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ABSTRACT

A survey of 77 master's degree programs in journalism was used to gather data on admissions criteria, program structures, and problems that the programs have encountered. Undergraduate grade point averages, letters of recommendation, Graduate Record Examination scores, and statements of goals were the four admissions criteria most often used by the master's programs studied. More than half the programs required oral/written comprehensive examinations of their graduating students, though many faculty did not enforce the requirement. Only 25% of the programs required a thesis from graduating students, while 12% did not allow them; the thesis was an option in the other programs, reflecting a choice between "professional" and "teaching-research" tracks. Few programs required formal language proficiency testing. Nearly half the programs required cognate courses in fields outside journalism. Some of the problems that were reported related to physical facilities, graduate faculty, students without journalism backgrounds, high dropout rates, teaching foreign students, getting research support for students, establishing fair admissions procedures/standards, establishing a professional track within a thesis program, and giving graduate credit for undergraduate courses. (RL)

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MICHAEL RYAN

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MARCH 1980

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M. Gilbert Dunn, Douglas W. Cooper, D. Brock Hornby and David W. Leslie, "Mass Communications Research Guide" (10/19/79).

MICHAEL RYAN

Journalism Education at the Master's Level

MICHAEL RYAN, professor of journalism and director of graduate studies in the School of Journalism at West Virginia University, has directed master's programs at two different universities. He is grateful to the Frank E. Gannett Newspaper Foundation, Inc., and to the WVU Foundation, Inc., for supporting the prior publication of this manuscript; to the WVU School of Journalism for supporting the initial research; to Harry W. Elwood, associate professor of journalism at WVU, for rendering technical assistance; and to graduate program directors in journalism schools throughout the country for supplying much of the data reported in this monograph.

STUDENT demand for graduate programs in journalism and mass communication has increased at a startling rate in the past decade and a half. Indeed, new records for graduate enrollments nationwide have been set almost every year since 1963, as shown in Figure 1. Only in 1971 and 1976 did enrollments drop from the previous year.

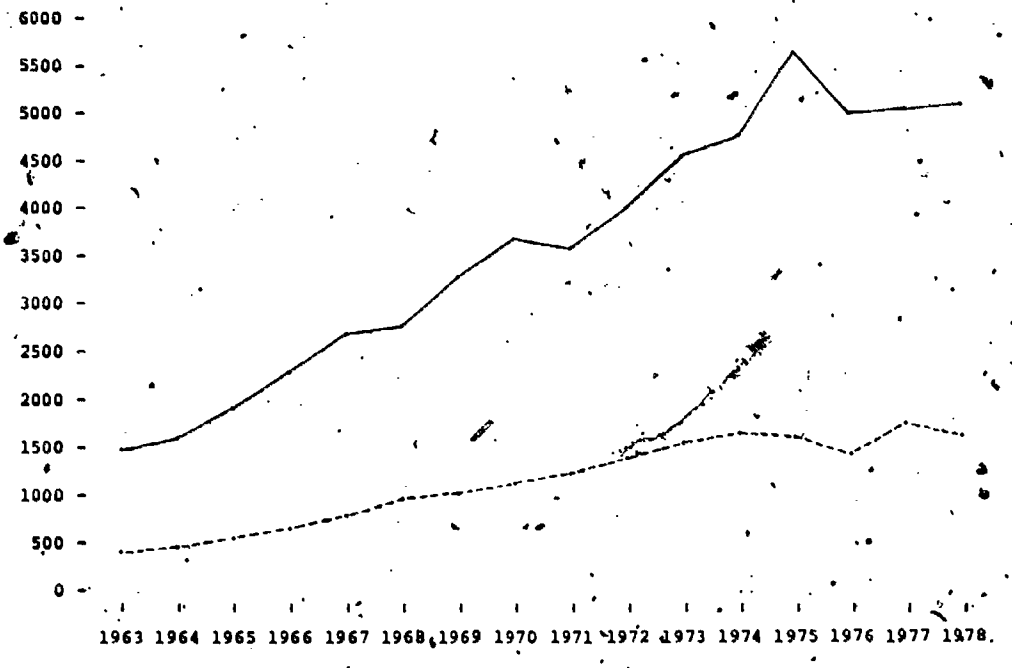
Furthermore, data compiled by Peterson (1968, 1969, 1978) and Price (1963, 1965, 1966, 1967) show that schools of journalism awarded four times more advanced degrees in 1978 than they did in 1963, and that they had three and a half times more graduate students enrolled in 1978 than they did in 1963[1] (1,570 degrees in 1978, 368 in 1963; 5,106 students in 1978, 1,481 in 1963).[2] The Peterson data (1978) also show that 10 percent of all journalism and mass communication degrees awarded in 1978 were graduate degrees, and that 12 percent of the total junior-senior-graduate enrollment in 1978 was composed of graduate students.

Numerically, at least, graduate students are an important part of journalism education. However, some evidence indicates that they don't get the attention their numbers warrant. For one thing, several graduate program directors surveyed for this study said their master's programs were nothing more than "stepchildren" to undergraduate programs. A typical comment was:

> The graduate program here takes a back seat to the undergraduate program in almost everything—budget, faculty, facilities. Faculty have to teach such heavy undergraduate course loads, they have no time to do good jobs advising graduate students in the preparation of independent study projects, theses or professional projects. Very few courses are open only to graduate students. And yet, graduate assistants take up a lot of slack in undergraduate teaching chores. Our graduate program just doesn't get the attention it needs and deserves.[3]

The apparent lack of attention to graduate education in journalism also is evident in scholarly and professional publications. Hundreds of articles about problems and issues in undergraduate

FIGURE 1
Number of Graduate Enrollments and Graduate Degrees Granted, 1963-1978



Sources: For 1963-1967, Price (1963, 1965, 1966, 1967); for 1968-1978, Peterson 1968, 1969, 1978).

education have been published during the past 15 years, but few about graduate education have appeared.

The thorny problem of determining fair and effective admissions criteria for graduate programs is addressed by Lynn (1977a, 1977b, 1978), Milner (1971), Scotton (1977) and Stempel (1972). Unfortunately, the studies show mainly that traditional admissions criteria (Graduate Record Examination scores, undergraduate grade point averages) simply aren't very good predictors of success in graduate school.

Others have explored the problem of giving journalism graduate students training that is 1) quantitatively and qualitatively superior to that available to undergraduate students, 2) justifiable as a university *graduate* program and 3) relevant to the needs of graduate students.

De Mott (1974) argues that society needs specialists who can explain and interpret urban problems, and that graduate programs in journalism and mass communication can and should supply some of these experts. He outlines a graduate program in urban affairs reporting that includes large doses of interdisciplinary studies, media criticism, reporting experience and observation of working urban affairs reporters.

Interdisciplinary study also is part of a master's program at California State University in San Diego. Sorensen (1973) reports that departments of speech communication, psychology, telecommunications and film, sociology and journalism cooperate to offer a joint master's degree. The program is a success, Sorensen says, in that "it has shown that students can be served well in an interdisciplinary curriculum if the emphasis is personal and flexible without compromising on course demands" (p. 38).

Riley (1974) describes the Master of Journalism program developed by Temple University's Department of Journalism as an alternative to a Master of Arts program designed for "students who [want] to go into research work, to teach in secondary schools, or to pursue further graduate study after the master's" (p. 36). The professional program requires students to study in depth a discipline outside journalism, to complete a professional project, to finish an internship and to take journalism courses in media literature, skills, trends, history, problems, ethics and law, and in communication theory, behavioral research methods and historical research techniques.

The Commission on Public Relations Education (1975), chaired by J. Carroll Bateman and Scott Cutlip, makes some detailed recommendations regarding graduate education in public relations. The specific recommendations reflect the general ideas contained in the following paragraphs from the report:

> The Commission takes note of the fact that far too many graduate programs in public relations today are little more than glorified undergraduate programs. Graduate level students should be expected to carry more of the burden for their own education than do undergraduates. Graduate students also should be expected to become acquainted with research methods, to make use of existing research data, and to perform original research. It is also recommended that the student change to another university for his graduate program, to gain a broader perspective of public relations practice [p. 23].

Underwood (1972), Barrett (1973) and Walker (1973) suggest ways in which graduate courses and programs can be overhauled to increase the total quality of graduate education. "Journalism and Social Change" is the title of a class designed by Underwood to make students think critically about journalism and about important social topics (such as race relations, crime, education, religion, health and ecology). Substantial writing is required to hone the writing skills of the journalism and non-journalism students who take the course. Barrett also argues for bringing together several disciplines in graduate programs in journalism to ensure that future journalists adequately understand such major contemporary issues as ecology, energy and "the long-term problem of making international organizations from the UN to the OAS more effective" (p. 238). Walker describes Northern Illinois' attempt to take its master's program into Chicago's Loop, "offering professionals from throughout the city and suburbs a chance for continuing credit-earning education" (p. 31). The resources of an entire city are available to the class. And an instructor can learn from the class and from guest speakers.

One problem in educating graduate students in journalism stems from the many students who lack backgrounds in journalism. Saalberg (1970) reports that some schools give graduate credit for what is essentially undergraduate work, but most require substantial non-credit course work of non-journalism students.

Others who have written about specific problems in journalism education at the master's level have focused on graduate student research efforts, graduate student advising, graduate student attitudes toward journalism teaching and job placement.

Jackson (1973) describes the kinds of professional research projects some journalism graduate students at Indiana do to develop skills as professional journalists: the amount of work is equivalent to that required for a thesis, but it is more useful for some students than traditional thesis work. De Mott (1975) argues that some graduate student research should be of direct value to working journalists.

MacLean (1966) says Ph.D. programs should be tied more closely to master's programs and that both should be more closely linked to undergraduate programs. Starr (1976) helps graduate students im-

prove their research efforts by giving them advice about preparing a research prospectus.

Baldwin and Surlin (1970) developed at Michigan State a 190-item "Television and Radio Background Inventory" which tests for knowledge in 11 areas: audience measurement and effects, economics and business, educational and instructional broadcasting, history, international broadcasting, law and regulation, mass communication theory, news and public affairs, general programming, production and technical work. It is used for advising and program planning only.

Job placement of graduate students is examined by Chaffee and Clarke (1975) and by Burd (1973), but they focus on the placement of Ph.D. graduates only. The placement of master's students apparently has not been systematically studied at the national level.

Other writing about graduate education for journalism is more general. Jandoli and Hall (1967) believe undergraduate and graduate journalism programs should be in the same school. Rucker (1965) believes graduate programs in journalism and mass communication should be started with great care and only after careful research. The first step is to establish a solid philosophical base, he says.

THE STUDY

The research reported here represents an effort to fill some gaps in knowledge about graduate education in journalism at the master's level. Specifically, the following research questions are explored:

1) What are the criteria for admission to 77 master's programs in journalism and mass communication?

2) How are master's programs structured in schools of journalism and mass communication?

3) What are the problems confronting faculties that administer master's programs in journalism and mass communication?

The research questions were answered through a survey of graduate program coordinators in 71 schools of journalism. Additional information was obtained through an analysis of graduate school bulletins and other published materials.

Methodology

The schools of journalism studied were those listed in the January, 1978, issue of *Journalism Educator* as members of the American Association of Schools and Departments of Journalism or of the American Society of Journalism School Administrators and by Peterson (1978) as having at least one graduate student enrolled in 1977. Seventy-eight schools of journalism met both criteria. Unfortunately, some important schools (Kentucky is one example) failed to meet at least one of the criteria and were not included.

The directors of the 78 schools were sent letters explaining the purpose of the study and requesting the name of the coordinator of the master's program in journalism.[5] A follow-up mailing was sent approximately one month later. Seventy-six of the 78 journalism directors responded. Three said their graduate programs had been discontinued or were not true journalism-mass communication programs. Two sent their catalogs but did not name their graduate coordinators.

The problem of multiple master's programs at some universities arose early. Some administrators listed graduate coordinators for only the master's program offered by the journalism faculty. Others listed coordinators for several master's programs—all those offered within a school of communication, for example. Temple listed coordinators for both the Master of Journalism program (administered by the Department of Journalism) and the Master of Arts program (administered by the School of Communications). But Michigan State listed only the coordinator of the Master of Arts program (administered by the School of Journalism), and not its separate Master of Arts program in communication (administered by the College of Communication Arts). Only those programs for which the director listed a graduate coordinator were studied here.

A second problem involved the listing of more than one graduate program. When more than one person was named, all those heading separate programs were contacted. (Boston, for instance, offers master's degrees in Afro-American journalism, journalism, broadcast journalism, science journalism, broadcast management and public relations-mass communications. Each program director was included in the sample.) When one program listed more than one coordinator, one was randomly selected for the survey.

The resulting 79 graduate coordinators at 71 universities were asked by mail to complete a long questionnaire requiring objective information about courses, graduation requirements and the like, and subjective data about problems and how they have been solved, rationales for graduation and admissions requirements, future trends for individual programs and the like. (The kinds of objective data collected are indicated in Tables 1 and 2; the kinds of subjective information collected are indicated in Table 3.) Graduate school bulletins and other published materials were also requested. Fifty of the 79 graduate coordinators responded (63 percent), representing 46 of the 71 schools of journalism (65 percent).

To obtain information from schools whose graduate coordinators did not respond and from the two schools whose directors did not name the graduate coordinators, admissions offices of the universities were sent postcards requesting information about their programs; information about 27 programs was collected. Thus, only six schools from the original list had to be eliminated because of insufficient information.[6]

The data were verified by tabling the objective information obtained from the questionnaires and from the graduate bulletins and literature, and mailing relevant portions of the tables to each graduate coordinator in the 77 schools.[7] Forty-one submitted corrections.

RESULTS

Results of the three research questions listed earlier are reported in order.

Admissions Criteria

Data relating to the first research question—What are the criteria for admission to the master's programs?—are reported in Table 1. Undergraduate grade point averages, letters of recommendation, Graduate Record Examination scores and statements of goals are the four admissions requirements most often used by the 77 master's programs studied here.

Every graduate program requires a bachelor's degree in some field. Furthermore, 97 percent base admission decisions on undergraduate grade point averages. (Some publish specific minima;

TABLE 1
Admission, Graduation and Course Requirements in 77 Master's Programs

	Number of Programs Requiring	Percent (N = 77)
Admission Requirements		
Undergraduate grade point average	75	97
Letters of recommendation	60	78
GRE scores	59	77
Other test scores may be substituted for GRE scores	11	14
Statement of goals	58	21
Examples of professional work	16	21
Miller Analogies Test scores	14	18
Other test scores may be substituted for Miller Analogies Test scores	10	
Professional experience	1	1
Graduation Requirements		
Comprehensive examinations for all students	37	48
Comprehensive examinations in thesis track only	8	10
Thesis optional	48	62
Thesis required	19	25
Thesis not allowed	9	12
Project allowed in lieu of thesis	42	55
Courses allowed in lieu of thesis	25	32
Papers allowed in lieu of thesis	8	10
Writing abilities formally tested	4	5
Writing abilities tested in courses and during preparation of theses projects	12	16
Course Requirements		
Non-credit courses for students without journalism backgrounds	59	77
Courses outside journalism	37	48
Specific journalism courses	65	84
Credit given for special topic (independent study) courses	73	95
Credit given for internships, work experience	33	43

some do not.) Stempel (1972) reports that all 54 programs he studied based admissions in part on grade point averages. Two graduate programs apparently do not base admissions decisions on

specific grade point averages. In some cases, this is not necessarily what the faculty wants. As Mark Popovich, Ball State's graduate coordinator, said: "Our admission requirements are dictated by the graduate school, which only requires that students come with bachelor's [degree] in hand from an 'accredited' college-university."

Letters of recommendation are required by 78 percent of the programs studied here in contrast to Stempel's 89 percent. Stempel notes that "it is evident that few respondents consider [letters] very useful" (p. 7).

Graduate Record Examination scores are required in 77 percent of the programs. Stempel's 1971 figure was 63 percent. In 1971, GRE scores were the third most preferred criterion after overall GPA and journalism GPA.

Statements of goals are required in 75 percent of these programs.[8] Stempel's figure was 45 percent. (Stempel reports that only 6 percent of the program directors said an essay would be the criterion used if only one were allowed, while 15 percent said an essay is the least useful criterion.)

The sharpest difference between these figures and Stempel's centers on professional experience as an admissions requirement. Only 1 percent of the graduate programs examined here require professional experience of applicants, while 72 percent of the programs Stempel studied did.

Perhaps the discrepancy can be explained by the fact that few respondents in Stempel's sample thought that professional experience was a very useful admissions criterion. (Only 2 percent of Stempel's respondents said they would use professional experience as a sole criterion, while 6 percent considered it the least useful criterion.) Whether disenchantment with professional experience as an admissions requirement led many journalism faculties to drop it or whether it reflects an increase in the number of applicants lacking undergraduate journalism backgrounds is a matter of speculation.

Program Structures

Data relating to the second research question — How are master's programs in journalism structured? — are reported in Tables 1 and 2.

Comprehensives. More than half of the programs require students to pass some sort of oral or written (or both) comprehensive examination, as shown in Table 1. However, the graduate bulletin or other published materials may assert such a requirement, but it is not actually enforced. Sometimes they are required by the graduate school, but the journalism faculty doesn't like them. As John E. Erickson, head of the professional master's program at Iowa, said: "A comprehensive examination is a requirement of the graduate college. . . , so this is not really our choice. The form and format of such an examination [are] up to us, and this is something we are grappling with at the moment. But as of now, the comprehensive requirements as stated in the handbook are in effect."

Thesis Options. Only 25 percent of the programs require a thesis of all students; 12 percent do not permit a thesis (the latter normally occurs when a program is described as professional). The thesis is an option in 62 percent of the programs, in many cases to give students a choice between a "professional" track (without thesis) or a "teaching-research" track (with thesis).[9]

TABLE 2
Types of Courses Required, Areas of Specialization and Tracks Available to Students in 77 Master's Programs

Areas of Specialization Available*	Number of Programs	Percent (N = 77)
Journalism/news-editorial	42	55
Broadcasting	37	48
Public relations	31	40
Advertising	23	30
Magazine writing	12	16
Communication research	12	16
Photojournalism	10	13
Media management	9	12
International communication	8	10
General communication	7	9
Environmental/science writing	6	8
Journalism education	6	8
Legal	6	8
Historical research	4	5

Business communication	5	4
Typography/production/graphics	3	4
Tracks/Programs Available		
Thesis and professional tracks offered	25	32
Thesis and non-thesis tracks	21	27
Thesis track only	17	22
Professional track only	11	14
Non-credit Course Content Areas Required of Non J-Students*		
Reporting/news writing/writing for media	30	39
Courses determined on basis of student's background	21	27
Editing	19	25
Advanced reporting/news writing	16	21
Introduction to communication/media and society	7	9
Law/ethics	6	8
Typography/production/graphics	5	6
Advanced editing	4	5
Advertising	4	5
Feature writing	3	4
Courses Required of All Students*		
Research methods	47	61
Theory of communications	24	31
Introduction to communication/media and society	17	22
Law/ethics	12	16
Advanced reporting/news writing	9	12
Reporting/news writing/writing for media	7	9
Journalism history	7	9
Introduction to graduate studies	6	8
Depends on student's background	5	6
Editing	4	5
International communication	4	5
Mass communication literature	4	5
Media criticism/effects	4	5
Public policy/media and government	4	5
Statistics	4	5
Reporting public affairs	3	4
Internship	3	4

*An area of specialization or a required course content area was included in this table only if it was listed by at least three graduate programs directors.

The current popularity of different "tracks" within schools of journalism is evident in Table 2. Only 22 percent of 77 programs offer a thesis track only; 14 percent offer a professional track only. Fifty-nine percent offer more than one option, with 27 percent being labelled thesis-non-thesis and 32 percent being labelled thesis-professional. The differences between these terminologies are not clear.

Some schools that advertise thesis and professional programs really seem to have two separate programs, a pre-Ph.D. track and a professional track. For others, there seems to be no real difference between them, except for a final project. The thesis is not required of students in most programs: 55 percent offer a professional project in lieu of thesis; 32 percent permit additional courses; and 10 percent permit student papers in lieu of thesis (Table 1). Definitional problems abound here, too. A "project" at one university might mean "papers" at another. Furthermore, some programs require papers, projects *and* courses, while others require papers, projects *or* courses.

At West Virginia, master's students who do not do a thesis complete a professional project (a series of articles, a slide presentation or a public relations or advertising project) but no additional courses. However, the amount of work for a project must be equivalent to that for a thesis. A project guidance committee similar to the thesis guidance committee approves both the students' proposals for study and their final projects—after public oral examinations.

Students at Texas who omit the thesis must complete additional course work *and* submit a report. "The report counts three hours and they have to take two additional courses, giving them a 33-hour program," said James W. Tankard Jr., graduate adviser. "This has been used mostly in a photojournalism program."

Master's projects at Stanford are written in a research project course. The procedures are similar to those at West Virginia, except that the student's work is guided and graded by only one instructor.

Verbal Proficiency. Only 5 percent of the programs require students to score well on formal language and writing tests (Table 1). At West Virginia, all students must pass a diagnostic English

test. Those who fail must report to the writing skills laboratory described by Ryan and Truitt (1978).[10] Students who fail a second time cannot continue in the program.

However, most programs use course requirements to ensure competency in journalism. For instance, 77 percent require students with no backgrounds in journalism to take undergraduate courses for no credit, as shown in Table 1.[11] How these are distributed by courses is indicated in Table 2.

Cognates. Nearly half of the programs require students to take courses in fields outside journalism (Table 1). Several coordinators said students are encouraged to take outside courses and that most do. Students at three universities apparently are required to take half or more of their courses in fields outside journalism: Marquette and Oklahoma State (50 percent) and Wyoming (50 to 60 percent). Maryland requires 40 to 50 percent and Temple 32 to 53 percent. Forty-eight percent do not require any courses outside journalism.

In 84 percent of the programs students are required to take some specified journalism courses for graduation (Table 1); research methods is required in 61 percent and communications theory is required in 31 percent of the programs (Table 2). However, Stephens' (1979) study of communications theory instruction in schools of journalism indicates little agreement on what a theory or research course ought to be. The analysis of course syllabi used by 84 teachers of theory and research courses indicated that a "theory" to one instructor might be the four press theories outlined by Siebert, Peterson and Schramm (1956), while another instructor might not consider those "theories" at all. Some "research" courses treat the journalistic interview as a research method, while others do not.

Other popular requirements in journalism graduate programs are introduction to communication-media and society (22 percent), law-ethics (16 percent) and advanced reporting-news writing (12 percent).

Table 2 shows that most master's programs offer more than one specialization (and many offer several).[12] Journalism/news-editorial leads, followed by broadcasting, public relations and advertising.

Some critics argue that some specialties should be moved out of journalism schools. Huffman (1976) argues that advertising and

journalism should separate "for the good of both professions" (p. 49). And McCartney (1978) would like to "see public relations divisions spin off from journalism schools to establish their own academic and professional identity" (p. 2). Presumably, these proposals include graduate programs. Such proposals have also been challenged. Garberson (1976) and Lynn (1976) rebut the idea that advertising and journalism should be separated, and Toran (1978) rebuts the idea that public relations and journalism should be separated.

Non-classroom Credits. Table 1 data indicate that special topic courses are an important part of most master's curricula. Credit is given for independent study projects in 95 percent of the programs, and the kind of projects accepted apparently is quite broad. One of the most interesting was described by Harold Buchbinder, director of the master's program in science communication at Boston:

> I have six students taking a special course in prosthodontics in the Graduate School of Dentistry. They're not going to get a grade in this course, but they sit in on every lecture. They tape record what the professor is talking about. . . . All the people [enrolled] in this course are practicing dentists. And those six students are going to write the textbook for the professor. We give something like that as a directed study course. We have all kinds of special projects like that for students in their third semester.

Table 1 data also show that only 43 percent of the master's programs allow credit for internships and work experience. Most graduate coordinators seem to think such experience is not worthy of graduate credit and that students should be motivated enough to get experience on their own. Many graduate coordinators seem to agree with Buchbinder, who said:

> If we give credit for an internship, or graduate credit for work experience, they're paying tuition for something that doesn't give them full value. I prefer that we require the internship [for] no credit. . . .
>
> The work experience they're doing becomes the homework assignment for one of the courses they're taking. . . .

Problems

Data relating to the third research question — What are the major problems confronting faculties that administer master's programs? — were taken from Part II of the questionnaire, which asked respondents to identify problems they have encountered in their graduate programs, and to try to indicate what kinds of

TABLE 3
Numbers, Percentages of Graduate Coordinators Who Cited Each of 17 Problems in Their Master's Programs

Problem and Ranking by Number of Mentions	Number of Programs	Percentage (N = 50)
1) Foreign students	34	68
2) Financial support for students	30	60
3) Research support for students	28	56
4) Admissions	25	50
5) Physical facilities	18	36
6) Establishing a professional track within a thesis program	16	32
7) Graduate faculty in journalism	15	30
7) Students without journalism backgrounds	15	30
8) High drop out rate	14	28
9) Credit for undergraduate work	13	26
10) Specialization within journalism	12	24
10) Courses outside journalism	12	24
11) Writing skills	11	22
12) Comprehensive examinations	8	16
12) Credit for special topic courses	8	16
13) Courses in lieu of a thesis	3	6
14) Credit for work experience, internship	2	4

solutions they have tried or considered. The quantitative data are reported in Table 3.

Language and financial difficulties among foreign students was the problem most frequently cited. Three other problems were cited by half of more of the respondents: financial support for students, research support for students and admissions procedures and standards. Only one other area—physical facilities—was mentioned by more than a third of the respondents as being a problem. The qualitative information given by program directors is the basis for the following discussion of the problems most frequently encountered. (Those cited by 25 percent or more of the graduate coordinators are included.)

Foreign Students. Bright, articulate and highly motivated foreign students can bring new and important perspectives that enrich graduate programs. They also can have a negative influence, as indicated in Table 3. Most serious is their frequent lack of fluency in English and their inability to write at the professional

levels required. Steven H. Chaffee, chairman of the graduate committee at Wisconsin-Madison, said the lack of fluency in English also "makes it difficult to understand communication theory, U.S. examples in legal and historical research, etc."

A foreign student who has trouble comprehending English can slow an entire class by interjecting numerous, irrelevant questions. It shouldn't be necessary in a discussion of the U.S. Supreme Court's decision in New York Times Co. vs. Sullivan to explain the importance and function of the court. And a foreign student who doesn't know English well can consume tremendous amounts of faculty time.

Graduate coordinators also mentioned these problems with some foreign students. Their understanding of the American system of government is often incomplete; they sometimes have difficulty understanding the level of work required, thesis requirements, etc.; some simply want to spend a year or so in the United States and care little for what they study; some have little or no background in the social sciences; and they sometimes have difficulty understanding the professional news orientation in the United States because it is so different from that to which they are accustomed. Also, the "authoritarian educational system in some countries . . . leaves some students unprepared for the assumption that a graduate student will be self-motivated and self-directed in many ways," Chaffee said.

What are the solutions? One graduate director said the problem was solved for him when the faculty decided not to admit foreign students. "We tried several times," he said, "but they could not meet our standards." But most respondents suggested less drastic ways of solving some of the more pressing problems. Most agreed that the language problem tends to underlie all other problems and that it can be solved only through careful admissions procedures and standards and through remedial programs. Many problems apparently follow the pattern described by John Erickson at Iowa, where:

> 1) [We] watch the TOEFL [Test of English as a Foreign Language] scores carefully – they must be higher for journalism than perhaps any other area.
>
> 2) We have a number of remedial writing classes within the University, some of which are specifically designed for foreign students.

TOEFL scores can sometimes screen out foreign students who don't know English. The Educational Testing Service (1978) has recommended that "Graduate students in fields such as journalism, which require near-native proficiency in English, should have total scores of at least 600 for unrestricted programs of study in these subjects" (p. 12).

But there are problems with TOEFL scores as admissions requirements. One is that students can take the test until they do well enough to qualify. But a single score might not really reflect the English language abilities of a student who has taken the test several times. A student who successively scores, say, 456, 400, 540, 480 and 600 cannot really be said to have "near-native proficiency."

Another problem lies in the difficulty of ensuring that test scores are valid—and secure. The Educational Testing Service has substantially tightened controls in the past few years, but students still can cheat.[13]

It is not unusual to find that a foreign student has scored 600 on the TOEFL test and only 300 on the verbal portion of the Graduate Record Examination. Is the GRE test more difficult? Did the student take the TOEFL test several times and finally get an acceptable score? Or was there a security problem? It's impossible to know the reason, and that's why TOEFL scores must be used with care.

Perhaps the best solution to the problem from the program's viewpoint is to admit foreign students on the condition that they pass specific English or journalism courses before they can be considered for full acceptance into the program. That often is not the best solution from the student's viewpoint, however. Many foreign students cannot attend a graduate program in the United States without some financial aid, and that is often hard to obtain when the students cannot present to scholarship committees in their own countries letters of full acceptance. The risk is obvious. Foreign students often must travel thousands of miles at great expense to enroll in programs they have no real chance of completing. Some faculties argue the risk should be the student's. But this "solution" has uncomfortable moral-ethical implications.

Foreign students who are admitted conditionally must prove their writing abilities in a variety of ways. At West Virginia, all must pass

the diagnostic English test described earlier, and most are required to perform well in basic writing and editing courses before they are considered for unconditional admission. Southern California uses its American Language Institute to give foreign students instruction in English. Only after they know the language are foreign students admitted to the Graduate Preparation Program required of all students. Foreign students "are admitted to the GPP," said Nancy E. Wood, director of graduate studies at Southern California. "And if they succeed in passing these courses they are admitted to Core courses after faculty review." (This program is described in detail later.)

At Wisconsin-Madison, Steven Chaffee said, an effort is made to "counsel students into compatible study areas such as international communication; or (for those with quantitative abilities) into secondary analyses of existing data sets, and to counsel and encourage international students to work with one another. . . ."

J. K. Hvistendahl, graduate adviser at Iowa State, said the faculty deals with problems of foreign students by "limiting [admissions] to those with a demonstrated need for the program: those in development or information programs in their own countries, and those with verifiable media experience."

George Everett, assistant dean for graduate studies at Tennessee, points to "a need for some graduate program to offer a master's program in Spanish, say, for Latin Americans wanting advanced degrees so they can return to their native countries better equipped as college teachers or professionals," thus eliminating many problems with language comprehension and motivation.

Financial Support for Students. Sixty percent of the graduate coordinators said financial support is inadequate for students in their programs, particularly in terms of the number of graduate assistantships available. Sometimes the problem is as serious as that at California State-Chico where, according to Graduate Coordinator Robert Main, no financial support is exclusively available for communication graduate students. But most programs seem to be in a situation more like that of Kent State, where some money is available, but not enough. "We get only six assistantships per year: $2,850 for nine months, plus two-thirds tuition waiver," according to Fred Endres, coordinator of graduate studies.

Most respondents seem to think that increased numbers of assistantships would solve the problem. But Everett (Tennessee) said an assistantship is sometimes insufficient. "Particularly poignant is [the case of] the single parent, usually a divorced female, trying to support a child and finish at the same time a degree which will give her entry to a meaningful career."

A few graduate coordinators cited the lack of scholarship money for graduate students. One said, "We have fewer scholarships for graduate students than for undergraduates." And many said private funding often is not available for graduate student scholarships. "We get our fair share of University funds, but we have never been able to generate any significant support from private sources," said Jay Jensen, director of graduate study in Illinois' Department of Journalism.

Most faculties seem to prefer working within their universities to increase the financial aid available to graduate students—and most lobby for more graduate assistantships. "We have tried to work with the graduate dean and have held our own while other schools have lost assistantships," said Endres (Kent State). Other schools reported successful lobbying efforts for assistantships.

West Virginia works with schools, colleges, departments and service organizations on campus to establish paying internships (which are alternatives to assistantships) for graduate students only. Students have worked at the campus book store, the Office of Grants and Contracts, the College of Mineral and Energy Resources, the School of Engineering, the Gerontology Center, the Office of University Relations and others. Interns are paid at least as much as graduate assistants and all tuition charges and most fees are waived. Academic credit is not granted for such work.

Wisconsin-Madison tries to give financial aid to students who will make the best use of the experience. It is difficult to choose such students, of course, but Steven Chaffee suggested that financial awards might be given only to students who have been on campus for a time and have demonstrated both ability and motivation. The problem with this approach is that many of the most promising graduate students will not enter a program without advance guarantees of support.

Robert D. Bontrager, graduate chairman at Kansas State,

suggested that the mass media should do more to help support graduate students. He advocates fund-raising efforts among media representatives.

Research Support for Students. Fifty-six percent of the graduate coordinators said supplying adequate research funds for graduate students is a problem. Most journalism programs simply don't have them. Some programs have even discontinued traditional support in the form of postage, stationery, envelopes and duplication.

The possible solutions suggested by the graduate coordinators are similar to those suggested for providing general financial support. Many respondents suggested that schools tap outside sources through formal fund-raising programs. Ralph D. Barney, Brigham Young's graduate coordinator, would encourage graduate faculty members to do research that will involve graduate students; this means, of course, that faculty members must somehow secure funding, either from their university or from outside sources. One respondent suggested that students be discouraged from doing research that would cost considerable money. Content analyses, case studies, historical studies and participant observation studies often cost little. However, some studies require the use of mail survey, laboratory experiment or field survey techniques. If the lack of funds prohibits students from using such methods, some important questions cannot be studied, and that could reduce the value of master's-level research.

Admissions Procedures, Standards. The success of any graduate program depends in large measure on the ability of the graduate faculty to establish fair admissions requirements that separate the strong students from the weak students. Lynn (1978) put it this way:

> It is economically wasteful to expend the limited resources of faculty and facilities on students who lack the aptitude, skill or motivation to succeed in graduate study. It is immoral to reject potentially successful students on the basis of untested and perhaps invalid admissions standards [p. 20].

Lynn (1977, 1978) and Scotton (1977) have reported evidence that some of the most commonly used admissions requirements are invalid. Lynn found that undergraduate grade point averages and Graduate Record Examination scores (i.e., verbal, quantitative and combined) were not good predictors of graduate school success. Indeed, he found that the most useful predictors of success were

California Psychological Inventory test scores, marital status and age. Scotton found in a study of 52 students in Temple's Master of Journalism program that "The GRE Quantitative score was more useful than the GRE Verbal score in predicting ability to avoid failing and incomplete grades" (p. 57).

Still, only 50 percent of the respondents in this study reported admissions problems (Table 3). They ranked only fourth among most frequently cited problems. However, there is evidence that some graduate faculties do see weaknesses in traditional admissions standards. For example, Nancy Wood (Southern California) said GRE scores and GPAs sometimes prohibit otherwise qualified students from being considered at all: "Graduate School standards of 1,000 GRE and 3.0 GPA eliminate some applicants before abilities can be evaluated. Some students who qualify strongly (high GREs and GPAs) are not strong in journalism potential."

A related problem concerns older applicants with substantial professional experience. A comment by Fred Endres (Kent State) is typical:

> Older students, now professional journalists, sometimes don't have a 2.75 average. We have to petition the graduate dean and explain why the student should be admitted. . . . We've done this through personal conversations, memos and examples of students who have "made it." It's worked pretty well.

The limitations of the GRE scores and undergraduate GPAs have caused some graduate faculties to put more weight on other admissions standards, but these, too, have their problems. Letters of recommendation are given some weight, but as Roy K. Halverson, graduate affairs chairman at Oregon, said: "I've never seen a letter with really negative content. The applicant would not solicit a recommendation from someone who would damage the applicant's chances." And it's not that hard for most students to find someone to write a favorable letter. Maurice R. Cullen Jr., graduate director at Michigan State, said "letters of recommendation are frequently incompetent, i.e., in terms of reflecting academic merit and suitability for graduate study."

A final problem with letters of recommendation is that students are now allowed by law (unless they give up this right in writing) to see any recommendations written about them. This makes some reluctant to make negative comments. Furthermore, even when a

person who has written a letter of recommendation has not felt intimidated, the admissions committee doesn't know that; consequently, even a fair and accurate assessment of an applicant's ability and motivation may be discounted, particularly if the letter says good things about the applicant. "Most letters are quite favorable," Chaffee (Wisconsin-Madison) said, "so only those that are 'negative' carry much weight. Strong letters from professors of recognized academic stature are helpful." George Everett (Tennessee) reported: "We solicit [letters of recommendation] directly, selecting names of associates or supervisors from the applicant's educational and professional record. A standard form is used, rating applicants in specific categories."

Personal statements of goals seem to be gaining popularity with admissions committees. Stempel (1972) found that only 45 percent of the programs he studied required an essay; that figure was up 30 percentage points in this study. The personal statement of goals seems to serve several purposes:

1) It allows an admissions committee to determine whether an applicant is applying for the right program. "We look for a carefully written and realistic statement of goals that shows an understanding of our program and how it meets the student's needs," said Trevor R. Brown, Indiana's graduate adviser.

2) "The personal statement is also useful in spotting those who can't write," said Everett (Tennessee). "Sometimes."

3) It provides some information about personal motivation. At Wisconsin-Madison, "Seriousness of professional or academic purposes, with a comprehension of the research-oriented nature of graduate education, is a major criterion for admission," Chaffee said.

Illinois requires a statement *about* journalism, as well as a statement of goals. "This helps us weed out applicants applying to a J-program who know little or nothing about the field," Jensen said.

Two other admissions problems were cited. One is the difficulty of fitting the student to the program. "We try to inform each admitted student of the academic nature of graduate work," said Chaffee, "in hopes that those seeking trade-school training will self-select to a more appropriate program at another university." Harold Buchbinder (Boston) advocates a personal interview.

The other problem is the difficulty of establishing admissions standards for students having no backgrounds in journalism. Most programs apparently are using the same admissions requirements for history, English and political science majors as they do for persons with journalism majors or professional experience. Most schools have established procedures for dealing with these students, however. At Indiana, they must complete "a rigorous program of deficiency courses and undergo semester by semester review," Trevor Brown reported. "We don't hesitate to terminate students who are not meeting our standards." This pattern seems fairly widespread.

Physical Facilities. Perhaps more surprising than the fact that 36 percent of the graduate coordinators cited physical facilities as a problem is the fact that 64 percent didn't. Indeed, the problems cited often did not seem very serious. One pointed to the problem of "insufficient social meeting places in . . . the journalism building," while others said their graduate programs were handicapped by a lack of electronic writing and editing equipment. (Even they expected to have the equipment within a few years.)

A more serious problem cited by several respondents was the lack of adequate library facilities. "We find too many periodicals with assigned articles cut out and too many books stolen," said Gordon B. Greb, graduate coordinator at San Jose State. Solutions are not easy to find, since library facilities are often out of the graduate faculty's hands. At San Jose State, for instance, the new library is installing a better security system at the urging of the journalism faculty and others.

Establishing a Professional Track Within a Thesis Program. Many graduate programs have established in recent years separate professional tracks (frequently called non-thesis tracks) within the more traditional (thesis) programs. But problems often arise. One is equivalency. James Tankard, Texas' graduate adviser, asks, "What kind of professional project is equivalent to a thesis?" Unless the professional track is as hard as the teaching-research track, hard feelings may develop, morale may deteriorate and students may simply stop enrolling in the more difficult program.

Jackson (1973) saw the problem differently:

> Professional projects often require a great deal more effort, both in planning

and production. And much of this work is not directly revealed in the final product. For example, there is no literature review in most journalistic products, so the student has no easy way of presenting evidence for all reading done in the planning of the project [p. 20].

Roy Halverson (Oregon) pointed to "lack of agreement within the faculty on what constitutes an acceptable professional project." It's relatively easy to define a thesis because most journalism faculties have had decades of experience with theses. A professional project shouldn't be the kind of thing a news medium would routinely air or print, but what exactly should it be?

Unfortunately, the professional project isn't the only problem associated with establishing a professional track. For one thing, a graduate faculty that has long had a single track (thesis) program may simply not have the faculty required for an adequate professional track. It's unfair to give a graduate student the same professional training the undergraduate student gets. And it doesn't make sense to give the student in the professional track the same instruction those in the teaching-research track get. Is it really honest to advertise a professional track when it is really a teaching-research track except for the final project?

A graduate faculty that creates a professional program at the master's level is obligated to include first-rate journalists, particularly when the program is designed for professionals with considerable experience. Some programs that advertise professional tracks simply don't have that kind of faculty. And even when the teachers are available, the courses sometimes aren't. It's not always easy to add courses because most graduate student populations can support only a limited number of courses. At most universities, a course whose enrollment drops below a magic number (often 10) is cancelled. (Of course, some universities allow smaller numbers in graduate courses.) A graduate faculty could be in the awkward position of offering new professional courses only to find that all graduate courses must be cancelled because none contains the magic number of students. It's often simply a case of having insufficient students to run two programs.

The problems with professional tracks are numerous. What are some possible solutions?

The problem of determining what kind of project is equivalent to

a thesis is one of the most difficult. The answer probably is *not* to "harangue graduate advisers to make sure the [professional] project meets graduate-level standards and has an analytical phase," as one coordinator suggested, although that may be the only answer in some cases. Nor does a faculty have a solution when it "discourage[s] students from doing professional projects except where there is substantial agreement within an examining committee (formed at the outset) as to the validity of the project, its scope, market, etc." The absence of well-defined standards and procedures might lead to unfair workloads for students, confusion for students and faculty and projects of widely varying quality.

John Erickson (Iowa) outlined three criteria that journalism faculties might want to consider as they grapple with the problem of defining professional projects. At Iowa, Erickson said, the faculty "defines a professional project to be 1) not just a second rate thesis, 2) defensible in a graduate program of higher education and 3) personally meaningful to the student in terms of the individual goals for the student's program of study." But, Erickson added, the main problem is having a flexible program that will meet criterion 3, but rigid enough to meet criteria 1 and 2. And, Erickson said:

> If . . . the program is to serve individual needs, there must be considerable flexibility. This is especially true of the final project. To allow flexibility invites situations that can be less than what one would hope regarding the level of work. So we struggle to maintain standards without becoming overly standardized.

The journalism faculty at Temple has attempted to retain flexibility and high standards by having students prepare detailed proposals outlining specifically what they want to study. They include information about markets to which the project (usually a series of articles) might be aimed, their qualifications for doing the study, a review of literature about the topic, a discussion of why the topic is worthy of professional attention, methods to be used in data collection, a clear statement of the problem, a discussion of the project's focus, an outline of the organization of the project and a bibliography. Students discuss the proposal first with the Master of Journalism Committee, which decides whether the topic is worth investigation. After a proposal is approved by that committee, it goes to the student's project guidance committee, which helps the student refine the methodology, improve the project's focus and

solve problems of project organization. An oral examination is held on all professional project proposals. Final projects are written in popular style for specific popular markets.

The Temple approach is flexible and allows a student to approach the professional project in a manner that is often creative and imaginative. Still, the faculty retains control and is able to reject a project proposal that doesn't meet high standards or that is not equivalent to a thesis in terms of time and effort expended.

No good solution to the problem of inadequate faculty is evident in this study. A faculty that does not have one or more faculty members strong enough to direct a professional program at the master's level must bring in someone who does have the necessary skills. But that often means finding money that few journalism schools—or universities—have.

If appropriate faculty is unavailable, the best course may be to delay the creation of a professional program until conditions are more favorable. It would be more honest to tell students a professional track does not exist than to sell them a professional program that exists only on paper.

Some respondents reported that a few students opt for a professional program because they think it is an easy road to a master's degree. This problem can be overcome to some extent by effective counseling and by careful wording of graduate school bulletins and other materials that go to students. The problem might be solved, according to Chaffee (Wisconsin-Madison), by requiring "each student to take a broad set of courses with some research component. . . ; do not allow a student entry into a non-academic track until after at least one semester of graduate work."

Such research courses can be organized to make students in professional programs understand how social science techniques can be used by working journalists. "Precision journalism" courses are fairly common now, and some "traditional" research courses are oriented toward professional journalism.[14]

Graduate Faculty. Thirty percent of those who responded to this survey reported some problems with members of their graduate faculties (Table 3). The comments indicate the most serious problem stems from heavy teaching obligations at the undergraduate level that keep faculty members from working closely

with graduate students—or even teaching graduate-level courses. Faculty members who want to work with graduate students often are taking on "extra work." Some universities have not found ways to give faculty members "credit" for their efforts with graduate students.[15] A graduate student registered for only one hour of thesis or project credit still demands many hours of a faculty member's time. It may, in fact, take more time to help a student complete a thesis or a readings course than to teach an undergraduate class.

Faculty members not adequately credited for working with graduate students can either donate the extra effort or refuse to work with graduate students. Evidence of both approaches turned up in this study. For example, Erickson (Iowa) said, "I have only praise for the concern of our faculty for providing graduate education and its continued willingness to take on extra work in such areas as supervising independent study-reading courses." On the other hand, one respondent said, "Faculty members do not receive 'work units' for serving on thesis committees and some are reluctant to accept candidates."

Faculty members who don't work regularly with graduate students often don't have the experience and expertise they need when they do get the chance. "Since the graduate program has always taken a back seat to the undergraduate program," one graduate coordinator said, "one of our weaknesses is a competent graduate faculty." Others said graduate faculty members do not keep up with current trends in research as they must if they are to work with graduate students, and that some simply do not publish scholarly research.

One answer may be to ensure that persons who deal only with undergraduate students teach heavier course loads than those who deal primarily with graduate students. This is happening in some institutions; one graduate director said, "The graduate school is in the process of establishing recertifying procedures for graduate faculty membership. This will weed out some who only seek the nebulous prestige of the title." However, one graduate coordinator reported morale problems when some faculty members get lighter teaching loads (as members of the graduate faculty) when they really have no contact with graduate students.

Students Without Journalism Backgrounds. Although 30 percent

of the respondents said students who have no professional experience or academic training in journalism are a problem in their programs, most respondents who commented agreed with Rik Whitaker, graduate coordinator at Central Missouri, who said such students are, "Often our best. Students from other disciplines give a different perspective to things. They often approach the background courses with real enthusiasm."

Students without journalism backgrounds, however, do not have the fundamental skills on which graduate programs can build; they are simply not acquainted with the techniques and theory they need to know to complete a rigorous graduate program. As George Everett (Tennessee) noted, it is difficult—if not impossible—to give adequate graduate education to such students in the hours normally required. Adding remedial or prerequisite courses helps solve the problem, "But a student with a B.A. in philosophy entering our professional track still gets less training in news writing, for example, than our own undergraduates earning a bachelor's majoring in journalism," Everett said.

One graduate coordinator mentioned that students who have no journalistic training often want skills-oriented programs, while another said students without journalistic backgrounds are sometimes "mixed" with those who do have such backgrounds, creating problems for both.

The solution to most of these problems seems to be to require enough prerequisite courses to bring them up to the level of other students. However, the manner in which students complete the non-credit courses varies widely from program to program. Two programs that seem distinctive in the ways they have students complete non-credit course requirements are those at Oklahoma State and Southern California.[16]

Oklahoma State requires graduate students to complete 21 hours of "foundation course work" in one of six areas—news-editorial, public relations, radio-television sales and management, advertising, radio-television production and performance and radio-television news and public affairs—before taking the program's core courses. Foundation courses completed at Oklahoma State or other accredited institutions are waived. Students must complete the non-credit foundation courses before they take the core courses

(research designs, research methods, processes and effects, media responsibility). Thus, the program provides undergraduate level training in a job field of the students' choice and graduate level instruction that focuses on research and theory.

Southern California's Graduate Preparation Program is for all students seeking the M.A. in broadcasting, public relations or print journalism. Students must pass three-credit courses in three fields, plus mass communication research, which introduces students to theory, research design and data analysis, all in one semester. This is "a first step in faculty review of the student's academic qualifications for pursuit of the master's degree in the School of Journalism," according to the published material. This qualifies the student to begin a required core curriculum of 16 units. Additional requirements depend on the specific program of study.

Prerequisites also help solve the problem of having skilled journalists "mixed" with students who have little journalistic training. Students cannot take classes in many journalism programs until they have met the prerequisites. However, a few graduate coordinators noted that students with academic or professional training in journalism are not necessarily qualified to undertake graduate training. Harold Buchbinder (Boston) expressed a typical viewpoint when he said:

> We would prefer to control the journalism training we give our students. As a matter of fact, some of our students with undergraduate degrees in journalism have not come up to snuff with us. And we've had some disastrous experiences assuming that because somebody had city room, editing and copy editing, and news writing courses that they could handle the kinds of assignments we give them.

High Drop Out Rate. It may seem curious that only 28 percent of the respondents cited high drop out rates as a serious problem, in light of the Figure 1 data, which show the number of graduate degrees granted running behind the enrollment figures for each year since 1963 by a ratio of about three to one. In 1963, that ratio was four to one. That's high, even when one considers that some students show up in enrollment figures for more than one year but in degrees-granted figures only once.

The reason high drop out rates are not seen as a larger problem (Table 3) may be that many graduate faculties think high attrition rates are normal—even desirable. A comment by Trevor Brown

(Indiana) was typical: "We would like more students to complete the degree (usually the thesis-project brings them down), but we feel the degree must be earned, not given away. So we do not worry excessively about the drop out rate." Nor is John Erickson (Iowa) worried about high drop out rates. He said the attrition rate at some schools is probably too low, and that "We probably should have a higher *dropped out* rate in most programs."

Nevertheless, efforts are made to help students complete their programs. At Wisconsin-Madison, "Much is done to build strong student-adviser relationships, and to encourage students to see their advisers if they are having academic problems, or to switch to another adviser if things aren't working well," Chaffee said. Richard Cole, graduate director at North Carolina, reported that efforts are made to maintain contact with students who leave the master's program before completing the requirements. Approximately 70 percent of the master's students at San Jose State work full time, and some drop out when they can't get free to take daytime courses, Gordon Greb said. The graduate faculty offers as many required courses as possible at night.

Credit for Undergraduate Work. Only 26 percent of the graduate coordinators said giving graduate credit for undergraduate work is a problem in their programs; most of those who commented on the practice said it is a bad one. Most seemed to agree with John Erickson (Iowa), who said that giving graduate credit for undergraduate work "destroys the integrity of what *graduate* work means." However, most also seemed to agree with Erickson that it is hard to refuse to grant graduate credit for undergraduate work; "So most of us continue to allow it to some extent and either don't think of it as a problem or invent rationalizations. Meanwhile, the idea of M.A. work being genuinely advanced . . . becomes increasingly a myth."

Most graduate faculties in journalism and mass communication seem to face a choice between two unattractive alternatives: to allow graduate students to take some undergraduate courses for credit or to discontinue the master's program because there are too few faculty members and students to staff separate courses for graduate students. Some programs force students to do extra work in an undergraduate course, such as a research paper. But at least

one graduate coordinator disagrees with that approach:

> Many graduate students find undergraduate classes slow moving and boring as hell. And few feel really challenged by the course even when they have to do an extra paper. . . . Also, the additional paper seems to be mainly a formality. . . . I blame the faculty, not the students. . . . Another problem we have is the tendency of some faculty members to let students register for a lower division course and a graduate course [in the same subject] at the same time. The student completes the lower division course and does nothing for the graduate course [usually independent study]. . . . I think the only answer to these problems is to stop allowing [graduate] students to take undergraduate courses, but that doesn't seem feasible right now.

Other Problems. Space was provided on the questionnaire for graduate coordinators to identify problems other than the 17 specifically listed. Three of the problems the respondents cited are minority recruitment, the gap between students who want academic training and those who want job training and slow or inefficient admissions procedures at some universities.

Graduate coordinators at Tennessee, Indiana and other universities reported difficulty in attracting qualified minority students. One of the possible solutions to the problem—to lower admissions and academic standards for some minority students—was rejected out of hand by most respondents. "We will not develop separate standards," one program director said. "This is not fair to students or us."

Indiana has tried the ETS (Educational Testing Service) locater service and other means. According to Trevor Brown:

> In cooperation with a recently revitalized Graduate School, we are hoping to commit more financial support for longer periods to minority students so that they can stay longer and reduce their semester by semester course loads. My sense is that as an academic and practicing journalism profession, we are failing badly in this area.

Other programs have conducted national searches for minority students using special scholarships. North Texas State, for example, advertised in the spring of 1979 for minority students to apply for three $1,000 scholarships supplied by the William Randolph Hearst Foundation.

The problem of the gap between students who want academic training and those who want job training was articulated best by Steven Chaffee (Wisconsin-Madison):

The biggest problem is the inevitable cultural gap between students interested in graduate work in the academic areas that we emphasize, and those who seek entry-level training for journalism jobs. The solution often suggested is to split the program into two degrees, even two departments. We have resisted this because there is an educational value in the interchange between the two career tracks, because students sometimes cross from one to the other, because we value both, and because there are significant numbers of potential students with each type of interest. At the master's level, the professional orientation dominates in numbers but we also have many doctoral students to balance things out. This creates a tension that has enough educational advantages that we are willing to live with it. Most of our faculty members teach both kinds of students and courses.

It is apparent that many programs do not share this philosophy and have created separate programs with separate degrees. At Temple, for instance, the Department of Journalism offers a professional program (Master of Journalism) and a teaching-research program (Master of Arts), the latter offered jointly with another department within the School of Communications. However, students in the two programs may have little contact with each other, and some faculty members serve in only one program. The advantage is that a department with limited resources can concentrate on one high quality program.

The final problem was outlined by Nancy Wood (Southern California):

Many potentially good students are lost to our School because the University's admissions system is too slow. By the time we are informed that a student has been accepted by the University, and is available for review by the School, the student may have selected another school or field of study.

A surprising number of graduate coordinators echoed Wood's sentiments. Unfortunately, none could suggest a solution, except to say that "constant carping sometimes helps."

CONCLUSIONS

Master's programs in journalism and mass communication attract all sorts of individuals with all kinds of needs. Some with undergraduate degrees in the arts and sciences enter graduate journalism programs because they want to be trained for entry-level jobs in the media. Some with several years of media experience want to improve their skills as journalists or to move from one media field to another. Still others want thorough training in

research methods and theory so they can move into doctoral programs.

This study indicates that master's programs in journalism and mass communication have the diversity to meet these different needs. It is unlikely that an individual with a serious interest in journalism and mass communication could fail to find a satisfying graduate program. This diversity extends to most individual master's programs. Indeed, most programs now offer both teaching-research tracks (with thesis) and professional tracks (without thesis). And almost all programs offer opportunities in several occupational specialties. The most popular are news-editorial journalism, broadcasting, public relations and advertising.

Nearly half the master's programs examined here require students to study at least one discipline outside journalism; other programs recommend such courses. Consequently, students are at least introduced to the disciplines in which they might later specialize as working journalists.

Unfortunately, graduate education in journalism and mass communication appears to have a number of serious weaknesses and problems, some of which stem from the very diversity that is its major strength. Some of these are:

1) Results of this study—and of Crawford's (1971) before it—indicate that many journalism schools find it difficult to divert adequate resources to graduate programs because of swelling undergraduate enrollments. Heavy undergraduate teaching loads often force faculty members to avoid graduate teaching and advising. The undergraduate crunch, coupled with the desire to diversify, means some graduate programs are overextended.

2) Reward systems in some universities are such that journalism faculty members are in effect penalized for working with graduate students. Some universities simply do not give faculty members adequate credit for directing theses, professional projects or independent study courses; for teaching graduate classes with relatively small enrollments; or for counseling master's students. These activities frequently require more time and effort than teaching an undergraduate course. Also, some reward structures give too little credit for scholarly and professional activities. A

graduate program cannot succeed when those directing research are not actively engaged in research themselves; or when those directing professional projects are not working on professional projects themselves; or when instructors who are supposed to be teaching the latest developments in journalism are not writing about some of those developments themselves. Yet, some institutions fail to reward graduate faculty members engaged in these activities.

3) The small number of graduate students in many programs creates unique problems. One is not having enough students to fill graduate courses. Consequently, graduate programs sometimes develop as they can, not as they should.

4) One of the most frequently discussed problems in master's programs in journalism and mass communication apparently centers around the definition of "professional project." Many master's programs have professional tracks and many require students to complete major projects. The main question is: What kind of project is comparable to a traditional thesis in terms of time and effort expended? Research reported here and by Jackson (1973) suggests some solutions to the problems associated with professional projects, but more is needed.

5) Perhaps the most important problem—and the one that has received the most research attention—concerns admissions standards. Fair and accurate admissions standards solve numerous problems in graduate education (e.g., problems with foreign students, financial and research support for students, graduate faculties, high drop out rates and writing skills). Yet, few graduate program coordinators surveyed here said they are happy with current admissions standards, and little research has been directed at the problem.

6) The small number of minority students in master's programs appears to be another important problem facing graduate education, although some good efforts are being made to correct the situation.

7) Students who have no academic or professional training in journalism or mass communication create difficulties. One is that such students, when placed in classes with students who have some training, tend to slow the classes down or to get behind. Most

programs handle the problem by having such students take several undergraduate, non-credit courses. Some have developed a series of non-credit courses that must be taken before one can enter the program. Very few give graduate credit for undergraduate skills courses.

8) The final major problem with graduate education in general was mentioned at the beginning of this report: the lack of a substantial body of research into the critical problems of graduate education in journalism and mass communication. It seems ironic that the people doing most of the research in the field—graduate faculty members, future graduate faculty members and master's students—just aren't looking at their own educational programs. Berelson (1960), Heiss (1970) and Baird (1976) all have developed extensive profiles of master's and doctoral students in their fields, yet a comprehensive and systematic profile of master's students in journalism and mass communication apparently has not been attempted.[17]

Many other questions need answers; a few are:

What do graduate faculties in journalism and mass communication programs look like? What are their backgrounds? Their attitudes? Do they know anything about graduate education?

How can the writing abilities of graduate students be tested effectively? What kind of help do poor writers need to improve their skills?

Are our graduate students getting adequate counseling and guidance? What kind of relationship exists between advising procedures and the high drop out rates reported by many master's programs?

What subjects and materials should students "master" in order to obtain master's degrees? What relationships do those subjects and materials have to long-term needs of students? What kinds of courses and subject matter are appropriate for professional programs? What is the relationship of courses in professional programs to courses in teaching-research programs? What kinds of specialty areas should students study and how should they be trained in their specialties?

What kind of relationship exists between undergraduate and graduate programs?

What kinds of reward structures do universities use for graduate faculty members?

Finally, the most important questions of all might well be those asked by Storr (1973): "Should graduate study be thought of as education or as training? Should students be required principally to perform exercises or to attack as yet unsolved problems? Should graduate school be thought of as being professional or not?" (p. 83)

NOTES

1. "Schools of journalism" is used here rather than the more accurate "schools and departments of journalism and mass communication."

2. The enrollment and degrees-granted data reported here and in Figure 1 include master's and Ph.D. students and degrees.

3. Sources usually are identified. However, a few respondents requested anonymity.

4. Graduate admissions policies and problems have been studied in other fields. Lynn's research bibliography (1977a) lists many of these. In addition, Willingham (1974), Leslie and Gunne (1973) and Mayhew (1972) are of particular interest.

5. Deans, chairmen, chairwomen, directors and heads all are called directors here. Also, all persons who head graduate programs are here termed coordinators.

6. The graduate coordinators were contacted twice and their universities were contacted once. Six failed to supply any information even after three contacts.

7. Space limitations prohibit publication of the three tables here. However, copies are available from the author.

8. "Statements of goals" also are called statements of purpose, autobiographies, statements of intent, etc.

9. Not all graduate faculties view their thesis programs as teaching-research degrees, nor their non-thesis programs as professional degrees. However, this report uses these combinations interchangeably, as the field does generally. The term "terminal" master's degree also creates confusion. The terminal master's program is traditionally viewed as professional and not for those who intend to go on for the Ph.D. However, some graduate faculties use the term "terminal" to describe a master's degree that they think is equivalent to a Ph.D. and qualifies students for university teaching. For discussions of master's programs in general and terminal master's degrees in particular, see Leys (1956), The Council of Graduate Schools in the United States (1966), Storr (1973), Grigg (1965) and Spurr (1970).

10. Other approaches to teaching and testing language skills are described in Bowers and Cole (1974), Steward and Smelstor (1975), Adams (1978) and Hynes (1978).

11. In many programs, student needs are assessed by faculty advisers or by faculty committees. Some use qualifying examinations to diagnose student needs and to prescribe additional course work.

12. Graduate coordinators seem to disagree on what "specialization" should mean in graduate programs. Professionally oriented programs tend to carry specializations like those found in undergraduate sequences. More theory-research oriented programs agree with Steven Chaffee (Wisconsin-Madison): "Our specializations are in research areas."

13. A description of the Test of English as a Foreign Language is available from the Educational Testing Service (1978).

14. The importance of social science concepts and methods to working journalists and to journalism students is described in Meyer (1973, 1974); Long (1965); Lee (1976); and McCombs, Shaw and Grey (1976).

15. Some schools of journalism do not even give graduate program coordinators released time.

16. The approaches described here are exemplary, not unique.

17. Realistic standards and goals will become increasingly important as more journalism schools ask the American Council on Education for Journalism to evaluate their professional graduate programs. Special guidelines will be needed for those graduate programs.

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