of exposure to messages. Processing and storage of coded information.

3. **Communication Institutions.** History and theories of social and mass communications; public policy related to communications and popular culture. Structure, organization, management, and social functions of communication institutions.3

In addition to certain revisions in the courses of the 500, 600 and 700 series several 800 series seminars will be added to the curriculum in the autumn of 1968 in support of the Ph.D. program. These will include Special Topics in Communication Codes and Modes (Animal communication. Studies in aesthetic communication. Message systems analysis.), Special Topics in Communication Behavior (Human information processing. Language learning. Studies on variations in style. Studies of attitude change and cognitive consistency.) and Special Topics in Communication Institutions (Media encoding behavior. Policy implications of laboratory research. Studies of organization and decision-making in mass communications. Historical transformations in public communications. Cross-national studies in popular culture.) Also to be added, of course, is 999 Dissertation Research.

3"Ph.D. in Communications--University of Pennsylvania," February 1968, p. 4. (Mimeographed.)
In addition to the eight Annenberg School members of the graduate group which will supervise the Ph.D. program are ten associate members from other departments of the university cooperating in the program. Disciplines represented include history, electrical engineering, English, sociology, anthropology, psychology, political science and regional science. Students will be free to cross all disciplinary and departmental boundaries with approval of their adviser in devising their individual doctoral programs.

Enrollment Trends and Student Interests

The Annenberg School has a rather unique enrollment policy. Enrollment is held to a maximum of 100 students per semester. Applications for graduate study in communication are accepted from "any college or university graduate with a good academic record, strong motivation, creative and research ability, and a desire to pursue the objective of this graduate program." No specific undergraduate major or professional experience is necessary. "Adequate preparation in the social sciences and humanities, and verbal and quantitative proficiency on the graduate level, are required for admission." Competition for the available spaces in the school was described as "intense."

Since its inception the only degree offered has been the Master of Arts in Communications. During the last four years the following degrees were awarded:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>1964</td>
<td>50</td>
</tr>
<tr>
<td>1965</td>
<td>41</td>
</tr>
<tr>
<td>1966</td>
<td>18 (year program extended to 1½ to 2 years)</td>
</tr>
<tr>
<td>1967</td>
<td>25</td>
</tr>
</tbody>
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4University of Pennsylvania, the Annenberg School of Communications Bulletin. 1967-68, p. 71.
In a letter subsequent to the interview Dr. Gerbner reported 82 students enrolled in the winter semester of the 1967-68 term.

Students enrolled in the Annenberg School from 1964 through 1967 were reported as having received their undergraduate degrees in the following fields of study:

- **Humanities**: 52%
- **Social Science**: 29%
- **Journalism**: 5%
- **Broadcasting**: 5%
- **Business**: 5%
- **Other**: 4%

Because of enrollment limitations imposed by the school, trends in student interest are not free to develop as in the more open enrollments of other graduate inter-disciplinary programs. Dean Gerbner reported that the Annenberg School seeks to produce scholars for three broad fields of service—the mass media, government and industry, and education. For the mass media they seek to produce executives, policy makers and producers. For government and industry the objective is to produce specialists in various aspects of communication for USIA and other government agencies and public relations and advertising executives for corporations. For education the principal objective is to produce faculty members for colleges and universities. Dr. Gerbner expects to begin sending ten or twelve new Ph.D. scholars per year into higher education within the next few years.

While operating at only the master's degree level the school has sought to keep candidates in the three specified areas approximately the same in number. Although an increasing demand in government and
and industry for Ph.D. graduates was noted by Dr. Gerbner, he expects the great majority of his doctoral graduates to go into teaching positions in colleges and universities.

Long-range plans for the school call for a normal enrollment of approximately 75 students pursuing a master's degree and 25 pursuing the doctorate in any one semester.

Research

In response to the queries on the trends in research during the last four years the dean reported a "very great" increase in research being done in the school and under its auspices. He reported that more federal and corporate money had been made available to the school with no change from previous levels in research funds from state and university sources. Although there is not a separate research organization associated with the Annenberg School, all faculty members and all students participate in research programs.

The fact that only graduate students are enrolled in Annenberg and that a specific requirement for completion of a graduate degree is demonstrated proficiency in communications research has significant impact on the attitudes of administration, faculty and student body. The school deliberately brings the principles and methods of social science research to bear on communication problems. All students are required to develop familiarity with a number of research techniques and procedures.

To facilitate quantification procedures a variety of equipment for tabulation, machine sorting, collating and printing is maintained in
the school. The facilities are designed to be used in conjunction with the university's computer center, and computer programs can be prepared right in the school for input to the computer center.

Complete broadcast facilities with studios, control rooms, film and videotape are available for virtually any type of research in the areas of television production. Of particular interest is the emphasis being placed in the school upon fusing communications research with the performing arts program.

Courses, seminars and laboratories all contribute to analysis and exploration of the substantive fields of communications processes, systems and functions. Dr. Gerbner has inspired a strong new emphasis on research which examines the cultural and social impact of communications in the modern world. The principal sources of financial support for research now in progress are the National Science Foundation, the American Council of Learned Societies and the U.S. Office of Education.

The Administrator and His Perceptions

George Gerbner displayed the same open spirit of cooperation and willingness to have his program examined and to give generously of his time and thought regarding his own program and philosophy and the discipline of communication generally as was manifested by directors in the big ten schools.

Dr. Gerbner was born in 1919 in Budapest, Hungary. He came to the United States in 1939 and became a citizen in 1943. He received the B. A. in Journalism from the University of California at Berkeley in 1942. From 1943 to 1946 he served in the U.S. Army, received a battlefield commission and the bronze star for operations behind enemy lines and was
discharged as a first lieutenant. Following the war he served as an editor for the Department of State U.S. Information Service, and then as a freelance writer and partner in a Hollywood public relations firm. In 1951 he completed the M.S. in Communication in Education at the University of Southern California. He received the Ph.D. from U.S.C. in 1955 with a dissertation entitled "Toward a Theory of Communication" which received the U.S.C. award for "Best Dissertation," 1955.

For three years he taught journalism, English and social science at John Muir College in Pasadena. He then became a Research Associate in the Department of Cinema at U.S.C. Following four years of academic work in communications research at U.S.C. and El Camino College he moved to the University of Illinois as Research Associate Professor with teaching duties in the graduate communications program. He continued to work in the area of social and cultural aspects of Mass Communications. During his seven years at Illinois he was project director on a wide variety of research projects across a wide spectrum of communication subjects. In 1958 he served as Book Review Editor of Audio-Visual Communications Review.

He came to the University of Pennsylvania in July of 1964 as Dean of the Annenberg School. He served in 1966 as Associate Editor for Communication Theory, The Journal of Communication.

Dr. Gerbner is probably as widely published and as much in demand as a participant in communication conferences and conventions as any communication scholar in America. In responding to the interview question "What are the current problems which occupy your attention?" he indicated one problem was in deciding which requests for articles and attendance at conferences he would accept.
At the time of the interview he had been spending a great deal of time, he indicated, in preparing and selling his Ph.D. program proposal to the university. He was also much concerned with the continuing effort to upgrade and adjust the school's curriculum to take best advantage of the specialized talents and interests of new faculty members he has brought to the staff in recent years.

Dr. Gerbner considers curriculum development a faculty team effort, and all staff members including the dean are deeply embroiled in this project on a continuing basis. He indicated he was also spending considerable time on the project to develop the university theatre as a performing arts media laboratory for the school. This project occupied a prominent part in his discussion of future plans for Annenberg School.5

In response to the question as to his preferred definition of the term communication, Dr. Gerbner defined it as "Human social interaction through messages." This succinct definition is in keeping with his response to the question as to his self label. He responded to this question by saying he considered himself a communications man, socially oriented. The courses and seminar sessions he prefers to conduct himself reflect this fundamental interest in social aspects of communication. This thread of primary interest in the cultural and social aspects and the need for students to be aware of their importance from the time they enter his school was woven through the afternoon-long interview. In

5 Although Gerbner did not mention it himself, another staff member indicated he receives no little stimulation in this direction from the director of the theater laboratory, who just happens to be his wife, Mrs. Ilona Gerbner, M.A.
expanding on his interview responses he explained in some detail his philosophy of communication and his perception of the discipline on his campus and throughout the country.

We develop ways of thinking, knowing, and relating to each other largely through the statements we share. Messages, images, and complex symbol systems cultivate assumptions about what is, what is important, and what is right. They provide terms of affirmation and negation, identity and alienation, collaboration and conflict.

Creating, sharing, and using symbols and statements is the "humanizing" process of man. A change in that process alters the nature of human affairs.

We are in the midst of such a transformation. It stems from changes in the technological and social bases of symbol-production—an industrial revolution in information and popular culture. New media alter form, content, and context. New modes of communication change ways of selection, composing, and sharing perspectives. New institutions of communication create publics and cultivate common consciousness across boundaries of time, space, status, and culture. New patterns of information animate societies and machines, and shape the terms of our engagement with each other and the world. Man has changed the symbolic environment that gives meaning and direction to his activity. We have only begun to inquire into these meanings, these directions, and their alternatives.

Change and its consequences also expose perennial problems to fresh scrutiny. How does a message, image, or story evoke and elicit, unite and divide, bind and release? How is information processed, transmitted, and integrated into given frameworks of knowledge? How do societies and technologies produce symbol systems, and assign value and weight to the issues and choices inherent in them? What standards can guide and what measures can test communication acts and policies in changing cultures?

The search for a new grasp on the affairs of man crosses disciplinary boundaries, strains the organization of knowledge, and leads to the emergence of new fields and new schools. The graduate program of The Annenberg School of Communications is a response to the challenge of such a search. It explores theories and problems of human communication from a base in historical knowledge and in the accumulated insights of the established disciplines. It strives for a new synthesis combining the creative acts of communication with inquiry into their meanings and social implications. This program of studies is not designed to teach communications
practitioners what they will learn on a job anyway. Nor is it intended to prepare students for types of work that do not warrant a graduate degree. The program provides unique opportunities for experimentation and inquiry in communications. Its purpose is to equip students to formulate problems, recognize alternatives, search for solutions, and make needed contributions to knowledge. The student's work points to significant achievement in several areas of communications study. It prepares him for careers requiring continued contributions to the changing creative, research, and policy tasks of the communication arts and sciences in education, the media, business, industry, and government.6

In responding to the query regarding what he considered the most significant achievements in his school in the last four years, Gerbner identified three. He placed the development of the doctoral degree program at the head of the list. Of almost equal importance was the expansion of the master's program from a relatively unsophisticated one-year program to a comprehensive, research-oriented program of 1½ to 2 years duration. Also very important was the large number of outstanding faculty members who have joined the staff during the last four years.7

Dean Gerbner's plans for the future for the Annenberg School include as one objective the bringing of the performing arts into closer integration with the overall program of the school. The only major building project envisioned for the near future is a new performing arts laboratory designed to facilitate qualitative and quantitative analysis of the performing arts. In the area of faculty he hopes to add "a good communications historian." Also needed, he feels, is additional faculty strength in the area of social psychology.

6Ibid.

7An observer would be inclined to add a fourth major accomplishment for the school--the appointment of Gerbner as dean.
He hopes to get one or more of the faculty deeply involved in the analysis of art and culture. He expressed the belief that it is possible to devise a useful methodology for quantitative research on the performing arts.

In Dr. Gerbner's judgment communications has fully emerged as an independent discipline at the University of Pennsylvania. When asked how he would classify communication in this regard elsewhere in the country he responded that at a very few major universities communications has achieved the status of a discipline, at a larger number of schools it is still an "emerging" discipline and at the majority of schools "quite confused."

He sees as a significant achievement in communications in recent years the publication of books collecting the thoughts of creative scholars in communication and books reporting the results of symposia on communications. He cited as examples Human Communication Theory (Original Essays) edited by Frank E. X. Dance and Communication Theory and Research (Proceedings of the First international Symposium) edited by Lee Thayer.

The major problem facing those engaged in communication, Dr. Gerbner believes, is that of defining the discipline. "Today communication is on the periphery of all traditional disciplines and at the heart of none. We must focus our efforts on communication at the center. This gives us the rightful claim to communication as a separate discipline." He also feels that it is important that communication scholars lead the way in making the academic community and society at large aware of the impact of communication on our culture. "The first job," he says, "is to
develop educators who fully understand the impact and implications of communication."

He feels it is also necessary to develop a comprehensive historical diagnosis of the whole field of communications.

"We must constantly seek ways to show the relationship between the problems of society and the communications revolution of which we are a part," Dr. Gerbner says.

In looking to the future he sees communication as having an increasing role in cultural change. Communication plays a large, an increasing role in changing the quality of life for man on earth. More scholars who are capable of understanding and interpreting this phenomenon are essential. Dr. Gerbner sees as the major task of communications departments in universities in the immediate future the production of these scholars for work in industry, government and education.

He concludes, "At Annenberg we are moving forward on our own. Whether others follow is of small concern to us; if they do, I suppose people will identify us as leaders."
CHAPTER IX

CONCLUSIONS AND OBSERVATIONS

The following list of statements might be considered to summarize the conclusions derived from this study. A number of these conclusions are examined in greater detail in the remainder of this chapter.

1. Administrators display a deep sense of meeting a need through communication programs they conduct.

2. Communication programs of a variety of types are in progress.

3. A variety of administrative organizational patterns is evident.

4. Communication is well-supported by university administrations.

5. Communication programs have evolved in several ways.

6. The majority of programs labeled communication have sprung from a base in journalism.

7. There are communication programs which have strong departmental origins other than journalism.

8. No traditional academic discipline can monopolize the use of the term communication as a label for its program.

9. Unification of communication units under a single administrative head appears to provide the most efficacious organizational pattern.

10. Independent communication units or departments tend not to unify voluntarily.

11. There is a tendency for scholars in one area of communication to ignore work in communication going on in other departments.

12. Most units of communication see their own work as central to a broad program.
13. Students appear to be more acutely aware than faculty of the need for close coordination of departments teaching different aspects of communication.

14. Administrators display determination to broaden the base of communication.

15. As communication programs expand their curricula to cover broader areas of study, there is a tendency toward reduction of required courses.

16. There is a trend toward increased consideration of communication as a behavioral science.

17. There is a general upward trend in enrollment in communication programs at all levels.

18. There is an unprecedented increase in enrollment in advertising and public relations courses.

19. There is a significant increase in communication research.

20. Funding for communication research has been widely available to those who seek it.

21. There is a movement to provide more instruction in communication research theory and methodology to students at the undergraduate level.

22. Communication researchers are using the techniques of many other disciplines in their research.

23. There is continuing confusion and disagreement over the meaning of the term communication.

24. Facilities for the study of communication are improving.

25. Communication programs could be more accurately labeled multi-disciplinary than interdisciplinary.

If one impression could be said to characterize all the communication programs and administrators examined in this study, it would be a sense of urgency and movement. None of the administrators interviewed appeared to feel the slightest need to justify his existence. All the programs are growing and all reveal a demand for their graduates far in excess of the numbers they are able to produce.
Neither the programs studied nor the people interviewed can be grouped into a neat package and stamped with one label. As the individual chapters on the programs show there are both similarities and wide differences in the programs. The administrators interviewed have very different personalities, but all are intelligent, creative, articulate, ambitious people, and the impact of their individual personalities and biases on the programs they direct are evident. Certain patterns, however, do emerge from the study and these are examined in the next few pages.

Organizational Structures and Administration

The programs studied are organized into two colleges, four schools and one inter-departmental committee. In the two colleges and four schools relative stability in the administrative structure was indicated with no major changes anticipated in the near future. The one program currently conducted by a committee is undergoing review with the objective of moving toward a more formal structure.

Support for the programs by central university administration was reported as adequate or better at all seven universities. Five of the seven administrators interviewed appeared to be highly pleased with the level of understanding and support of their programs by central administration.

Five of the seven administrators said they feel consolidation of communication functions under a single administration was the best way to conduct communication education on a university campus. Three of these expressing this conviction are on campuses where most communication functions are not now organized in one administrative unit.
Stature clearly accrues to those programs in which many departments on campus dealing with aspects of communication are consolidated in one administrative unit such as a school or college with an independent administrative head who reports to central university administration. Support from the administration on these campuses in the form of budget, personnel, fellowships and assistantships, faculty salaries and promotions, facilities and equipment was felt by the administrators of these programs to be much superior to that afforded communication programs not so organized. Administrators of programs not so organized appeared to share this view.

Programs examined in this study include samples of the five administrative organizational patterns which are most common in interdisciplinary communication education at major universities in the nation today. The five types of organization are:

1. A college in which all departments on campus teaching an aspect of communication are included. (e.g. Michigan State)

2. A college in which some but not all departments concerned with communication are included. (e.g. Illinois)

3. A school in which all aspects of communication taught on campus are included. (e.g. Pennsylvania)

4. A school in which some but not all departments concerned with communication are included. (e.g. Minnesota)

5. A committee which supervises a graduate interdisciplinary communication program. (e.g. Indiana)

While four of the seven programs examined sprang from a base in journalism, several different historical patterns are evident in how communication programs at different universities "got to be the way

1Variations of this pattern exists on campuses where all administrative units dealing with communication education including journalism (which is frequently situated in a "school") are identified as departments or in some instances as divisions.
they are." Where a college bears the communication label it got that way usually either by an edict from top administration, or by one strong department on a campus gradually absorbing administrative functions of neighbors and subsequently "winning" college status from the administration. Schools were either established initially by administrative action or evolved from departments.

No schools or colleges of communication examined in this study came into being through voluntary, cooperative drawing together of strong, independent departments resulting ultimately in the formation by mutual agreement of a centralized administrative organization, although this pattern has occurred on some campuses around the country and is reported to be "in process" on some others.

Possibly related to the question of organizational patterns is a disturbing tendency to myopic vision noted on some campuses visited during this study (and on a number of other campuses as well). There is an apparent determination displayed by brilliant faculty men operating in a specific department to ignore the work of people in communication outside their home department or specialization. This tendency is also apparent in certain fairly recent textbooks ostensibly dealing with the broad field of communication but in actuality concentrating exclusively in one specific aspect of it.

It is unfortunate for people afflicted by this sort of professional myopia that their behavior is strikingly apparent to two classes of people vital to their professional success—students and administrators. In the case of the former, it unquestionably motivates many bright ones to move to other universities, especially for graduate work; in the case
of the latter it raises questions about qualifications for increase in rank and tends to motivate administrative "cures" such as consolidation of functions by administrative edict.

It appears that administrators and students are more sensitive than many faculty members to the need for some sort of central rallying point for communication studies. Where the various departments concerned with aspects of communication are not administratively centralized, the student, who clearly sees the need to be broad-based in developing himself as a communication scholar, is often forced to try to work out an integrated approach on his own. In doing so he often finds he must put up with frustrating duplication and conflict of points of view regarding communication. Whether the absence of such frustrations at Michigan State has a bearing on its enrollment which is more than three times larger than its nearest competition is unknown. But the question appears to offer food for thought.

Curricular Patterns

A significant trend in curricula of the programs studied was the reduction in recent years in the number of required courses in both graduate and undergraduate programs. The five schools with undergraduate programs also demonstrate a determination to insure that their graduates receive a broadly based, liberal education.

At the graduate level there is a trend to increase work students do in research. A continuing emphasis on "tailored" programs designed specifically for each individual graduate student was evident in six of the seven schools. Four administrators expressed the intention to increase the amount of research required of undergraduate students.
In this connection Brooks' observation on the continuum of emphasis in speech education appears to have direct application to the communication programs examined in this study.

The continuum of emphasis in speech education is changing. When we have divided education in speech into the areas of skill emphasis, theory emphasis, and research emphasis, we have traditionally assigned skill emphasis to secondary education, theory emphasis to undergraduate education and research emphasis to graduate education . . . We are now beginning the reverse procedure of including research emphasis at the undergraduate level and theory emphasis at the secondary level.2

Dr. Peterson at the University of Illinois voiced the opinion, shared by several other administrators, that increased undergraduate emphasis on research is a desirable goal for communication programs everywhere.

Increased emphasis on the cultural implications of communication was evident in four of the programs studied. New courses concerned with communication as a behavioral science and with sociological aspects of communication were noted. Three administrators made specific reference to the need for increased attention to this aspect of communication. Several administrators said they were seeking new faculty members with behavioral science research experience.

In the preface to Mass Media and Communication which he edited, Steinberg observes:

The technical achievements of the communications revolution, like the technical achievements of the Industrial Revolution, must be evaluated not only in terms of its purely scientific implications, but in terms of its implications and consequences for society. Its ultimate thrust is as an art form, not a technic; it is sociological.

rather than scientific. The potential of the mass media for constructive social action is without parallel, because the media of mass communication are implicit and explicit instruments of knowledge. \(^3\) Mass media have given a new orientation to the social sciences.\(^3\)

**Enrollment Trends**

The general trend in enrollment in communication programs is upward. At four of the seven schools studied, the increase was reported as exceeding the university-wide increase in enrollment.

By far the most significant trend in enrollment, one reported at six of the seven universities, was a sharp increase in the last four years in the number of students seeking degrees or majors in advertising-public relations fields. Various explanations for this phenomenon were expressed by administrators—student-perceived "glamour" of careers in this area, intensive recruiting by business and industry, location of jobs in this area in metropolitan centers and others.

At the graduate level and especially among students pursuing the Ph.D. a growing concern was reported among candidates that the degree be as broadly based as possible, with opportunities for multiple specialization and significant experience in research techniques and methods. Several administrators saw this as a reflection of the increased attention to these interests in recent years by faculty and administrators of communication programs since doctoral candidates are largely drawn from the ranks of instructors already engaged in teaching in communication related subject areas.

Research Trends

The most prominent characteristic of communication research at the universities studied was the increase in the amount of it going on. All seven universities reported increases in the amount of research being performed. All seven reported an increase in the amount of federal money available for communication research. Four reported more research money available from corporate and foundation sources.

Five of the seven programs studied have connected institutes or bureaus of research and the other two have division of research in which research activities are centered. Not only is the range of research interests of communication faculty very broad, there is a discernible sense of research freedom in the schools and colleges of communication. One administrator observed that the complete absence of any need to feel "discipline loyalty" in research pursuits was an attractive prospect to faculty members he was attempting to proselyte from other universities and other disciplines.

As indicated earlier, several administrators commented on the need they felt to incorporate additional research training and experience in their undergraduate programs.

Some Additional Concerns of Administrators

As the chapters on the individual programs disclosed, the administrators interviewed are concerned with a wide range of problems relating to their own programs and have a great diversity of ideas about the general state of the art of communication and what it should be in the future.
All six of the administrators with operating departments indicated they plan to add to their faculties in the near future. All seven administrators voiced a determination to expand research in communication on their campuses.

Several building programs were in evidence. Two of the universities visited have approved plans for new multi-million dollar construction projects to provide new housing for communication functions. One administrator is planning a complete remodeling of an already excellent facility and two report plans for smaller construction projects to provide working space and facilities for specific aspects of their operations.

Significant Achievements in Communication

The deans and directors were generally consistent in their judgment that "significant achievements" in communication education have been quite scarce in recent years. Three expressed the view that significance should be attached to recent publication of collections of essays and studies on communication and compendia of papers read and discussions conducted at communication symposia and conventions. Appreciation of the latter would appear likely to become more widespread in the near future.

In extensive readings associated with this study two such works were encountered which held particular fascination for the author, Thayer's compilation of the papers and discussions of the 1965 and 1966 University of Missouri at Kansas City Symposia on Communication Theory and Research. The professional papers included

in these collections were impressive. But the sections of the books which held pure fascination were the discussions. The sheer intellectual luminescence which emanated from some of these exchanges among scholars from more than 20 fields of study focusing their thought on problems and theory of communication would appear to be sufficient justification for repeating such events at every available opportunity. The high intensity sparks which occasionally crackled forth from the abrasion of one keen intellect against another provided additional highlights.

To the relatively impartial observer it would seem reasonable to include as significant achievements in communication in recent years the progress made in a number of individual communication programs in higher education. Although the administrators interviewed in this study were not asked to evaluate their programs in this sense, a comparison of the programs as they exist today with their status when Ely[^5] studied them a decade ago provides clear evidence of significant progress.

Also during this period outstanding work in development of communication theory and models has been done; several books which make important contributions to the understanding of the significance of various aspects of communication have been published; and many scholars equipped to study and develop the field of communication have been produced. Constructive criticism of research techniques and methodologies has lead to more sophisticated and productive communication research. There has been progress in the integration of efforts of scholars from diverse fields toward better understanding

of communication both as behavior and as process, although this, unfortunately, is still a major problem in the field.

Administrator Views on Campus Media

An area in which the administrators were in agreement had to do with administrative responsibility for campus newspapers and radio and television stations. All seven agreed that a department, school or college of communication should not have administrative responsibility for either campus newspaper or radio and television stations. All agreed these media can provide useful laboratory experience for students, but they felt very strongly that administrative responsibility for them should lie elsewhere. The principal objection to being responsible for these campus media was that the public and the rest of the campus community tend to equate the quality of these student media with the quality of the academic programs of the communication departments. Unfortunate and erroneous conclusions inevitably result, the administrators feel.

The Need for Communication Graduates

The deans and directors are also in agreement that there is a very clear, continuing and growing requirement for schools, colleges and departments of communication to produce broadly educated, articulate, technically competent communication professionals of all types. Inroads into the supply of such graduates has been very great in recent years from non-media industry and business concerns seeking communication qualified people for public relations, advertising and internal information programs. Several schools have found it useful to maintain
placement bureaus to help match graduates and jobs. Each of these bureaus reported they are unable to supply graduates for all available positions.

**Communication as a Discipline**

Possibly the most unimportant question asked of communication leaders interviewed in this study was the moot question of whether the study of communication on their campuses and elsewhere could or should be identified as a "discipline." The subject was introduced primarily because of speculation and discussion of the matter in the periodical literature during the last decade or so.

The question was asked in this fashion:

> For more than a decade the professional literature has been describing the study of communications as an "emerging discipline." Do you feel that on your campus communications:

  a. Is not identifiable as a discipline, but as ______________________
  b. Is an emerging discipline.
  c. Has fully achieved the status of a discipline.

How would you classify it in the country at large?

Of the six chief administrative officers responding to the question three stated that it was their view that communication had "fully achieved the status of a discipline" on their campuses, and on a very few other campuses in the nation.

The other three respondents indicated they would prefer to identify communication more broadly as a "field" or "area" of study.
Even the three administrators who responded that communication was a discipline on their campuses were inclined to amplify their replies to make it clear they consider the "discipline" of communication to be much broader in scope than such traditional disciplines as mathematics, psychology, economics or English.

The trend to recognize and accept the study of communication as fundamental to the ordering of man's existence, as a suitable subject for "interdisciplinary" exploration, as a common meeting ground for scholars from all fields interested in investigating either individual or social aspects of human interaction is increasingly reflected in the literature.

Writings in this connection by Lasswell, Sabine, MacLean, Schramm, Finn and others referred to previously in this study are extended by numerous other recent works.

In a speech to students and faculty of the Annenberg School in 1965 Lasswell said:

A center of communication brings together subject matter specialists from every field of knowledge and with every degree of primary concern with the several problem-solving tasks. In such a center, the full significance of enlightenment can be realized.

Universities are responding to a converging scientific attack on communication. Interdisciplinary programs can hope, eventually, to comprehend the occurrence of symbol and sign events and to devise strategies to realize the potential changes implies. Symbols refer, and the function of referentiality brings into any current problem-solving activity a context of past and future events, available for evaluation and arrangement. By candidly and continuously looking at all value goals and objectives, and especially the overriding goal of human dignity, it is possible for universities to discover ways and means of advancing basic knowledge of the factors that condition success or failure and to participate with ever greater effectiveness in intra-university and extra-university forums that clarify
goals, describe salient trends, analyze conditions, project developments, and invent and assess policy alternatives for the maximizing of preferred events. By focusing on communicative phenomena, the road is most direct for measuring up to the potentialities of man as we take evolution in our own hands.\(^6\)

The attitude of a growing number of scholars toward interdisciplinary work in communication was reflected by Luszki:

> Interdisciplinary research is a valuable tool when the nature of the research problem demands it. The study of some problems may be facilitated by borrowing concepts from other fields, particularly where a single discipline has pursued the study to the point of diminishing returns.

and at a later point she observed:

> Interdisciplinary research generally gives a broader outlook, opens new horizons and stimulates more people than individual research.\(^7\)

Schramm's comments included with an article by Berelson on the state of communication research appears to mirror the feeling of many leaders in communication education about the study of communication:

> We sometimes forget that communication research is a field, not a discipline. In the study of man, it is one of the great crossroads where many pass but few tarry. Scholars come into it from their own disciplines, bringing valuable tools and insight and later go back, like Lasswell, to the more central concerns of their disciplines. Merton studies the Kate Smith broadcasts, and returns to the grand architecture of social theory. Festinger studies communication situations on the way to a theory of cognitive process. Only a relatively few scholars and those in the last decade or so, have been fit so to dedicate themselves to communication research that they have equipped themselves with the


combination of several social sciences, mathematics and research method that a man requires to see the field steadily and see it whole. For most scholars who work in communication, the field forces itself on them because some of its problems must be solved before their own discipline will be fully understood. Therefore, we must not look for the unique theory in communication which we are accustomed to see in disciplines, or the kind of career in communication research which we are accustomed to see within disciplines. The test of health will be whether the horizon recedes, and whether the growing knowledge of communication process and institutions contributes to the knowledge of man and society.

In twenty years, communication research has made solid contributions to our understanding of one of the fundamental social processes. It is having a profound effect on the teaching of journalism and other mass communication subjects in our universities, because it has made a bridge between the professional or trade activities of these schools and the ancient and intellectual strengths of the university.®

Knower analyzes communication in terms of its broad application across many disciplinary lines:

The modern university includes three major classes of disciplines which may contribute to the understanding of communication. The first class of these disciplines we shall call communication process disciplines because they study one or more of the processes which enter into a complete act of communication. They also study other phenomena which may be less relevant to communication. Examples of these disciplines are linguistics or the study of the properties of language systems, the psychology of symbolic behavior, the sociology of groups and group processes, and the physics and electronics of sound.

A second class of discipline we shall call the communication behavior disciplines because they are primarily concerned with some form or type of communication behavior. Among these disciplines we include audio-visual instruction, education, the languages, literature, journalism, speech, theatre, broadcasting, the fine arts, and even library science.

The third class of disciplines showing some interest in communication is primarily concerned with the problems arising from the communication of a particular body of content. We shall call these the content application disciplines. Of course they too have disciplinary interests other than communication. Some of these branches of communication are agricultural communication, political propaganda, industrial public relations, health education and religious indoctrination. The point is that many of these broader disciplines within a university often have their own sub-unit devoted to communication.

... it would appear that the communication behavior disciplines have the best prospect of providing a systematic study of the subject, a true communicology. The communication behavior disciplines extend one way to incorporate knowledge derived from the process disciplines and the other way to assist in the application of what they know to the problem of communicating specific ideas and attitudes.9

Lee Thayer is being credited with making a major contribution in recent years in bringing together in symposia leading figures from many disciplines with an interest in communication and reporting the results of these conferences. It would seem likely that his new book, Communication and Communication Systems will become a prominent reference for people interested in exploring the broad implications of communication. In the preface to the book Thayer says:

Communication doesn't belong solely to the practice of administration any more than it does to the practice of teaching or psychology. A much broader scope was necessary to incorporate ideas which transcend the boundaries of traditional disciplines—and of conventional ways of thinking about human communication.

An area of study that could properly be labeled communication and communication systems is rapidly evolving. Its rich and exciting challenges have drawn scholars and thoughtful practitioners from disciplines ranging from neurology to sociology, from cybernetics to psycholinguistics, from the communicative arts to general systems theory, from organization and management theory to the simulation of

self-organizing automata. The fruits of this now emerging movement will have application in all of man's personal and social and economic and aesthetic endeavors, indeed, for the ultimate understanding of his very existence.10

Communication as a Multi-Disciplinary Study

From the programs examined and from the literature it is apparent that the study of communication might be more appropriately described as multi-disciplinary than interdisciplinary. The roots of communication are so deeply imbedded in so many disciplines, and there are so many scholars pursuing work on different aspects of communication, often under labels other than communication, that the field of study we call communication seems clearly a multi-disciplinary field.

The manner in which the administrators interviewed in this study conceive their work indicates their recognition of the immense scope of the field. It would appear that use of the imprecise term "interdisciplinary" rather than the term "multi-disciplinary" is more a matter of habit than conviction.

It is ironic that the one field of study most concerned with enlightenment should find itself bereft of a word which would convey a precise meaning to the majority of those scholars engaged in that field of study. Yet this is the condition in which the people engaged in the various activities generally accepted as being communications find themselves. Some clarity of intent ensues from various noun and adjective hyphenations used together with the term communication. Yet the very proliferation of these two-word terms

has the effect of watering down and diffusing the impact of the term communication itself.

Whether one of the suggested new terms such as "communicology" to indicate the new multi-disciplinary concerns of scholars or some sort of general consensus on a definition of the term communication itself can ultimately bring semantic order out of the present confusion is certainly not apparent at this date. The need for "a word which aptly describes this multi-disciplinary field," however, is abundantly clear.

Despite competitions, arguments and claims to exclusive "rights" to use of the term communication among various academic departments in higher education, it seems apparent that neither journalists, nor broadcasters, nor rhetoricians, nor linguists, nor engineers, nor physicists, nor psychologists, nor sociologists, nor programmers nor any other group can succeed on more than a local scale in establishing a monopoly on use of the term.

From an examination of programs included in this study it appears that administrative unification of communication functions in which departmental academic autonomy is fostered may offer the best prospect for enhancing the study of communication as a multi-disciplinary field of study. The challenge to administrators appears to be to capitalize on the strength which comes with administrative consolidation in terms of budget, personnel and facilities while preserving a large measure of departmental autonomy and individual professional independence of faculty members in working toward some unity in their theoretical concepts of the field. On at least two campuses studied this challenge is being met with a considerable degree of success.
The exact organizational pattern on any given campus may not be critical so long as the administrative structure permits individual faculty members and departments dealing with communication to focus their attention and efforts on major problems and protects them from inundation in trivia. There is however the value of cooperation in the classification of concepts of the major variables in the subject.

It was apparent in the study that on some campuses various aspects of communication tend to be ignored or fragmented to the detriment of communication study as a whole. Broadcasting is most frequently fragmented with programming and production aspects being the province of one department and news broadcasting that of another. Film is obviously the most neglected medium of communication in the schools studied, although considerable work in film is being done on a few campuses.

These two shortcomings of either ignoring some aspects of communication or fragmenting them were the two chief complaints voiced by students consulted during the visits to the various campuses. Administrators on the campuses where these conditions existed appeared to be either oblivious or unconcerned about the situation.
A FINAL COMMENT

Whatever its other shortcomings, this study has failed in one respect of which the author is acutely aware. There has been no attempt to record and analyze what may well have been the most significant perceptual revelations of several of the administrators interviewed—certain fleeting glimpses of intuitive perception of the mysteries of the future of the art and science of communication.

On three or four different occasions late in an interview when the administrator had been speaking reflectively of his perceptions of the problems, goals and future of communication, for a brief moment a door far down a dim corridor would appear to open and a shaft of light would illuminate a very private insight into some aspect of communication.

If interrupted with a question the door would close. If I remained still, the light would fade in any case as the administrator brought himself back to the moment at hand. Yet in these brief instants it seemed clear that some of these men operate part of the time on a higher plane of sensitivity which enables them to trace an upward path in the pursuit of progress in communication education.

Some of them are creating an educational environment in which shackles of tradition fall away from faculty and students alike, and the creative instincts of exploration and innovation are encouraged to
flower. One or two seem to be on the verge of developing what might be described as "experience fields" where students learn by living and experiencing and being immersed in a learning environment in which they assimilate concurrently skills, methodologies and theoretical foundations on which to erect productive careers in communication.

Several of these men, completely different in personality and background, appear to share the mystical experience of at times making an intuitive leap forward to a solution which would lie many halting steps ahead in normal problem-solving procedure. They see different problems, they think differently about how to move the study of communication forward, they are working on different segments of the puzzle. Yet they are moving and doing and growing.

In considering them as a group I was moved to recall Henry David Thoreau's famous lines from Walden:

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

The significant fact would appear to be, that whatever distant goals they perceive, these men are moving forward.
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APPENDIX A

INTERVIEW OUTLINE

School __________________________ Date __________________________

Interviewee ______________________ Date assumed job ______________

Title ____________________________ Year comm program begun on this campus ______________

Exact dept title ____________________

Last previous position ______________

Self label ________________________

Preferred definition of communications:

1. As an ideal, should all departments dealing with communication on a university campus be consolidated on one administrative unit such as a college or school? ________ Why?

2. Describe the organizational structure of your department and specify its place within the university structure. To whom do you report?

3. Has there been a major reorganization of your department program or administrative structure in the last four years? If so, please describe.

4. Is the present administrative structure the best possible for advancement of the communications discipline on your campus? ________ If not, what would be best here?

5. What is the relationship of your department to other departments using the communications label (if any) on this campus?

6. Do you have administrative responsibility for:
   a. The campus newspaper ________________________
   b. The radio and/or TV station ________________________

   Ideally, should you have responsibility for them? ________________________
7. With regard to your curriculum:
   a. What courses have been added in the last four years?
   b. What courses have been dropped during that period?
   c. What courses are currently required for all communications students seeking:
      (1) B.A.
      (2) M.A.
      (3) Ph.D.
   d. Do you contemplate changing the number of required courses?________
      If so, will you have more or fewer?________________

8. What has been the enrollment trend (increase or decrease) in your department in the last four years?

   Undergraduate________________ Percent per year________________
   Graduate________________ Percent per year________________

9. Has there been a significant shift in student interests in the last four years?
   (Undergraduate________________ Graduate________________)
   If so, please describe.

10. Approximately what percent of your graduates go on to pursue graduate work?________

11. Approximately what percent of your students completing the master's degree go on to pursue the Ph.D.?________

12. Approximately what percent of your graduate students carry a "full time" academic load?________

13. With regard to communications research at your university:
   a. Increase or decrease________________ in the last 4 years? approximate percentage
   b. Trends in sources of research funding in the last 4 years?
      
      (1) Federal
      (2) State
      (3) Corporate
      (4) University

      More Less No Change
      _______ _______ _______
      _______ _______ _______
      _______ _______ _______
      _______ _______ _______
   c. What is the exact name of the research organization or facility (if any) associated with your department?________________
d. Source of personnel for this organization?

14. What have been the most significant achievements in your department in the last four years?

15. What are the current problems which occupy your attention?

16. How would you describe the support you receive from the university administration?

17. What are your plans for the future of your department in terms of:
   a. Objectives?
   b. Organization?
   c. Faculty?
   d. Curriculum?
   e. Research?
   f. Facilities?

18. For more than a decade the professional literature has been describing the study of communications as an "emerging discipline." Do you feel that on your campus communications
   a. is not identifiable as a discipline but as __________
   b. is an emerging discipline
   c. Has fully achieved the status of a discipline

   How would you classify it in the country at large?

19. Thinking now in terms of communications generally throughout the country, what do you see as significant in terms of:
   a. Achievements in recent years?
   b. Problems?
   c. Desired goals?
   d. Future trends?

20. Would you please describe and sketch an organizational diagram of what you would consider to be an "ideal" administrative structure for the communication education function on a modern university campus.
APPENDIX B

SUPPLEMENTARY DATA SHEET

1. Please provide copies of the following types of data which could give an insight into your operating philosophy, procedures and activity. (Any material you wish will be promptly returned.)

   a. Your biography
   b. Publications
   c. Speeches
   d. Position papers
   e. Instructions to staff and/or students
   f. Informational brochures

2. What is the current enrollment of students pursuing the following degrees:

   a. Bachelors __________
   b. Masters __________
   c. Ph.D. __________

3. How many students received the following degrees in the years indicated?

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td></td>
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</tr>
<tr>
<td>1965</td>
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<td></td>
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<tr>
<td>1966</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   200
4. Please list the information indicated for faculty members joining the staff during the last four years.

<table>
<thead>
<tr>
<th>Name &amp; Degrees</th>
<th>Year Assigned</th>
<th>Principal Teaching Assignments</th>
</tr>
</thead>
</table>

5. Approximately what percent of your graduate students received their bachelor's degrees in the following fields?

- Journalism  
- Broadcasting  
- Speech  
- Journalism  
- Broadcasting  
- Speech  
- Journalism  
- Broadcasting  
- Speech

6. How many faculty members with rank of instructor and above left your staff during the last four years? ______________

7. Please list and indicate type of funding of major research projects now in progress.

PLEASE NOTE:

Corrected page 167 was received after microfilming was completed.

UNIVERSITY MICROFILMS
At the time of the interview he had been spending a great deal of time, he indicated, in preparing and selling his Ph.D. program proposal to the university. He was also much concerned with the continuing effort to upgrade and adjust the school's curriculum to take best advantage of the specialized talents and interests of new faculty members he has brought to the staff in recent years.

Dr. Gerbner considers curriculum development a faculty team effort, and all staff members including the dean are deeply embroiled in this project on a continuing basis. He indicated he was also spending considerable time on the project to develop the university theatre as a performing arts media laboratory for the school. This project occupied a prominent part in his discussion of future plans for Annenberg School.5

In response to the question as to his preferred definition of the term communication, Dr. Gerbner defined it as "Human social interaction through messages." This succinct definition is in keeping with his response to the question as to his self label. He responded to this question by saying he considered himself a communications man, socially oriented. The courses and seminar sessions he prefers to conduct himself reflect this fundamental interest in social aspects of communication. This thread of primary interest in the cultural and social aspects and the need for students to be aware of their importance from the time they enter his school was woven through the afternoon-long interview. In

5Communication research in the field of performing arts will apparently receive considerable attention in the future at the Annenberg School. From the brief glimpse of the work now underway in this area it would appear that significant new findings will be forthcoming from this pioneering effort.