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THE PLACE AND FUNCTION OF THE BASIC TYPOGRAPHY COURSE IN THE JOURNALISM CURRICULUM

Thesis for the Degree of M. A.

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Elwin Everett McCray

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THESIS

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The Place and Function of the Basic Typography Course in the Journalism Curriculum

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By

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CHAPTER I

THE PROBLEM AND THE NEED FOR ITS STUDY

Typography has been among the course offerings of a few universities for a number of years, and has been in the curriculums of a larger number of colleges and universities for a much briefer period. Little, if anything, has been done, however, in the way of research to justify its place in the journalism curriculum, or to determine the practical worth of the component parts of the course content.

I. THE PROBLEM

Statement of the problem. One of the principal questions it was thought this study might answer was whether the journalism school graduates believe the typography principles and skills in which they were instructed are proving of practical benefit in their occupations or professions.

More specifically, the aims were fixed as: (1) to determine to what extent there is uniformity in the subject matter presented by typography instructors; (2) to find out in what journalistic vocations a knowledge of typography is vital, or helpful--and to what extent; (3) to ascertain whether the subject matter given most emphasis by the instructors is the same as that for which the journalism graduates find most need when they get out in their workaday

situations; and (4) to learn whether there is justification for making a basic, or introductory, course in typography a requirement for all journalism majors, and if not for all, to determine the sequences for which its requirement is logical.

Because the data sought were in widely scattered areas, the facts used in the investigation were gathered through the questionnaire method.

Delimitation of the problem. In many instances, journalism students are enrolled during their college careers for only one typography course--a general, or basic, inquiry into the field of graphic arts. A number of journalism schools, including several recognized as outstanding, require all journalism majors to take this course. Because of these prevailing practices, this study was limited to a consideration of such basic courses. This seemed consistent with a desire for uniformity in the data obtained.

The journalism schools contacted in the surveying of course content were the thirty-nine in the United States which at the time of the study had been accredited by the American Council on Education for Journalism.[1]

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[1] No reflection on non-accredited schools is intended. The A.C.E.J. was created and received its first applications only five years ago (in 1946). A few schools that are favorably regarded professionally are now in the process of applying for accreditation; some others choose not to apply.

In the selection of graduates to be questioned as to the use being made of their knowledge of typography, alumni names were obtained from each of five universities. Those chosen were to have completed their undergraduate work from five to ten years previously. They were to have had a basic typography course and to have been engaged, at the time of the study, in a journalistic occupation.

II. DEFINITIONS OF TERMS USED

Journalism. For the purpose of this study, journalism was given a wider meaning than that usually construed by persons outside the field. The older significance, limited to a concept of journals or newspapers collectively, has given way to one embracing more or less all media of mass communication. The newer concept was described a few years ago by an outstanding journalism school administrator[2] thus: "The forward-looking teachers acknowledge that today's school of journalism is properly a school of communications [italics in the original] . . . where symbol practitioners are trained." Such meaning classifies as practitioners of journalism, not only newspaper writers and editors, but

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[2] Ralph D. Casey, "What Lies Ahead in Education for Journalism?" The Journalism Quarterly, XXI (March, 1944) 57. Dr. Casey was at the time he wrote this article and at the time of this study, director of the University of Minnesota School of Journalism.

those who communicate through periodicals, advertising, radio, and in a limited way, the motion picture.

Typography. As considered in this investigation, typography signified limited study and practice of composing with metal pieces of type, but more so an understanding of intelligent selection of type styles and appropriate printing processes, to the end that the journalist attains high effectiveness in communication. It might be inserted parenthetically that with the rapid development of television prevalent at the time of this study, a need for typography in the field of radio is suggested. This arises, of course, because of the necessity for selection of type designs and arrangements for televised announcements and advertisements.

School of journalism. The term "schools of journalism," as used in this report, refers collectively to departments, schools, divisions and colleges of journalism which are integral parts of colleges or universities of recognized academic standing.

Course. Use of the term "course" throughout this report is intended to signify a program of lectures, study, library readings and laboratory work, extending through a single semester or quarter of the academic year.

Course value. For the purpose of this study, a course was considered as having had value, or as having been useful, if the former student found any knowledge, attitude or skill acquired during the course, of service to him in the earning of a livelihood. The purely cultural or social benefits of a course, although viewed by this investigator as having vital importance, were not brought within the scope of the investigation.

Sequence. A series of courses intended to prepare a journalism major for a more or less specific vocation in his chosen field is customarily referred to as a "sequence." These include news-editorial, advertising, radio, magazine, and other sequences, the number depending upon the breadth of the coverage of media by the particular school.

III. NEED FOR THE RESEARCH

Conflicting views. Attitudes of seasoned newspaper and advertising men toward the employment of journalism graduates have been at variance. Wolseley and Campbell in the 1949 revision of their textbook for survey courses in journalism, declared:

> Journalism education is here to stay. . . . To be sure some people will always raise objections. A few will always say that the only way to make good in journalism is to start in a newspaper office without previous training. Others may object to programs of training, some asking for more technical preparation

and others for less.

. . . . . .

> Newspapermen today in increasing numbers are employing the graduates of schools of journalism. Veteran journalists who at first were skeptical about journalistic instruction in universities have . . . expressed their enthusiastic approval. . . .[3]

Some of the "few" referred to by the textbook authors are vociferous. Too, the number in their ranks is unmeasured. In a magazine article in 1947, a newspaperman of thirty years experience[4] asserted:

> In my acquaintance there are no competent newspapermen who have graduated from journalism schools who do not agree that a large share of their time [in college] was squandered. . . .
>
> Mr. Walters [Basil Walters, executive editor of the Knight newspapers] agrees with a suggestion that the profession would be more adequately served if the teaching of journalism were limited to a final year . . .
>
> . . . Even though he [the student] might come to a newspaper without knowing the difference between Cheltenham and Bodoni type, he would be far better fitted to deal with the facts and their implications. . . .

The magazine writer's slighting reference to typeface identification indicated he considered it one of the least desirable features of journalism school training. Whether it is essential, and if so, how essential, were

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[3] Roland E. Wolseley and Laurence R. Campbell, Exploring Journalism. Second edition. (New York: Prentice-Hall, Inc., 1949), pp. 98-99.

[4] Chet Vonier, "The Failure of Journalism Schools," The American Mercury, LXV (October 1947), p.417 et passim.

questions this investigator set out to determine.[5]

Investments in equipment. A survey completed in 1945 disclosed that schools affiliated with the American Association of Schools and Departments of Journalism[6] at that time, had as high as $25,700 per school invested in typography laboratory equipment, although the mean investment was $2,000.[7]

If large sums are being expended, even by a few schools, to provide graphic arts facilities, a study to evaluate the effectiveness of typography courses is not only justified but highly desirable.

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[5] Mr. Walters' most recent pronouncement on journalism education was in the April 7, 1951, issue of Editor & Publisher (Vol. 84, No. 15, p. 58). Commenting on the employment of those "who looked promising" in newspaper work he said: " . . . I prefer those who have had some journalistic training, but who have not confined their college courses to the technical journalism courses. . . . "

Comparatively few journalism graduates of recent years have confined their courses to technical training. The typical school provides for about 25 per cent professional courses and 75 per cent general background. (Wolseley and Campbell, op. cit., p. 101)

[6] This association has since become the Association of Accredited Schools and Departments of Journalism.

[7] Charles E. Rogers, "Quantitative Survey of AASDJ Schools and Departments of Journalism," The Journalism Quarterly, XXII (December, 1945), p. 324.

CHAPTER II

REVIEW OF THE LITERATURE

Published material on research in journalism education is not plentiful to date. Some of the most important studies are available only in unpublished theses. Careful perusal of published material and the lists of unpublished theses indicated that a study of what benefits, if any, journalism graduates derived in post-graduate experience as a result of studying typography, would be a pioneering venture.

Concerning the status of investigative studies in journalism education, the 1950 revision of the Encyclopedia of Educational Research, which appeared immediately prior to the undertaking of the present study, commented:

> . . . the beginning of the present standardized continuous journalism effort in the colleges may be dated at 1905 or thereabouts. . . . the subject field has in the last fifteen years developed innumerable unexpected ramifications. Its growth has been so rapid that there has been little opportunity for taking stock and carrying on fundamental research concerning aims and techniques.
>
> . . . The time is now approaching when each of the specialties of the professional journalism schools will be a subject for research and a beginning is being made in numerous undergraduate and graduate theses.
>
> . . . The research carried on for higher degrees [in journalism] seldom deals with pedagogical problems; rather it is devoted to aspects of the journalistic world or to closely related social-science topics. Practically the only published research material on the subject itself is in the Journalism Quarterly.

> Journalism, in both college and high school, is a field rich in opportunity for research.[1]

Lists of theses. In lists of theses compiled at the instance of the National Council on Research in Journalism, by Mott in 1936,[2] and Swindler in 1945,[3] virtually all of the journalism research up to the latter year was believed to have been made conveniently accessible.

Of 1,070 theses the two lists recorded, only ten (less than 1 per cent) were listed under Typography and Printing. Only two of the ten dealt with typography teaching--one written by Olson[4] and the other by Wild.[5] Their titles do not indicate that either studied the relationship of typography to the journalism curriculum. (Neither report was available through inter-library loan.)

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[1] Walter S. Monroe, editor, Encyclopedia of Educational Research. Revised edition. (New York: The Macmillan Company, 1950), pp. 628-29.

[2] Frank L. Mott, "A List of Unpublished Theses in the Field of Journalism," The Journalism Quarterly, XIII (Sept. 1936) 329-355.

[3] William F. Swindler, "Graduate Theses in the Field of Journalism: 1936-1945," The Journalism Quarterly, XXII (September 1945) 231-254.

[4] Kenneth Eugene Olson, "A Technique for Teaching Newspaper and Advertising Typography," (unpublished master's thesis, University of Wisconsin, 1928).

[5] Raymond A. Wild, "A Laboratory Manual for Use in Typography," (unpublished thesis, University of Wisconsin, 1939).

Comprehensiveness was added to the two compilations of thesis titles by Swindler's statement that both he and Mott had sought to include research relating to journalism "from all graduate schools, whether produced by journalism majors or not."[6]

However, Bigman, of Columbia University, published in the Journalism Quarterly early in 1950 a list of 396 additional master's thesis titles at Columbia on journalism topics.[7] This included three new and four corrected listings of School of Journalism master's theses, and 389 titles written on by graduate students outside the School of Journalism, not included in the Mott and Swindler lists. None of the additional Columbia theses were concerned with the teaching of typography, or its place in the curriculum.

Price[8] published a list of doctoral dissertations in the journalism field written from 1946 to 1949, and Weigle[9] published master's theses in the field written in the same

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[6] Swindler, op. cit., p. 231.

[7] Stanley K. Bigman, "Unpublished Theses on Journalism at Columbia University," The Journalism Quarterly, XXVII (Winter, 1950) 28-45.

[8] Warren C. Price, "Doctoral Dissertations in the Field of Journalism, 1946-49," The Journalism Quarterly, XXVII (Spring, 1950) 164-67.

[9] Clifford F. Weigle, "Master's Theses in the Field of Journalism, 1946-49," The Journalism Quarterly, XXVII (Spring, 1950) 168-185.

period, both of these lists appearing in the spring of 1950. Neither compilation included any title suggesting that a study of the usefulness of typography instruction had been made.

As this investigation was being completed, Swanson[10] published a report on journalism research in progress during the academic year 1950-51 which disclosed that Lucas G. Staudacher, of the Marquette University journalism staff, had under way "A questionnaire survey of Marquette University College of Journalism graduates (1930-1949) to discover how useful they have found their education and training in professional journalism." Staudacher's survey, when completed, may overlap to some extent with this present study. However, his study apparently applies to all journalism courses taken by the graduates, and concerns the graduates of only one school.

Another list of master's theses in the area of journalism was published by Swanson in the same issue of the Journalism Quarterly, reporting theses accepted during the 1949-50 school year.[11] None were reported under the heading of typography, and the six listed under Education for

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[10] Charles E. Swanson, "Report on Journalism Research in Progress, 1950-51," Journalism Quarterly, XXVIII (Winter, 1951) 93-99.

[11] _____, "Master's Theses in the Field of Journalism, 1949-50," pp. 100-07.

Journalism made no allusion to typography or graphic arts.

Advocates of typography teaching. Numerous statements by authorities (largely unbacked by research, however) can be cited in support of college courses in typography.

In 1904, when announcement was made that Joseph Pulitzer, publisher of The New York World, would provide a two-million-dollar endowment for the establishment of the Pulitzer School of Journalism at Columbia University, the noted journalist stated "newspaper manufacture" would be one of the major subjects in the curriculum.[12]

Delayed but nevertheless remunerative benefits from training in typography were suggested by Eric W. Allen when he said: " . . . a reporter who elects to remain in [a] state of ignorance of printing processes is likely not to become either a first-rate reporter or a promising candidate for promotion to an executive position."[13]

Whether such statements have validity will be shown to some extent, it is hoped, in the remainder of this report.

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[12] DeForest O'Dell, The History of Journalism Education in the United States, (Ph. D. thesis, Columbia University Teachers College, 1935), p. 61. The Pulitzer School did not open until 1913, O'Dell points out, having been delayed until after Pulitzer's death in 1911. (The school now offers a one-year all-graduate curriculum which, a recent catalog indicates, does not include a laboratory graphic arts course.)

[13] Eric W. Allen, Printing for the Journalist. (New York: Alfred A. Knopf, Inc., 1928), p. 3.

CHAPTER III

METHOD OF CONDUCTING THE STUDY

Data from two questionnaires provided most of the information on which the investigation was based. This was supplemented by reference to a few university catalogs, and by a limited amount of correspondence.

The size of each questionnaire was limited to two pages, in accordance with a recommendation by Shannon, who made a study of the proportions of returns in 433 research projects in which questionnaires were used.[1] Shannon found that responses were 6 per cent greater when the instruments consisted of one or two pages than when three to five pages were used. The percentage dropped almost another 3 per cent when the number of pages in the form exceeded five.

Questionnaire to graduates. One of the two questionnaires used in this study, the one more widely circulated, and the one producing the more impressive data, was that mailed to 288 journalism graduates of the Universities of Iowa, Minnesota, Missouri and Wisconsin, and Northwestern University. Information sought through this instrument was: (1) sequence taken in journalism school, (2) positions in

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[1] J. R. Shannon, "Percentage of Returns of Questionnaires in Reputable Educational Research," Journal of Educational Research, XLII (October, 1948), pp. 138-41.

which the graduate had been employed since leaving college, (3) an indication of which positions had given him an opportunity to use his typography knowledge, (4) whether each of the units of his typography course--history of printing, origin of type faces, proofreading and so on--had benefited him in his work "greatly," "considerably," "slightly," or "none" and (5) special comments.

Most of the graduates had been out of college from five to ten years. They must have taken a basic typography course in college, and must have been, at the time of the study, working in some position within the general scope of journalism. Obviously, if their employment bore no relationship to journalism there would have been little purpose in attempting to measure whether typography had been of value to them. In a few instances, the replies of housewives whose most recent employment outside the home had been in journalism, were tabulated along with the other responses.

Asked to bear in mind the limitations outlined in the preceding paragraph, the administrators of the cooperating schools were requested to use their own discretion in selection of the samples. (These men, without exception, had directed doctoral or master's research in their respective schools.) It was suggested that each school provide fifty names. The mailing lists compiled by them varied from thirty-two to one hundred fifteen. It had been agreed at

the outset that no data would be assembled for individual schools, and accordingly all tabulations presented herein treat the graduates as a homogeneous group. The five schools are among the eight largest journalism schools in the United States. All had programs of typography instruction well established at the time the graduates considered were in college.

A tentative form of the questionnaire was pretested by a mailing to twenty graduates selected by taking every fifth name on the first four graduate lists received from the schools. Eleven of the twenty sent back usable replies; two sent letters explaining why any data they might give would be invalid,[2] and one was returned by the postal service, undelivered. Ten of the usable replies were tabulated (the eleventh arrived after the tabulation), the results providing a basis for several minor revisions in the drafting of the final form. The procedure of pretesting and revision is advocated by Romine.[3]

The revised form has been made a part of Appendix B, and may be studied in detail there.[4] It was captioned, "An

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[2] They had the benefit of vocational experience as printers in addition to their typography in college.

[3] Stephen A. Romine, "Criteria for a Better Questionnaire," Journal of Educational Research, XLII (September, 1948), pp. 69-71.

[4] Infra, pp. 69-70.

Evaluative Survey of the Basic Typography Course."

Returns from graduate questionnaire. Of the 288 information blanks mailed to the graduates, sixteen were returned by the postal department as undeliverable and non-forwardable.[5] This reduced the net mailing to 272. The "gross" returns from these numbered 149, or 55 per cent of the net mailing.

The total is given as "gross" returns because thirty of the replies were eliminated from the tabulations, for the following reasons: Never employed in journalistic field, 6; sent disqualifying letters with their forms (previously explained), 2; did not have typography course, 22.[6] Consequently the findings in the remaining chapters are based on compilations from the 119 net returns.

Questionnaire to journalism schools. The second questionnaire, by which it was attempted to compare instructional emphasis as typography is taught, with the features of it found most useful in the graduates' experience, brought

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[5] These numbers include both the pretest and final-mailing questionnaires. In the revision the arrangement and wording were changed but not the data asked for.

[6] One cooperating school administrator explained that of necessity the names he contributed to the mailing list included graduates who had not taken typography with those who had. A special reply form was returned by twenty-one of this group to indicate they had not had the course. Similar information came from one graduate of another school.

a 90 per cent response from the thirty-one journalism schools accredited by the American Council on Education for Journalism (hereafter referred to as the A.C.E.J.).

Through this questionnaire the staff members in charge of typography instruction were asked to tell: (1) whether the course was required of all majors at each school, and if not, the sequences in which it was required, (2) the phases of typography included, and not included, in the course, (3) an estimate of the extent each phase was emphasized, on a percentage basis, and (4) such administrative data as total annual enrollment in the course, students per laboratory section, extent of laboratory supervising personnel, and credit-hours granted for the course.

In the preparation of this instrument, subject matter in the textbooks by Sutton,[7] Jackson,[8] Barnhart,[9] and John E. Allen[10] was studied or scanned in an effort to learn as many as possible of the phases that a basic typography course might include. Twenty such units were found.

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[7] Albert A. Sutton, Design and Makeup of the Newspaper. (New York: Prentice-Hall, Inc., 1948).

[8] Hartley E. Jackson, Newspaper Typography. (Stanford University, Calif.: Stanford University Press, 1942).

[9] Thomas F. Barnhart, Weekly Newspaper Makeup and Typography. (Minneapolis: Univ. of Minnesota Press, 1949).

[10] John E. Allen, Newspaper Designing (New York: Harper and Brothers, 1947).

tion

The schools' questionnaire, which was titled "Survey of Typography Course Content and Emphasis," is included as a part of Appendix B, where the list of instructional units and other details may be studied.[11] The same unit list, with minor variations, was used in the graduates' questionnaire. Both instruments called for responses that were almost wholly objective.

Pretesting of the school questionnaire consisted of sending eight copies of the form to schools which recently had been mentioned in Journalism Quarterly news notes in such a way as to show that they offered typography. All eight were returned, five filled out completely and three complete except for the percentage-of-emphasis column. Tabulation of these returns indicated that sending the form, without revision, to the remainder of the schools was justified. This was done.

Returns from school questionnaire. From the two mailings to the thirty-nine accredited schools, thirty-five replies were received. As previously mentioned, this was 90 per cent. Eight of the returns resulted from followup letters.

Four of the respondents stated they were offering no course in typography, reducing the number of usable replies

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[11] Infra, pp. 71-72.

to thirty-one. Twenty-seven of these filled out the forms virtually complete, the other four giving nearly all data asked except the approximate percentages of emphasis in teaching.

Of the four schools giving no response whatever, two did not offer separate courses in typography and one did, according to recent catalogs and announcement bulletins. A catalog or bulletin was not readily available for the fourth school.

Omission from this report of data from any individual school is intentional, and is in compliance with assurances given in an explanatory statement on the questionnaire form.

Alphabetically listed, the responding schools are given below:

University of Alabama
University of California
University of Colorado
Emory University
University of Florida
University of Georgia
University of Illinois
Indiana University
Iowa State College
State University of Iowa
Kansas State College
University of Kansas
University of Kentucky
Marquette University
Michigan State College
University of Minnesota
University of Missouri
Montana State University
Northwestern University
Ohio University
Oklahoma A. & M. College
University of Oklahoma

University of Oregon
Pennsylvania State College
Rutgers University
South Dakota State College
University of Southern California
Stanford University
Syracuse University
Texas State College for Women
University of Texas
Tulane University
Washington & Lee University
University of Washington
University of Wisconsin

Tabulation of data. For the most part, tabulation of the information returned in the two questionnaires was a matter of making simple tallies. The few instances in which special interpretations and methods of calculating were used will be pointed out as the tables and graphs are discussed in the remainder of the report.

CHAPTER IV

BASIC TYPOGRAPHY AS A REQUIRED COURSE

Among the points over which journalism school administrators and journalism students have differences (not necessarily all serious) is the matter of required courses--those the student is compelled to take whether he wishes to or not. A considerable part of the data gathered in this study appeared to have bearing on the desirability of placing basic typography in journalism curriculums as a requirement. Discussion of this question will be taken up in this chapter. Chapter V will be given over to a consideration of whether the phases of typography the journalism graduates are finding most useful parallel in any way those which typography instructors believe should be emphasized most in teaching the basic course.

I. PREVAILING POLICIES OF SCHOOLS

Schools requiring course of all majors. The consensus of administrators of thirty-one of the thirty-nine accredited journalism schools appears to be that an introductory typography course should be among their offerings. Table I discloses that the thirty-one offer such a course, and that all but two require it for one, several or all sequences. Of the two who require it for no sequence, one

TABLE I

JOURNALISM-MAJOR SEQUENCES IN WHICH BASIC TYPOGRAPHY IS REQUIRED AT THIRTY-ONE A.C.E.J.-ACCREDITED SCHOOLS

	Number of schools requiring course			
	For all sequences	Not for all sequences	In edit. sequence	In adver. sequence
Required of all majors . . .	21	-	21	21
Required for all sequences except radio . .	-	2	2	2
Required for edit., adver. and other sequences	-	2	2	2
Required for adver. seq. but not edit. seq. .	-	4	-	4
Required for no sequence . . .	-	2*	-	-
Totals	21	10	25	29

* One of these schools lists it as a recommended course for five sequences.

school lists it as recommended in each of five sequences.

Twenty-one of the thirty-nine schools whose replies were used in the tabulation, or nearly 68 per cent, make the basic typography course a requirement for all journalism majors, regardless of sequence followed.

Two schools require the course for all sequences except radio. Totaling the various categories included in Table I reveals that twenty-nine of the thirty-one definitely known to offer typography, or nearly 94 per cent, insist that all advertising majors enroll in the basic course. On the other hand, the requirement is not so general for news-editorial majors. Twenty-five, or nearly 81 per cent, of the thirty-one schools report it as requisite in this sequence.

Lest something approaching an illusion of universality be created, it should be borne in mind that four of the accredited schools reported they do not teach typography as a separate course, and four schools made no report.

It logically may be inferred from the data that in a few schools typography is deemed unnecessary for radio majors, and that about one administrator in seven believes the course is vital to advertising sequences but not essential for future newspaper editorial department workers. Further comment on these inferences will be reserved until the final section of this chapter.

Limited size of laboratory sections. Compared to many classes in large universities, the laboratory sections for beginning typography are relatively small. This is another factor that could stimulate efforts to estimate need for the course.

In Table II it will be noted that the mean enrollment in laboratory sections is 12.2 students. It is also shown there that the estimated annual enrollments in basic typography courses at twenty-eight schools total 2,401. Placing that many students in sections limited to twelve, on the average, tends to create a high cost for instruction-per-credit-hour. The approach in seeking a justification for this expense probably should be from the standpoint of the journalism graduate's need for the course.

II. REVIEW OF NEEDS OF GRADUATES

Graduates' reports on course usefulness. Of the 119 journalism graduates whose questionnaire responses were tabulated, all but six reported they had used typography in one or more positions held since leaving college. Among the 5 per cent who had found no application for the course, were two persons who stated they would use typography in positions to which their present employers might promote them. Included also were two graduates whose work had been exclusively in radio, not including television.

TABLE II

ANNUAL ENROLLMENT, SIZE OF LABORATORY SECTIONS AND EXTENT OF LABORATORY SUPERVISION IN BASIC TYPOGRAPHY AT A.C.E.J.-ACCREDITED SCHOOLS

I. Size of Lab Sections

No. students per section	No. of schools
2	1
6	2
8	3
10	6
12	9
13	1
16	6
20	1
30	1
Total	30*
Mean size of sections	12.2

* One school offering the course reported "no separate lab at present."

II. Number of Laboratory Instructors Per Section

Supervision	No. of schools
1 instructor	26
2 instructors	1*
No report on this item	4
Total**	31

* Average section size at this school is 16 students.

** Of the other eight accredited schools at the time of the study, four reported they do not offer typography as a separate course and four made no reply at all.

III. Annual Enrollment in Course at 28 Schools*

	No. students
Total of annual "approximate" enrollments	2,401
Mean enrollment	85.7
Lowest, any school	12
Highest, any school (reported by two)	250

* Three schools submitting other data did not report on this item.

The positions (former and current) held by the 113 graduates, or 95 per cent of the sample, reporting direct benefits from typography were classified under twelve field headings such as "advertising agency," "daily newspaper, editorial," "public relations" and so on. The number of persons who had held each position (e.g. managing editor, or account executive) was recorded, together with data as to whether the graduate found typography useful, or not useful, in the position.

Because of the length of this tabulation it has been omitted from the body of the report, but appears in an appendix as Table VIII.[1] From this long table a condensed version, Table III, was made to show the extent to which typography was found of value in each field. This was done by setting down the number of positions in each field in which typography was termed useful by none of the graduates who had held the position, part of the graduates who had held it, and all of those who had held it.

In the advertising agency field, according to Table III, eleven different positions had been held by varying numbers of graduates. In ten of these positions, typography had proved of use to all of the graduates who had filled them. Almost as favorable responses were noted in the

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[1] Infra, pp. 61-66.

TABLE III

CLASSIFICATION BY FIELDS OF POSITIONS (PRESENT AND FORMER) IN WHICH 119 GRADUATES FOUND TYPOGRAPHY USEFUL, AND NOT USEFUL*

Field	No. positions in which typography was used by...			Total positions held in field
	None**	Part**	All**	
Advertising agency . . .	1	0	10	11
Advertising, retail and industrial	3	1	15	19
Daily newspaper, editorial	5	5	21	31
Daily newspaper, advertising	1	0	8	9
Journalism education . .	0	0	8	8
Magazine, editorial . . .	1	1	13	15
Magazine, other than editorial	1	0	1	2
Public relations	3	3	10	16
Radio and television . .	5	1	8	14
Weekly and semi-weekly newspapers	2	3	6	11
Wire services	7	0	0	7
Miscellaneous	5	0	15	20
Totals	34	14	115	163

* The positions are itemized under field headings in Table VIII, appearing in Appendix A (Infra, pp. 61-66).

** None of the graduates who held each position.
Part of the graduates who held each position.
All of the graduates who held each position.

following fields: Advertising, retail and industrial; daily newspaper, advertising; and magazine, editorial.

Radio and typography. The contention that typography is a non-essential for radio journalism majors has less foundation than formerly, according to graduates now working in that field. At least three of the respondents now employed as television producers or directors reported that typography had a place in their present work. Two specifically mentioned its value in the selection of appropriate type designs for title cards. One suggested that designing of TV title cards be made a part of typography courses.

Relationship to weekly press. A popular belief among journalism students and teachers is that typography is the sine qua non of preparation for small-town newspaper work, particularly on the weeklies. Data in Table III, however, disclose that the graduates who had worked on weekly and semi-weekly papers found typography useful only to about the same extent as those in daily editorial-department positions.

Wire-service workers. The only journalistic field, the findings indicate, in which there is unanimity that typography does not aid journalism graduates is in the wire services. All who had been employed by the Associated Press, United Press or similar press associations reported that in

those positions they made no application of the course. However, in other journalistic fields, such as daily newspaper editorial work, several of the same graduates had found typography beneficial prior to joining wire service staffs.

III. VOCATIONAL "CRISSCROSSING" IN JOURNALISTIC FIELDS

Deflection of editorial majors. Of paramount significance in the consideration of making typography a requirement is the high frequency of "crisscrossing" in journalistic fields--a tendency (probably quite coincidental) to find eventual employment in a field other than that of the sequence taken as a journalism major. This especially is prevalent with those graduates who have completed the news-editorial sequence, it is indicated in Table IV, which is a compilation from the 119 graduate questionnaires. The basis used for the comparison is the relationship of major sequence to the present position (that held at the time of the study), disregarding the intervening occupations.

Sixty-nine of the respondents had been news-editorial majors. Forty-one of these, or 60 per cent, were at the time of the investigation in positions more closely allied to a sequence they had not taken, than to their own news-editorial area of study. The fields in which the forty-one had

TABLE IV

EXTENT TO WHICH 119 JOURNALISM GRADUATES REPORTED PRESENT EMPLOYMENT ASSOCIATED WITH SEQUENCE STUDIED IN COLLEGE*

Sequence taken	Total No. graduates	No. graduates reporting present position is...	
		In field of sequence	Not in field of sequence
News-editorial . . .	69**	28	41***
Advertising	45	30	15
Radio	5	3	2
Magazine	3	2	1
Newspaper management	2	1	1
Community	2	0	2
Pictorial	1	1	-
Totals	127	65	62
Proportion of total	100%	51.2%	48.8%

* A basic assumption of the entire study was that it should consider only those graduates currently employed in the general area of journalism.

** Eight graduates each reported having taken two sequences. Four who completed editorial and advertising were tabulated both with the editorial and advertising groups, and so on. This accounts for the 127-total from 119 respondents.

*** The break-down of these into their current fields of work was: Advertising 5, magazine 10, radio 4, public relations 10, journalism education 5, other 7.

arrived by virtue of the "crisscrossing" were: Advertising, 5 graduates; magazine, 10; radio, 4; public relations, 10; journalism education, 5, and other, 7.

Total transferring among fields. For the graduates as a whole, Table IV shows, the changing of fields was less than with the editorial majors. Even so, only 51.2 per cent of the 119 graduates were currently employed in the field of their college sequence, meaning that 48.8 per cent were involved in the "crisscross."

Exactly two-thirds of the advertising majors stayed in their field. Fifteen had changed while thirty had not. Numbers for the other sequences were so small (five and less) that they do not carry much weight. However, there had been deflection in all fields but one.

IV. POSSIBLE CURRICULUM CHANGES

Findings of the study appear to support the stand of those journalism schools requiring basic typography for all majors. And the strongest evidence developed was that which really came as an unexpected by-product of the investigation --the so-called "crisscrossing" factor. If there is as much chance the graduate will transfer journalistic fields after leaving college as there is that he will not--which is what the data indicated--then he logically could be required to

study typography, a course which 95 per cent of the sample of graduates had found beneficial in one or more occupations.

This same factor of deflection would seem to weaken or destroy any argument for the policy of requiring advertising majors to enroll for the course while allowing it to be optional for news-editorial majors.

Two new reasons for making typography a requisite for radio journalism majors are indicated. One is the new application--in television--of selection of type styles; the other, obviously, is the "crisscrossing" tendency.

A 1940 graduate who was a news major, now an associate editor of a nationally read magazine, characterized his typography course as "one of the top two or three in value received." Several others gave expression to similar opinions in purely voluntary comments.

CHAPTER V

EMPHASIS GIVEN INSTRUCTIONAL UNITS IN BASIC TYPOGRAPHY COURSES

If as the findings indicate, an introductory typography course is worthy of requirement for all, or virtually all, of the sequences open to journalism majors,[1] increasing importance attaches itself to what goes to make up the course in the way of instructional units, or in other words, the various phases of available subject matter to be included. This chapter is a consideration of course content.

I. SUMMARY OF GRADUATES' EXPERIENCE REPORTS

Table V presents a grouping, in four columns, of the 119 graduates' responses as to whether each of the various phases of typography they learned helped them (1) greatly, (2) considerably, (3) slightly, or (4) none, in their occupations and professions after completing their college work.

Such a table gives data that might enter into the thinking of an instructor or administrator in considering whether to include a specific unit in setting up or revising a beginning typography course. For consideration of the course content as a whole, however, the graph in Figure 1 would be more helpful. Data for the graph came from a

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[1] Supra, pp. 31-32.

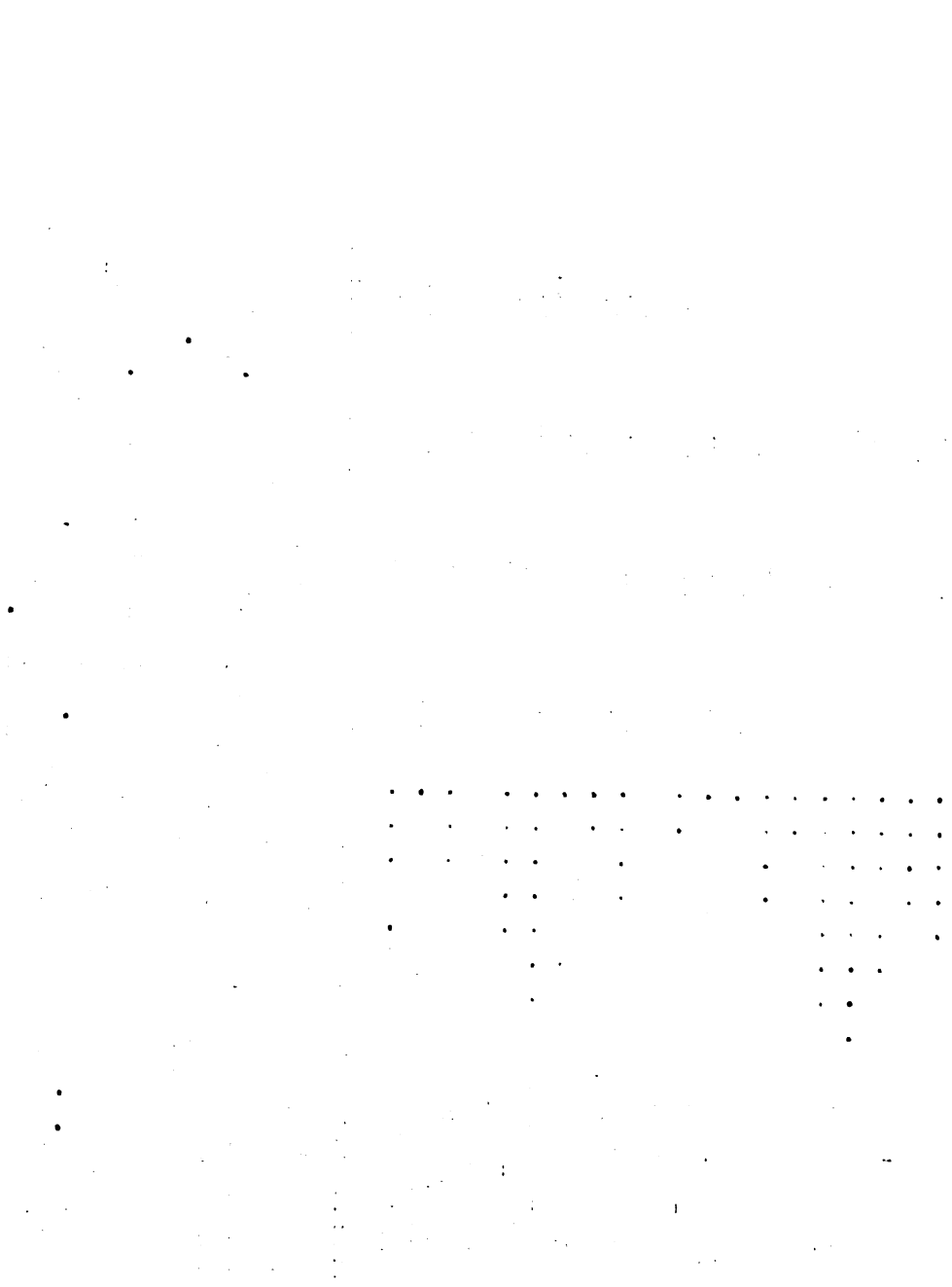
TABLE V

EXTENT TO WHICH UNITS OF TYPOGRAPHY COURSE AIDED
119 JOURNALISM GRADUATES

Units of subject matter	Number greatly aided	No. considerably	No. slightly	No. aided none
History of printing	1	10	47	45*
Origin of type faces	2	7	53	44
Printer's measure	46	35	18	14
Proofreading	64	30	11	9
Printing plates	29	30	23	20
Printing machinery	17	32	40	16
Processes of printing	30	26	38	14
Copyfitting and estimating .	52	33	14	9
Display-type identification .	47	29	19	18
Body-type identification . .	29	32	30	20
Appropriate uses for various type faces	52	29	15	17
Headline forms and styles . .	41	32	23	14
Advertising layout, design .	48	18	19	22
Page-one makeup	25	26	21	31
Inside-page makeup	24	31	24	24
Dummy and layout preparation for periodicals . . .	39	27	21	24
Printing paper grades, uses .	16	14	30	36
Handsetting type etc.** . . .	3	1	0	2

* Each number in the fourth column (except the last) includes the six respondents who reported the course had not benefited them in any position held since graduation. The respondents do not total 119 crosswise because not all the phases of subject matter are taught at all the schools.

** The answers here were "write-in" responses. The author and typography instructors with whom he has communicated (e.g. Professor Laurance B. Siegfried, of Syracuse University) regard the handsetting merely as an aid in teaching several of the instructional units.



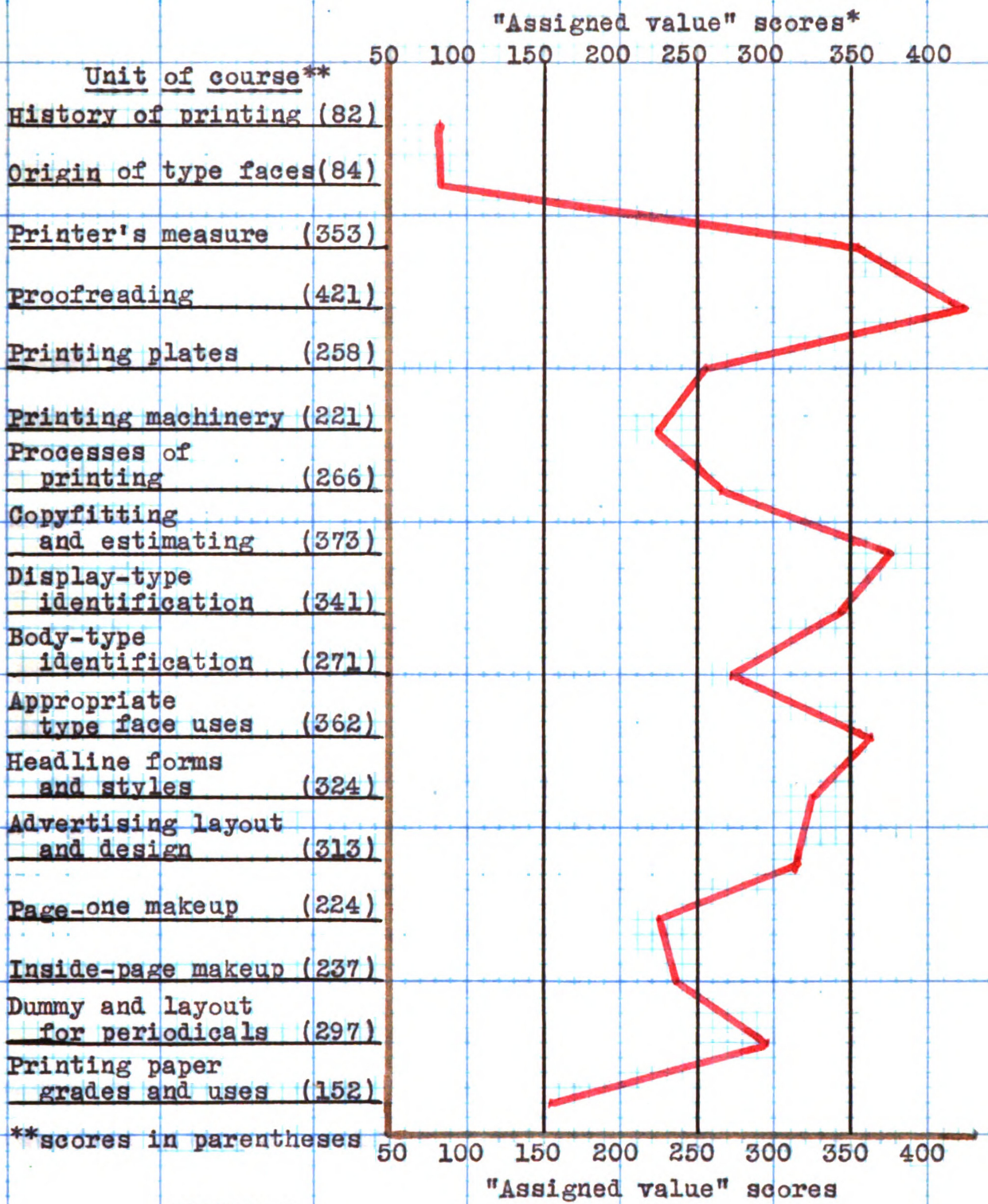


FIGURE 1

HOW 119 JOURNALISM GRADUATES, AS A GROUP, BENEFITED IN THEIR EMPLOYMENT FROM STUDYING VARIOUS PHASES OF TYPOGRAPHY

* Obtained by assigning a value of 5 for "greatly," 3 for "considerably," 1 for "slightly" and 0 for "none" to the data in Table V, p. 34, and combining these values for each phase (unit).

computation of "assigned value" scores in order to provide a single numerical value for each instructional unit that would represent to some degree the extent to which the 119 graduates, as a group, had found it beneficial. These scores were arrived at by assigning a value of 5 for "greatly," 3 for "considerably," 1 for "slightly" and 0 for "none" to the data in Table V (on the preceding page), and combining the values for each separate unit of the course.

The numerical values thus obtained, of course, have no value statistically, particularly in view of the different interpretations the respondents may have given the words used to express variations in extent ("greatly," "considerably" and so on). The principal reason for computing the scores was to establish a rank-order among the typography phases, based on the graduates' indications, for comparison with a similar rank-order of the units which the instructors reported they emphasized most in teaching.

However, the size of the group of respondents (119) should have caused some differences in judgment to cancel out, thus giving a semblance of validity to the graph's delineation.

Phases most useful. Proofreading was the part of the course declared most useful by the graduates as a whole. In fact, Table V shows that only nine of them reported having

had no use for that unit. The same small number said they had received no benefit from copyfitting and estimating, which stood second high in the "asigned value" scores. The units ranking third and fourth in usefulness were, respectively, appropriate type face uses, and printer's measure.

Units least useful. Branches of the course the graduates said helped them least (except for history of printing, and origin of type faces, which will be considered later in this report) were: Printing paper grades and uses, which had a score of 152; printing machinery, with 221; page-one makeup, with 224, and inside-page makeup, with 237. The highest score for any unit was 421 for proofreading.

II. WHAT THE INSTRUCTORS EMPHASIZE

Tables VI and VII present summaries made from the second page of the questionnaire sent the journalism schools to be filled out by the staff member in charge of typography instruction. A simple summation of the "yes" and "no" answers as to whether each unit is included in the school's basic course, is given in Table VI. It may be noted that only two units of instructional material are included at all thirty-one of the respondent schools which have typography as a part of their curriculums. These units are printer's measure and display-type identification. The

TABLE VI

PHASES INCLUDED, AND NOT INCLUDED, IN BASIC TYPOGRAPHY AS TAUGHT AT THIRTY-ONE A.C.E.J.-ACCREDITED SCHOOLS OF JOURNALISM

Units of subject matter*	No. schools at which included	No. schools where not included
History of printing	29	2
Origin of type faces	28	3
Printer's measure	31	0
Proofreading	25	6**
Printing plates	27	4
Printing machinery	29	2
Processes of printing	29	2
Copyfitting and estimating	29	2
Display-type identification	31	0
Body-type identification	25	6
Appropriate uses for various type faces	30	1
Headline forms and styles	23	8**
Advertising layout, design	17	14**
Page-one makeup	19	12**
Inside-page makeup	17	14**
Dummy and layout preparation for periodicals	14	17**
Job-printing (or commercial printing) composition	12	19
Printing paper grades and uses	22	9
Modern typography trends	26	5

* The units listed are those placed in the checklist which was a part of the questionnaire. "Write-in" notations revealed that the following additional phases are included by at least two schools each: Type readability-legibility, color printing, and bookbinding and design. The following were written in by single schools: Work of leading modern typographers, printer-office relationships, plant arrangement and layout, criteria of good printing, magazine design, "cold type" process, photocomposition and word division.

** It is safe to assume that most of these schools cover the indicated areas, but in courses other than basic typography. A check of course descriptions in several catalogs supported the validity of this assumption.

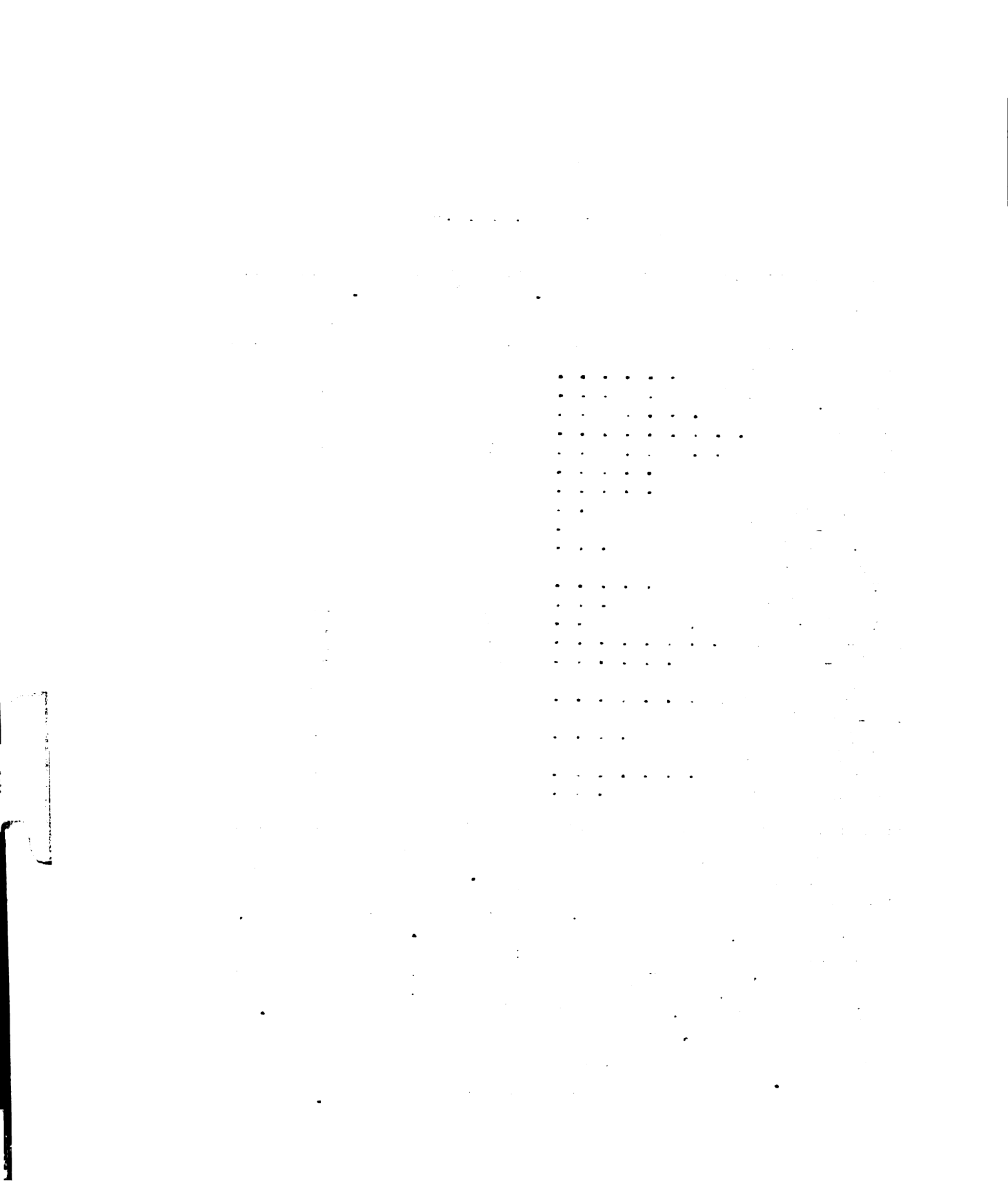


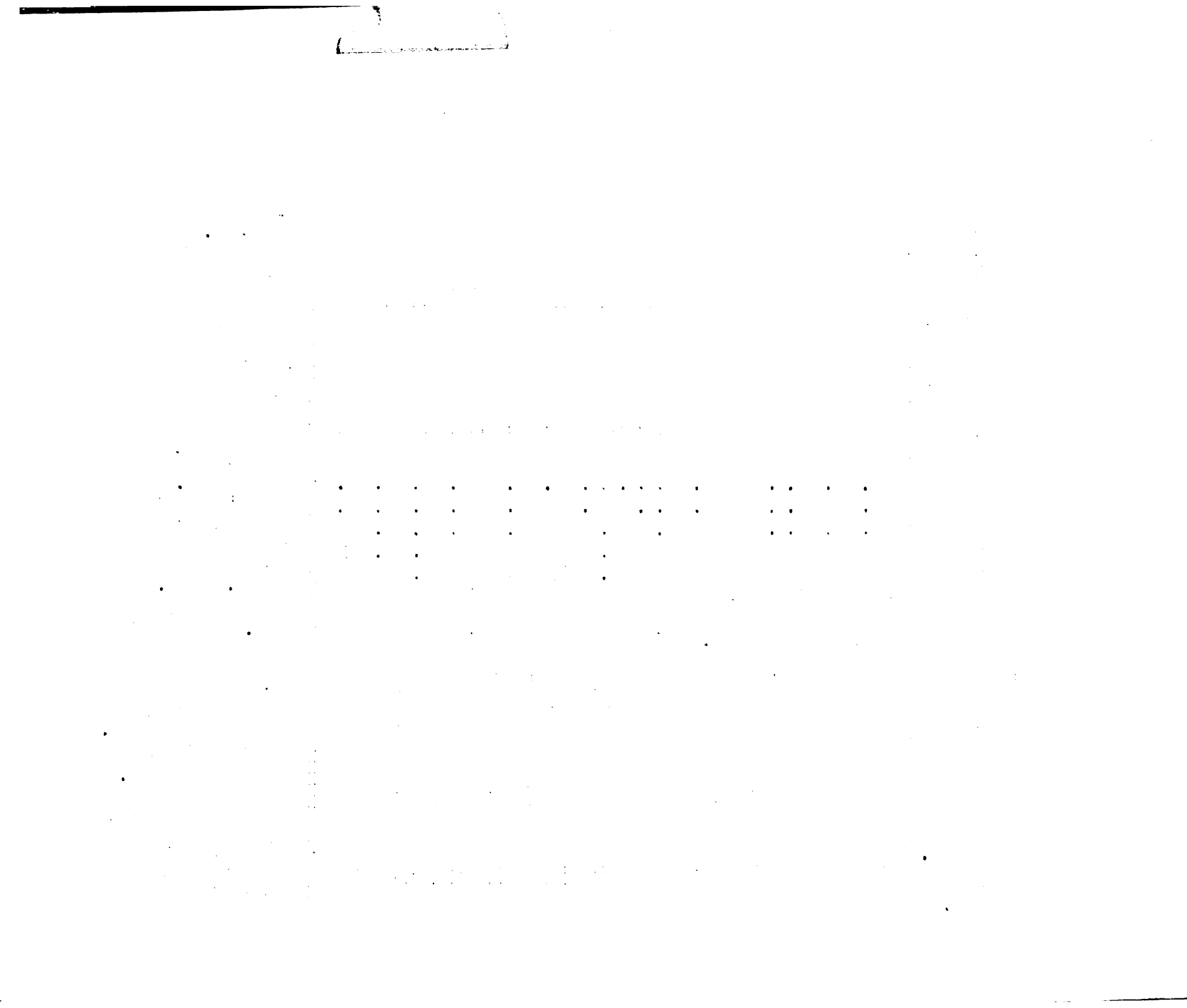
TABLE VII

RANK-ORDER OF INSTRUCTIONAL EMPHASIS
GIVEN BASIC-TYPOGRAPHY SUBJECT MATTER UNITS

Rank No.	Cumulative* rank scores	Unit	Lowest** percentage of emphasis	Highest percentage of emphasis
1	133	Display-type identification . . .	2	20
2	128	Appropriate uses for type faces . . .	5	30
3	116	Copyfitting and estimating . . .	2	15
4	91	Page-one makeup . . .	5	20
5	81	Study of laboratory equipment, materials	2	20
6	71	Processes of printing	2	10
7	70	Printer's measure . .	2	20
8	68	Advertising layout, design . . .	5	20
9	64	Printing machinery . .	1	15
10	63	History of printing .	1	20
11	52	Proofreading	1	10
11	52	Inside-page makeup . .	5	10
11	52	Headline forms, styles	2	10
14	51	Origin of type faces .	1	15
14	51	Body-type identification . . .	1	20
16	49	Modern typography trends, developments	1	15
17	42	Printing plates . . .	1	15
18	36	Periodical dummy and layout	1	15
19	25	Job-printing composition	2	10
20	23	Printing paper grades and uses . .	1	5

* Obtained by assigning values of 10 for highest rank, 9 for next highest, and so on, and then combining all rank values for any one unit. (Such numerical values, of course, have no value statistically.) Twenty-seven of the thirty-five respondents gave data in this portion of the questionnaire.

** It is noted in Table VI, p.38, that only two units are included at all schools. Hence, this column records the least emphasis among the schools where the unit is a part of the course. Respondents' interpretation of "emphasis" also was a variable.



phases taught at the fewest schools are job-printing composition, included at twelve, and dummy-and-layout for periodicals, included at fourteen schools.

Omission of a unit need not lay an instructor open to criticism. Most instructors would agree that covering all of the phases adequately in the comparatively short period of a quarter or semester would be a physical impossibility. Several schools include one or two phases not presented in the form for checking. These "write-ins" are listed in the first footnote under Table VI. Color printing is perhaps the most important suggested addition, as more and more newspapers become equipped to handle "run of paper" (i.e. on any page) color advertising.

Teachers' rank-order list. The instructional units have been placed in Table VII in the rank-order of indicated emphasis of the various phases. This was determined by working out "cumulative rank-scores," which also are stated in the table. The scores were obtained by assigning values of 10 for the highest rank by an individual instructor, 9 for the next highest, and so on, and then combining all the rank values assigned to any one unit on the questionnaires.

It is likely that the "cumulative rank-scores" have even less significance than the graduates' "assigned value"

scores, because the faculty valuations are based on twenty-seven replies, or less than one-fourth the number of replies from the graduates. Four of the responding instructors gave only the yes-no answers, omitting the percentage-of-emphasis estimates.

The term "emphasis" should be regarded as an unpredictable variable, along with "greatly," "considerably" and so on, as used by the graduates. However, it appeared to serve its purpose in producing a rank-order listing from the staff members who teach the course.

III. COMPARISON OF USEFULNESS AND INSTRUCTIONAL EMPHASIS

The two rank-orders from the questionnaire data are aligned in parallel columns in Figure 2 to present a graphic comparison of the extent the graduates found each phase of typography useful, with the amount of emphasis given the same unit in the teaching of the course.

A danger in using the graph for an analysis of the comparative positions in the two rankings is that differences may be seen which really do not exist. If the "assigned value" scores on which the usefulness ranking is based are totaled, and the sum divided into each score to compute a percentage, it will be found that proofreading, which was placed at the top by the graduates, is only 9.16 per cent of

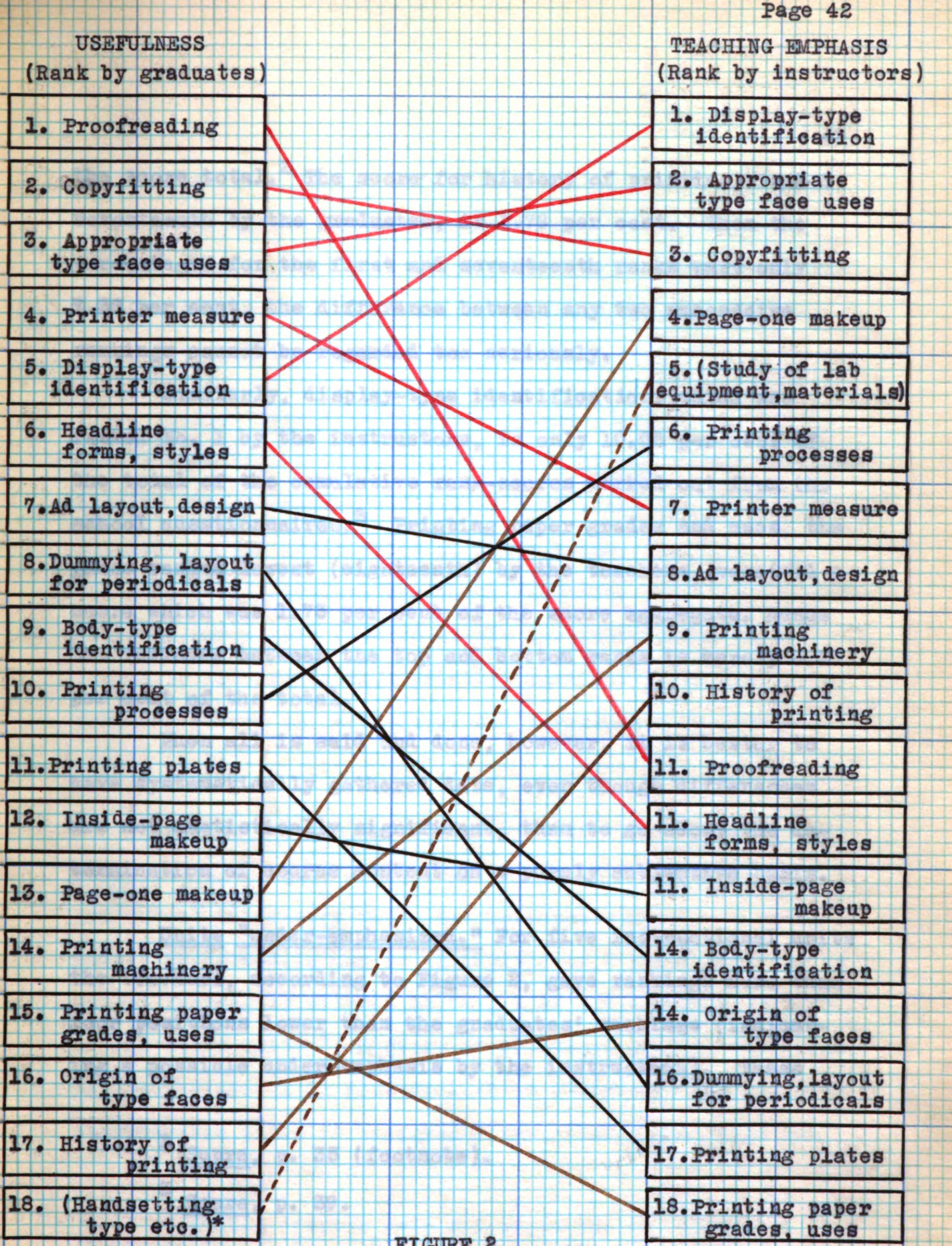


FIGURE 2

COMPARISON OF TEACHING EMPHASIS GIVEN TYPOGRAPHY UNITS WITH THEIR USEFULNESS AS RANKED BY GRADUATES

* See p. 34 (second footnote)

the score total.[2] The score for history of printing, ranked seventeenth by the graduates, is 1.78 per cent. When the percentages for the first and seventeenth ranks vary only 7.38 per cent, the difference between any two successive rankings cannot be regarded too seriously.

Similarly, display-type identification, which was ranked No. 1 by the instructors, is only 10.02 per cent of the total of the cumulative rank-scores worked out from the school questionnaires.[3] Printing paper grades and uses, the phase ranked lowest (eighteenth) by the teachers, received a score which was 1.73 per cent of the score aggregate. Hence the variance between the top and bottom ranks is merely 8.29 per cent of the total.

When all is said and done, however, it is better to have systematically gathered data, even though differences are not statistically significant, than to go about the determination of course content on a purely subjective basis.

Units "under-emphasized." For five instructional units the teachers, according to Figure 2, gave rankings more than four positions lower than the graduates' rankings (indicating a possible under-emphasis by the instructors). These

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[2] Supra, p. 35 (footnote).

[3] Supra, p. 39.

units of subject matter were: Proofreading (first by graduates and eleventh by instructors); headline forms and styles; dummying and layout for periodicals (eighth by graduates and sixteenth by instructors); body-type identification; and printing plates.

Units "over-emphasized." Another five phases of the course were ranked four or more places higher by the teachers than by the graduates, suggesting that there may be an over-emphasis in the instruction in these areas. In this category were: Display-type identification; printing processes; page-one makeup (fourth by the instructors but thirteenth by the graduates); printing machinery; and history of printing (tenth by instructors and seventeenth by graduates).

Further analysis. Variables other than those already mentioned also merit consideration when the comparison of graduates' experience with instructional emphasis is being made. Proofreading may be an example of a phase that can be taught thoroughly without as much time and emphasis as some of the other units.[4] History of printing, on the other hand, may not be useful in post-graduation experience but may have considerable value as background for other phases that are

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[4] Sutton devotes only six pages to it. Supra, p. 17 (Footnote 7).

of great practical benefit. This was suggested in comments by both graduates and instructors.[5] The same could be said for the unit on origin of type faces.

On the whole, however, the instructional units of a basic typography course are largely independent of each other, with the result that any one of several can be omitted without destroying the continuity of the term's work. This characteristic makes a discussion such as this chapter has presented--despite its limitations statistically--desirable for journalism staff members considering the problem of typography course content.

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[5] A graduate with ten years experience as a daily newspaper editorial worker wrote: " . . . history of printing undoubtedly helped me fit together other, more utilitarian, aspects of a typography course . . . "

CHAPTER VI

ATTITUDE OF EMPLOYERS TOWARD TYPOGRAPHY INSTRUCTION

A logical consideration in any attempted study of the practical effectiveness of a college course is the performance of the students as viewed in later years by their employers. An inquiry into the structure and practices of the American Council on Education for Journalism, combined with a perusal of limited recent literature in the area of employer appraisal of journalism graduates, indicates that recognized leaders among newspaper publishers approve of typography instruction substantially as presented by the accredited schools.

The attitude of employers in mass communications areas other than the daily and weekly press apparently is not available, and in numerous situations would be difficult, if not impossible, to obtain. This statement will be amplified later in the chapter.

Employer representation on A.C.E.J. Employers of newspapermen have equal representation with journalism educators on the American Council on Education for Journalism. Selection of the five employer members is made by the five major bodies of publishers and editors they represent--the American Society of Newspaper Editors, the Southern Newspaper Publishers Association, the National Editorial

Association (for non-metropolitan papers), the American Newspaper Publishers Association and the Inland Daily Press Association (for midwest papers). At the time of this study, the representative of the first-named newspaper group was A.C.E.J. president.[1] In addition, three other employer representatives were serving on the seven-member A.C.E.J. accrediting committee.[2]

The A.C.E.J. formulated the policies and procedures under which the present thirty-nine accredited schools were given recognition. In carrying out their accreditation, the employers on the accrediting committee (along with the four journalism school representatives) studied the curriculums, course descriptions and laboratory facilities of each school. They visited class and laboratory sessions and conferred with employers of the school's graduates.[3]

Inasmuch as 88.6 per cent of the responding schools reported they were offering basic typography at the time of the

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[1] Alfred H. Kirchhofer, of the Buffalo (N.Y.) Evening News.

[2] Personnel listings of both the A.C.E.J. and the accrediting committee may be found on the inside back cover of any recent issue of the Journalism Quarterly.

[3] Earl English, "What We Have Learned from the Accrediting Program," Journalism Quarterly, XXVI (December, 1949) 436 et passim.

study,[4] and inasmuch as there was considerable uniformity in the content of the course at the various schools,[5] it may be safely assumed that the specially designated employers serving on the committee gave substantial approval to (1) inclusion of the basic typography course in the curriculums, and (2) the course content as they found it presented.

A.C.E.J. appraisals from employers. Almost from its beginning in 1946, the American Council on Education for Journalism has been obtaining data from employers of the graduates of accredited schools. This information is used to give reports to the schools (with employers' and graduates' names deleted) concerning the extent to which the employers are satisfied with the qualifications and performance of the graduates.[6] The time of contacting the employer is six months after the former student's graduation, in contrast to the lapse of five to ten years required by this investigator in contacting the former students for reports on benefits from typography. For seeking specific benefits from a specific course, the longer period seemed desirable.

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[4] Supra, pp. 18-19.

[5] Supra, p. 38, and infra, pp. 52-53.

[6] Earl English and C.E. Brown, "Employers' Appraisals of Journalism Graduates," Journalism Quarterly, XXVI (March, 1949) 36-44, 56. Dr. English was executive secretary of the A.C.E.J. during its first three years (1946-49).

It is expected that statistically significant data may result from a continuation of the appraisal project for five years,[7] justifying its use for at least partial evaluation of curriculums and some courses.

In a preface to the most recent report on the A.C.E.J. employer appraisals,[8] Mr. Kirchhofer, of the Buffalo (N.Y.) Evening News, (mentioned earlier as A.C.E.J. president) commented:

> . . . A feature of the investigation was the genuine interest shown by employers . . . and the very large percentage of respondents.
>
> . . . many employers regard the journalism graduates about whom they comment as having exceptional qualifications, well prepared for the work they have undertaken.[9]

Course-survey difficulties in some employment areas. A separate study on employers' appraisals of typography course benefits could be an outgrowth of this investigator's present survey and report. However, certain difficulties might be encountered, among them:

(1) A sizable group of employers are not in a position to know whether typography is of value in the work of the graduates they employ, and

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[7] Ibid., p. 44.

[8] Earl English, Report of the Status of the Employers' Appraisal Project, special bulletin of the Southern Newspaper Publishers Association. (Chattanooga, Tenn., April 7, 1951).

[9] Ibid., p. 3.

(2) If the five-to-ten-year extension beyond graduation is to be followed, the number of employers to be contacted would be greatly increased.[10]

Examples of the employers referred to in (1) above are department store executives who hire advertising layout men and copywriters; industrialists who employ house-organ editors; and executives of a wide range of commercial and professional institutions who engage the services of public relations directors. Such employers judge the employe's performance solely by the final product of his work--the layout, the house organ, or the outcome of the public relations program. In the main, they do not know the individual skills or abilities utilized by the employe in producing that final product.

The report on placement of the 1950 graduates of accredited schools shows that 5.8 per cent went into radio work, 50.7 per cent into newspaper news or advertising positions, and 43.5 per cent into "general classification." It is pointed out that "general classification" includes "those employed in advertising agencies, house organs, public relations offices, etc." In other words, it includes many fields in which the employers do not distinguish the individual skills.

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[10] A summation of the Table VIII data (infra, p. 66) discloses that the 119 graduates responding had held at least 275 different positions.

[11] English, in S.N.P.A. bulletin, op. cit., pp. 4-5.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Stated in general terms, the study was undertaken (1) to determine whether there is logic in placing basic, or beginning, typography in the journalism curriculum as a required course, and (2) to rank the phases of the course as found useful by the graduates in their post-college employment, for comparison with the emphasis given the same phases in the teaching of typography in the accredited journalism schools.

Additional aspects of the problem were suggested as the investigation progressed. Some of these are indicated in the statement of the conclusions.

The principal means used to collect data were two questionnaires. One was sent to former journalism students who had graduated from college five to ten years previously, who had taken typography, and who were currently working in some journalistic field. The other questionnaire went to the thirty-nine journalism schools accredited to date by the American Council on Education for Journalism. It asked for information on prevailing practices in the offering of the introductory typography course.

From the graduates, who were alumni of five of the country's oldest and largest journalism schools, a return of

55 per cent was received. The form sent to the schools was filled out and returned by 90 per cent.

Summary. Among the more important findings outlined in Chapters IV and V which will assist in developing the conclusions of the study were:

(1) At least thirty-one of the thirty-nine journalism schools and departments accredited by the American Council on Education for Journalism offer typography courses.

(2) Twenty-one schools require the course for all journalism majors; eight others require it for a number of sequences, and two offer it as an elective.

(3) All but six of the one hundred nineteen graduate-questionnaire respondents had used typography in one or more journalism occupations after completing college.

(4) Almost half (48.8 per cent) of the graduates were working at the time of the study in a field of journalism different from the sequence they had taken--a tendency described in this report as "crisscrossing" within journalism fields.

(5) Administrators of a few schools regard typography as non-essential for radio majors; others do not require editorial majors to take the course.

(6) Although the content of the course could not be described as uniform at the various schools, a tendency to

follow a pattern could be observed. Job-printing composition was omitted by 61 per cent of the schools; dummying for periodicals, by 55 per cent; inside-page makeup and advertising layout and design, each by 45 per cent; and page-one makeup was omitted by 39 per cent. Twelve of the phases were given at 80 per cent or more of the schools.[1] Comments by instructors disclosed that some phases omitted from the typography course were covered in other journalism courses.

(7) The only journalistic employment field in which no graduate had found use for his typography was that of the wire services.[2] (Few, if any, journalism majors prepare especially for this field, as the number of positions open is small.)

(8) Phases of the course which were estimated to be of greatest value by the graduates were, in order: Proofreading, copyfitting, appropriate type face uses, printer's measure, and display-type identification. Three of these five (display-type identification, face uses, and copyfitting) were among the five emphasized most by instructors of the accredited schools, collectively, in teaching the course.[3] A difference of one, two or three places in either rank-order indicated

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[1] Supra, p. 38.

[2] Supra, pp. 27-29.

[3] Supra, p. 42.

little if any real difference in usefulness or instructional emphasis.

Discussion of the phases possibly under-emphasized or over-emphasized in instruction, as compared to the graduates' needs, already has taken place.[4]

Conclusions. With respect to the questions raised in the original statement of the problem to be investigated,[5] the following conclusions are suggested:

(1) There is considerable uniformity in the typography subject matter presented in the journalism schools.

(2) Principles and facts learned in the course are of value, in varying degrees, in all fields of journalistic employment except that of the wire services.

(3) By and large, the instruction is meeting the needs of the graduates in their professional or occupational pursuits. In the case of some topics, more teaching emphasis is suggested, and in other cases perhaps less should be given. (See Footnote 4 below.) However, the findings on which these suggestions are based are of little significance statistically.

(4) And finally, considerable evidence was found that requirement of basic typography for all journalism majors is

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[4] Supra, pp. 43-45.

[5] Supra, pp. 1-2.

justified. Supporting this were the indications that practical application of typography had been made, in one or more positions, by 95 per cent of the responding graduates, and that as many as half of the journalism majors eventually may have journalistic employment in a field other than that of the sequence taken in school.

Suggestion was made by a few responding graduates that they could not recall whether some of the phases involved had been learned in typography, or in editing or other courses. However, the paramount consideration was that the graduate had felt a need for the principles or information learned. If instructors and administrators know of a need, effort can be made to meet it in one course or another.

Future investigations. Studies similar to this could be helpful for numerous professional courses offered at the college and university level--in other areas as well as in journalism. Possibilities for other surveys of journalism courses include news writing, copy editing, advertising layout, law of the press, photography, the several newspaper management courses, radio news and continuity writing, and methods of public relations.

Although statistically valid data might not result, the findings would be far better criteria for determining course content than the arbitrary subjective judgments now usually used.

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APPENDIX A

SUPPLEMENTAL TABLES

TABLE VIII

POSITIONS IN WHICH 119 JOURNALISM GRADUATES FOUND TYPOGRAPHY USEFUL, AND NOT USEFUL

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Advertising agency:		
Manager	1	
Market research	1	
Account executive	5	
Copywriter	6	
Publicity director and copywriter	1	
Associate director, Radio-TV	1	
Advertising production asst.	2	
Public relations staff	1	
Assistant director of radio advertising		1
Assistant manager classified department	1	
Secretary and asst. to chairman of the board	1	
Advertising, retail and industrial:		
Advertising manager for manufacturer	4	
Export sales and advertising for manufacturer	1	
Mail-order copywriter	4	
Asst. to media coordinator for manufacturer	1	
Retail copywriter	1	1
Chain store copy chief	1	
Chain store asst. copy chief		1
Production manager, grocery products advertising dept.	1	
Layout and copy for wholesale store		1
Retail copy and layout	1	
Retail advertising manager	1	
Retail asst. advertising mgr.	1	

TABLE VIII (continued)

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Advertising, retail and industrial (continued):		
Advertising production asst. for manufacturer	1	
Adver. & promotion for manuftr.	1	
Asst. Adv. Mgr. for manuftr.	1	
Adver. & public relations director for manufacturer	1	
Dept. store radio director		1
Adver. Mgr. for jobber	1	
Adver. layout man for govt.	1	
Daily newspaper, editorial:		
Editor	1	
Managing editor	4	
News editor	2	1
Rotogravure editor	1	
Washington correspondent	1	
Assistant city editor	2	1
Reporter	7	17
Reporter and science writer	1	
Reporter-photographer		1
Reporter and city editor	1	
Reporter and asst. state editor	1	
Sunday magazine feature writer	1	
Sports editor	4	1
Assistant sports editor	1	
Sports copyreader	1	
Sports reporter	1	
Telegraph editor	6	
Columnist and staff writer		1
Copyreader	5	
Copyreader and makeup	1	
Caption writer (tabloid)		1
Assistant society editor		1
Society reporter	1	
Club editor	1	
Industrial news writer		1
Picture desk staff	2	

TABLE VIII (continued)

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Daily newspaper, editorial (continued):		
State news editor	1	1
Editorial writer and makeup assistant	1	
News photographer		1
Picture editor	1	
Pict. editor and staff photog.	1	
Daily newspaper, advertising:		
Advertising salesman	9	
Sales promotion	1	
Copy service dept. manager	1	
Advertising photographer	1	
Asst. national adver. manager	1	
Merchandising field man		1
Classified adver. salesman	2	
Market research	1	
Advertising copywriter	1	
Journalism education:		
Department head	2	
Professor, associate professor or assistant professor	3	
Instructor	4	
Director of information and advertising instructor	1	
Instructor and university editor	1	
Assistant professor and director of student publications	1	
Radio journalism instructor	1	
Teacher (in high school)	2	
Magazine, other than editorial:		
Advertising manager	1	
Circulation dept. employe		1

TABLE VIII (continued)

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Magazine, editorial:		
Editor	4	
Associate editor	2	
Assistant editor	1	
Editorial assistant	2	
Research executive	1	
Dental magazine editorial and advertising director	1	
Feature editor	1	
Promotion copywriter	1	
Asst. manager, home planning service	1	
Correspondent	1	
Executive secretary to associate editor	1	
Editor of magazine news bureau		1
Medical journal news editor	1	
Trade journal editor	1	1
Trade journal copy editor	1	
Public relations:		
Director	1	2
Public relations and information specialist	1	
Assistant pub. rel. director	1	
Public relations (medical)	1	
University or college public relations director	2	
Pub. rel. account executive		1
Director of pub. rel. for grain terminal	1	
Press secretary to governor		1
House organ editor	5	1
House organ associate editor	1	
Historian and pub. rel. officer (Air Force)	1	
College publicity director	1	
College director of public school relations	1	
Edit. asst., nat. safety council		1
Assistant press agent	1	
Publicity or promotion writer	1	1

TABLE VIII (continued)

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Radio and television:		
Radio and TV producer		1
Television producer	1	
Television director	1	
Radio news director	1	3
Radio news editor		2
News writer		3
Program officer (army)		1
Continuity director		2
Continuity editor	1	
Radio director (university)	1	
Publicity chief	1	
Sales promotion manager	1	
TV designer-stage manager	1	
Network promotion employe	1	
Weekly and semi-weekly newspaper:		
Editor	2	1
Publisher	1	
Owner		1
Co-publisher		1
Advertising manager	2	
Assistant editor	1	
News editor	2	1
Sports editor	1	
Reporter	2	1
Photographer for offset weekly	1	
Printer	1	
Wire services:		
Bureau manager		1
Night bureau manager		1
Reporter		3
Sports editor		1
State radio news editor		1
Radio writer		1
City news bureau police reporter		1

TABLE VIII (continued)

Field and position	No. of graduates reporting that in the position they found typography...	
	Useful	Not useful
Miscellaneous:		
Shopping guide publisher		1
Publisher of fraternity papers .	1	
Research writer	1	
Layout artist	1	
Layout and finished art	1	
War Department historian		1
Assistant director, scholastic press association .	2	
Greeting card designer	1	
Staff asst., dept. of public services for grocery product manufacturer	1	
Army newspaper editor	2	
Government historian		1
Instruction book copywriter for manufacturer	1	
Editor for publishing house . .	1	
Asst. editor for publ. house . .	1	
Free lance writer		1
Religious publication associate editor (format not stated) . .	1	
Directory proofreader	1	
Proofreader, university extension division publications . .	1	
Office worker, farm publications	1	
Circulation employe, daily newspaper		2
Totals (for all six pages of table)	200	75

TABLE IX

CREDIT-HOURS GRANTED BY 31 A.C.E.J.-ACCREDITED SCHOOLS FOR BASIC TYPOGRAPHY COURSES

Credit-hours	No. of semester-plan schools	No. of quarter-plan schools	Total schools reporting
1	1	2	-
2	11	2	-
3	6	6	-
4	1*	1	-
Indefinite** . .	1	0	-
Totals	20	11	31

* A through-the-year two-credit course is required by this school.

** One school offered five weeks of intensive typography laboratory work as part of an editing course.

APPENDIX B

THE QUESTIONNAIRE FORMS

AN EVALUATIVE SURVEY OF THE BASIC TYPOGRAPHY COURSE

Department of Journalism, Michigan State College, East Lansing
February, 1951

Explanation---After offering beginning typography for two years, Michigan State is studying whether the course needs revision, in the light of other schools' experience and its own.

Journalism graduates of five schools where typography has been taught a number of years are being asked to report what values, if any, the various phases of typography instruction are having for them, several years after leaving college. You are asked to devote a few minutes' time to assisting in this project.

Schools are not being compared; answers from all schools will be combined in the tabulation. Replies will be kept confidential so far as individuals are concerned, if so requested. Please respond frankly and as accurately as possible, returning the form in the enclosed stamped, addressed envelope.

Elwin E. McCray
Instructor in Typography

(___) Check here if you would like to receive a survey summary.

Graduate's Name..... Year Received Bachelor Degree 19.....

University Attended:

Undergraduate ..... Graduate (if any) .....

Took Beginning Typography Course in 19..... Graduate Degree Received..... Year Received 19.....

Your Present Mailing Address .....

---

1. Journalism sequence followed in school: (If more than one, check the ONE in which most work was taken)
   (___) News, or Editorial (___) Advertising (___) Magazine
   (___) Radio (___) Community (___) Agricultural (___) Public Relations
   (___) Newspaper Management (___) .....

2. Employment since leaving college, in journalism or other fields:
   (Be specific, e.g. Daily newspaper reporter, weekly paper ad salesman, Ad agency copy writer, radio newscaster etc. etc.)

   A. Name of Position ..... City & State ..... 19.. to 19..
   B. Position..... City & State ..... 19.. to 19..
   C. Position..... City & State ..... 19.. to 19..
   D. Position..... City & State ..... 19.. to 19..

3. In which of these positions have you been aided by any knowledge, attitude or skill obtained in your course in beginning typography? (_____)
   Insert "A" "B" etc., or "none"

4. Would your course in beginning typography prove of any value to you in a position to which your present employer might promote you? Yes(___), No(___)

--CONTINUED on second sheet--

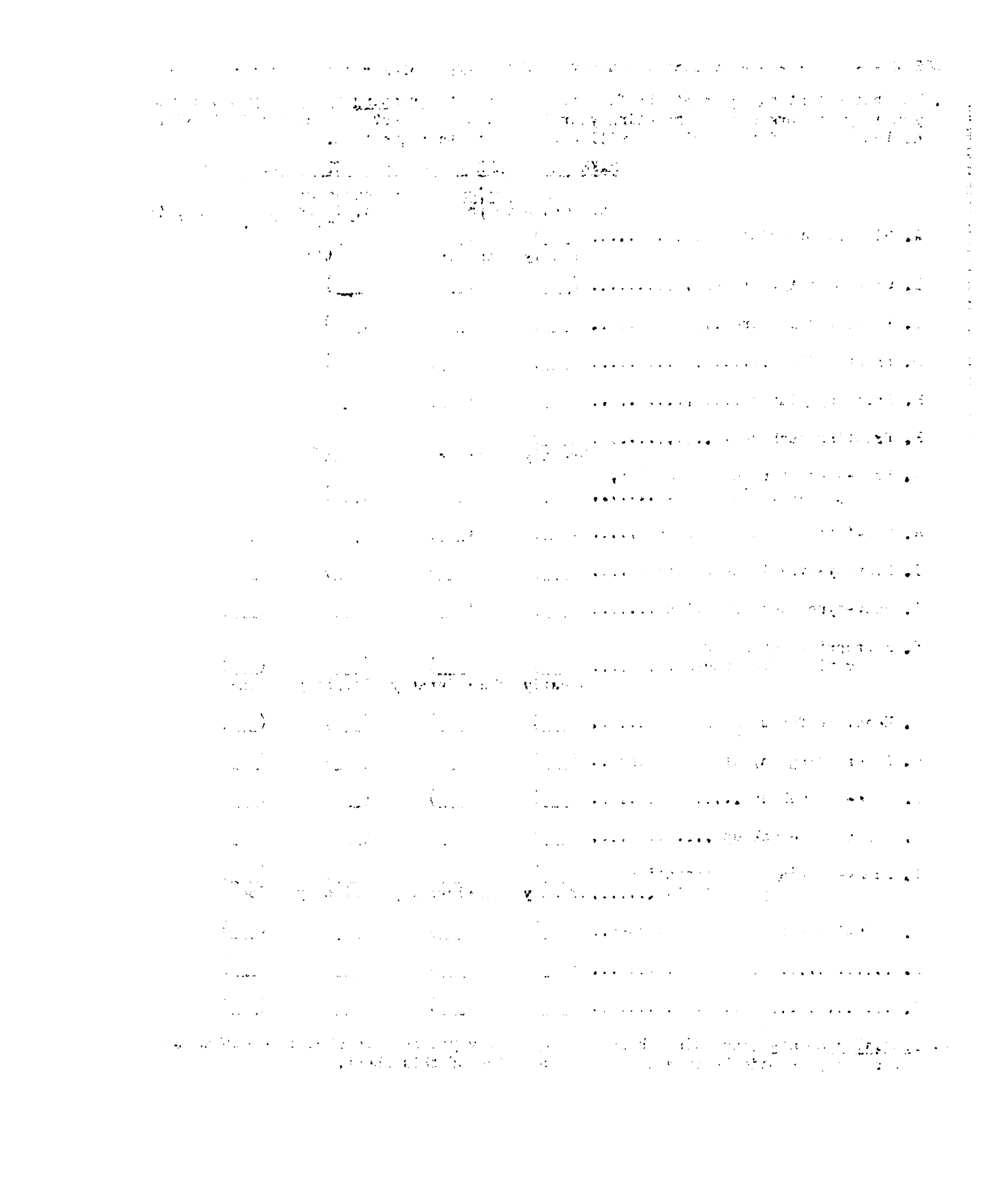
5. To what extent has <u>each</u> of the following phases of <u>beginning</u> typography aided you you in your work since completing your journalism studies? (Graduates indicating no benefits to date, obviously will not reply to this question.)

<u>MAKE CHECK MARK to indicate EXTENT benefited</u>

<u>Suggestion</u>---Your course may not have included some phases listed; leave those blank, if you can recall them.

	Greatly	Considerably	Slightly	None
A. History of printing	(___)	(___)	(___)	(___)
B. Origin of type faces	(___)	(___)	(___)	(___)
C. Printer's measure	(___)	(___)	(___)	(___)
D. Proofreading	(___)	(___)	(___)	(___)
E. Printing plates	(___)	(___)	(___)	(___)
F. Printing machinery	(___)	(___)	(___)	(___)
	Greatly	Considerably	Slightly	None
G. Processes of printing (Relief, gravure, litho etc.).....	(___)	(___)	(___)	(___)
H. Copyfitting and estimating	(___)	(___)	(___)	(___)
I. Display-type identification	(___)	(___)	(___)	(___)
J. Body-type identification	(___)	(___)	(___)	(___)
K. Appropriate uses for various type faces	(___)	(___)	(___)	(___)
	Greatly	Considerably	Slightly	None
L. Headline forms and styles	(___)	(___)	(___)	(___)
M. Advertising layout and design ..	(___)	(___)	(___)	(___)
N. Page-one makeup	(___)	(___)	(___)	(___)
O. Inside-page makeup	(___)	(___)	(___)	(___)
P. Dummy-and-layout preparation for periodicals	(___) Greatly	(___) Considerably	(___) Slightly	(___) None
Q. Printing paper grades and uses..	(___)	(___)	(___)	(___)
R.	(___)	(___)	(___)	(___)
S.	(___)	(___)	(___)	(___)

6. <u>Special comments</u> (including phases of typography you believe should be emphasized more) may be made below and on the other side of this sheet.



SURVEY OF TYPOGRAPHY COURSE CONTENT AND EMPHASIS

Department of Journalism, Michigan State College, East Lansing

December, 1950

EXPLANATION----After offering beginning typography for two years, Michigan State is studying whether the course needs revision, in the light of other schools' experience and its own.

This form is being sent to typography instructors of the A. C. E. J. accredited schools and departments of journalism. It will take you only a few minutes to mark answers for all the items asked. Early return of the information would be greatly appreciated. Probably the assembled information will be of interest and help to those participating. If you wish to receive a summary of the study, please check here . . . . . (___)

If the information is published, no data from any individual school will be used without specific permission. Thanks for any cooperation you may give.

Elwin E. McCray
Instructor in Typography

Name of college or university .....

Division) School) of Journalism Department) (cross out 2)

Filled out by:

....
(Name--Please print) (Rank)

---

1. School year divided into: Semesters (___), quarters (___), ... (___)
(Check one)

2. Credits or credit-hours granted for first term's work in typography . . . . . (____)
Enter number

3. Is this basic course required for all journalism majors, or virtually required by being a prerequisite? . . . . . Yes (___), No (___)

4. If not required for all majors, list sequences for which it is required:

.....

5. Additional typography courses offered:

UNDERGRADUATE — None (___), or number (____)
Check, if applicable — Enter figure

GRADUATE — None (___), or number (____)
Check — Figure

---Note---

ALL THE REMAINING INFORMATION asked concerns only the first course (beginning, basic or general) in typography.

6. Approximate number of students in each laboratory section . . . . . (_____)
Enter figure

7. Number of instructors and/or assistants in charge of each laboratory section . . . . . (_____)
Enter figure

8. Approximate number taking basic course each school year, including summer . . . . . (_____)
Enter figure

9. (Optional) Textbook used .....
(Author)

....
(Book title) (Publisher)

--CONTINUED on second page--

10. What phases are covered in the basic course, and how much is each phase emphasized, approximately?

	COLUMN I Indicate if included, by circling Yes or No	COLUMN II Please circle estimated % of emphasis wherever possible
(1) History of printing	Yes..No	5%...10...15...20...25...30...__%
(2) Origin of type faces	Yes..No	5%...10...15...20...25...30...__%
(3) Printer's measure	Yes..No	5%...10...15...20...25...30...__%
(4) Study of laboratory equipment and materials ..	Yes..No	5%...10...15...20...25...30...__%
(5) Proofreading	Yes..No	5%...10...15...20...25...30...__%
(6) Printing plates	Yes..No	5%...10...15...20...25...30...__%
(7) Printing machinery	Yes..No	5%...10...15...20...25...30...__%
(8) Processes of printing (Relief, gravure, litho) ...	Yes..No	5%...10...15...20...25...30...__%
(9) Copyfitting and estimating	Yes..No	5%...10...15...20...25...30...__%
(10) Display-type identification	Yes..No	5%...10...15...20...25...30...__%
(11) Body-type identification	Yes..No	5%...10...15...20...25...30...__%
(12) Appropriate uses for the various type faces ...	Yes..No	5%...10...15...20...25...30...__%
(13) Headline forms and styles	Yes..No	5%...10...15...20...25...30...__%
(14) Advertising layout, design	Yes..No	5%...10...15...20...25...30...__%
(15) Page-one makeup	Yes..No	5%...10...15...20...25...30...__%
(16) Inside-page makeup	Yes..No	5%...10...15...20...25...30...__%
(17) Dummy-and-layout preparation for periodicals ...	Yes..No	5%...10...15...20...25...30...__%
(18) Job-printing (or commerical printing)composition	Yes..No	5%...10...15...20...25...30...__%
(19) Printing paper grades and uses ..	Yes..No	5%...10...15...20...25...30...__%
(20) Modern typography trends; possible developments ...	Yes..No	5%...10...15...20...25...30...__%
(21)	Yes..No	5%...10...15...20...25...30...__%
(22)	Yes..No	5%...10...15...20...25...30...__%

(If % is given for each phase taught, total should approximate 100%)

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