

AN ASSESSMENT OF THE STATUS
OF JOURNALISM EDUCATION IN
JUNIOR COLLEGES IN MICHIGAN:
A SURVEY OF TEACHERS
AND ADMINISTRATORS

Thesis for the Degree of M. A.
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ABSTRACT

AN ASSESSMENT OF THE STATUS OF JOURNALISM EDUCATION IN JUNIOR COLLEGES IN MICHIGAN: A SURVEY OF TEACHERS AND ADMINISTRATORS

By

Neal Edward Bandlow

The purpose of this study was to assess the status of journalism education in the junior colleges in Michigan. A mail survey questionnaire was developed and sent to teachers and administrators in 28 public junior colleges. The findings reported: (1) the characteristics of the teachers and administrators; (2) the background and qualification of the journalism teachers; (3) the standing of journalism education; and (4) the attitudes of teachers and administrators toward journalism education.

It was concluded from this study that the goals and objectives of journalism education in junior colleges in the sample are quite diverse. Ninety-five per cent of the journalism curricula, for example, are guided by the departments of English, language or communication, and

taught by faculty members with minimum qualifications in journalism. In fact, 29 per cent of the journalism teachers in the sample have never taken a journalism course for college credit.

The study reported that 85 per cent of the junior colleges offered at least one journalism course. However, 64 per cent of the colleges offered no program in journalism. Sixty per cent of the respondents indicated that introductory and advanced journalism courses should transfer as comparable credit to four-year schools of journalism.

In general, there was some evidence that the respondents considered a variety of mass media curricula as part of a definition for journalism. An average of 70 per cent of the respondents rated journalism as having less academic respectability than programs in English, history and social science. It was assumed, then, that journalism is not accorded the same professionalism given to other academic disciplines in junior colleges.

Some of the assumptions from this study have set the stage for additional data analyses.

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Neal Edward Bandlow

A THESIS

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School of Journalism

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To mankind:

There is no way to peace. Peace is the way.

War has no meaning. When will we ever learn?

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I wish to express my gratitude and appreciation to Dr. Vishwa M. Mishra for his direction of this study.

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Accepted by the faculty of the School of Journalism,
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of Arts degree.

V. M. Mishra

Director of Thesis

CHAPTER I

THE PROBLEM AND DESIGN OF THE STUDY

Introduction

Since the junior college has become an essential component of higher education, a variety of academic areas have felt the impact. Therefore, an assessment of journalism education at the junior college level is necessary in order to understand the future status of journalism at these two-year colleges.¹

To more fully understand an assessment of journalism education at the junior college, it is necessary to examine (1) the plight of journalism education at the junior colleges, (2) the qualifications and contributions of journalism instructors at the two-year colleges, and (3) the attitudes and opinions of administrators at the junior colleges.

¹Gerald F. Demel, "A Survey of Journalism in Kansas Public Junior Colleges," Journalism Abstracts, XI (1968), 91.

By and large, research findings indicate that more than half of the two-year colleges in the United States offer a variety of journalism programs. Yet a national survey of journalism education in junior colleges conducted in 1967 reveals:

. . . junior college journalism is drifting aimlessly with little indication that many of the schools have planned programs to meet specific objectives. Only in California, which has some eighty junior colleges, is there an active organization seeking to supply some guidance and direction to the development of sound journalism curricula.²

Benz found, for example, that 77 per cent of the responding junior colleges offered courses in journalism or published one or more student publications.³ It is obvious from his study that the existing attitudes, opinions and judgments of journalism teachers and administrators of the two-year colleges play a vital role in determining the success or failure of established and proposed journalism programs.

It can be assumed here, then, that if journalism programs of junior colleges are to continue to progress, both teachers and administrators must reflect a favorable desire to improve and expand the academic standards of such programs.

²Lester G. Benz, "Journalism Teaching in the Junior Colleges," Journalism Quarterly, XLIV (Spring, 1967), 121.

³Ibid., p. 118.

The critical question, therefore, is what effect do two-year college administrators and journalism teachers have on the motivation and direction of journalism education in junior colleges in Michigan?

It is of considerable importance to assess the perspective, and often imperceptive, values attached to two-year journalism programs by faculty members. Perception, as used in this study, means "the awareness of the existence of some situation requiring collective concern with potential success and program possibilities"⁴ of journalism curriculum. It must be noted that "imperception is not always over-sight; in many cases it is a well-cultivated habit."⁵

At first glance, it may seem that "a key factor in determining the conception of journalism education is found in the administrator of the program."⁶ William L. Clamp, a researcher of education at junior colleges, expresses that "the modern administrator must continually

⁴William J. Gore, Administrative Decision-Making (New York: John Wiley and Sons, 1964), p. 49.

⁵Ibid., p. 50.

⁶Paul L. Dressel, Liberal Education and Journalism (Columbia: Bureau of Publications, 1960), p. 98.

be concerned about provision of resources necessary for opening new insights into curricula."⁷ The administrator, however, is not the focal point for determining the success of journalism education in junior colleges. It is generally assumed that the journalism teacher is responsible for influencing and perpetuating the journalism program. In simple fact, then, it is the attitude, belief, and motivation of the journalism teacher which enhance and promote, as well as improve, journalism education in junior colleges. Yet, Benz indicates that 20 per cent of the journalism teachers in junior colleges have never taken a single journalism course in college. Only three out of ten have earned over 30 hours of semester credit in journalism in college. Moreover, most teachers have had only minimum experience in professional journalism, including those that had little or no academic credit.⁸

In 1970, Fred A. Barfoot, after examining the journalism programs in the junior colleges of the Middle Atlantic states, concluded that "junior college journalism

⁷William L. Clamp, "Educational Research and the Junior Colleges," Improving College and University Teaching, XVII (1969), 83.

⁸Benz, "Journalism Teaching," p. 118.

faculty members are unprepared to teach journalism and usually were not hired for the specific purpose of teaching journalism."⁹ He added that the methods for teaching vary widely and while more junior colleges offer journalism education than ever before, the teaching quality and professionalism have not increased proportionately.

For the most part, researchers indicate that junior college journalism is supervised by an English, language or communication department. It is found, for example, that an English faculty member, who is not teaching a full load of courses, usually is called upon to teach journalism. In fact, dissatisfaction arises among English instructors who have had to add journalism courses to their teaching load. In this respect, researchers agree that these journalism teachers, while deficient in the training and enthusiasm of journalism, knowingly or unwittingly adhere to nebulous objectives and aims. In simple truth, rather than reinforce the attitudes of students toward journalism education, pseudo-journalism teachers are, instead, discouraging and impeding student interest.¹⁰

⁹Fred A. Barfoot, "A Survey of Journalism Education in the Middle Atlantic States," (unpublished Master of Science thesis, University of Pennsylvania, 1970), pp. 6-7.

¹⁰Fred A. Barfoot, "English Departments Run Most Journalism Courses," Journalism Educator, XXVI (Fall, 1971), 26.

The point of issue here is that the journalism teacher must facilitate reinforcement for journalism education. In his study of professionalism among journalism teachers in junior colleges, Walker stresses "there is for the progressive junior college journalism teacher the possibility of taking an active role in assisting to up-grade standards of journalism."¹¹ In support of this logic, Barfoot adds that journalism programs and teachers at the junior college level must be coordinated on a statewide, regional or national basis to serve specific purposes that are spelled out, agreed upon, and worked toward.¹²

The foregoing conclusions indicate that journalism education at the two-year college is not taught with the same professionalism accorded other academic subjects. Moreover, progress toward professionalism has been slow and achievements limited. In this context, Dressel says that "many persons now present on journalism faculties are either unsympathetic or unfamiliar with newer ideas and hence unlikely to modify their views and practices unless strong leadership is present."¹³

¹¹Fred Walker, Jr., "Professionalism Among Junior College Journalism Teachers; Some Proposals," Journalism Quarterly, XLVI (Spring, 1969), 152.

¹²Barfoot, "A Survey of the Middle Atlantic States," p. 7.

¹³Dressel, Liberal Education and Journalism, pp. 98-99.

In general, the findings of researchers indicate that borrowing teachers from other academic affiliates to teach journalism education is not a stabilizing criterion for implementing and retaining a respectable journalism program. Researchers agree, then, that journalism programs in junior colleges must have able and dedicated teachers who commit themselves to a career in junior college teaching. Furthermore, it is recommended that future research should call for a more precise definition of what kind of journalism instruction is taking place under that definition.¹⁴

As expected, little has been researched concerning the role of the administrator in the junior college in promoting favorable attitudes toward journalism programs. For certain, the administrators face a most difficult problem of meeting the demand for a complete, comprehensive curriculum. In effect, a junior college should meet as many academic needs as possible, but curricular proliferation has to be limited. More often than not, administrators are quite often unaware if journalism education is part of the curriculum at their colleges.

It has normally been the case that journalism education at the two-year college is usually included,

¹⁴Walker, "Professionalism; Some Proposals," p. 153.

inconspicuously, as part of an English department. Some administrators consider that journalism is strictly a professional subject, and should not be included as a component of the liberal arts. When asked to assess the importance of journalism education to the junior college curriculum, administrators are quick to label it inconsequential and nothing more than an academic by-product. In this context, often a student publication, such as a newspaper or yearbook, is the sole reason for a journalism program at most junior colleges.¹⁵ The research findings report, therefore, that more penetrating analysis and more definitive commitments of journalism education are needed by the administrators in junior colleges. Contributing to this logic, Walker purports in his proposals:

We need to address ourselves to improve those categories. . .to win for junior college journalism earned respects and approbation from our journalism teacher colleagues. . .and from our junior college administrators, most of whom, at least are quite conscious of disciplines' comparative prestige and individual teachers' growth.¹⁶

Based on preceding discussion, it is safe to assume, therefore, that a two-fold dilemma surfaces in journalism education in junior colleges: (1) the journalism faculty

¹⁵Joe W. Milner, "J-Majors Become Bitter When Universities Refuse Junior College Credits," The Journalism Educator, XXV (Fall, 1970), 24.

¹⁶Walker, "Professionalism; Some Proposals," p. 152.

members, imparting minimum qualifications and desire, tend to inhibit the favorable attitudes toward journalism education by failing to strive for more recognition of curricula, and (2) the administrators of junior colleges, mostly oblivious and imperceptive to journalism education, stagnate the growth of journalism programs by failing to ascertain the importance of journalism to their college curricula.

Theoretical Considerations

Researchers have examined some of the ramifications concerning the prevailing attitudes, judgments and opinions of journalism education in junior colleges. These researchers identify certain factors, then, which are associated with the journalism curriculum in the junior college. These factors are (1) the amount of journalism credits transferable to the four-year journalism college curricula,¹⁷ (2) an awareness of the academic requirements at the four-year college level, and (3) the recognition of that awareness by two-year journalism and administrator faculty members.¹⁸

¹⁷Milner, "J-Majors Become Bitter," pp. 22-23.

¹⁸Theodore Kruglak, "Junior College Journalism Education," The Journalism Educator, XX (Fall, 1965), 132.

Stressing planned remedies to challenge these factors, Milner recommends, above all else, that journalism education in junior colleges should be given the same professionalism as any academic discipline. He suggests, too, that junior colleges should offer a maximum of nine hours which will transfer to four-year colleges and universities.¹⁹ To insure viable transfer credit, he adds that courses should be selected from a composite of an introduction to journalism, news writing, photography, reporting and the survey of the mass media.

Citing a specific example in Oregon where junior college journalism courses correlate to lower divisional requirements at state universities, Milner advises journalism teachers in junior colleges to study the curricula of the state four-year colleges, and match their courses with the journalism programs of senior schools. He adds that to eliminate the transfer uncertainties, advisers at junior colleges should obtain facsimiles of journalism programs from four-year schools of journalism and make this material assessable to transfer students.²⁰

¹⁹Milner, "J-Majors Become Bitter," pp. 24-25.

²⁰Ibid.

It is assumed here, therefore, that the relationships between these factors and the nature of the journalism programs at junior colleges are constant and cumulative.

The Problem

The study, then, proposes: (1) to survey journalism curricula in junior colleges in Michigan, (2) to assess the attitudes of the journalism teacher, the department head and the administrator toward journalism education in these junior colleges, (3) to delineate the interaction of the teacher and the administrator attitudes in their respective junior colleges, and (4) to determine the predictors of these attitudes toward journalism curricula.

In general, therefore, this study examines an assessment of the attitudes of junior college teachers and administrators and raises questions about the quantity and quality of journalism education at junior colleges.

The scholars in junior colleges define a curriculum as an education which prepares a man to live more fully as a person and more effectively as a citizen in his community.²¹ Some see it, too, as a social change that involves a

²¹James W. Thornton, The Community Junior College (New York: John Wiley and Sons, Inc., 1966), p. 199.

change in the human relations structure among individuals within the society of schools. Still other researchers define it as a program of responsibility designed to prepare people, young and old, for participation in a wide range of life's activities.

For purpose of this study, curriculum will mean a common basic pattern of study designed for a common outcome of a fundamental educational experience--in this case, journalism education in junior colleges. This "experience" includes the attitudinal habits of the administrators and the journalism teachers in junior colleges, including an assessment of their opinions and judgments.

Concerns of the Study

The study examines the following questions:

1. To what extent are the attitudes toward journalism education by journalism faculty members and administrators in junior colleges affecting the growth of the journalism programs?

2. To what extent does the importance of journalism education compare with the importance of the other academic programs in the junior colleges?

3. How does the nature of a journalism program associate with the feelings of administrators and faculty members toward journalism transfer credit in the junior colleges?

4. To what extent does a definition of journalism include also a definition of all or some of the academic areas of a mass communication program?

5. What are the qualifications of the journalism instructors, and how do these qualifications influence the respectability which is attached to the journalism curriculum at junior colleges?

6. When non-journalism majors teach journalism courses in junior colleges, to what extent are they influencing the journalism curriculum. In addition, how are they influencing the respectability of that curriculum as viewed by administrators and other faculty members in junior colleges?

7. Finally, what kind of journalism courses are offered in junior colleges in Michigan, and how prevalent are they?

Definition of Terms Used

A. Attitude.--An attitude is defined here as an enduring organization of beliefs around an object or situation pre-disposing one to respond in some preferential manner. . .the elements are underlying beliefs rather than expressed opinions.²²

²²Milton Rokeach, Beliefs, Attitudes and Values (San Francisco: Jossey-Bass Inc., 1969), p. 112.

A favorable attitude is defined as supporting or promoting an expression of an attitude. An unfavorable attitude is defined as an adverse or negative expression of an attitude.

B. Lower Divisional Journalism Courses.--The lower divisional journalism courses are defined as that journalism curriculum identified as freshman and sophomore levels of courses at colleges and universities.

C. Upper Divisional Journalism Courses.--The upper divisional journalism courses are defined as that journalism curriculum identified as junior and senior levels of courses at colleges and universities.

D. Social Responsibility of the Press.--The social responsibility of the press is defined as the requirement of the media to include a truthful, comprehensive account of the day's events and to provide a forum for an exchange of comment and criticism.²³

The press responsibility includes the projection of a representative picture of the constituent groups in society and the presentation and clarification of the goals of society.²⁴ All too often, society believes that the press is too sensational, over-emphasizes entertainment

²³A Free and Responsible Press, Robert M. Hutchins, chairman (Chicago: University of Chicago Press, 1947), p. 21.

²⁴Ibid.

and is deficient in interpreting the news. It is assumed, then, that the foregoing definition of the social responsibility of the press will focus on some important attitudinal considerations for junior college journalism education in this study.

Hypotheses

The following five hypotheses were formulated for the study:²⁵

1. The larger the junior college, the more likely it will have a journalism education program. In this context, the term "larger" will include junior colleges with a student enrollment of more than 1,000.

2. The more positive the attitudes of teachers and administrators are toward journalism education, the more likely there will be favorable consideration for a journalism curriculum at junior colleges.

3. The more academic respectability assigned to a journalism curriculum, the more likely that a journalism program will exist at junior colleges.

4. The higher the level of journalism education the teacher has, the more favorable his attitudes will be toward journalism education.

²⁵Additional data analyses are being done to test the hypotheses.

5. The teachers and administrators who subscribe to the social responsibility theory of the press are more likely to have a favorable attitude toward journalism education in junior colleges than those teachers and administrators who do not accept the press responsibility theory.

Methodological Considerations

A. Methods.--Mail survey research techniques were employed in the execution of this study.

An advanced letter explaining the proposed study was sent to respondents at 28 junior colleges in Michigan. Three days following the advanced letter the mail questionnaire was sent to respondents with a covering letter and a self-addressed stamped envelope. Then, three days later a post card reminder was sent to each respondent. Finally, to insure a high return rate, a second mailing of the questionnaire was sent to each respondent about five days following the mailing of the post card.

B. Sample.--The sample consisted of the college president, academic dean, journalism teacher and chairman of the English department of each 28 Michigan junior college, for a total sample size of 108 respondents. The journalism teacher is defined here, also, as the advisor to the college yearbook.

Of the total sample size of 108 respondents, 58 questionnaires were sent to journalism teachers and English

Department chairmen, and 50 were sent to administrators. The total completion rate was 71 per cent. The individual completion rate for each stratum was as follows: journalism teacher and English chairmen, 81 per cent; and administrator, 58 per cent.

C. Instruments.--A mail survey questionnaire was developed and pretested for this study. Pretesting was done on a sub-sample of 12 respondents in four junior colleges in Michigan not included in the sample. Pre-testing completion rate was only 50 per cent. The questionnaire, therefore, was revised.

The processing and analyses of the data was completed at the Michigan State University Computer Center, East Lansing, Michigan.

The author expresses gratitude to the National Science Foundation for support, in part, to the computer data analyses.

Review of Literature

It was found that the research of journalism and educational organizations, published documents and other informational sources of journalism education of junior colleges reveal, at best, only a sketchy estimate of its current national status. Even less is known of journalism education in junior colleges in Michigan.

The most comprehensive study, the Benz findings of 1967, reported in a nation-wide survey:

. . .far too many schools of journalism in junior colleges seem to exist for the sole purpose of serving staffs of the school publications and rewarding staff members with credit for publications work.²⁶

Kruglak supports this assertion with "most junior college teachers of journalism have little time for teaching, so they largely give credit for working on school publications."²⁷ Benz suggests, then, that junior colleges need help in raising the level of the professional stature of journalism education. He emphasizes that this can be done through teacher and administrator involvement. In general, these findings are in keeping with other researchers who report that junior college journalism programs cannot function on existing superficial objectives, especially if they expect to serve the aims of transfer credit for students.

In 1969, Hefner surveyed the areas of curriculum, transfer programs, facilities and qualifications of journalism teachers in 16 junior colleges. He reports that journalism education, as part of a junior college curriculum, will become firmly fixed in the future. He adds,

²⁶Benz, "Journalism Teaching," p. 121.

²⁷Kruglak, "Junior College Journalism Education," p. 132.

too, that a core of journalism transfer curriculum seems to be crystallizing as a maximum of 12 semester hours.²⁸ Hefner, however, recognizes little of the attitudes of teachers and administrators toward journalism education and programs of the mass media.

At the University of Oregon, Reagan researched a profile of the journalism teacher at the Idaho, Oregon and Washington junior colleges. He found, for example, that "the typical junior college journalism instructor to be the holder of a bachelor's degree, and there is slightly more than a 50 per cent probability that he majored in journalism." Moreover, he adds, that the chances are about 50-50 that the teacher will teach only journalism. Finally, he found that 90 per cent of the instructors had some professional experience, and in nine out of ten cases the instructor will advise the student newspaper.²⁹

In support of findings for this study, Reagan indicates that there is an 80 per cent probability that the instructor is either undecided if he wishes to continue teaching journalism at the two-year level or whether

²⁸Lillian L. Hefner, "A Study of the Communication Programs in 16 American Junior Colleges," Journalism Abstracts VII (1969), 114.

²⁹Everett E. Reagan, "A Profile Study of the Journalism Instructors in the Junior Colleges of Idaho, Oregon and Washington," Journalism Abstracts, V (1967), 145-146.

he definitely wants to quit or leave for another assignment. Furthermore, to help improve the image of journalism, Reagan recommends a "teaching program for the person who wants to teach journalism at the junior college." In this context, then, he advises "a more uniform journalism program for two-year schools, with credits acceptable for transfer to four-year colleges."³⁰

Joining other researchers in emphasizing a limited journalism curriculum for the junior college, Demel, after surveying Kansas junior colleges, urges only introductory study and basic skills for the journalism program.³¹

Another study in 1970 revealed that "privately operated junior colleges have little interest in education for journalism."³² The study found, for the most part, that limited budgets and insufficient student enrollment discouraged the hiring of bona fide instructors or the offering of a qualified curriculum. In contrast, the study indicated that public supported junior colleges reported a trend toward including one or two introductory courses in journalism education.

³⁰Ibid.

³¹Demel, "A Survey of Kansas," p. 91.

³²Mary L. Miller, "The State of Mass Communications Education in Junior Colleges of Georgia: 1970," Journalism Abstracts, IX (1971), 150.

Fred A. Barfoot, an instructor at Peirce Junior College in Pennsylvania, contributed the most significant findings in support of this study. After surveying the junior colleges of the Middle Atlantic states, he concluded that few faculty are prepared to teach journalism. Most often, he continues, it is the case that "an individual is hired to teach a discipline such as English, then he is encouraged, urged or required to teach a journalism course."³³ In fact, after a faculty member, with no qualifications for teaching journalism, has actually taught it, "he may grow defensive of his role."³⁴

Barfoot discovered, too, another particularly disturbing finding. He suggests that some faculty members, who teach journalism and appear to be somewhat qualified, have not constructed their journalism classes to meet realistic objectives. Neither have they improved, he adds, the standards of the student newspaper so that it reflects a realistic practicum or laboratory experience.³⁵

In conjunction with findings for this study, Barfoot asks for a "more penetrating analysis and more definitive commitments by junior college administrators and educators concerning journalism education."³⁶

³³Barfoot, "A Survey of the Middle Atlantic States," pp. 193-195.

³⁴Ibid.

³⁵Ibid.

³⁶Ibid.

An Overview

Except for the research by Barfoot and Benz, foregoing findings, for certain, provide only a vague, incomplete depiction of journalism programs in junior colleges. Although, at best, most of the literature appears to be sketchy, none of it, however, measures the attitudinal judgments and opinions of journalism teachers and administrators, especially the latter. It must be remembered, too, that Benz conducted his survey in 1967 and since then the junior colleges have changed considerably and journalism education at the two-year colleges has taken on new dimensions. In general, Barfoot's findings seem to be the most detailed of the recent surveys, but his findings are applicable only to the Middle Atlantic states.

It is safe to assume, therefore, that for purposes of this study, little or nothing is known about journalism education in two-year colleges in Michigan.

CHAPTER II

THE SETTING AND FINDINGS OF THE STUDY

This chapter examines the setting in which the study was conducted and the findings of the survey research.

First, a brief history of the junior college in Michigan is reviewed. It is necessary to investigate the two-year college development in Michigan to more fully understand the current status of journalism education in the junior colleges.

A Brief History of the Junior Colleges of Michigan

A 1970 survey revealed that there are 29 public community colleges in Michigan with a total enrollment of more than 114,000 students. It was found, for example, that more than half of all the college freshmen in Michigan are enrolled in the junior colleges. It is estimated, then, that by 1980 more than 75 per cent of the college freshmen in Michigan, and 40 per cent of the total college enrollment in the state, will be attending the two-year college.¹

¹William Connellan, Sunday News, July 19, 1970, p. 6B.

Nevertheless, Michigan, with its highly respected and powerful system of state universities and colleges, was slower than most states in developing a community or junior college system.

Before the turn of the twentieth century, no junior colleges existed in the United States. In fact, the first junior college in Michigan was not established until 1914. In general, the growth of the junior college system in Michigan was due to (1) the desire of students and parents to provide more economical means of attending college, and (2) efforts of university and four-year college administrators to rid their curricula of sophomore and freshmen courses.² It is safe to assume, then, that the foregoing logic established the two-year college as a key element in the educational system of Michigan.

In 1914, Jesse Davis, a principal at Grand Rapids Central High School, organized the first junior college in Michigan. Forty-nine students enrolled in the fall of that year. The faculty consisted of Central High School instructors, and courses were patterned after freshmen and sophomore curricula of the College of Literature, Science and the Arts at the University of Michigan. Financial support for the junior college was authorized by the Grand Rapids

²Willis F. Dunbar, The Michigan Record in Higher Education (Detroit: Wayne State University Press, 1963), p. 239.

Board of Education, even though "there was no state law at the time which authorized a school board to offer courses beyond the high school level."³

Special legislation was passed in 1917 authorizing the school districts in Michigan to establish and financially support junior colleges, providing the population was more than 30,000 in each district. Taking advantage of this legislation, the cities of Highland Park and Pontiac opened junior colleges in 1918. Although Pontiac Junior College experienced financial difficulty and was discontinued in 1928, Highland Park, however, developed one of the most successful two-year colleges in Michigan.⁴ For the most part, the courses at these early institutions correlated to first and second year requirements at the University of Michigan.

The decade of the 1920s saw an additional six junior colleges open in Michigan. While working closely with the University of Michigan, Bay City Junior College opened in 1922, and it became the first two-year college in Michigan to issue a certificate "granted by the State Board of Education to those students who had completed two years of work in higher education."⁵

³Ibid., p. 241.

⁴Ibid.; p. 242.

⁵Ibid., p. 243.

During this decade, the first junior college occupational curriculum--a secretarial and business program--was introduced at Bay City Junior College. It should be noted that a new state law in 1923 lowered the minimum population required by a school district to maintain a two-year college from 30,000 to 25,000. As a result, junior colleges were started at Port Huron, Flint, Muskegon, Jackson and Calumet, the latter the Upper Peninsula's first junior college.

The decade of the 1930s saw additional legislation passed that broadened support for the junior colleges in Michigan. For example, legislation in Wayne County authorized school districts to pay the tuition of the student in the junior college and, in some cases, also the transportation costs of the student. Discouraging as it may seem, though, the total enrollment at junior colleges in Michigan increased only from 2,000 in the 1920s to approximately 2,500 in the 1930s. This slow growth was surprising, since it was thought that the "depression" might have forced the students to abandon the more expensive four-year college in favor of the less costly junior college. The opposite, however, was true. It was suggested that one reason was that junior colleges offered little more than the standard courses of the first two years of four-year colleges. Burdened by financial needs, the school boards were unwilling to expand the two-year college curriculum to include the technical and vocational fields.⁶

⁶Ibid., p. 302.

During World War II, the plight of the junior college worsened in Michigan. The crucial factor indicated that the enrollment in eight Michigan junior colleges was 3,154 in 1941, but by 1944 enrollment had dropped to 1,300 students.⁷ Most certainly, the war affected all of the higher education enrollment, but it was feared that the falling attendance might phase out the junior college system in Michigan.

Contrary to expectations, the end of the war helped revitalize the junior college in Michigan. The changes were two-fold: (1) the G.I. Bill of Rights enabled thousands more to attend college, and (2) the junior colleges added technical and vocational academic areas to curricular offering. Helped along by these factors, then, the student enrollment doubled to nearly 7,000 in the late 1940s. Responding to the public demand for better higher education, the state legislature appropriated \$650,000 to school districts maintaining a four-year college or junior college.⁸

During the 1950s, the junior college enrollment in Michigan increased to 23,000 students at 16 colleges. Additional legislation in 1951 recognized the new concept of serving not only vocational and transfer students, but "also the needs of all youths and adults in a community for

⁷Ibid., p. 337.

⁸Ibid., p. 246.

education beyond the high school level."⁹ Other decisive legislation contributed to the continuing success of the junior college: (1) The minimum population needed to maintain a junior college was lowered to 10,000 in each school district, and (2) the state legislature authorized any two counties in Michigan the power to locate, establish and maintain a community college.¹⁰ By 1956, state aid for junior colleges was determined on the basis as that for elementary and high schools.

During the 1960s, the two-year college concept became accepted by all of the educators of Michigan and gained in popularity with the public. In 1969, for example, the junior colleges of Michigan had the third largest increase of enrollment among the junior colleges of the nation with 15,600 additional students.¹¹

In general, journalism programs manifested little importance to the curriculum of the junior college during the first four decades of the two-year college movement. Then, in the late 1950s, an increasing number of high school graduates and the growing number of junior colleges influenced two-year colleges to include some journalism education in their curricula.

⁹Ibid.

¹⁰Ibid.

¹¹William A. Harper, ed., 1970 Junior College Directory (Washington, D.C.: American Association of Junior Colleges, 1970), pp. 41-43.

Within this preceding historical context, findings pertaining to journalism education of junior colleges in Michigan will now be examined. The findings are reported in the following parts: (1) characteristics of respondents; (2) background and qualification of journalism teachers; (3) status of journalism education; and (4) attitudes toward journalism education.

Characteristics of Respondents

In terms of enrollment, the findings indicated an even percentage of distribution of students among four categories of enrollment in 28 junior colleges in Michigan. Twenty-four per cent (n=18) of the respondents reported enrollment of 500 to 1,000 students; 24 per cent (n=18) between 1,000 and 3,000; 24 per cent (n=18) between 3,000 and 5,000; and 24 per cent (n=18) reported enrollment of 5,000 or more students.¹² In comparison, the 1970 Junior College Directory revealed comparable data in two enrollment categories; 24 per cent in 500 to 1,000; and 24 per cent in 1,000 to 3,000.¹³

The findings in this study, however, did not compare favorably with the Directory in two other enrollment categories. The Directory reported that 16 per cent of the

¹²The figure in parenthesis and/or the letter n represents the total number of respondents who replied.

¹³Harper, 1970 Junior College Directory, pp. 41-43.

enrollment fell in the 3,000 to 5,000 category and 28 per cent in the 5,000 or more category.¹⁴ In effect, two years have elapsed since the 1970 Directory was published. As a result, the findings in this study indicated that in junior colleges in Michigan the percentage of enrollment has increased in the 3,000 to 5,000 category and decreased in the 5,000 or more category. This may be an indicator, therefore, of changing patterns of enrollment in junior colleges.

In terms of average enrollment in junior colleges in Michigan, the findings indicated a decrease from the 1970 average. The findings reported an average student enrollment of 3,000 per junior college. In contrast, the Directory reported an average of 3,400.¹⁵ The difference could be explained in terms of the low return rate of questionnaires from large enrollment junior colleges in Michigan. This assumption, however, needs to be tested.

A majority of the respondents indicated that junior colleges in Michigan operated on a semester system. Seventy-five per cent (n=57) indicated operating on semester; 15 per cent (n=11) quarterly; and 9 per cent (n=7) trimester. In general, this finding followed a national trend in which technical, vocational and occupational programs at junior colleges were more likely to require the longer semester sequence.

¹⁴Ibid.

¹⁵Ibid.

Nearly two-thirds of the journalism teachers in junior colleges in Michigan had a master's degree. In fact, more than twice as many teachers had master's (62 per cent; n=22) as bachelor's (26 per cent; n=9) degrees. In comparison, a national survey reported almost four times more teachers who held master's than bachelor's degrees.¹⁶ Hefner's findings compared favorably with the present study. He reported that the qualifications for journalism teachers in junior colleges was almost certainly established at the master's degree level.¹⁷ Reagan's study, too, lends support to the findings since he found that 82 per cent of the journalism teachers held a master's degree.¹⁸

As expected, none of the respondents indicated educational achievements of less than four years of college. But, surprisingly, 12 per cent (n=4) of the responding teachers reported holding a doctorate. In contrast, a national finding in 1967 reported that only 4 per cent of the journalism teachers in junior colleges held a Ph.D. degree.¹⁹ The difference may be explained in terms of the

¹⁶Lester G. Benz, "Journalism Teaching in the Junior Colleges," Journalism Quarterly, XLIV (Spring, 1967), 120.

¹⁷Lillian L. Hefner, "A Study of the Communication Programs in 16 American Junior Colleges," Journalism Abstracts VII (1969), 114.

¹⁸Everett E. Reagan, "A Profile Study of the Journalism Instructors in the Junior Colleges of Idaho, Oregon, and Washington," Journalism Abstracts V (1967), 145.

¹⁹Benz, "Journalism Teaching," p. 120.

declining demand for the doctorate in the four-year colleges and universities. This finding was considered especially significant because more junior colleges may be employing journalism teachers with a doctorate. This assumption, too, needs to be tested.

It should be noted that 54 per cent (n=41) of the respondents did not answer the question concerning the "level of education completed." Seventy-one per cent (n=29) of that total were administrators who were not required to answer the questions pertaining to their educational background.

Insofar as family income level was concerned, most (92 per cent; n=25) of the teachers in junior colleges in Michigan reported an annual income of \$12,000 or more. Moreover, 33 per cent (n=9) of the teachers indicated a family income of more than \$18,000. In fact, none of the respondents indicated an income of less than \$9,000 annually. In general, then, the income figures were unexpectedly high.

Contrary to expectations, the findings reported an average annual family income of \$12,000-\$14,999 for the sample respondents. The findings do not compare favorably with Reagan's study which reported an average income of slightly more than \$7,000 annually.²⁰

²⁰Reagan, "A Profile Study," p. 145.

A possible explanation for this difference may be that 42 per cent (n=20) of the teachers in this study did not answer the question concerning "family income." Other possible explanations may include: (1) there is a difference of earning power of other economic regions of the country, (2) there has been a significant increase of income for teachers in junior colleges in Michigan, or (3) there are more spouses of journalism teachers working, thereby increasing the family income.

In terms of sex distribution, there were more males than females among the respondents. Sixty-two per cent (n=21) of the respondents were male, and 38 per cent (n=13) were female. As expected, this finding follows a national trend in higher education in which males outnumber females in the teaching profession.

In terms of age distribution, most (76 per cent; n=26) of the respondents were 31 years of age or older. The age of 35 per cent (n=12) of the respondents ranged from 31 to 40 years, and 29 per cent (n=10) from 41 to 50 years. The high percentage of respondents over the age of 31 could indicate that a majority of the journalism teachers in junior colleges have worked professionally in the media before accepting employment in the academic field. Researchers seem to support these findings.²¹ Later in

²¹Ibid.

this study another possible explanation may be determined from respondents who will indicate the total number of years they were employed in the professional media.

One of the concerns of this study was the administrator and teacher response rate. The findings indicated that 62 per cent (n=47) of the total respondents were teachers and 38 per cent (n=29) were administrators. Moreover, the individual completion rate for each stratum reported that 81 per cent of the teachers responded and 58 per cent of the administrators responded. This finding was especially valuable. It indicates that administrators may be reluctant and often indifferent about completing a questionnaire of journalism education.

Qualifications of Journalism Teachers

The findings indicated that almost two-thirds (66 per cent; n=22) of the teachers did not take journalism as a major field of study in college. Only 34 per cent (n=12) indicated that they had majored in journalism. In comparison, a national survey reported that only 27 per cent of the journalism teachers took journalism as a major in college.²² In contrast, however, a regional finding

²²Gordon Greb, "The Place of Journalism in the Junior College," Journalism Quarterly XXXI (Summer, 1964), 356.

found that 50 per cent of the teachers had a journalism major.²³ It appears, then, as if the responding teachers in this study are better qualified academically than the journalism teachers of a national level. However, responding teachers appear to be less qualified academically than those journalism teachers of the regional survey. Maybe time will come when journalism teachers in junior colleges in Michigan will equal the educational achievements found by Reagan and still surpass the national level.

An additional 18 per cent (n=6) of the respondents reported that they had taken a minor in journalism in college. Surprisingly, 29 per cent (n=10) of the respondents have never taken a journalism course for college credit. In comparison, a national finding reported that 20 per cent of the journalism teachers have not taken a journalism course.²⁴ Furthermore, Benz reported that 30 per cent of the journalism teachers earned more than 30 credit hours in journalism.²⁵ In contrast, this study indicated that 20 per cent (n=5) of the journalism teachers took 30 or more credit hours in journalism.

It appears, then, that two out of three teachers

²³Reagan, "A Profile Study," p. 145.

²⁴Benz, "Journalism Teaching," p. 118.

²⁵Ibid.

in this study have not majored, minored or taken a single course in journalism in college. Moreover, 50 per cent (n=14) of the teachers have taken less than 10 credit hours in journalism. Seemingly, most journalism teachers in junior colleges in Michigan are far from qualified. In general, researchers agree favorably with this assumption. They report that most junior college journalism programs are taught by instructors with minimum qualifications in journalism.²⁶

Unlike most other academic curricula, journalism education encourages, and often requires, its teachers to have a sufficient measure of professional experience. The findings in this study indicated the journalism teachers in junior colleges in Michigan are no exception. In general, most (73 per cent; n=24) of the journalism teachers had some professional experience in the media. This finding compared favorably with the national finding which reported that 80 per cent of the two-year college journalism teachers worked in broadcast media or for newspapers and magazines.²⁷ Reagan's study, too, lends support

²⁶Fred A. Barfoot, "English Department Run Most Journalism Courses," Journalism Educator, XXVI (Fall, 1971), 26.

²⁷Greb, "The Place of Journalism," p. 356.

to this study. He found that 90 per cent of the journalism teachers had previous professional experience.²⁸

Furthermore, a national finding indicated that journalism teachers in two-year colleges averaged three years of professional experience in the media.²⁹ In comparison, this study reported that journalism teachers averaged slightly more than five years of professional experience in the media. In terms of junior colleges in Michigan, it appeared as if journalism teachers were employed in the professional ranks longer than the national average indicated. This finding may be an indicator of changing patterns of recruitment of journalism teachers by junior colleges. It may be, also, a predictor of more job satisfaction among professional people employed in the media. Both assumptions, however, need to be tested.

A majority of junior college journalism teachers in Michigan teach courses other than journalism. Seventy per cent (n=22) of the respondents reported teaching other courses. Reagan, however, reported that only 50 per cent of the journalism teachers taught additional academic subjects.³⁰ In any case, researchers agreed, with rare

²⁸Reagan, "A Profile Study," p. 145.

²⁹Greb, "The Place of Journalism," p. 356.

³⁰Reagan, "A Profile Study," p. 145.

exception, that junior college journalism teachers were not hired for the specific purpose of teaching journalism.³¹ This finding is considered especially significant because it indicates that journalism teaching in junior colleges commands little academic support among curricular planners. Barfoot, for example, reported that an individual is hired to teach an academic discipline, then is encouraged, urged or required to teach a journalism course.³²

With regard to the nature of other courses taught, 81 per cent (n=30) of the respondents identified the courses as part of the English department. The courses reported most often were freshman composition (51 per cent; n=19 of the English department total) and English literature (22 per cent; n=8).

Among the additional courses taught, and contrary to expectations, only 16 per cent (n=6) of the respondents reported that those courses were media other than journalism. The courses included speech, communication, film production and theater. None of the respondents indicated teaching advertising or public relations curricula. A possible explanation may be that the advertising curriculum is often considered to be synonymous with journalism

³¹Fred A. Barfoot, "Journalism Education in Middle Atlantic Junior Colleges in the Fall of 1970," (unpublished Master of Science thesis, Temple University, 1970), p. 7.

³²Ibid. p. 193.

education. This assumption will be examined later in this study.

In general, journalism teachers in the findings indicated that they taught a variety of 15 academic subjects other than the journalism curriculum. In addition to English and other media, those academic subjects reported most often included French, German, history and psychology curricula. In effect, then, journalism courses are often taught by faculty members who have had no academic preparation in any of the related media subjects. This could be an indicator of an existing pattern of concern for journalism education in junior colleges in which the journalism curriculum fosters little academic distinction. Moreover, if journalism education in junior colleges is to gain some measure of academic respectability, it must be given the same professional recognition which is accorded to other academic subjects.

Insofar as length of service is concerned, 65 per cent (n=18) of the journalism teachers indicated that they taught journalism at the college level for three years or less. Surprisingly, only 10 per cent (n=3) reported teaching journalism for four or five years. It is assumed that this supports a pattern of turn-over of academic duties among journalism teachers during the first three years of teaching. A possible explanation for this

assumption may be that teachers teach journalism courses long enough to earn some seniority, then request academic subjects more to their liking. This assumption, however, needs to be tested.

Seventy-seven per cent (n=19) of the teachers reported teaching less than five academic hours each week in journalism. An even greater percentage (92 per cent; n=23) indicated they teach less than 10 hours a week in journalism. Only 8 per cent (n=3) of the teachers teach more than 11 hours a week in journalism. In general, a pattern seems to be developing in junior colleges in which journalism teachers teach the journalism curriculum only part-time. This finding is essentially in keeping with previous findings in this study in which two out of three journalism teachers teach courses other than journalism. In this conjunction, it is unlikely that teachers will be employed full-time to teach journalism in junior colleges in Michigan.

A majority of the teachers indicated that they served as an adviser to the college newspaper. Eighty-five per cent (n=26) indicated that they advised "just" the newspaper. As expected, only 7 per cent (n=1) reported that they advised the college yearbook. This finding was especially valuable because it lends some support to the assumption that college yearbooks have lost popularity

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and have been phased out at some two-year colleges. Presumably, this assumption needs to be tested.

The findings indicated that nearly two-thirds of the teachers received supplemental pay for advising a student publication.

Ninety-six per cent (n=24) of the journalism teachers indicated that they received no release time each week for teaching journalism courses. Only 4 per cent (n=1) indicated that they received three or more hours of release time each week. Likewise, a majority of the journalism teachers reported that they received no release time for advising the college newspaper or yearbook. In fact, only 14 per cent (n=3) indicated that they received three or more hours of release time each week.

Status of Journalism Education

The findings indicate that journalism courses appear more frequently in junior colleges in Michigan than they appear in the similar colleges in a nation-wide sample. Eighty-five per cent (n=62) of the respondents indicated that their junior colleges offered at least one journalism course. In contrast, a national finding reported that 77 per cent of the junior colleges offered at least one journalism education.³³ Moreover, a regional finding reported

³³Benz, "Journalism Teaching," p. 118.

that 90 per cent of the junior colleges included journalism courses in their curricula.³⁴ Within this perspective, it appears as if journalism education continues to grow in junior colleges. Presumably, journalism education may be offered as an academic discipline in all junior colleges in the near future.

In terms of the number of journalism courses offered, 60 per cent (n=43) of the respondents reported that their junior college offered one or two courses in journalism. Only eleven per cent (n=8) of the junior colleges offered three courses; 9 per cent (n=7) four courses; and 5 per cent (n=4) five or more courses. This finding is considered especially important since it indicates that journalism course offering in most of the junior colleges in Michigan is most certainly established at the level of one or two courses per college. Barfoot's findings lends support to this study. He reported that most junior colleges offered one or two journalism courses.³⁵

More than three-quarters (84 per cent; n=51) of the respondents reported that their colleges offered less than 10 hours of journalism credit in a given semester.

³⁴Hefner, "A Study of the Communication Programs," p. 114.

³⁵Barfoot, "English Departments Run Most J-Courses," p. 26.

As a result, this finding indicated a significant association with the preceding finding that most junior colleges offered one or two journalism courses. Researchers in four-year schools of journalism, reportedly, have encouraged junior college coordinators of journalism education to offer no more than 10 semester hours of credit.³⁶ In this conjunction, this study indicated that only 13 per cent (n=8) of the junior colleges offered more than 10 hours of semester credit in journalism. Finally, some of the respondents reported that junior colleges offer a minimum amount of journalism credit because students demonstrate little interest in the journalism classes. This finding, however, is merely a hunch and needs additional testing.

Most (95 per cent; n=61) of the journalism courses in junior colleges are supervised by other academic disciplines. Only 5 per cent (n=3) of the respondents reported that their junior colleges had departments of journalism. Moreover, the findings in this study indicated that 70 per cent (n=45) of the journalism courses were guided by an English department. This finding is essentially in keeping with a national finding which reported that a

³⁶Delbert McGuire, "What Junior Colleges Mean Now for 4-Year Journalism Programs," The Journalism Educator, XXII (Summer, 1967), 21.

majority of the journalism programs in junior colleges are directed by an English department.³⁷

With regard to a definition of journalism education, there was some evidence that the respondents considered a variety of mass media curricula as part of a definition for journalism education. For example, 56 per cent (n=30) of the respondents included the advertising curriculum as part of a definition for journalism education. Also, many (17 per cent; n=8) of the respondents indicated that their junior colleges offered advertising content under the rubric of journalism courses. In this context, then, it appears that: (1) a journalism curriculum may be an inclusive academic composite for mass media subjects, such as advertising content, or (2) the advertising curriculum may be synonymous in content with the journalism curriculum. Both assumptions, however, need more testing.

In terms of defining the mass media curricula as part of the journalism curriculum, surprisingly, only 6 per cent of the respondents reported knowing nothing about the definition. This finding is valuable since it contradicts the assumption that most junior colleges remain undecided as to what is defined as journalism education.

³⁷Barfoot, "English Departments Run Most J-Courses," p. 26.

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Nevertheless, the respondents were less sure that a definition of journalism education included a composite of advertising and other mass media curricula. In this respect, 26 per cent (n=14) of the respondents agreed that a definition of journalism education included advertising and television-radio curricula; 35 per cent (n=18) agreed that a definition of journalism included advertising and a survey of the mass media curricula; and 37 per cent (n=20) agreed that a definition of journalism education included advertising and public relations curricula. Presumably, there appears to be some confusion about a definition of journalism education. These findings may be an indicator of a prevailing pattern in junior colleges in which faculty members and administrators remain divided as to what constitutes a definition of journalism education. Some researchers have reported that junior college teachers and administrators have had difficulty in defining journalism education.³⁸

With regard to the type of a journalism curriculum offered in junior colleges in Michigan, the most frequently mentioned courses were news writing, reporting, mass communication and photo-journalism. Fifty-four per cent

³⁸Paul V. Peterson, "Journalism Majors Offered by 212 Colleges, Survey Shows," Journalism Quarterly, XLV II (Spring, 1970), 162.

(n=34) of the respondents reported offering a beginning news writing course; 30 per cent (n=19) indicated a beginning reporting course; 27 per cent (n=17) indicated a mass communication course; and 25 per cent (n=16) indicated a photo-journalism course. The findings of a national level compare favorably with this study. In contrast, the national study indicated that copyreading and editing curricula were the fourth most frequently reported journalism course.³⁹ Photo-journalism curriculum, however, was the next most commonly reported journalism course in the national study.⁴⁰ In general, these findings indicate a pattern of curricular development in which most of the journalism education in junior colleges is limited to offering the lower divisional journalism classes.

As expected, the respondents reported that the more advanced journalism courses were offered less often in junior colleges in Michigan. In fact, a much smaller percentage (usually less than 10 per cent) of the respondents reported that their junior colleges offered journalism classes in feature writing, editorial writing, law and press ethics, a history of journalism, or advanced reporting. The findings in this study are essentially in

³⁹Benz, "Journalism Teaching," p. 119.

⁴⁰Ibid.

keeping with researchers who have reported that junior colleges should offer a limited journalism program for the specific purpose of meeting the lower divisional requirements at four-year journalism schools.⁴¹

One of the most interesting findings of this study centered about the position of the junior college yearbook and newspaper. A national finding indicated that 66 per cent of the journalism courses offered in the junior colleges assist in school publications.⁴² Surprisingly, only 6 per cent of the journalism courses assisted in publishing the yearbook.⁴³ The findings in this study reported that only 3 per cent (n=2) of the journalism courses are offered to help publish the yearbook. The respondents indicated that only 5 per cent (n=3) of the junior colleges gave academic credit to students for working with the yearbook. In contrast, a national study indicated that 25 per cent of the two-year colleges offered academic credit for assisting the yearbook.⁴⁴ It appears, then, that the position of the yearbook in junior colleges in Michigan has less importance than the yearbook in two-year colleges nationally.

⁴¹John A. Gothberg, "The Junior College Journalism Curriculum," Journalism Quarterly, XLII (Autumn, 1965), 667.

⁴²Benz, "Journalism Teaching," p. 119.

⁴³Ibid.

⁴⁴Ibid. p. 120.

As expected, though, most (83 per cent; n=48) of the junior colleges in Michigan offered journalism courses to help publish the college newspaper. However, the findings indicated that few (42 per cent; n=29) of the junior colleges gave academic credit for working with the college newspaper. This finding is essentially in keeping with the national study in which 40 per cent of the junior colleges permit students to earn credit for working with the newspaper.⁴⁵ Additionally, only 3 per cent (n=2) of the respondents indicated that their colleges gave credit for working with the local newspaper. It is assumed, therefore, that students in junior colleges may fulfill journalism course requirements by working with the college newspaper, but they will receive academic credit in less than half of the cases.

One of the concerns of this study was the determination of the respondents' opinions toward the academic objectives of journalism education. The respondents were asked to express their degree of agreement with four statements so as to determine the importance of the journalism curriculum for students.

Sixty per cent (n=38) of the respondents indicated

⁴⁵Ibid.

that it was important for students to understand news to become better citizens, while 38 per cent (n=24) perceived the statement very important. In contrast, only 2 per cent (n=2) of the respondents indicated that it was not important for students to comprehend and interpret the news to insure better citizenship. In effect, these findings suggest a pattern of agreement among junior colleges in Michigan in which journalism programs should provide the student with a satisfactory understanding of the responsibility of the press in society.

Furthermore, 30 per cent (n=19) of the respondents indicated that it was very important for students to learn grammar, spelling and punctuation in journalism classes offered in junior colleges. Another 54 per cent (n=35) of the respondents reported that this statement was important. A much smaller percentage (16 per cent; n=11) of the respondents indicated that it was not important for students to learn the fundamentals of grammar and punctuation. These findings indicate, then, the concern for students to acquire linguistic skills in journalism programs in junior colleges.

Thirty-four per cent (n=22) of the respondents indicated that it was very important that junior college students study the survey of the mass media. Another 53 per cent (n=34) of the respondents perceived the statement

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important. Again, a much smaller percentage (13 per cent; n=8) of the respondents reported that the study of the mass media was not important. In general, the respondents seem to agree, then, that it is important for journalism programs in junior colleges to examine and discuss the survey of the mass media.

Finally, only 55 per cent (n=34) of the respondents indicated that it was very important or important for the junior college student to absorb the history of journalism. Surprisingly, 45 per cent (n=28) of the respondents indicated that it was not important for the student to study the history of journalism. This finding was especially interesting. It could be an indicator of the fact that other areas of journalism curricula in junior colleges receive more attention in journalism classes than a study of the history of journalism. This finding is merely a hunch and needs additional testing. In addition, the educators at four-year journalism schools stress that the history of journalism curriculum is strictly an upper divisional course and should not be offered as a journalism class in junior colleges.

With regard to the nature of the journalism programs in junior colleges in Michigan, 64 per cent (n=45) of the respondents reported that their colleges offered no program in journalism. Twenty-one per cent (n=15) indicated a

preparatory or transfer program. As expected, only 1 per cent (n=1) of the respondents reported that their junior colleges offered a terminal vocational program. This finding is essentially in keeping with researchers who report that there is no place at the junior college level for a terminal journalism program.⁴⁶ Moreover, another 10 per cent (n=7) of the respondents reported that their colleges offered both a terminal program and a transfer program. In general, these findings are especially valuable. They indicate that almost two-thirds of the journalism programs in junior colleges offer the student little assurance that journalism courses will transfer to a four-year journalism school or whether the courses will prepare him for a vocation in the professional journalism field. In contrast, 80 per cent (n=53) of the respondents agree that their colleges should offer transfer credit in journalism to four-year schools. Another 70 per cent (n=39) of the respondents in the study agree that it is the responsibility of their colleges to offer journalism education to prepare the student for future four-year journalism programs. It appears, therefore, that there is an important difference among respondents between theory and practice.

⁴⁶Gothberg, "The Junior College," p. 666.

The administrators and teachers may hold an ideal about journalism education, but they may not always practice it.

In terms of the students who transfer, almost half (48 per cent; n=31) of the respondents indicated that they did not know how many of their journalism students transfer to four-year journalism schools. This finding may indicate an important association with the respondents who report "no program" in journalism at their schools. It appears, then, that those respondents who indicate "no program" would also demonstrate little knowledge about transfer procedures in journalism education. Again, this is merely a hunch and needs to be tested.

Furthermore, the respondents in this study indicated that 45 per cent (n=34) of the journalism students attending junior colleges transferred to four-year schools of journalism. This finding is essentially in keeping with Crawford's findings. He reported that 50 per cent of the junior college journalism students successfully completed transfer plans to four-year schools of journalism.⁴⁷

One of the main concerns of this study was transfer credit at two-year colleges in Michigan. With regard to the kind of journalism courses that transfer, 43 per cent

⁴⁷ Calvin Crawford, "What Junior Colleges Mean Now for 4-Year Journalism Programs," The Journalism Educator, XXII (Summer, 1967), 38.

(n=26) of the respondents indicated that "just" introductory courses in journalism should transfer. An even greater percentage (60 per cent; n=38) reported that introductory and advanced courses should transfer to four-year journalism schools. This finding indicated a possible association with the previous finding which reported that two-thirds of the junior colleges in Michigan have no program in journalism education. In essence, if most junior colleges offer no program in journalism, then it could be assumed that the two-year college teacher and administrator might agree that all courses offered in journalism should transfer as comparable credit. Researchers caution, however, that 80 per cent of the four-year journalism schools will not accept advanced journalism classes as comparable transfer credit in journalism.⁴⁸ Although most of the respondents indicate that introductory and advanced courses should transfer, 81 per cent (n=48) report that "just" advanced courses in journalism should not transfer. Presumably, the respondents felt strongly in favor of some transfer credit since 84 per cent (n=48) of those indicated "no" to the statement which said that none of the courses in journalism should transfer.

⁴⁸Joe W. Milner, "J-Majors Become Bitter When Universities Refuse Junior College Credits," The Journalism Educator, Fall, 1970, p. 24.

Attitudes and Opinions Toward Journalism Education

One of the main concerns of this study was the determination of the respondents' opinions toward the importance of journalism education compared with the importance of other academic programs in junior colleges in Michigan. Importance is defined here as having or bearing academic respectability. In this respect, then, it was hypothesized that if more academic respectability is assigned to the journalism curriculum, then it is more likely that a journalism program will exist at the junior colleges. The hypothesis will be tested through further data analysis.

The findings reported that only a very small percentage (less than 2 per cent) of the respondents indicated that journalism education was more important than other academic programs in junior colleges. The other academic programs include business, English, history, social science, mathematics, natural science, engineering and vocational-technical curricula. In fact, the findings indicated that none of the respondents considered journalism education more important than business or vocational-technical curricula. These findings were expected, however, the following opinions were surprising and not anticipated.

The findings indicated that less than one out of five of the respondents considered journalism education

as important as the other academic programs in junior colleges. This is indicated in Table 1.

Table 1. A comparative assessment of the status of journalism programs.

Journalism is as significant as academic programs in:	Respondents who agree	
	(n)	Per cent
business	10	17
English	11	18
history	12	20
social science	9	15
math	10	17
natural science	9	15
engineering	12	20
vocational-technical	12	20

The point at issue is that only an average of 18 per cent of the respondents indicated that journalism education was as important as academic programs in English, history and social science--usually thought to be journalism's closest liberal arts competition. This finding is especially valuable. It is in keeping with the findings of researchers who report that teachers in English, history and social science curricula scoff at journalism education because it contains practical work or technique work shops.⁴⁹

⁴⁹John C. Merrill, "Journalism Education is Liberal Education," The Journalism Educator, XVII (1962), 59.

Moreover, these educators argue that journalism education does not encourage intellectual curiosity, nor does it stimulate thought and inspire an individual to use this thought in tangible social involvement.⁵⁰ It is assumed, therefore, that the academic respectability of journalism education in junior colleges may correlate with the status of journalism education in general. This assumption, however, needs to be tested.

The crucial finding in this study pertains to the status of journalism education in comparison with other programs. Two out of three of the respondents rated journalism education less important than other academic curricula in junior colleges. This is indicated in Table 2.

Table 2. A comparative assessment of the status of journalism programs.

Journalism is less significant than academic programs in:	Respondents who agree	
	(n)	Per cent
business	43	72
English	42	70
history	40	67
social science	44	73
math	43	72
natural science	43	72
engineering	40	67
vocational-technical	41	69

⁵⁰ Ibid.

The findings indicated that an average of 70 per cent of the respondents rated journalism education as having less academic respectability than programs in English, history and social science. Some of the respondents inquired why journalism, strictly a professional subject, is included as part of the liberal arts education in junior colleges? It is assumed, then, that junior college teachers and administrators might include journalism education as an elective, but are less likely to accept it as a prominent part of the junior college curriculum.

Although most of the respondents in this study indicate that journalism education is less important than other academic areas, the following sets of attitudinal items indicate that journalism should occupy a respectable place in: (1) the junior college curriculum, and (2) a liberal arts program.

The respondents in this study were asked to indicate the degree of their agreement or disagreement concerning various attitudinal items pertaining to journalism education. The indices are: (1) the positive attitudes and academic respectability of journalism programs; (2) the journalism education for journalism teachers; and (3) the attitudes toward the social responsibility theory of the press.

It was hypothesized that the more positive the

attitudes of teachers and administrators are toward journalism education, the more likely there will be favorable consideration given to the journalism curriculum in junior colleges. The analysis of future data will be done to test the hypothesis.

The findings indicated that 88 per cent (n=61) of the respondents strongly agreed or agreed that journalism education needed to occupy a respectable place in the junior college curriculum. In general, a much lesser percentage, but still more than half (55 per cent; n=39) of the respondents strongly agreed or agreed that journalism education was a vital part of a liberal arts program in junior colleges. In contrast, 21 per cent (n=15) of the respondents reported no opinion and 24 per cent (n=17) indicated that they disagreed with that statement. It seems, therefore, that junior colleges in Michigan agree that journalism education should be accepted as part of the curriculum, but are less inclined to accept it as a vital part of a liberal arts program.

Furthermore, only 43 per cent (n=30) of the respondents agreed that junior college faculty members consider journalism education desirable. Surprisingly, 41 per cent (n=29) held no opinion and 16 per cent (n=11) disagreed. In this conjunction, it is assumed that junior college faculty members, in general, have less positive

attitudes towards journalism education than the journalism teachers and administrators in the two-year colleges. In essence, 82 per cent of the administrators and teachers considered journalism education "a good thing." The point of issue, then, is that journalism education needs to be elevated to a respectable position of importance in the junior college curriculum. But first, however, journalism must engage a shield of respectability in the eyes of all faculty members at the junior college.

The next set of attitudinal statements dealt with the academic and professional qualifications of journalism teachers in junior colleges. Surprisingly, only 68 per cent (n=48) of the respondents strongly agreed or agreed that journalism teachers needed a college level education in journalism. Fourteen per cent (n=10) held no opinion and 18 per cent (n=13) disagreed. This may indicate an existing pattern in which teachers and administrators hold that journalism education is "strictly" a profession and not necessarily a legitimate academic subject. Or, since the journalism curriculum demonstrates that it has little respectability as an academic discipline, this may be equally true for the profession of journalism teaching. Both of the preceding assumptions, however, need additional testing.

Concerning previous professional working experience,

62 per cent (n=43) of the respondents strongly agreed or agreed that journalism teachers in junior colleges needed a professional background in the media. Sixteen per cent (n=11) held no opinion and 22 per cent (n=15) disagreed with that statement. Other researchers have found similar findings concerning four-year schools of journalism. They report that 66 per cent of the journalism educators agree that journalism teachers at four-year schools of journalism should have some professional experience in the media.⁵¹ It is expected, then, that the same holds true for journalism teachers in junior colleges in Michigan. Moreover, there appears to be more of an emphasis on media experience than on the formal academic training in journalism for junior college journalism teachers.

The entire area of the social responsibility of the press emerged as a most interesting attitudinal finding. It was hypothesized that the teachers and administrators who subscribe to the social responsibility theory of the press are more likely to have a favorable attitude toward journalism education in junior colleges than those teachers and administrators who do not accept the press responsibility theory. This hypothesis, too, will be tested

⁵¹John L. Hulteng, "What Editors and Journalism Educators Expect from Journalism Education," News Research Bulletin, No. 12, September, 1971, p. 65.

through further data analysis. In general, 56 per cent (n=38) of the respondents strongly agreed or agreed that journalism education in junior colleges met the student's need of learning a truthful, comprehensive and intelligent picture of society. In contrast, 28 per cent (n=19) of the respondents held no opinion and 16 per cent (n=11) disagreed with that statement. In other words, almost half of the respondents indicate that journalism education might be failing in part of its responsibility. This finding is considered especially valuable. It is in keeping with research findings which indicate that public respect for the leadership of the press has declined in the last decade. The Harris Survey, conducted in 1971, reported that 31 per cent of the American public indicated "hardly any confidence" in the press.⁵² Furthermore, only 51 per cent indicated "some confidence" in the responsibility performed by the press.⁵³ It appears from this study, then, that there is an existing pattern among teachers and administrators in junior colleges which parallels the thinking of the public concerning a lack of confidence in the credibility of the press.

⁵²Louis Harris, "Respect Plunges for Leaders of U.S. Institutions," State Journal, November 1-30, 1971.

⁵³Ibid.

Concerning another of the functions performed by the press, less than half (46 per cent; n=32) of the respondents strongly agreed or agreed that journalism education should teach the student how to guide and influence the formation of opinions by readers. In contrast, 33 per cent (n=23) of the respondents strongly disagreed or disagreed with that statement. Another 21 per cent (n=15) of the respondents held no opinion. It appears, then, that more than half (54 per cent; n=38) of the journalism teachers and administrators of junior colleges do not approve that the press should influence or guide the opinions of readers. This finding is in keeping with a national survey which reported that 58 per cent of the journalism educators attached only "some or little importance" to that statement.⁵⁴ In contrast, only 30 per cent of the newspaper editors indicated that newspapers should not guide reader opinions.⁵⁵ Assumedly, teachers and administrators subscribe to that value of the social responsibility of the press held by the journalism educators of a national level. It is equally true that the journalism teachers of junior colleges who were former professional newspapermen might subscribe to that value held by editors of a national level. Both assumptions, however, need to be tested.

⁵⁴Hulteng, "What Editors Expect," p. 59.

⁵⁵Ibid.

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CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

This study reported the results of a survey designed: (1) to investigate the characteristics of journalism teachers and administrators in junior colleges in Michigan; (2) to examine the background and qualification of journalism teachers in these colleges; (3) to assess the current status of journalism education in the two-year colleges in Michigan; and (4) to assess the attitudes and opinions of administrators and teachers toward journalism education in these colleges.

The author surveyed 28 public junior colleges in Michigan. A mail survey questionnaire was developed and pretested for the study. Pretesting was done on a subsample of 12 respondents of four junior colleges in Michigan not included in the sample. After some revision, a mail questionnaire was sent to each college president, the academic dean, the journalism teacher and the chairman of the English department of each junior college. In all,

108 questionnaires were sent to the respondents and 76 questionnaires were returned for a completion rate of 71 per cent. Sixty-two per cent of the respondents were teachers and 38 per cent were administrators.

One of the concerns of this study was the determination of the enrollment patterns of junior colleges. It was hypothesized that the larger the junior college, the more likely it will have a journalism education program. In this context, the term "larger" included junior colleges with a student enrollment of more than 1,000. The hypothesis will be tested through further data analysis. It was found, however, that the size of the enrollment in the junior college had no bearing as to whether journalism courses were offered or not. The study also indicated that the percentage of student enrollment had increased in the 3,000 to 5,000 enrollment category of junior colleges and decreased in the 5,000 or more enrollment category. It should be pointed out that any change in the enrollment patterns was based upon a comparison with enrollment figures in the 1970 Junior College Directory.

The findings indicated that 75 per cent of the junior colleges operated on a semester basis.

As expected, nearly two-thirds of the journalism teachers in junior colleges in the sample hold master's degrees. This finding compared favorably with the findings

of a national level. The findings also indicated an average of three times more doctorates in junior colleges than the average of Ph.D.'s in a national study.

Surprisingly, respondents reported a higher family income than expected. In fact, 92 per cent of the teachers reported an annual income of more than \$12,000. Furthermore, the findings indicated an average annual family income for journalism teachers of \$12,000-14,999. A possible explanation for the unusually high income could be that 42 per cent of the teachers in the sample did not respond to the question on family income.

One of the concerns of this study was the determination of the academic training of journalism teachers in junior colleges. The findings indicate that 66 per cent of the journalism teachers have not taken journalism as a major field of study in college. An additional 18 per cent of the teachers indicate that they have not taken a minor in journalism in college. Moreover, the findings indicate that 29 per cent of the teachers have not taken a journalism course for college credit. These findings are mostly in keeping with the findings of a national study.

The findings indicate that on the average the teachers in the sample have at least five years of media experience. In contrast, other researchers report that journalism teachers in two-year colleges average about three years of experience in the media.

As expected, most (70 per cent) of the journalism teachers in the sample teach courses other than journalism education. The findings of a national study lend support to this finding. Eighty-one per cent of the teachers identified the journalism related subjects taught as parts of the courses offered by the English departments. These courses were mostly composition and literature curricula. In fact, teachers in the sample taught as many as 15 different academic disciplines. Obviously, journalism is allowed to be taught by instructors with heterogeneous academic backgrounds.

Seemingly, there is a pattern of development in junior colleges in which journalism teachers teach the journalism curriculum only part-time. Three out of four teachers reported teaching journalism less than five academic hours each week. It is apparent, then, that junior colleges in the sample do not allow the journalism faculty the opportunity to teach journalism classes on a full-time basis.

As expected, a majority (85 per cent) of the journalism teachers served as an adviser to the college newspaper. Only 7 per cent of the teachers indicate that they serve as advisers to the college yearbook. This finding may generate the impression that college yearbooks have lost popularity and have been rejected at some junior

colleges. However, additional data is needed to determine the tenability of this assertion.

The findings also indicated that nearly two-thirds of the teachers received supplemental pay for advising a student publication. In contrast, 96 per cent of the journalism teachers indicated that they received no release time for teaching journalism courses.

The findings indicated that 85 per cent of the junior colleges in the sample offered at least one journalism course. The findings of a national study reported that 77 per cent of the junior colleges in 1967 offered journalism education. In addition, 60 per cent of the respondents reported that their junior colleges offered one or two courses in journalism. Only 25 per cent of the respondents reported that their colleges offered three or more journalism courses. It appears, then, that journalism education offering is most certainly established at the one or two course level in junior colleges in the sample.

It was found that a majority (95 per cent) of the journalism courses in junior colleges are offered under the jurisdiction of academic disciplines other than journalism. In fact, 70 per cent are guided by the English departments. Furthermore, the respondents reported that 25 per cent of the journalism classes are directed by the

departments of language or communication. The findings will show later on in this summary that journalism education has failed to make satisfactory progress or achieve recognition under the guidance of a variety of these academic programs.

One of the concerns of this study was the determination of a definition of journalism education in junior colleges. There appeared to be a division of opinion among respondents concerning a definition of journalism. For example, 56 per cent of the respondents included the advertising curriculum as part of a definition for journalism education. Other respondents indicated that a definition of journalism education included a composite of advertising and other mass media curricula. In this respect, 26 per cent of the respondents agreed that journalism education included advertising and television-radio curricula; 35 per cent included advertising and a survey of the mass media as part of the journalism curriculum; and 37 per cent included advertising and public relations as part of journalism education. It appears, then, that junior colleges remain uncertain as to what constitutes a definition of journalism education. It is an equal fact, then, that journalism education in junior colleges offers a diverse curriculum of varied and differing objectives.

The findings seem to indicate a pattern of development in junior colleges in which the journalism curriculum is limited to offering just the lower divisional courses. The most frequently mentioned courses were news writing, reporting, mass communication and photo-journalism. As expected, the advanced courses were reported less often. Less than 10 per cent of the respondents reported that journalism classes in feature writing, advanced reporting, editing, or the history of journalism appeared in their college curriculum.

Three out of four of the junior colleges in the sample offered journalism courses to help publish the college newspaper. Just less than half, however, of the junior colleges gave academic credit for working with the college newspaper. It appears, then, that the students may fulfill the requirements for the journalism classes by working with the newspaper, but usually they will not receive academic credit.

Another concern of this study was the determination of the objectives of the journalism curriculum for students. Ninety-eight per cent of the respondents indicated that it was important for students to learn grammar, spelling and punctuation in the journalism classes. Eighty-seven per cent of the respondents reported that it was important for students to study a survey of the mass media. In contrast,

only 55 per cent of the respondents reported that it was important for students to study the history of journalism. Presumably, this could be an indicator of the fact that other areas of the journalism curriculum in junior colleges receive more preference.

Furthermore, the findings also reported that 64 per cent of the junior colleges did not have a journalism program. Moreover, 21 per cent of the respondents indicated a preparatory or transfer program. As expected, only 1 per cent of the respondents reported a terminal program in journalism education. It appears, therefore, that nearly two out of three journalism programs do not prepare the student for transfer to a four-year journalism school. However, 80 per cent of the respondents agree that their colleges should offer transfer credit in journalism to schools of journalism. In summary, then, the administrators and teachers hold an ideal about journalism education, but do not practice it.

It was found that over half of the journalism students in the junior colleges transferred to four-year schools of journalism. Forty-three per cent of the respondents agreed that "just" introductory courses in journalism should be transferred. The most disturbing factor, however, remains that 60 per cent of the respondents reported that introductory and advanced courses should be

transferred to journalism schools. This finding could well indicate that teachers and administrators in junior colleges agree that all of the journalism courses should transfer.

Yet, in reality, the four-year schools of journalism accept only lower divisional courses in journalism as comparable transfer credit from junior colleges. All too often, however, journalism students in junior colleges are unaware of the fact that journalism education of the upper divisional level will not transfer to schools of journalism. The source of this problem is usually the journalism teacher, who consciously or unwittingly fails to counsel his students.

One of the more important concerns of this study was the examination of the respondents' attitudes toward journalism education in junior colleges. It was found that less than 2 per cent of the respondents considered the journalism program more important than the other academic programs in junior colleges in the sample. The comparative curricula included programs in business, English, history, social science, mathematics, natural science, engineering and vocational-technical. Moreover, the findings indicated that only 20 per cent of the respondents considered journalism education as important as the other academic programs. However, the point at issue is that more than two of three of the respondents

reported that journalism education is less important than other academic curricula. By and large, educators in the liberal arts curricula indicate that journalism education comprises too much practicum or laboratory work shops, and not enough scholarship and intellectual curiosity. An opposing view, however, maintains that journalism is one of the most powerful educational forces in society. As a result, the education of personnel devoted to this task is an essential obligation of higher education.

Recommendations

On the basis of the foregoing findings and the author's experience and observations, the following recommendations are submitted here:

1. It appears that journalism education in junior colleges has not progressed under the tutelage of the English, language or humanity departments. It is recommended, therefore, that in the best interest of journalism education, all of the journalism curricula should be organized and guided by a department of mass communication in junior colleges in Michigan. This should include, also, the academic offerings of advertising, public relations, mass communication and television-radio curricula.

2. Those junior colleges which offer journalism education should strive for a greater degree of cooperation

and understanding with four-year schools of journalism in Michigan. This should help the junior colleges (a) come to an agreement as to what constitutes a definition of journalism, and (b) make the objectives of journalism in junior colleges more uniform and precise. Additionally, the students who intend to transfer from junior colleges to four-year schools of journalism should be made cognizant of the upper and lower divisional requirements of journalism education.

3. Only the lower divisional courses should be offered as journalism education for students in junior colleges. These courses may include basic news writing, beginning reporting, the survey of mass communication and photo-journalism. It is essential, too, that journalism students of junior colleges should be made to understand that the more advanced journalism courses will not transfer as comparable credit to four-year schools of journalism.

4. Terminal journalism education programs should be discouraged at two-year colleges, unless the colleges are prepared to offer a vocational program which correlates to the requirements of four-year schools of journalism.

5. All journalism teachers at junior colleges should be required to have formal academic training in journalism and at least one year of professional experience in the media.

6. All junior colleges in Michigan should offer some rudimentary type of journalism education so that the student gets the opportunity, if he so desires, to understand and discuss the role of the press in society. In this respect, the administrators in junior colleges should be made aware of the fact that their college curriculum should include some journalism education.

7. The junior college journalism teachers should attempt to join the Junior College Journalism Association and the Association for Education in Journalism. This would afford teachers an opportunity to acquire new ideas in journalism education, and help them strive for more common objectives of expanding and improving journalism programs in junior colleges.

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APPENDIXES

APPENDIX A
ADVANCED LETTER

MICHIGAN STATE UNIVERSITY East Lansing, Michigan

School of Journalism Journalism Building

Neal E. Bandlow
Journalism Building
Michigan State University
East Lansing, Michigan

Dear Friend,

In order to study the journalism program in junior colleges in Michigan, I am conducting a survey.

You are one of the key persons who has been chosen to provide answers to a special questionnaire.

Soon you will receive it.

Your opinion counts. Not only will your answers help evaluate junior college journalism programs, but will help us develop better educational programs for future journalism teachers.

Of course your answers will be kept in the strictest confidence, and only summary information will be presented in my master's thesis.

Sincerely,

Neal E. Bandlow

APPENDIX B
COVER LETTER

MICHIGAN STATE UNIVERSITY East Lansing Michigan

School of Journalism Journalism Building

Neal E. Bandlow
Journalism Building
Michigan State University
East Lansing, Michigan

Dear Friend,

In order to study the journalism program in junior colleges in Michigan, I am conducting a survey.

You are one of the key persons who has been chosen to provide answers to a special questionnaire.

You can answer the questions by placing a check by the answers you prefer.

The questionnaire will only take a few minutes. When you have completed it, please return by mail in the self-addressed stamped envelope provided.

Again, your answers will be kept in strictest confidence, and only summary information will be presented in my master's thesis.

Would you take a few minutes to complete the survey. The findings could be very important to me. Thank you for your assistance.

Sincerely,

Neal E. Bandlow

APPENDIX C
MAIL QUESTIONNAIRE

JUNIOR COLLEGE JOURNALISM CURRICULAR SURVEY

Q.1. What is the student enrollment at your college?

1. ___ Under 500 3. ___ 1000-3000 5. ___ 5000 or more
 2. ___ 500-1000 4. ___ 3000-5000 6. ___ Don't know

Q.2. Does your college operate on a quarterly, semester or trimester basis?

1. ___ Quarterly 2. ___ Semester 3. ___ Trimester

Q.3. How many courses in journalism does your college offer?

1. ___ 1 course 3. ___ 3 courses 5. ___ 5 or more courses
 2. ___ 2 courses 4. ___ 4 courses 6. ___ No courses

/IF ANSWER "NO COURSE," PLEASE SKIP TO Q.8

Q.4. How many total hours of journalism credit is offered at your college in a given academic semester or quarter?

1. ___ 1-5 hours 3. ___ 11-15 hours 5. ___ 20 hours or more
 2. ___ 6-10 hours 4. ___ 16-20 hours 6. ___ No hours of credit

Q.5. Under what academic unit are courses in journalism offered?

1. ___ Department of Journalism 4. ___ Department of Communication
 2. ___ Department of English 5. ___ Department of Speech
 3. ___ Department of Language 6. ___ Other (SPECIFY) _____

Q.6. Does your college's definition of journalism include:

	(1) No	(2) Yes	(8) Don't Know
Advertising and communication			
Advertising and television-radio			
Advertising and survey of mass media			
Mass media and television-radio			
Advertising and public relations			
Other (SPECIFY)			

Q.7. Does your college offer journalism courses to:

	(1) No	(2) Yes	(8) Don't know
Help publish the yearbook?			
Help publish the newspaper?			
Help prepare the student for transfer to a four-year journalism school?			
Help prepare the student for a vocation in journalism after junior college?			
Help complete another academic area such as English?			

Q.8. Concerning journalism education, how much weight should be given to helping the student to:

	(1) Very impor- tant	(2) Impor- tant	(3) Not impor- tant
Understand news to become better citizens			
Learn grammar, spelling and punctuation			
Survey the mass media			
Absorb a history of journalism			
Other (SPECIFY)			

Q.9. Does your college give academic credit for working with:

	(1) No	(2) Yes	(3) Don't Know
The college newspaper			
The college yearbook			
The local daily or weekly newspaper			
Other (SPECIFY)			

Q.10. Please check the journalism courses offered at your college under the following titles:

	(1) No	(2) Yes	(8) Don't Know
Mass communication			
Beginning newswriting			
Advanced newswriting			
Beginning reporting			
Advanced reporting			
Copy reading and editing			
Photography			
Feature writing			
Editorial writing			
Advertising			
Public relations			
Radio-television			
History of journalism			
Interpreting the news			
Press ethics and law			
Press in society			
Typography, printing			
Principles of publishing			
Other (SPECIFY)			

Q.11. What is the nature of a journalism program at your college?

1. ___ A terminal two-year vocational program
 2. ___ A preparatory or transfer program
 3. ___ No program 4. ___ Other (SPECIFY) _____
 8. ___ Don't know

Q.12. When students transfer, approximately what per cent of your journalism students go on to a four-year journalism school?

1. ___ 0-25 per cent 3. ___ 50-75 per cent 8. ___ Don't know
 2. ___ 25-50 per cent 4. ___ 75-100 per cent

Q.13. Do you think your college should offer transfer credit in journalism to four-year journalism schools?

1. ___ Strongly agree 2. ___ Agree
 3. ___ Don't agree 8. ___ Don't know

Q.14. How well-informed are you concerning journalism transfer credit to four-year journalism schools?

1. ___ Well-informed 2. ___ Some informed 3. ___ Uninformed

Q.15. What kind of journalism courses do you feel should be transferable?

	(1) No	(2) Yes	(8) Don't know
Just introductory courses			
Introductory and advanced courses			
Just advanced courses			
None of the courses			

Q.16. Do you think it would be helpful for your college to receive a list of four-year journalism school's course offering?

1. ___ Very helpful 2. ___ Some help
3. ___ No help 8. ___ Don't know

Q.17. How does the significance of the journalism curricular at your college compare with the "significance" of programs in:

	(1) Journalism is more significant	(2) Journalism is as significant	(3) Journalism is less significant	(8) Don't know
Business				
English				
History				
Social Science				
Math				
Natural Science				
Engineering				
Vocational- Technical				

Q.18. Here is something different. Below are some statements concerning junior college journalism programs. Please indicate the degree of your agreement or disagreement with each item by placing an (X) in the appropriate square.

	(1) Strongly agree	(2) Agree	(3) No Opinion	(4) Disagree	(5) Strongly Disagree
Journalism needs to occupy a respectable place in junior college curriculum.					
Junior college journalism is a vital part of a liberal arts program.					
Junior college journalism teachers need a college level education in journalism.					
Junior college journalism teachers need a professional background to adequately teach.					
Journalism meets the student's need of learning about society.					
Journalism should teach the student how to guide the formation of reader opinions.					
Journalism education at the junior college level is a good thing.					
Junior college faculty members consider journalism education desirable.					

/IF YOU ARE NOT A JOURNALISM TEACHER OR NOT AN ADVISER TO THE COLLEGE YEARBOOK OR NEWSPAPER, PLEASE DO NOT ANSWER QUESTIONS 19 THRU 37. PLEASE SKIP TO Q.38/

Q.19. How long have you been teaching journalism at the college level?

1. ☐ Less than a year 3. ☐ 2-3 years 5. ☐ 6 years or more
2. ☐ 1 year 4. ☐ 4-5 years 6. ☐ Not a journalism teacher

Q.20. How many academic hours do you teach each week in journalism?

1. ☐ 1-5 hours 3. ☐ 11-14 hours 5. ☐ Other(SPECIFY)
2. ☐ 6-10 hours 4. ☐ 15 or more hours 6. ☐ Not a journalism teacher

Q.21. Do you serve as an adviser for the following?

1. ☐ Newspaper 2. ☐ Yearbook 3. ☐ Both 4. ☐ Neither

Q.22. Do you receive supplemental pay for advising the student publications?

1. ☐ Yes 2. ☐ No

Q.23. How much release time do you get for teaching journalism courses per week?

1. ☐ 1 hour a week 3. ☐ 3 or more hours a week
2. ☐ 2 hours a week 0. ☐ None

Q.24. How much release time do you get for advising the newspaper and yearbook?

1. ☐ 1 hour a week 3. ☐ 3 or more hours a week
2. ☐ 2 hours a week 0. ☐ None

Q.25. Do you teach courses other than journalism?

1. ☐ Yes 2. ☐ No

Q.26. If yes, would you please identify them? _____

Q.27. What level of education have you completed?

- | | |
|---|---|
| 1. <input type="checkbox"/> Less than 4 years
of college | 4. <input type="checkbox"/> Ph.D. |
| 2. <input type="checkbox"/> B.S. or B.A. | 5. <input type="checkbox"/> Specialist |
| 3. <input type="checkbox"/> M.A. or M.S. | 6. <input type="checkbox"/> Other (SPECIFY) _____ |

Q.28. Did you take a journalism major in college?

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

Q.29. If no, did you take a minor in journalism?

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

Q.30. If no, did you take courses in journalism in college?

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

Q.31. How many credits did you earn in journalism in college?

- | | | |
|--|--|---|
| 1. <input type="checkbox"/> 0 credits | 4. <input type="checkbox"/> 11-20 credits | 7. <input type="checkbox"/> Other (SPECIFY) |
| 2. <input type="checkbox"/> 1-5 credits | 5. <input type="checkbox"/> 21-30 credits | _____ |
| 3. <input type="checkbox"/> 6-10 credits | 6. <input type="checkbox"/> 30 or more credits | |

Q.32. Did the college you attend operate on a quarterly, semester or trimester basis?

- | | | |
|---------------------------------------|--------------------------------------|---------------------------------------|
| 1. <input type="checkbox"/> Quarterly | 2. <input type="checkbox"/> Semester | 3. <input type="checkbox"/> Trimester |
|---------------------------------------|--------------------------------------|---------------------------------------|

Q.33. Have you had professional media experience in journalism?

- | | | |
|---------------------------------|--------------------------------|--|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No | 8. <input type="checkbox"/> Don't know |
|---------------------------------|--------------------------------|--|

Q.34. If yes, how many years?

- | | |
|--|--|
| 1. <input type="checkbox"/> 1 year or less | 4. <input type="checkbox"/> 11 years or more |
| 2. <input type="checkbox"/> 2-5 years | 8. <input type="checkbox"/> Don't know |
| 3. <input type="checkbox"/> 6-10 years | 0. <input type="checkbox"/> None |

Q.35. Would you please indicate your family's income group for 1970 before taxes?

- | | |
|--------------------------|--------------------------|
| 1. ___ Less than \$3,000 | 5. ___ \$12,000-14,999 |
| 2. ___ \$3,000-5,999 | 6. ___ \$15,000-17,999 |
| 3. ___ \$6,000-8,999 | 7. ___ \$18,000-and over |
| 4. ___ \$9,000-11,999 | |

Q.36. Would you please indicate your sex?

- | | |
|-------------|---------------|
| 1. ___ Male | 2. ___ Female |
|-------------|---------------|

Q.37. Would you please indicate which of the following age groups corresponds to your age?

- | | | | |
|-------------------|--------------|--------------|----------------|
| 1. ___ 20 or less | 3. ___ 26-30 | 5. ___ 41-50 | 7. ___ Over 60 |
| 2. ___ 21-25 | 4. ___ 31-40 | 6. ___ 51-60 | years |

Q.38. Would you like to make any additional comments about journalism education at your college or in general?

Q.39. Would you please indicate the position you hold at your college?

- | | |
|----------------------|----------------|
| 1. ___ Administrator | 2. ___ Teacher |
|----------------------|----------------|

APPENDIX D
POST CARD REMINDER

POST CARD REMINDER:

Dear Friend,

Recently, you should have received my questionnaire. If you have not filled it out yet, would you please do so and send it back in the self-addressed stamped envelope provided.

Thank you for your cooperation.

Neal E. Bandlow
School of Journalism
Michigan State University

APPENDIX E
REMINDER LETTER

MICHIGAN STATE UNIVERSITY East Lansing Michigan

School of Journalism Journalism Building

Neal E. Bandlow
School of Journalism (MSU)
Journalism Building
East Lansing, Michigan 48823

Dear Friend,

In order to study the journalism program in junior colleges in Michigan, I am conducting a survey.

You are one of the key persons who has been chosen to provide answers to a special questionnaire.

You might have received a copy of the questionnaire and we have assured your anonymity. Only summary information will be used in my thesis. We do not know if you filled the original out, but if you did we thank you for your assistance.

If you did not receive a questionnaire or did not find the time to fill it out, would you please do so now?

You can answer the questions by placing a check by the answers you prefer. When you have completed it, please return by mail in the self-addressed stamped envelope provided.

Thank you for your assistance.

Sincerely,

Neal E. Bandlow

APPENDIX F
MARGINAL FINDINGS

Q.1. What is the student enrollment at your college?

	<u>Per Cent</u>	<u>n</u>
Under 500	3	3
500-1000	24	18
1000-3000	24	18
3000-5000	24	18
5000 or more	24	18
Don't know	1	1
	<u>100</u>	<u>76</u>

Q.2. Does your college operate on a quarterly, semester or trimester basis?

	<u>Per Cent</u>	<u>n</u>
Quarterly	14	11
Semester	75	57
Trimester	9	7
Blanks	2	1
	<u>100</u>	<u>76</u>

Q.3. How many courses in journalism does your college offer?

	<u>Per Cent</u>	<u>n</u>
1 course	20	15
2 courses	37	28
3 courses	11	8
4 courses	9	7
5 or more courses	5	4
No courses	14	11
Blanks	4	3
	<u>100</u>	<u>76</u>

Q.4. How many total hours of journalism credit is offered at your college in a given academic semester or quarter?

	<u>Per Cent</u>	<u>n</u>
1-5 hours	42	32
6-10 hours	25	19
11-15 hours	7	5
16-20 hours	0	0
20 hours or more	4	3
No hours of credit	3	2
Blanks	19	15
	<u>100</u>	<u>76</u>

Q.5. Under what academic unit are courses in journalism offered?

	<u>Per Cent</u>	<u>n</u>
Department of Journalism	5	3
Department of English	46	35
Department of Language	9	7
Department of Communication	12	9
Department of Speech	0	0
Other	13	10
Blanks	15	12
	<u>100</u>	<u>76</u>

Q.6. Does your college's definition of journalism include:
advertising and communication

	<u>Per Cent</u>	<u>n</u>
No	28	21
Yes	40	30
Don't know	4	3
Blanks	28	22
	<u>100</u>	<u>76</u>

advertising and television

	<u>Per Cent</u>	<u>n</u>
No	49	37
Yes	18	14
Don't know	4	3
Blanks	29	22
	<u>100</u>	<u>76</u>

advertising and survey of mass media

	<u>Per Cent</u>	<u>n</u>
No	41	31
Yes	24	18
Don't know	7	5
Blanks	28	22
	<u>100</u>	<u>76</u>

mass media and television

	<u>Per Cent</u>	<u>n</u>
No	40	30
Yes	26	20
Don't know	5	4
Blanks	29	22
	<u>100</u>	<u>76</u>

public relations and
advertising

<u>Per Cent</u>	<u>n</u>
No	30
Yes	20
Don't know	4
Blanks	22
<u>100</u>	<u>76</u>

other

<u>Per Cent</u>	<u>n</u>
No	0
Yes	1
Other	17
Blanks	58
<u>100</u>	<u>76</u>

Q.7. Does your college offer journalism courses to:
help publish the yearbook?

<u>Per Cent</u>	<u>n</u>
No	52
Yes	2
Don't know	1
Blanks	21
<u>100</u>	<u>76</u>

help publish the newspaper?

<u>Per Cent</u>	<u>n</u>
No	10
Yes	48
Don't know	0
Blanks	18
<u>100</u>	<u>76</u>

help prepare the student for
transfer to a four-year
journalism school?

<u>Per Cent</u>	<u>n</u>
No	15
Yes	39
Don't know	4
Blanks	18
<u>100</u>	<u>76</u>

help prepare the student for a
vocation in journalism after
junior college?

	<u>Per Cent</u>	<u>n</u>
No	22	17
Yes	43	33
Don't know	11	8
Blanks	24	18
	<u>100</u>	<u>76</u>

help complete another academic
area such as English?

	<u>Per Cent</u>	<u>n</u>
No	37	28
Yes	33	25
Don't know	7	5
Blanks	23	18
	<u>100</u>	<u>76</u>

Q.8. Concerning journalism education, how much weight should be given to helping the student to:

understand news to become
better citizens?

	<u>Per Cent</u>	<u>n</u>
Very important	32	24
Important	50	38
Not important	3	2
Blanks	15	12
	<u>100</u>	<u>76</u>

learn grammar, spelling and
punctuation?

	<u>Per Cent</u>	<u>n</u>
Very important	25	19
Important	46	35
Not important	15	11
Blanks	14	11
	<u>100</u>	<u>76</u>

survey the mass media?

	<u>Per Cent</u>	<u>n</u>
Very important	29	22
Important	45	34
Not important	11	8
Blanks	15	12
	<u>100</u>	<u>76</u>

absorb a history of
journalism?

	<u>Per Cent</u>	<u>n</u>
Very important	5	4
Important	39	30
Not important	37	28
Blanks	19	14
	<u>100</u>	<u>76</u>

other?

	<u>Per Cent</u>	<u>n</u>
Very important	0	0
Important	1	1
Not important	1	1
Other	17	13
Blanks	81	61
	<u>100</u>	<u>76</u>

Q.9. Does your college give academic credit for working with:
the college newspaper?

	<u>Per Cent</u>	<u>n</u>
No	46	35
Yes	38	29
Don't know	0	0
Blanks	16	12
	<u>100</u>	<u>76</u>

the college yearbook?

	<u>Per Cent</u>	<u>n</u>
No	78	59
Yes	4	3
Don't know	1	1
Blanks	17	13
	<u>100</u>	<u>76</u>

the local daily or weekly
newspaper?

	<u>Per Cent</u>	<u>n</u>
No	78	59
Yes	3	2
Don't know	3	2
Blanks	16	13
	<u>100</u>	<u>76</u>

other?

	<u>Per Cent</u>	<u>n</u>
No	1	1
Yes	0	0
Other	15	11
Don't know	0	0
Blanks	84	64
	<u>100</u>	<u>76</u>

Q.10. Please check the journalism courses offered at your college under the following titles:

<u>mass communication</u>	<u>Per Cent</u>	<u>n</u>
No	60	46
Yes	23	17
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>beginning newswriting</u>	<u>Per Cent</u>	<u>n</u>
No	38	29
Yes	45	34
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>advanced newswriting</u>	<u>Per Cent</u>	<u>n</u>
No	70	53
Yes	13	10
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>beginning reporting</u>	<u>Per Cent</u>	<u>n</u>
No	58	44
Yes	25	19
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>advanced reporting</u>	<u>Per Cent</u>	<u>n</u>
No	75	57
Yes	8	6
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>copy reading and editing</u>	<u>Per Cent</u>	<u>n</u>
No	67	51
Yes	16	12
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>photography</u>	<u>Per Cent</u>	<u>n</u>
No	63	47
Yes	20	16
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>

<u>feature writing</u>	<u>Per Cent</u>	<u>n</u>
No	70	53
Yes	13	10
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>editorial writing</u>	<u>Per Cent</u>	<u>n</u>
No	69	52
Yes	14	11
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>advertising</u>	<u>Per Cent</u>	<u>n</u>
No	73	55
Yes	10	8
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>public relations</u>	<u>Per Cent</u>	<u>n</u>
No	82	62
Yes	1	1
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>radio-television</u>	<u>Per Cent</u>	<u>n</u>
No	75	57
Yes	8	6
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>history of journalism</u>	<u>Per Cent</u>	<u>n</u>
No	78	59
Yes	5	4
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>interpreting the news</u>	<u>Per Cent</u>	<u>n</u>
No	79	60
Yes	4	3
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>

<u>press ethics and law</u>	<u>Per Cent</u>	<u>n</u>
No	76	58
Yes	7	5
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>press in society</u>	<u>Per Cent</u>	<u>n</u>
No	76	58
Yes	7	5
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>typography, printing</u>	<u>Per Cent</u>	<u>n</u>
No	78	59
Yes	5	4
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>principles of publishing</u>	<u>Per Cent</u>	<u>n</u>
No	76	58
Yes	7	5
Don't know	0	0
Blanks	17	13
	<u>100</u>	<u>76</u>
<u>other</u>	<u>Per Cent</u>	<u>n</u>
No	0	0
Yes	0	0
Other	26	20
Don't know	0	0
Blanks	74	56
	<u>100</u>	<u>76</u>

Q.11. What is the nature of a journalism program at your college?

	<u>Per Cent</u>	<u>n</u>
A terminal two-year vocational program	1	1
A preparatory or transfer program	20	15
No program	51	39
Don't know	3	2
Other	16	12
Blanks	9	7
	<u>100</u>	<u>76</u>

Q.12. When students transfer, approximately what per cent of your journalism students go on to a four-year journalism school?

	<u>Per Cent</u>	<u>n</u>
0-25 per cent	28	21
25-50 per cent	5	4
50-75 per cent	8	6
75-100 per cent	4	3
Don't know	41	31
Blanks	14	11
	<u>100</u>	<u>76</u>

Q.13. Do you think your college should offer transfer credit in journalism to four-year journalism schools?

	<u>Per Cent</u>	<u>n</u>
Strongly agree	33	25
Agree	37	28
Don't agree	7	5
Don't know	11	8
Blanks	12	10
	<u>100</u>	<u>76</u>

Q.14. How well-informed are you concerning journalism transfer credit to four-year journalism schools?

	<u>Per Cent</u>	<u>n</u>
Well-informed	32	24
Some informed	29	22
Uninformed	28	21
Blanks	11	9
	<u>100</u>	<u>76</u>

Q.15. What kind of journalism courses do you feel should be transferable?

<u>just introductory courses</u>	<u>Per Cent</u>	<u>n</u>
No	33	25
Yes	34	26
Don't know	13	10
Blanks	20	15
	<u>100</u>	<u>76</u>

introductory and advanced
courses

	<u>Per Cent</u>	<u>n</u>
No	20	15
Yes	50	38
Don't know	14	11
Blanks	16	12
	<u>100</u>	<u>76</u>

just advanced courses

	<u>Per Cent</u>	<u>n</u>
No	63	48
Yes	1	1
Don't know	13	10
Blanks	23	17
	<u>100</u>	<u>76</u>

none of the courses

	<u>Per Cent</u>	<u>n</u>
No	63	48
Yes	0	0
Don't know	12	9
Blanks	25	19
	<u>100</u>	<u>76</u>

Q.16. Do you think it would be helpful for your college to receive a list of four-year journalism school's course offering?

	<u>Per Cent</u>	<u>n</u>
Very helpful	47	36
Some help	30	23
No help	12	9
Don't know	0	0
Blanks	11	8
	<u>100</u>	<u>76</u>

Q.17. How does the significance of the journalism curriculum at your college compare with the "significance" of programs in:

business

	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	0	0
Journalism is as significant	13	10
Journalism is less significant	57	43
Don't know	9	7
Blanks	21	16
	<u>100</u>	<u>76</u>

<u>English</u>	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	1	1
Journalism is as significant	15	11
Journalism is less significant	55	42
Don't know	8	6
Blanks	21	16
	<u>100</u>	<u>76</u>
<u>history</u>	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	1	1
Journalism is as significant	16	12
Journalism is less significant	53	40
Don't know	9	7
Blanks	21	16
	<u>100</u>	<u>76</u>
<u>social science</u>	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	1	1
Journalism is as significant	12	9
Journalism is less significant	58	44
Don't know	8	6
Blanks	21	16
	<u>100</u>	<u>76</u>
<u>math</u>	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	1	1
Journalism is as significant	13	10
Journalism is less significant	57	43
Don't know	8	6
Blanks	21	16
	<u>100</u>	<u>76</u>

<u>natural science</u>	<u>Per Cent</u>	<u>n</u>
Journalism is more significant	3	2
Journalism is as significant	12	9
Journalism is less significant	56	43
Don't know	8	6
Blanks	21	16
	<u>100</u>	<u>76</u>
 <u>engineering</u>	 <u>Per Cent</u>	 <u>n</u>
Journalism is more significant	1	1
Journalism is as significant	16	12
Journalism is less significant	53	40
Don't know	9	7
Blanks	21	16
	<u>100</u>	<u>76</u>
 <u>vocational-technical</u>	 <u>Per Cent</u>	 <u>n</u>
Journalism is more significant	0	0
Journalism is as significant	16	12
Journalism is less significant	54	41
Don't know	9	7
Blanks	21	16
	<u>100</u>	<u>76</u>

Q.18. Journalism needs to occupy a respectable place in the junior college curriculum.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	39	30
Agree	41	31
No opinion	7	5
Disagree	4	3
Strongly disagree	0	0
Blanks	9	7
	<u>100</u>	<u>76</u>

Junior college journalism is a vital part of a liberal arts program.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	25	19
Agree	26	20
No opinion	20	15
Disagree	22	17
Strongly disagree	0	0
Blanks	7	5
	<u>100</u>	<u>76</u>

Junior college journalism teachers need a college level education in journalism.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	30	23
Agree	33	25
No opinion	13	10
Disagree	17	13
Strongly disagree	0	0
Blanks	7	5
	<u>100</u>	<u>76</u>

Junior college journalism teachers need a professional background to adequately teach.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	32	24
Agree	25	19
No opinion	14	11
Disagree	20	15
Strongly disagree	0	0
Blanks	9	7
	<u>100</u>	<u>76</u>

Journalism meets the student's need of learning about society.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	9	7
Agree	41	31
No opinion	25	19
Disagree	9	7
Strongly disagree	5	4
Blanks	11	8
	<u>100</u>	<u>76</u>

Journalism should teach the student how to guide the formation of reader opinions.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	9	7
Agree	33	25
No opinion	20	15
Disagree	24	18
Strongly disagree	7	5
Blanks	7	6
	<u>100</u>	<u>76</u>

Journalism education at the junior college level is a good thing.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	29	22
Agree	47	36
No opinion	15	11
Disagree	3	2
Strongly disagree	0	0
Blanks	6	5
	<u>100</u>	<u>76</u>

Junior college faculty members consider journalism education desirable.

	<u>Per Cent</u>	<u>n</u>
Strongly agree	8	6
Agree	32	24
No opinion	38	29
Disagree	14	11
Strongly disagree	0	0
Blanks	8	6
	<u>100</u>	<u>76</u>

Q.19. How long have you been teaching journalism at the college level?

	<u>Per Cent</u>	<u>n</u>
Less than a year	7	5
1 year	5	4
2-3 years	12	9
4-5 years	4	3
6 years or more	9	7
Not a journalism teacher	5	4
Blanks	58	44
	<u>100</u>	<u>76</u>

Q.20. How many academic hours do you teach each week in journalism?

	<u>Per Cent</u>	<u>n</u>
1-5 hours	25	19
6-10 hours	5	4
11-14 hours	3	2
15 or more hours	1	1
Other	0	0
Not a journalism teacher	5	4
Blanks	61	46
	<u>100</u>	<u>76</u>

Q.21. Do you serve as an adviser for the following?

	<u>Per Cent</u>	<u>n</u>
Newspaper	34	26
Yearbook	1	1
Both	1	1
Neither	4	3
Blanks	60	45
	<u>100</u>	<u>76</u>

Q.22. Do you receive supplemental pay for advising the student publications?

	<u>Per Cent</u>	<u>n</u>
Yes	24	18
No	14	11
Blanks	62	47
	<u>100</u>	<u>76</u>

Q.23. How much release time do you get for teaching journalism courses per week?

	<u>Per Cent</u>	<u>n</u>
1 hour a week	0	0
2 hours a week	0	0
3 or more hours a week	1	1
None	32	24
Blanks	67	51
	<u>100</u>	<u>76</u>

Q.24. How much release time do you get for advising the newspaper and yearbook?

	<u>Per Cent</u>	<u>n</u>
1 hour a week	0	0
2 hours a week	0	0
3 or more hours a week	4	3
None	24	18
Blanks	72	55
	<u>100</u>	<u>76</u>

Q.25. Do you teach courses other than journalism?

	<u>Per Cent</u>	<u>n</u>
Yes	29	22
No	12	9
Blanks	59	45
	<u>100</u>	<u>76</u>

Q.26. If yes, would you please identify them?

	<u>Per Cent</u>	<u>n</u>
Other	29	22
Blanks	71	54
	<u>100</u>	<u>76</u>

Q.27. What level of education have you completed?

	<u>Per Cent</u>	<u>n</u>
Less than 4 years of college	0	0
B.S. or B.A.	12	9
M.A. or M.S.	29	22
Ph.D.	4	3
Specialist	0	0
Other	1	1
Blanks	54	41
	<u>100</u>	<u>76</u>

Q.28. Did you take a journalism major in college?

	<u>Per Cent</u>	<u>n</u>
Yes	16	12
No	29	22
Blanks	55	42
	<u>100</u>	<u>76</u>

Q.29. If no, did you take a minor in journalism?

	<u>Per Cent</u>	<u>n</u>
Yes	8	6
No	20	15
Blanks	72	55
	<u>100</u>	<u>76</u>

Q.30. If no, did you take courses in journalism in college?

	<u>Per Cent</u>	<u>n</u>
Yes	7	5
No	13	10
Blanks	80	61
	<u>100</u>	<u>76</u>

Q.31. How many credits did you earn in journalism in college?

	<u>Per Cent</u>	<u>n</u>
0 credits	12	9
1-5 credits	4	3
6-10 credits	3	2
11-20 credits	4	3
21-30 credits	8	6
30 or more credits	7	5
Other	0	0
Blanks	62	48
	<u>100</u>	<u>76</u>

Q.32. Did the college you attend operate on a quarterly, semester, or trimester basis?

	<u>Per Cent</u>	<u>n</u>
Quarterly	11	8
Semester	30	23
Blanks	59	45
	<u>100</u>	<u>76</u>

Q.33. Have you had professional media experience in journalism?

	<u>Per Cent</u>	<u>n</u>
Yes	32	24
No	12	9
Don't know	0	0
Blanks	56	43
	<u>100</u>	<u>76</u>

Q.34. If yes, how many years?

	<u>Per Cent</u>	<u>n</u>
1 year or less	4	3
2-5 years	11	8
6-10 years	5	4
11 years or more	12	9
Don't know	0	0
None	4	3
Blanks	64	49
	<u>100</u>	<u>76</u>

Q.35. Would you please indicate your family's income group for 1970 before taxes?

	<u>Per Cent</u>	<u>n</u>
Less than \$3,000	0	0
\$3,000-5,999	0	0
\$6,000-8,999	0	0
\$9,000-11,999	3	2
\$12,000-14,999	13	10
\$15,000-17,999	8	6
\$18,000 and over	12	9
Blanks	64	49
	<u>100</u>	<u>76</u>

Q.36. Would you please indicate your sex?

	<u>Per Cent</u>	<u>n</u>
Male	28	21
Female	17	13
Blanks	55	42
	<u>100</u>	<u>76</u>

Q.37. Would you please indicate which of the following age groups corresponds to your age.

	<u>Per Cent</u>	<u>n</u>
20 or less	0	0
21-25	3	2
26-30	8	6
31-40	16	12
41-50	13	10
51-60	4	3
Over 60 years	1	1
Blanks	55	42
	<u>100</u>	<u>76</u>

Q.39. Please indicate the position you hold at your college.

	<u>Per Cent</u>	<u>n</u>
Administrator	38	29
Teacher	62	47
	<u>100</u>	<u>76</u>

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