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Demarcated: Scholastic Journalism, Collegiate Journalism and the Fight to Define Journalism Education

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The Battle for Authority in Journalism Education, 1920-1939

- Surge in popularity of high school journalism education and student publications created a demarcation problem for university educators
 - Effort to establish authority, legitimacy
 - Part of professionalization of journalism
- University educators redefined the field, positioned four-year college degree as essential

Instruction in Journalism in High Schools Disapproved

An emphatic protest against the "introduction into high schools of any course in 'news-writing' or 'journalism,' or any course that shall be so conducted and so advertised as to encourage students to enter the newspaper profession without further education than that obtained in the high school," was made at the second annual meeting of the Western Association of Teachers of Journalism, held at the University of Oregon in Eugene.

In addition to defining what in their judgment was the province of the teacher of English in the high school, the members of the association declared that in their opinion, "English composition teachers may bring about faster and sounder progress by utilizing in their classes newspaper subject-matter and newspaper principles of writing" and recommended that "such composition classes be regarded merely as classes in composition taught from this angle." The members of the association explained that this stand was taken "because we do not favor any movement that may make for low standards in journalism or may tend to make of

The Rhetoric of Journalism Education

- Review of materials published between 1920 and 1939
 - Academic journals and trade publications
 - Textbooks for high school journalism instructors
 - Theses and dissertations on high school journalism
 - Meeting minutes of AASDJ and AATJ
- Material analyzed using textual analysis

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TABLE 1
NUMBER OF SCHOOLS ACCORDING TO REGION REPRESENTED AND SIZE AS
REPORTED BY TEACHERS ANSWERING QUESTIONNAIRE-A

Region	1- 350	351- 750	751- 2000	2001 And More	Not Given	Total
New England	3	4	14	3	0	24
Middle Atlantic	6	24	27	13	3	73
South	21	37	40	9	7	114
Middle West	51	85	92	41	12	281
Far West	24	36	44	17	0	121
Total	105	186	217	83	22	613

TABLE 2
TOTAL ENROLLMENT OF SCHOOLS ACCORDING TO LOCATION AND ENROLLMENT
AS REPORTED BY TEACHERS ANSWERING QUESTIONNAIRE-A

Region	1- 350	351- 750	751- 2000	2001 And More	Total
New England	690	2,366	18,024	8,000	29,080
Middle Atlantic	1,408	12,462	32,583	57,800	104,253
South	4,144	18,561	50,390	22,350	95,445
Middle West	8,820	42,508	120,716	125,934	297,978
Far West	4,366	17,198	54,763	45,078	121,405
Total	19,428	95,095	276,076	259,162	649,661

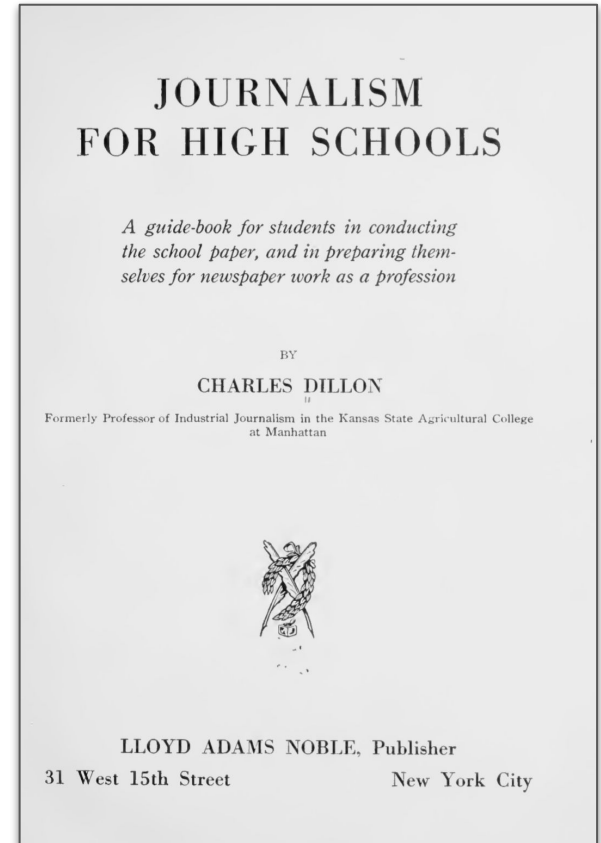
From Skilled Trade to Learned Profession

- Professionalization part of Progressive-era "revolution in identity"
- Strategies: professional norms (objectivity), associations, ethical standards
- Signaled a shift from working-class to middle-class occupation
- Specialized education played a crucial role in the professionalization process



The Rise of Scholastic Journalism and Its Implications

- Surge in high school newspapers post-World War I
 - Popularity due to practical application of subjects including English, history, civics, math
 - Rapid growth: 14,000 publications and 300 courses by 1926
 - Varied organization of courses and newspaper production
- Concerns about vocational focus and potential competition with college programs



Demarcation and the Fight for Professional Authority

<i>Forms of boundary work</i>			
	Participants (i.e., “its practitioners”)	Practices (i.e., “its methods”)	Professionalism (i.e., “its stock of knowledge, values and work organization”)
Expansion	Incorporating new actors	Incorporating new practices	Incorporating new knowledge
Expulsion	Expelling deviant actors	Expelling deviant practices	Expelling deviant forms and values
Protection of autonomy	Keeping out non-science actors	Defense of ability to define correct practices	Defense from non-professional outsiders

Questioning the Legitimacy of Scholastic Journalism Education

- University professors defined collegiate journalism as genuine journalism education
- High school journalism courses and publications “not journalism education”
- Criticism of high school journalism educators focused on three themes
 - Lack of professional experience and educational perspective
 - Concerns about disorganized classes and unclear objectives
 - College degree essential to practice of reporting and editing

WHAT THE HIGH-SCHOOL TEACHER OF JOURNALISM CAN AND SHOULD DO

GRANT M. HYDE

I am asked to discuss the art of teaching, from the viewpoint of the journalism teacher. First, however, I must discuss the status of journalism, or journalistic writing, in the high-school curriculum.

This is a troublesome subject. Nobody knows much about it, but many have vigorous opinions. My ideas have changed and are changing—just as yours are—but I have certain definite impressions.

In newspaper fashion, I shall state my conclusions first and explain them afterward. The first is that, after some eleven years of experiment, high-school journalism is still chaotic and unstandardized, the hobby of the individual teacher, although something called “journalism” has invaded more than one thousand high

Legitimizing Collegiate Journalism Education

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Defining legitimate journalism education

- Vocational focus of journalism in high school attracted greatest level of concern
- Push to eliminate link between high school courses and job preparation
- Emphasis on supplementing English lessons and fostering media literacy
- Discouraging immediate entry into newsrooms after high school
- Debate over the role of student newspapers in curriculum

AGAINST JOURNALISM IN HIGH SCHOOLS

**Teachers Association Urges Members
to Refuse Entrance Credit for
Newspaper Courses Offered by
Lower Institutions**

(By Telegraph to EDITOR & PUBLISHER)

COLUMBIA, Mo., Dec. 28.—Questions of research in journalism, of exchanging students and possibly professors with foreign universities and of discountenancing the teaching of “journalism” in high schools were taken up at the two-day session of the Association of American Schools and Departments of Journalism which closed at the University of Missouri today.

The Four-year Degree as a Required Credential for Journalists

- Positioned college education as necessary for journalism careers due to the complexity of the modern age
- Broad, liberal arts-based education would provide reporters and editors with the knowledge essential to interpreting the news
- Professional associations vocalized support for college journalism, discouraged newsrooms from hiring college graduates

What Shall We Do About High School Journalism?

By GEORGE H. GALLUP

In this paper I shall discuss some of the problems presented by high school journalism with suggestions as to what in my opinion schools and departments of journalism can and should do about them.

First a word or two about high school publications. The vast majority of high school publications have sprung into existence within the last decade. High schools in the middle western states and those on the western coast have taken the lead in the number and in the quality of their publications. Incidentally,

these are the two sections of the country in which the majority of schools and departments of journalism are to be found.

On the basis of studies made this last year, and a survey now being made, I venture to predict that within the next five years ninety per cent of the high schools of the country with 300 students or more will have at least one publication; and of those with an enrollment under 300, half will have a publication.

In view of this there can be little doubt that now is the proper time to

The Legacy of Early 20th Century Journalism Education Battles

- Demarcation problem shaped journalism education and profession
 - University programs established as primary pathway to journalism
 - Shift from working-class occupation to elite profession
 - Exclusionary effects on access to journalism education and careers
- Long-term impacts on power dynamics in news reporting and definition

