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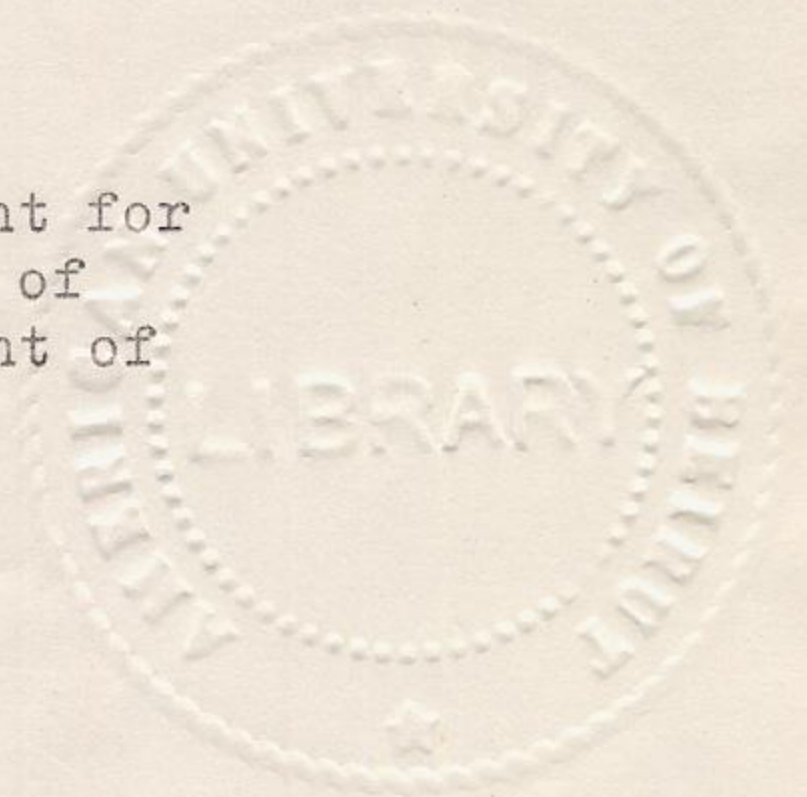
PROPOSALS FOR THE IMPROVEMENT
OF JOURNALISM EDUCATION IN PAKISTAN

A Thesis

By

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Submitted in partial fulfillment for
the requirements of the Degree of
Master of Arts in the Department of
Education of the A.U.B.
Beirut, Lebanon.
1962



JOURNALISM EDUCATION
IN PAKISTAN

HANAFI

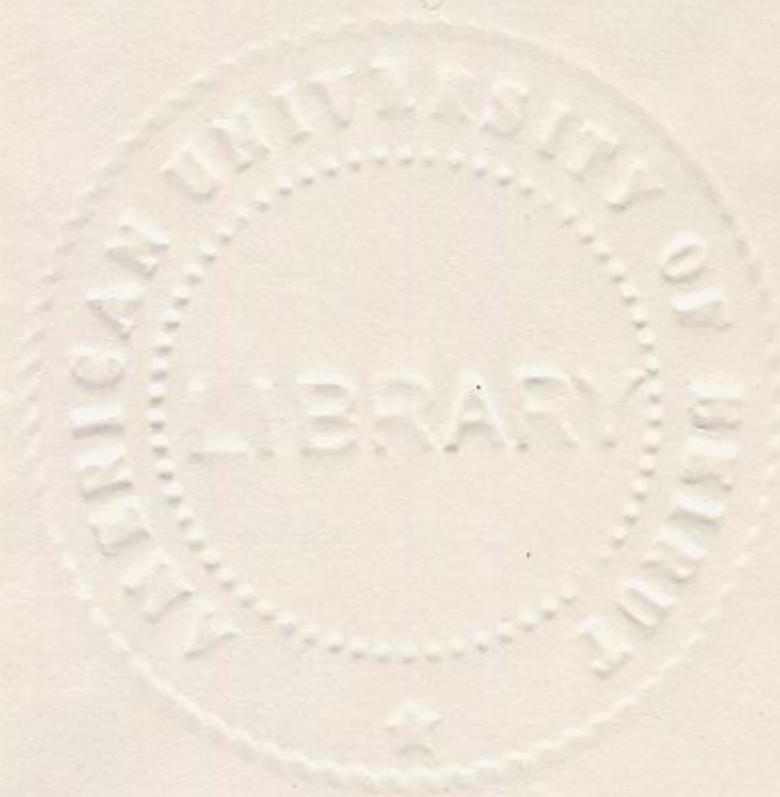


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Acknowledgements

I am under a great obligation to Prof. Frederick R. Korf, chairman of my thesis committee, whose criticisms, suggestions, and guidance have been of greatest help to me in the preparation of this thesis. My thanks are also due to Prof. Louis P. Cajoleas and Prof. J. Edgar Lowe, members of my thesis committee, for their valuable help from time to time during the progress of the study. I am also grateful to Dr. Rushdi Maluf, Editor of Beirut As-Safa, who agreed to act as a member of the examining committee in spite of his busy schedule.

I am deeply indebted to Dr. Habib A. Kurani, Chairman of the Department of Education, for showing a keen interest in the progress of my thesis and concern for my problem. The thesis would not have been complete if some of the prominent journalists in Pakistan had not come to my rescue through correspondence giving me invaluable information as well as their own opinions on various aspects of journalism in Pakistan. I wish to thank them wholeheartedly for their help.

My thanks are also due to Mr. Syed Sajjad Rizavi, a Pakistani graduate student in the department of Education at A.U.B., and an experienced journalist as well, for giving me first-hand information on the various aspects of journalism in general, and Urdu Journalism in particular. I would also like to thank Messrs. Zahiruddin and Imtiaz Husain for checking the typed copies for typographical errors.

Abstract

This is a study of the problems of Journalism Education in Pakistan and an attempt to propose such steps that may lead to an improvement not only in the field of journalism education but also in the overall situation existing in the country as far as the newspapers are concerned.

The study starts with an analysis of the role of journalism in a modern state wherein it has been said that journalism performs the function of an educating agency by keeping the people well-informed, by guiding them to accepted social goals, and by collectively educating them through criticism, appreciation, and evaluation of the activities of the various agencies of the society.

The second chapter deals with the development of modern journalism. The chapter examines, in brief, the concept of modern journalism in its historical perspective and an emphasis has been given to interpretative reporting, with its requirement of a balanced program of education for journalists. The need, consequently, is for an educational program and on-the-job training for the journalist which integrates the practical and theoretical aspects of journalism so as to meet the present requirements of the profession.

This chapter is followed by an historical development of journalism education in Pakistan, in which the state of journalism education at the time of partition has been examined. It further gives details regarding the changes introduced in the curriculum

after the establishment of Pakistan. The chapter also gives an idea of the methods followed in journalism education as well as the facilities provided for practical training.

Chapter IV gives a brief survey of the present conditions in the field of journalism. The chapter analyzes the criticism generally levelled against Pakistani newspapers and the forces which are responsible for the existing situation. The prospects of journalism as a profession in Pakistan have been examined, as well as the disparity between the conditions of Urdu and English journalists. It has been concluded that the journalistic profession in Pakistan though respected, is not generally considered to be the kind of profession in which a person can earn a decent living.

Chapter V examines specific problems in the field of journalism and the various factors responsible for such problems. Briefly, these are financial problems, the lack of trained journalists, the lack of efficient administration and organization and the lack of an adequate educational program and training facilities. The chapter relates all these problems to an underlying one, the lack of a balanced program of educational and training facilities in journalism.

The final chapter suggests recommendations for the introduction and organization of Journalism as a subject at the undergraduate level, the reorganization of the journalism education curriculum at the post-graduate level, and the formation of a National Council for the Training of Journalists.

INTRODUCTION

Nature and Significance of the Problem:

It may be supposed that the implementation of Pakistan's Commission on National Education Report¹ will automatically improve journalism education along with the improvement in the general educational system of the country. But the facts tell a different story. First, there is no special mention of journalism education in the Commission's recommendations for educational reform. Secondly, the writer is of the view that improvements in journalism education are as important (and perhaps more important) for the country's future as any other single subdivision of the country's educational enterprise. No doubt educational fields like engineering, medicine, agriculture and teaching are also very important from the point of view of the country's development. But one factor gives journalism special emphasis. The only field of education which may be valued at par with journalism is teacher training. While other fields are essential for the development of the physical resources of the country, these two fields relate to the development of human resources. If teachers' training is deficient and mismanaged, the future generations are sure to suffer, and to affect adversely the quality of the country's future engineers,

¹Pakistan, Ministry of Education, Report of the Commission on National Education, Karachi, 1960.

doctors, and scientists. And if the country is indifferent to the education and training of journalists, it is asking for a citizenry inadequately provided with the essential facts and views on which democratic progress depends. No measure can check the rising influence of journalism in the country, and its role in the formation of social attitudes, behavior, mores, and aspirations. To neglect journalism is, in the writer's opinion, equivalent to placing the patient in the hands of "quacks".

Need for the Study:

The need for the present study has arisen out of the writer's observation of the situation of journalists and the quality of journalism in Pakistan, as well as the availability and quality of educational and training facilities in this field.

In this connection two basic observations are worth making. First, only very inadequate facilities for the education and training of journalists are available in Pakistan. Second, the persons who obtain formal training, irrespective of its deficiencies, generally do not find a place in the profession and are obliged to leave it. The result is that persons without any educational background and training in the field of journalism are the backbone of Pakistani journalism at this time. The quality of journalism in the country, therefore, is far below the modern standards set by the Western countries. It may not be exaggeration that the quality

of local-language journalism does not even come up to the quality of the newspapers produced in Iran and other Middle Eastern countries despite the fact that training facilities are also not available in these areas.

The need, therefore, is that the system of education and training in this field should be, if not completely overhauled at least drastically reformed in order to provide well-trained and properly equipped journalists for the profession.

Method of the Study:

The method employed in this study consists of reviewing the available literature on modern concepts of journalism, and literature concerning the conditions of journalism in Pakistan. To this has been added correspondence with some of leading Pakistani journalists for their views on the general conditions of the profession in the country, present educational and training facilities, and the need for reforms in the field. In addition, the writer has consulted Pakistani journalists passing through Beirut.

The following procedure has been adopted for the study: First the role of journalism in a modern Western society has been studied. This has been followed by a survey of the historical development of journalism as well as its modern concepts as practiced in the West. Then a brief study has been made of the development of journalism in Pakistan and the existing conditions in this field as

well as the present education and training facilities offered to prospective journalists. After surveying the conditions existing in this field in Pakistan, the problems relating to journalism have been identified, and recommendations made.

Limitations of the Study:

It is not claimed that the present study is exhaustive or final. It provides a ground for further inquiry and research. The factors delimiting the study have been various. Up-to-date information regarding the newspapers in Pakistan is not available in Beirut, and no attempt has been made in Pakistan to compile these figures. Hence much of the information incorporated in the study has been derived from the Press Commission's Report as well as through personal correspondence.

Similarly, literature on the development of journalism in Pakistan, especially the development of Urdu journalism, was not available in Beirut, and the writer had to depend on the abstracts of a few theses which he received from his friends in Pakistan.

The study is further limited primarily to an enquiry into the conditions prevailing in the fields of English and Urdu newspaper journalism, which are the most highly developed forms in Pakistan at present. The recommendations made have also been limited primarily to that part of the field of journalism education which concerns newspapers.

CHAPTER I.

THE ROLE OF JOURNALISM IN A MODERN STATE

Journalism started as an agency to provide information to the rulers about the affairs of the state which took the form of reporting the day to day activities to the court. From this modest beginning, it has developed into a force which occasionally even threatens the very existence of the ruling agencies.¹ Nowadays, no government or agency of society can afford to ignore the Press as an institution of the society capable of moulding, building, forming and educating public opinion. It has now a definite role to play in the emergence and maintenance of a modern state. It may be said without exaggeration that the evolution of the State from an authoritarian, heavily government controlled state into a more Democratic state is directly proportional to the development of the Press and vice versa. In relation to the ruling agency, the Press functions as an index of public opinion and helps it to adjust itself to changing opinions as well as to plan for changing the public opinion to be attuned to its own policies for a better translation into practices. The latter part of this two-fold function of the press involves two aspects of the formation of the public opinion, namely communication and education. In this field, the press acts as a medium of communicating with and by the

¹Evidence to this fact can be cited from innumerable cases throughout history where newspapers have been banned or censored by governments for opposing their policies etc., and building up opposition among the people.

public and educating them for a better understanding and appreciation of governmental policies, social problems, functional responsibilities of the individual vis-a-vis the community and the state. The present chapter discusses the function of the press as a means of communication and education.

JOURNALISM AS A MEANS OF COMMUNICATION

Appreciation of journalism as a means of communication involves an understanding of exactly what communication is.

"Communication", as defined by Harold Hovland, "is the process by which an individual transmits stimuli to modify the behaviour of other individuals."¹ Cooley, in his essay, treats it as the mechanism "through which human relations exist and develop all the symbols of mind together with the same means of conveying them through space and preserving them in time. It includes the expression of the face, attitudes and gestures, the tones of voice, words, writings, paintings, railways, telegraphs, telephones and whatever else may be the latest achievement in the conquest of space and time."²

Considering both these definitions we may conclude that these, in so far as our discussion is concerned, either lack the

¹Berelson and Janowitz., eds., Reader in Public Opinion and Communication, The Free Press, Illinois, 1953. p. 181-183.

²Ibid., "Significance of Communication", p. 147.

We therefore define communication as a process through which individuals convey what they feel and think to other individuals who are in group relationships with them and also get back the feelings of these others about themselves and about the messages. This is a two-way process. Reciprocation is an essential element in the concept of communication. It starts from the primary group situations and expands with the societal pattern. Ultimately leading to communication on the following levels.¹

- (a) Individual with his group in relation to the internal system of the group.
- (b) Between the group and other groups in relation to the external systems of the group.
- (c) Between the individuals of one group and individuals of other groups bringing in both the internal and external relationships.
- (d) Between the community that is a conglomeration of large number of primary and secondary (categorical and relational) groups.

Hence it may be seen that communication is not a simple process. It works on various levels and involves the whole complex of the society, taken pyramidically. It also involves a reciprocal feedback between the communicating groups.²

Communication is thus a basic social process. Dewey has

¹George Homans, Human Group, MacMillan, N.Y. 1950.

²Rosenburg and White., Mass Culture, "Mass Communication", Glenco, Illinois, 1957, p. 457-471.

observed that society lives in communication and by communication.¹

This observation implies that it is through communication that members of the society influence one another and determine one another's behaviour. It also enable organisms to develop into personalities and maintain them. It further helps the society to maintain its internal cohesion and keep up the social equilibrium.²

For an individual, Mercer says that communication provides three important functions³:

1. It provides a picture or pattern of the world about him.
2. It defines his position and his relationship with others and
3. It aids him in his adjustment to his environment.

And for the society, communication provides intertransmission of mutual understanding, sympathy and agreements among the members which are the foundations of social cohesion.⁴ Cooley maintains that

¹Dewey., Democracy and Education., Macmillan N.Y. 1961, p. 4.

²Coser and Rosenberg., Sociological Theory., N.Y., Macmillan, 1957.

³Blaine Mercer., The Study of Society., "Communication in the Modern Society: The Mass Media". N.Y. Harcourt, Brace and Co., 1958, p. 86.

⁴Ibid.

"without communication the mind does not develop a true human nature but remains in an abnormal and nondescript state neither human nor brutal."¹

He further emphasizes that "it is through communication that we get our higher mental development. The faces, conversations, books, letters, and literature and the like, by awakening thought and feeling and guiding them in certain channels, supply the stimulus and framework for all our growth."²

If we take a larger view and consider the life of a community we will have to agree with Dewey that "society not only continues to exist by transmission, by communication, but it may fairly be said to exist in transmission, in communication."³

Dewey's argument in this case is that "persons do not become a society by living in physical proximity any more than a man ceases to be socially influenced by being so many feet or miles removed from others . . . Individuals do not compose a social group because they all work for a common end . . . if however, they were all cognizant of the common end and all interested in it so that they regulated their specific activity in view of it then they would form a community. But this would involve communication . . . Consensus demands communication".⁴ It is clear from Dewey's position

¹Cooley as quoted in Berelson and Janowitz.,
Op., Cit., p.147.

²Ibid., p. 148.

³Dewey., Loc. Cit.

⁴Ibid., p. 5.

that the cohesion of a social group is directly proportioned to the degree of consensus as to the nature of their common objectives and goals. To arrive at such a consensus, the society can use authoritarian as well as democratic methods. Through the former some authority at the top may decide as to the goals to reach and dictate to the others who would, under the influence of the force at the top, submit and conform their behaviour to those goals. But this method may not lead to what is meant by social cohesion although it may result in social unity by affecting the behaviour of the individual members. Giving and taking of orders, as Dewey maintains, modifies actions and results but does not of itself effect a sharing of purposes, a communication of interest. On the other hand, in the democratic method, this consensus is achieved not through giving and taking of orders but through sharing the decisions as to the nature of goals to reach. In other words, there is a continual exchange of ideas and views between various functional strata of the society which results into an agreement on common purposes. We may also say that it involves an interaction.

From a different point of view¹, group sentiment results from the activities and interactions of the group members. As Homans has maintained, activity provides for interaction and interaction ultimately leads to the emergence of group sentiment.

¹Homans., Op. Cit.

Reading Homans' view with the results of an experiment on the formation of norms by individuals conducted by Muzaffar Sharif¹, we may arrive at a conclusion that while individuals tend to arrive at a common norm in a group situation, the presence of a group sentiment may accelerate the emergence of this norm.

Thus we may say that communication in a society depends upon the existence of group sentiment, group norms and continuous interaction. This necessitates the communication to be a reciprocal and multilateral process.

Now let us consider the social functions of journalism as one of the mass media. Mercer has said that "a major social function of communication is the transmission of ideas, emotions and wishes which are essential to social interaction and which are necessary to group cohesion."²

This applies to journalists. "The press, radio, television . . . all exhibit three major functions and dysfunctions although these functions and dysfunctions may be present in each medium to a greater degree at one time than at another. The three major functions are: (1) Conferral of status. (2) Enforcement of social norms and (3) (a dysfunction) Creation of apathy towards social issues."³

¹Newcomb, et al., (ed) Readings in Social Psychology., N.Y., Dryden Press, 1953.

²Mercer., Op. Cit., p. 87.

³Ibid., p. 88.

Explaining the dysfunction of creating apathy towards social issues, Mercer maintains that in Western nations, and especially in America, "the great supply of communications makes many people apathetic towards social issues, or at best leaves them only superficially concerned . . . Extreme familiarity with social issues may leave an individual with a 'drugged' insensibility to further discussion or, at worst, may even breed contempt for further information."¹

Mercer then goes on to say that as more and more time is spent in listening, reading, or viewing, less and less time is available for action with the result that a tendency develops to "intellectualize" issues and problems. "The individual may be informed and have a great interest in social affairs, but he may not be aware that he has failed to take action."² This dysfunction of the mass media, in other words, shifts men's energies from action to mere passive understanding, a "situation of particular concern to a democratic society, which is predicated upon the active interest and participation of all citizens."³

¹Ibid., p. 88-89.

²Ibid., p. 89.

³Ibid.

Waples, Berelson, and Bradshaw study as to what reading does to people indicates

that reading may produce five different kinds of effects upon the behaviours of individuals. The categories are:

- (a) Instrumental, which involves the use of printed information for individual practical or problem solving purpose.
- (b) Prestige, in which by reading material which praises the group to which he belongs, an individual may mitigate inferiority feelings or guilt, increase his self esteem, and reinforce his identification with others of similar goals and purpose.
- (c) Reinforcement, in which support is found for the position a person has already taken on some controversial issues.
- (d) Esthetic experience, in which there is exposure to some desired cultural accomplishments, and
- (e) Respite, which is for fun or for killing time.¹

These were the general effects of reading. Instances are not lacking in which different kinds of reading material produce enormous results in the Society, further resulting in an altogether changed behaviour. In this connection reference may be given to a number of books but we may confine to two instances from Indo-Pakistani conditions. One such book is Altaf Husain Hali's Musaddas which depicted the causes of the downfall of Muslims and urged upon the Muslim masses of the sub-continent to realize the conditions obtaining in the country. There is a complete agreement among the Urdu critics,

¹Douglas Waples, Bernard Berelson and Franklin Bradshaw, Univ. of Chicago., 1940.

social workers, and thinkers of different schools of the sub-continent¹ that this book went a long way in shaking up the decadent Muslim society of the 19th Century and was one of the main factors responsible for renaissance movement in India and Pakistan. The second instance is of Iqbal's poetry which, according to the unanimous opinions of the critics, altogether changed the political destiny of the Muslims of the sub-continent.

Mercer has given the names of Uncle Tom's Cabin, The Bible, and Karl Marx's Das Capital as "instances of other outstanding and historical examples which revolutionized man's thoughts and, in many instances, their behaviour."²

As to the specific effects of reading newspapers, we quote what Mercer has said on the point:

Considerable research on the effect of newspaper reading has been done, much of it in connection with voting behaviour. In the middle of 1920's, Lundberg interviewed 940 Seattle residents obtaining their view on four public questions which had been given prominent discussion in the newspapers over a period of eight months . . . There was found to be little connection between the stand of the papers they read and the position taken by these Seattle residents . . . Lundberg concludes that newspapers had little direct influence on the readers' opinions. A study of the relation between newspaper support of

¹Ram Babu Saksena, History of Urdu Literature, (Urdu) Raj Kumar Book Depot, Lucknow, India, 1960. Chapter on Hali.

²Mercer., Op. Cit., p. 90.

candidates and popular votes in presidential election from 1792 to 1940 found no correlation between support of a candidate by a majority of papers and his success in the election. This study may be taken as support of Lundberg's findings.

A third research in voting behaviour indicated that reading of newspapers editorials and discussions on political candidates is most likely to be done by people who have already decided how they are going to vote. In other words, the people who are most likely to read the political discussions in the election and because of their interest, the most likely to have made their voting decisions relatively early in the campaign. As Hovland points out, however, it should not be concluded from these studies that newspaper reading has no effect at all on voting behaviour. There are three reasons for being cautious about drawing such a conclusion: (a) actual effect of the newspaper in these cases may be of such fine magnitude as to require more detailed analysis than these researches were designed to provide. (b) these issues were all major ones upon which people were typically well-informed; it is possible that newspaper stories have greater effect on more minor local questions. (c) there are sometimes conflicting editorials or stories in the same paper and these may cancel one another out . . . It was found that 98% of students who read the favourable stories were biased in favour of the prime-minister and 86% of those who read the unfavourable stories were biased against him.¹

It may further be pointed out that effect of newspaper reading may be comparatively greater in societies where the type of leadership

¹Ibid., p. 91.

is authoritarian and people are accustomed to receiving leads. Evidence for this is provided by the fact that in most of the Asian and African countries where coup d'etats took place and a military regime replaced a democratic one, the first step taken by the new government was to impose a very strict censorship on the press.

In short, it can safely be said that journalism functions as a very powerful medium of communication in the society and thus is in a position to help the society achieve better cohesion through creating understanding among its individual members.

JOURNALISM AS A MEANS OF EDUCATION

Education as defined by Dewey "in its broadest sense is the means of this social continuity of life."¹ By social continuity of life Dewey means continual readaptation of the environment to the needs of the living organism. According to this definition, education is not synonymous with instruction, as formally given by organised schooling agencies, but covers the formal as well as informal agencies taking part in the socialization of the individual. Hence, any agency or factor which may influence the individual and help him adjust himself to his changing environment and affect a change in his behaviour, may be called an educative agency and have an educational function in the society.

¹Dewey., Op. Cit.

The educational function of the press emerges from its operative functions and responsibilities. Mott has declared the press to be the most powerful agency of communication. He says: "compared with other techniques for the communication of facts, ideas, and arguments, the press possesses a mechanism which makes it most powerful force in public affairs."¹

Educational functions of the press are two-fold: namely, to educate the government and to educate the masses. Educating the government means that the press helps this social agency to adjust itself to its environment in order to continue as a social entity. As has been said earlier, education is not merely imparting instructions, but covers a much wider field. Education of the government by the press is not therefore merely information to the government regarding various aspects of national life. Although the primary function of the press is said to be to supply news, in the present day context of the world, news is not merely a factual presentation of the day's happenings. It is rather "examining the glut of public occurrences, ideas and situations . . . by measuring these ideas, occurrences and situations in terms of their immediacy and proximity to, their magnitude and significance for, the community that they are to serve . . . news dissemination

¹George F. Mott et al., New Survey of Journalism.
Barnes and Noble, Inc., 1958, p. 270.

should stress interpretative as well as objective reporting."¹

By this interpretative and objective reporting the press affects the government, according to Mott², in the following nine ways:

1. Reporting the news.
2. Interpreting public affairs.
3. Criticizing, attacking and proposing.
4. Ironical and satirical approach through cartoons.
5. Conducting campaigns and movements.
6. Propagandizing.
7. Organizing extramural promotional activities.
8. Codifying its program of reform of government into a "platform".
9. Through advertisement.

As to the education of the masses, the function of the press has two sub-functions: (a) Giving information. (b) Forming public opinion. Through giving information, the newspapers bring to light for the public those aspects of national life which may otherwise be hidden from the common man's eyes. This broadens the outlook of the masses and prepares them for the appreciation of their collective affairs. This is an essential step in creating a social sense among the people, because without it the individuals will tend to remain purely individualistic and apathetic to their collective responsibility.

²Ibid., p. 270-275.

¹R.E. Wolseley and L.R. Campbell., Exploring Journalism., N.Y. Prentice Hall, Inc., 1953, p. 10.

The press is an important vehicle of public opinion formation. Wolseley and Campbell have observed in this connection that

modern man frequently finds himself in the midst of conflict and confusion. As a citizen he may feel it his duty to vote at every election; yet often he goes to the polls bewildered, for he sometimes is asked to vote on measures that he does not understand. He wants and needs a medium of communication that will help him act on the basis of logical argument, and not on emotional appeals.

Thus it is the second function of the modern press; to be "both a daily teacher and a daily tribune", as Joseph Pulitzer stressed it in discussing the policies of the New York World. To influence the public, the newspaper may educate, counsel, and advise as well as exhort, expose, excoriate.¹

To sum up, journalism, in its various forms, performs the function of an educating agency by keeping the people well-acquainted with affairs connected with their individual and collective lives as well as guiding, leading to and directing the people towards such social goals as may be sought by those in a position to control journalism. It also educates the society collectively by criticizing, appreciating and evaluating the activities of its various institutions and agencies, including the government.

¹Ibid., p. 11.

CHAPTER II

MODERN JOURNALISM

The term journalism is derived from the French "Journee" (day of work) and in turn from the Latin "diurnalis" (daily or recurring every day).¹ It indicates the collection and periodical publication of current news and events, or the business of managing, editing, or writing for journals or newspapers. The usage of the term has broadened lately to include news reporting and commentaries on radio and television and - to a lesser extent - the motion-picture.

Journalism has been marked by profound developments in size, regularity, and speed of publication; kinds, style, and treatment of news; typographical make-up; editorial influence; mechanical production aids; advertising; and circulation.² However, the ideas of what constitutes newspaper and what should be the standards and functions of journalism vary in different countries of the world, depending upon the varying social and political climates. Countries like United States and Britain, having well-grounded democratic traditions, give comparatively more freedom to the Press and thus more responsibilities and

¹Louis L. Snyder. Encyclopedia Americana,
"Journalism". Vo. 16, p. 218.

²George F. Mott., Op. Cit., "The Evolution of
Journalism", p. 20.

functions, while in totalitarian states the press enjoys less freedom and accordingly fewer responsibilities. Furthermore, in countries having a longer press history and traditions, the standard of journalism and objectives are different from those of countries which have more recently received their independence. Another factor influencing the standard and scope of a newspaper is the degree of industrialisation in a country. Countries having more industrialisation take part in strengthening the finances of the newspapers through the purchase of advertising space.

Hence, before discussing modern concepts of journalism, it should be understood that the frame of reference is journalism as found in the United States, Britain and other developed countries of Europe, which is gradually being adopted by other countries of the world. In order to understand some of the major characteristics of present-day journalism it would be appropriate and worthwhile to study its historical development briefly, because "journalism of the present has been created out of journalism of the past".¹ An understanding of this journalistic development will equip writers, publishers, editors, reporters, columnists - journalists all - with a knowledge that will enable them to be more alert to future possibilities and will help them further to be more certain "of the constructive services which may be rendered" if they know some of the background.²

¹Ibid.

²Ibid.

EARLY HISTORY

The first prototype modern newspaper was the series of public announcements known during the Roman Empire as "Acta Diurna" and later in Venice as the "Gazzetta".¹ Similar official reports were made in China, where the earliest newspaper, the "Tching-pao" or News of the Palace, began its daily appearance in Peking in the middle of the 8th Century A.D.²

Until the invention of printing, however, the dissemination of news was largely carried out through private correspondents or by word of mouth.³ The invention of printing from movable type by Johann Gutenberg in Mainz in 1450 A.D. revolutionized the spreading of news.⁴

According to Snyder the first printed news-sheet appeared at Nürnberg in 1457 A.D. The letter of Christopher Columbus announcing the results of his first expedition to the New World was distributed as "a news broadside". Similarly the accounts of the naval victory over the Turks at Lipanto by Austria, Italian States, and Spain (Oct. 1571), and the British triumph over the Spanish Armada (July 1588) were published. Some 800 of these

¹Louis Snyder., Loc. Cit.

²Ibid.

³Casper Yost., "The Principles of Journalism"
D. Appleton and Co., New York, 1924, p. 6.

⁴Louis Snyder., Op. Cit., p. 219.

occasional news-sheets, all published before 1610 A.D., are extant in libraries. This kind of publishing became a profitable business, and as a result the reporting of news spread rapidly throughout Europe.¹

However, Yost writes:

Periodical news publication was thought of by a German, Egenolph Emmel, who in 1650 started the Frankfort Journal, and became the father of journalism, though that title is sometimes also given to Butter of London and Renaudot of Paris, who began periodical publication of newspaper some years later.²

Nevertheless, to continue with the historical account of Snyder, among the more important of the newsletters were those published by the great German band of the Fuggers. This organization kept itself informed on world events through newsletters sent by correspondents all over the world. Because of their international business concern, the Fuggers were able to obtain inside information with extraordinary rapidity, even receiving news smuggled through the lines of opposing armies.³

In England, during the reign of Elizabeth I, the news-writer was generally a kind of employee in the service of the

¹Ibid.

²Casper Yost, Op. Cit., p. 7.

³Louis Snyder, Op. Cit., p. 219.

great nobles who were supplied with a special type of news - intelligence reports - they required.¹ But with the spread of learning there came a heavy demand, especially in remote areas, for a regular and accurate supply of news. Organizations were established for the interchange of letters between London and the provinces, and news stories were distributed in a manner similar to that of modern agencies.²

At the time of Restoration of the Stuarts (1660 A.D.) there were more than twenty English newspapers in the form of gazettes, courants, and news-books.³

In the early 18th Century, "Journalism was more of a business or a branch of politics than a recognised profession."⁴ Comment, as an accompaniment of the news, began at this time. Such writers as Daniel Defoe, Jonathan Swift, Joseph Addison, Sir Richard Steele, and Samuel Johnson are included among early figures of prominence in the field of journalism.⁵ Though interested in mostly writing editorialized commentaries, some of these writers "had much in common with modern muck-rakers or

¹Ibid.

²Ibid.

³Ibid.

⁴Casper Yost, Op. Cit., p. 12.

⁵Louis Snyder, Op. Cit., p. 220.

gossip columnists."¹ Along with these gifted literary "wits" were many painters and "hacks" who also used newspapers and periodicals as their mouth-pieces.

During the first quarter of the 19th Century the chief purpose of newspapers continued to be that of discussing political and economic questions. In America, foreign news remained predominant, domestic news consisting "largely of political speeches, reports of governmental proceedings and departments, and information of interest to the merchantile and commercial classes for whom the newspaper was designed."² The editorial came into being during this period, and newspapers began to be published by editors rather than by printer-journalists.³ Considerable development took place in advertising to balance the expanses incurred as the circulations were small and subscription rates high.⁴ It was also during this period that the popular weekly and semi-weekly editions of the daily papers developed.

The establishment of the Penny Press in London, New York and elsewhere marked the beginning of certain modern newspaper characteristics; namely, low price, wide circulation, financial

¹Ibid.

²George Mott., Op. Cit., p. 23.

³Ibid.

⁴Ibid., p. 24.

stability, human-interest news, and wide news coverage.¹ These developments, according to Snyder, were partly a reaction to profound changes in the nature of journalism itself. The most important one was the divorce of press from party-opinion around first quarter of the 19th Century.² Until this time the press was regarded generally as supporters of governmental opinion. The union of politics and journalism "broke down when it became obvious that great reward awaited those entrepreneurs who could sell fresh and comprehensive intelligence without slavish regard for political platforms."³

A distinguishing feature of the 19th Century was the emergence of a series of great editorial moulders of public opinion, men whose influence matched or often surpassed that of leading political figures.⁴ In England there were John Delane, Edward Lawson, Edward Sterling; In U.S., James Gordon Bennett and his son James Bennett Jr., Horace Greely, Will Bryant, Charles Dane and Henry Raymond; in France, Lucien Anatole Prevost - Paradol.⁵ These editors "succeeded in lifting the profession of journalism,

¹Louis Snyder, Loc. Cit.

²Ibid.

³Ibid., p. 220.

⁴Ibid.

⁵Ibid.

once in ill-repute, to a new level of dignity and independence."¹

The constant and growing demand for news rather than opinion eventually led to the disappearance of individualistic leadership in journalism. The profession now became a branch of finance. In the words of Snyder:

Journalism took on all the characteristics of big business - impersonality, departmentalization, standardization. Companies took over ownership and control of group of newspapers in giant amalgamations.²

In the process, luxury and fringe publications "fell by the way-side"³, but the total circulation became greater and greater. The progress of techniques of production was further facilitated by the formation of world-wide news agencies founded to serve the increased reading public.

LATER DEVELOPMENTS

The turn of the century saw two distinct trends in the newly emerging journalistic practices. On the one hand there was the elevated standard of such papers as The London Times, The New York Times, etc. On the other hand the financial rewards of increased circulation and the consequent competition led to the

¹Ibid.

²Ibid.

³Ibid., p. 221.

sensationalism of the so-called "yellow-press" and tabloid newspapers.¹ This latter feverish journalism was conducted with little responsibility or verification. It used lavish "scare-heads", dramatic photographs and questionable methods; it catered to the lowest taste by emphasizing scandals and murders.² To some extent this type of journalism reminded of the "early days when journalistic media accentuated brutality and vulgarity and maintained a disgraceful relationship with bribery and blackmail."³

However, this latter trend was not to last long. Even though journalists like Joseph Pulitzer and others revived the sensationalistic aspect of the early papers, they did so with the object of crusading into both news and editorial. In fact modern journalism owes much to Pulitzer's highly developed journalistic sense in adapting and developing new concepts and techniques in publishing and exercising editorial leadership as the chief purpose of a newspaper.

It was Pulitzer who emphasized the concept of continuity - "never drop a big thing until you have gone to the bottom of it. Continuity! Continuity! Continuity until the subject is really

¹Ibid.

²Ibid., p. 222.

³Ibid.

finished,"¹ and accuracy, which meant not only avoiding simple errors, but also the half truths and inadequate statements of sloppy reporting.²

Pulitzer was criticized for reviving sensationalism. Pulitzer's answer was that human interest and sensational stories were needed to win a large circulation and having won the circulation he would create sound public opinion through enticing readers into the editorial columns and news stories about public affairs.³

Henry Raymond, on the other hand, demonstrated the need for and value of impersonal journalism. He sought to provide unsensationally, truthfully and without bias, news of the world that was interesting and important to the public. Raymond had a special dislike for misrepresentation and promotion of personal aspirations. Although a politician himself, he never utilized his paper⁴ to promote personal aspirations and was always eager to further general public welfare.⁵

¹Edwin Emery and Henry Smith, The Press and America "New Journalism". Prentic-Hall Inc. 1954, p. 374.

²Ibid.

³Ibid., p. 380.

⁴New York Times.

⁵George Mott., Op. Cit., p. 25.

MODERN JOURNALISM

Twentieth century journalism has been characterized by further progress. Developing into a highly competitive "big business", it has evidenced tremendous mechanical advances, standardization, consolidation, and professional progress.

Improved mechanical equipment and inventions both within and without industry are responsible for present-day rapid production of newspapers. The linotype machine has displaced handsetting of types - and very recently machines for headline-setting have also been devised - except for display advertisement. Color press and engraving processes, have been greatly improved. The development of both the telephone and typewriter speeded up newspaper output enormously. The use of telegraph and radio, which now transmit pictorial images as well as news messages, is becoming increasingly important.¹

Increased use of syndicate and news agency materials has tended toward standardization of the press. Modern newspapers reflect the steady development of consolidation, and advertising and circulation, the increased popularity of evening newspapers and the introduction of tabloid picture papers.

A tendency has been to consolidate newspapers especially in the morning field because of the rise of evening newspapers.²

¹Ibid., p. 34.

²Mott gives the example of Frank A. Munsey who by consolidation and reorganization eliminated six newspapers in New York, e.g., the sale of New York Herald to the Tribune resulted in a New York Herald Tribune.

Another tendency has been to combine under one ownership morning and evening papers as well as a chain of newspapers throughout a country.

The development and growth of large business concerns and national distribution of products have resulted in increased local and national advertising. In order to develop these advertising possibilities it was felt necessary to enlarge circulation of newspapers. Greater advertising and circulation have in turn necessitated an increase in the pages of newspapers.

As regards quality and professional progress, newspapers have become exceedingly popular with the masses due to the condensation of news, human interest appeal, small and convenient size and especially, the extensive use of pictures.¹ In recent years there has been a marked increase in the importance of foreign news. News about the country and scientific news have been growing in importance. A significant trend towards news interpretation has developed; there has also been an increase in the number of columns.²

¹George Mott, Op. Cit., p. 35.

²Ibid., p. 36.

The increase in the number of columns indicates the increase in horizontal page dimensions. Daily newspapers usually carried a five column page, but then raised the number to eight.

The media of communications - newspapers, magazines, radio and television - frequently are accused of being primarily a means of entertainment. By playing up crime, sex and other sensational news, it is contended, they distract the "otherwise public spirited citizen's attention for the more serious phases of life."¹ During the 20th Century "the fields of potential and essential interests have multiplied and become more complex."² The citizen of our time is constantly being told by pleaders of all kinds that good citizenship requires a familiarity with a multitude of problems, related to such matters as mental health, conservation of natural resources, safe driving, care of the aged and the like, and including the personalities and issues involved in political controversies throughout the world.³

¹Curtis D. Macdougall, Interpretative Reporting, Macmillan, N.Y. 1957, p. 6.

²Ibid., p. 7.

³Ibid., p. 7.

Macdougall writes

"What is the harrassed and perplexed well-intentioned person to do? He knows he cannot ignore the race problem in South Africa as his grandfather possibly could, without running a personal risk. The same is true of most of the other problems to which he is incessantly importuned to attend. Nevertheless, there is a living to be earned, and the bigness of whatever business or profession in which he engages requires his increasing attention to that task. From the lowliest factory-worker to the top industrial executive, the bread winner finds it necessary to become more and more of a specialist. He simply lacks the time to acquire the background of knowledge necessary for proper evaluation of the performance of those who specialize in the task of gathering and reporting essential news for his presumed benefit. Thus he finds himself virtually at the mercy of the media of communication!"¹

Journalists - news-gatherers and news editors - are becoming more and more aware of all these factors and related ones, and their repurcussions. With this awareness has come deep concern. Journalists want to "get through" to readers, listeners and viewers. They want to do so both for sound business reasons as well as to fulfil the responsibility which they recognise is theirs.

Journalists attempted to live up to their responsibilities in the handling of news. As an answer to the needs resulting from

¹Ibid.

the foregoing discussion regarding how to tell the truth, journalists came up with the term "objectivity". Newbold Noyes Jr., national news-editor of the Washington Evening Star in an address at the University of Missouri, referring to 1900 A.D. when the Associated Press was established, remarked:

Up to then, newspapers had been quite personal in their approach to the news What they wrote was vastly entertaining, but they were not nearly so concerned with telling people the truth as with telling people off. They faithfully promoted their own ends but the truth somehow tended to get lost in the shuffle.

The Associated Press realized at the start that it couldn't possibly cater to the opinion whims of all the different publishers receiving its services. It set out to correct the situation by instituting the principle and practice of "objective" news-coverage The idea of objective reporting meant that the only safe thing in a newspaper - outside of the editorial page - was a fact. The reporter's duty was to supply his readers with the cold, hard, barren details of what had happened and nothing more in short, our responsible press operated under the theory that it was better to take a chance on not informing its readers than it was to take a chance on misinforming them. It tried, as we try today, to tell the public the truth. But it was afraid of trying to tell the whole truth. Its overriding concern was making sure that what it dispensed was nothing but the truth.¹

¹Newbold Noyes Jr., Address at the University of Missouri, May 2, 1953, as quoted in Macdougall, Op. Cit., p. 8.

In other words, the cult of objectivity came to be an established characteristic of an "adolescent" journalism. However, the day inevitably comes when an adolescent "must test for himself the forbidden fruits he has been taught are so dangerous."¹

The "forbidden fruits" are actually interpretative reporting and writing. By mid-century, according to Macdougall, this more mature type of journalism was widely and firmly established, "albeit still developing".²

Alan J. Gould, after declaring the too often objectivity "has come to connote sterility in news-writing", continued:

The day is past when the superficial facts alone can tell the news, let alone indicate what it means. A news-story that is strictly factual may also be strictly distorted, depending on how the facts are reported and whether all the pertinent facts to assure a balanced story have been provided. So what we need and must have today are not alone the facts that are pertinent to a complete, honestly reported news-story, but also the background and analysis essential to providing full dimensional understanding.³

¹Ibid., p. 9.

²Macdougall, Op. Cit., p. 10.

³Alan J. Gould, as quoted in Macdougall Op. Cit., p. 13.

Erwin D. Canham, editor of the Christian Science Monitor, in support of interpretative reporting has also said that

Mere publication of spot news in newspapers is not enough, and most newspapers have acted on that assumption for some time. The news must be clarified, explained, interpreted and integrated with other news. The commentators do that on the radio too. But people still demand the written word. They still can't quite depend on what they hear.¹

Interpretation has been defined by Lester Markel, as the deeper sense of the news. "It places a particular event in the larger flow of events. It is the colour, the atmosphere, the human element that give meaning to a fact."²

Lester Markel goes on to differentiate between interpretation and opinion. Interpretation, he says, is an explanation for a certain fact while opinion is a value judgement passed on some individual for a particular act. He further differentiates between interpretation and editorial judgement. Interpretation, accordingly, is an objective judgement based on background knowledge of a situation, appraisal of an event. Editorial judgement, on the other hand, is a subjective judgement; it may include an appraisal of the facts but there is an additional and

¹Erwin Canham, address to Newspaper Advertising Executives Association, Chicago, as quoted in Macdougall, Op. Cit., p. 13.

²"The case for interpretation" as quoted in Macdougall, Op. Cit., p. 14.

distinctive element, namely emotional impact.¹

Consequently, it has been concluded from the above, that interpretation is an essential part of the news while opinion should be confined, almost religiously, to the editorial page.²

In conclusion, journalism of today, as practised in the U.S.A., the U.K. and other European countries, may be more aptly called "depth journalism". This phrase covers all the aspects of modern concepts discussed in this section.

Depth journalism implies that reporting at the present time is a difficult job. In some areas, it will demand more than the mere ability to observe or see a certain event and report in the columns of the paper. The reporter now needs to be an expert or specialist in his particular field to be able to report an event interpretatively. The average newspaper cannot afford to hire many specialists, but they can hire well-educated, alert men and women who have good backgrounds in political science, economics, and in the liberal arts.

This in turn implies the need for a balanced program of education for journalists, to train them to cope with the exacting demands of modern journalistic practice as prevalent in U.S.A., U.K. and of a more or less similar standard in other countries

¹Ibid.

²Ibid.

in Europe.

This need will be discussed in more detail in the following section.

Although journalism has quite a long history in Pakistan, dating back to the mid-nineteenth century, its objectives, its appeal, its scope and the standards it hopes to attain are vague and indefinite. With the rising curve of industrial and educational development, the demand for reading material as well as for media giving day-to-day acquaintance with the affairs of the country as well as the world abroad is increasing. This has given an impetus to the newspaper industry. But as the conditions differ in different areas, the standards maintained by the press present quite a checkered picture. Moreover, certain available physical facilities assist greatly in the production of English papers, and are not to be found at all for the local language papers. This affects the standards to a large extent, and they are making an attempt to improve the standards of the latter and come up to those maintained by English press.

NEED FOR A BALANCED PROGRAM OF JOURNALISM EDUCATION

The newspaper is three or four centuries old, and, if one considers the Acta Diurna of the Romans, there were journalists long before that. The production of a newspaper has always demanded literate reporters, skilled craftsmen and technicians; some training must have been necessary for the production of even the most modest corantos and gazettes of the sixteenth and seventeenth centuries. Nevertheless, the widespread concept that specialized training for success in journalism is needed is a relatively recent idea. It has yet to become a current over large areas of the globe. Even in the U.S.A. this idea goes back barely fifty years.

The newspaper, it may be pointed out, has now attained an impressive stature over the centuries without the aid of formal schemes of specialized training. It may well be asked, therefore, what developments of the past two or three generations have necessitated the need for a drastic new approach to the training of journalists? The assumptions on which the present belief is based will be examined in order to arrive at an answer to the above question.

Mass communication has undergone a revolution in the past century. The reason for this change is that the society which the press serves has itself been transformed. In the words of Wilfrid

Eggleston,

" . . . if the press is to continue to play its vital role as a medium of mass information and enlightenment it has to keep up with the constantly evolving challenge."¹

There was a time when journalists, reporting and reflecting on the events of a staid and self-sufficient society, might admirably serve their communities with a modest literary education and such knowledge of public affairs "as any intelligent man might pick up on his beat."² Moreover, before the days of mass education, cheap paper and penny postage, as mentioned elsewhere, the newspaper was normally produced for the literate few. Technical equipment was still modest and simple and the problem of reaching the masses had not yet arisen.

But those days are now gone forever in most parts of the world. The technological revolution has changed the whole face of society. The telegraph, the railway, the automobile, the steamship, the aeroplane, television, radio and the motion picture are only the more obvious agents of drastic change. In the words of Dr. J.A. Corry, President of the Canadian Political Science

¹Wilfrid Eggleston, as quoted in The Training of Journalists, UNESCO Publication, Holland, 1958, p. 41.

²Ibid.

Association, "To make the most of this world, and exploit its material to the full, we have created an interdependent society of great complexity."¹

It is from these two aspects of interdependence and complexity that some of the gravest problems facing journalists emerge. "Events have vastly increased the size of anyone's effective community, and while this has brought enormous benefits, it has also brought corresponding problems and difficulties."²

Eggleston explains the above and says

"So long as one's community consisted of the persons living within a radius of five or ten miles it may have been possible without too much difficulty to get along without an elaborate machinery of intelligence and interpretation. Each citizen might then have been able to keep an eye on what was happening and to adapt his own behaviour accordingly. But when the bounds of one's effective community are extended to include a country, a continent, or even the whole world, the task of finding out and reporting what is going on can no longer be left to the individual."³

This job, then, must be entrusted to a specialist, that is, to the journalist who will serve as the eyes and ears of others

¹Dr. J.A. Corry, as quoted by Wilfrid Eggleston, Op. Cit., p. 42.

²Ibid.

³Wilfrid Eggleston, Op. Cit., p. 42.

in respect to all the world beyond his immediate horizon.¹

The other aspect of modern society is its growing complexity. Few people residing in a great city or in distant areas can any longer, by their own unaided activity keep abreast of developments even when they are in their own community.² Therefore, here again, if the citizen is to know what is happening around him, he must entrust the job of digging, selecting, reporting and explaining to an agent.

That agent, the journalist, cannot hope to serve the citizen in this "brave new world without acquiring new and exacting skills, and an encyclopaedic range of miscellaneous information."³

The basic question, then, according to Eggleston, is: can the journalist report and interpret this "interdependent society of great complexity" to his readers and listeners while still employing the training and equipment thought adequate in the days before technological revolution?⁴

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid., p. 52-53.

Eggleston answers this in the negative, and continues,

"The limited training or indeed lack of formal training, will no longer serve. Journalism has begun to make on the practitioner a series of professional and technical demands of the most formidable nature. A journalist can hope to meet the new challenge only if new norms of education and training are adopted."¹

From the above, then, it can be concluded that mere on-the-job training based on insufficient education cannot help the journalist in meeting the new challenges of modern times. Consequently, the two basic aspects of education or training of journalists that should be stressed are:

1. Technical training in the arts of communication.
2. Thorough knowledge of subjects related to the field that the journalist will deal with.

Both aspects of journalism should be combined in a balanced program designed to develop the journalist's sense of inquiry; a responsible habit of fully investigating and reporting facts and events; and of separating news from opinion in conformity with the profession's own highest standards.

It should, however, be made clear that methods of training vary from country to country, according to local needs and requirements. In Pakistan, as will be seen later, the training program is

¹Ibid., p. 53.

more often either pure on-the-job training or pure theoretical and general background education. The result, therefore, seems obvious. There is a dearth of journalists who are well-versed in both the technical and theoretical-general aspects of journalism.

The need is for an educational program which integrates the practical and theoretical aspects of journalism into its curriculum in order to meet the requirements of the profession, and which moreover recognizes the necessity of a certain level of general education.

It is, therefore, desirable that on-the-job training be supplemented with professional and general education outside newspaper offices, and that, similarly, theoretical education programs, as conducted by the various institutions, be supplemented with adequate practical and technical training in proper laboratory situations.

CHAPTER III

THE HISTORICAL DEVELOPMENT OF JOURNALISM EDUCATION IN PAKISTAN

BEFORE THE ESTABLISHMENT OF PAKISTAN¹

The history of the formal development of journalism education in the areas now comprising Pakistan does not go back beyond the 1940s. The Punjab University at Lahore took the lead in 1941 by establishing a department of journalism providing training for B.A. graduates leading to a diploma. The period of training was one academic year.

Informal education and training in journalism, however, goes back to the 19th Century when weekly papers started appearing in Lahore. These papers were individual enterprises. Usually the editor did everything, but with the increase in circulation, he selected his assistants who could write in Urdu (which was the language of these papers) and trained them in the art of journalistic writing and editing. This process continued throughout the remaining period of the 19th Century and the first quarter of the present century.

¹No references were available regarding this aspect of historical development of journalism education in Pakistan. The facts mentioned in this section are based on the writer's personal knowledge as well as information received from Pakistani journalists through correspondence.

During the 20th Century, some of the interested young men went to England and received training at the London School of Journalism. The pioneer among them was M. Hassan Latifi¹ of Ludhiana who earned his diploma in the early 1920s. Being a radical nationalist, he started his own paper (in English) from Ludhiana. This paper condemned the British Policy, was banned by the then government, and its editor put behind bars.

Another name worth mentioning is that of Mir Nur Ahmed² of Ambala, who worked on the staff of The Statesman, one of the few English dailies of the then undivided India, and who later joined the publicity department of the Government of Punjab. He retired as the Director of Public Relations, Punjab, in 1953.

But these are the rare instances where journalists received any formal training. Otherwise most of the prominent journalists of these areas received their training at the desk, not only in Urdu but in English as well. In fact, it is no exaggeration to say that most of today's top-ranking Pakistani journalists are without any formal education in journalism from any school or university. This was quite practical when the scope and responsibilities of newspapers were limited. But now, as discussed in Chapter II, the concept of journalism has become

¹This information was conveyed by S. Rizvi,
Press Information Officer, Govt. of W. Pakistan.

²Ibid.

more complex which has widened the scope and influence of a newspaper and has thus increased its social responsibilities. Hence the need for formal education without which it is not possible to fulfil the requirements of the role of a journalist.

The present chapter briefly examines the expansion of formal education facilities in the field of journalism in Pakistan.

AFTER THE ESTABLISHMENT OF PAKISTAN

It has already been mentioned in the preceding section that Punjab University, in 1941, was the first to start a department of journalism. It offered a one-year program leading to a diploma. The courses¹ offered were:

| | | |
|--------------------------------|---|------------------------------|
| Theory of Journalism | - | X hours per week for Y weeks |
| Practical journalism (English) | - | " |
| Practical journalism (Urdu) or | - | " |
| English Composition | - | " |

In 1955, after the establishment of Pakistan, two more universities, namely Karachi and Sind, introduced journalism education programs. Karachi offers a one-year diploma course while Sind set up two different courses: a two-year course leading to an M.A. degree in journalism, and a diploma course of one year's duration.²

¹There is no mention of the number of hours per week per subject. However, it is mentioned that two evening lectures per day were held for the program.

²The Training of Journalists, a UNESCO Publication, "Training Facilities in different countries". Holland, 1958, p. 150-51.

Curriculum

Punjab University: The syllabus of the one-year diploma course started by the Punjab University in 1941, as mentioned earlier, continued unchanged up to 1954 when it was expanded as follows:¹

1. Current Affairs and Press History were added.
2. English composition was replaced by specialized journalism which included classes on radio journalism, commercial journalism, sports journalism, pictorial journalism and book, radio, and film reviewing.
3. A special series of lectures was arranged on press legislation, public relations, pictorial journalism, and new techniques of Urdu journalism.

Karachi University: The syllabus of the one-year diploma course at the University of Karachi includes:²

1. English (Grammar and Composition).
2. Theory and practice of journalism.
3. Current Affairs with special reference to Pakistan, and
4. Shorthand and typing.

The course requires a three-month practical training period spent in a newspaper office.³ However, this aspect of the program

¹Ibid., p. 151.

The number of lectures per day was also increased to three.

²Ibid.

³Ibid., p. 151.

has not proved very successful for a number of reasons. These, and other problems, will be discussed in Chapter V.

Sind University: There are two courses: a two-year course leading to an M.A. degree in journalism, which includes:¹

1. Theory and practice of Journalism.
2. International relations.
3. Modern Government.
4. Social Sciences.
5. International Law.
6. Economics.
7. Public Speaking.

The diploma, one year, course consists of five subjects, namely²

1. Theory of Journalism.
2. Practical journalism (English).
3. Practical journalism (Urdu or Sindhi).
4. Current Affairs and Modern Constitution and
5. Public Speaking.

One major handicap of this University from the journalism point of view is the fact that Hyderabad, where the university is situated, is not a major newspaper center.³

Moreover, both at Karachi and Sind Universities, the number of candidates seeking admission is very low. The causes and consequences of this will be more specifically discussed in

¹Ibid.

²Ibid.

³Ibid.

Chapter V when the problems related to the field of journalism education in Pakistan are discussed.

The latest addition to journalism education in Pakistan is a post-graduate program leading to an M.A. degree, which was introduced by the Punjab University, Lahore, in 1959. The Curriculum includes:

1. English Language.
2. History of Urdu Literature.
3. History of Urdu Journalism.
4. Urdu Grammar.
5. Journalism Technique.
6. Mass Communication Media.
7. English Reporting and Editing.
8. Urdu Reporting and Editing.
9. Economics.
10. Political Science.
11. Press Laws.
12. Public Relations.
13. Radio Journalism, etc.

A teleprinter service has been provided in the department. Students are given practice in editing and reporting.

The students are required to attend five classes per day. The curriculum is divided into two sections, one is compulsory and the other is elective. Details as regards specific courses in each section are not available. However, the emphasis differs in the case of Urdu - language journalists.¹

¹This particular information was conveyed by S.M. Kamal, A.P.P. Correspondent, Karachi, in a letter to the writer.

Before concluding this section, it should be mentioned that no journalism course¹ is offered as part of the regular B.A. degree program in any of the three above mentioned universities in Pakistan.

Methods:

The teaching methods followed are more or less the same in all three institutions. The theory of journalism, current affairs and press history are taught in class-room lectures and seminars.² The rest of the curriculum consists of practical work in various fields of journalism.

Cyclostyled (mimeographed) exercises in sub-editing and proof-reading are given to students and the work is corrected by the teacher. Students are also sent on reporting assignments. These assignments are then discussed in the class.³

According to Abdus Salam Khursheed, "both feature and topical articles are written and some of them are sent to the newspapers; about 25 per cent of the students thus see their own work in print."⁴

¹This implies that journalism is not included in the B.A. degree program as an elective subject.

²Ibid.

³Ibid., p. 151-152.

⁴Abdus Salam Khursheed, as quoted in The Training of Journalists, Op. Cit., p. 152.

Students of the Punjab University also edit a full-sized dummy fortnightly newspaper as a further means of practice.

Some students, through special arrangements, are required to work in newspaper offices for about a fortnight to enable them to have some first-hand experience of actual newspaper work.¹

As a further aid in acquainting students with newspaper work and press problems, clippings from national and foreign newspapers are placed on special bulletin boards. A reading room and a library, exclusively for the use of journalism students, are also available.²

Some proposals are now being considered by the government with a view to improving the teaching methods and expand the existing facilities. These, as mentioned by A.S. Khursheed, are as follows:²

1. Provision of books and films on newspaper production for the department of journalism.
2. Provision of laboratory equipment.
3. Provision of a regular supply of representative newspapers from the United Kingdom, the U.S.A. and other countries.
4. Organization of special short courses on press legislation, ethics of journalism, press history, and current affairs, for working journalists without any formal or university training.

¹Ibid.

²Ibid.

5. The establishment of a certain time limit within which all junior journalists should be expected to obtain a diploma in journalism in a university - this has been considered essential since junior working journalists are "frequently found to be ignorant of other branches of the profession outside of those in which they are actually employed."¹
6. Organization of short summer courses on the principles of journalism - open to the public - with the object of acquainting as many people as possible with the ways in which newspapers collect and publish news.
7. Travel grants and scholarships to enable the best students to pursue advanced study abroad.
8. Finally, travel grants, fellowships, visiting lecturerships, temporary work on foreign newspapers and seminars, for journalism teachers.

Realizing the usefulness of the training courses in journalism, the Government of West Pakistan has established ten scholarships for promising young men seeking education in journalism.² Nine of these will be trained in Pakistan, while one will be sent abroad for advanced studies.

The Punjab University at Lahore has set up a Research and Reference Section within the department of journalism in order to promote research in the field of journalism.

Finally, with the assistance of the Asia Foundation, the

¹Abdus Salam Khursheed, Op. Cit., p. 153.

²Ibid.

library at the Punjab University has been enriched, and a number of American books on journalism have been introduced as textbooks.¹

In short, journalism education in Pakistan is in a developing stage. As mentioned earlier, only Lahore had facilities available at the time of independence, and there received a set-back because of the partition of the sub-continent and the migration of Hindus to India. The journalism department of the Punjab University was mostly manned by part-time Hindu lecturers who were drawn from the daily Tribune, Civil and Military Gazette, Partap, Milap, Veer Bharat, Ingilab and Shahbaz. Consequent on the partition most of these lecturers left the country. A few Muslim teachers in the department found better openings in government agencies and left the department.²

Since then efforts have been witnessed not only to staff the department but also to reorganize the department and improve the methods of teaching. At present the Punjab University is the only agency preparing for the M.A. degree in journalism, but the department is mostly manned by part-time teachers with two full-time foreign journalism graduates as lecturers. So far as the available information indicates, out of the part-time lecturers,

¹Ibid., p. 154.

²Abdul Qayyum, who was the Head of the Department of Journalism at the Punjab University after independence soon left the teaching profession and joined the Press Information Dept. Presently he is Secretary Information, Govt. of Pakistan.

only two belong to the category of working journalists while the remaining ones are drawn from local Arts Colleges.¹

Beside theoretical education, the departments not only at Lahore, but at Karachi and Sind Universities are handicapped on account of the lack of practical training facilities. The Punjab University made some unsuccessful attempts to persuade the local newspapers to allow their journalism students to work at their desks to obtain first-hand experience. The reasons for the failure are dealt with in the next Chapter.

The first group of journalism students graduated from Punjab University in 1961. But they could not be absorbed in the local newspapers because they were not considered by those newspapers to come up to their standards. Only three out of sixteen could get employment in governmental, semi-governmental and private agencies.²

Three of these graduates are working on the daily Pakistan Times and daily (Urdu) Nawa-i-Waqt, but they were already on the staff of these papers when they joined the University for their journalism course.

¹S. Rizavi, Op. Cit.

²These agencies were: West Pakistan T.B. Welfare Assoc., British Information Service and Press Information Dept., West Pakistan.

This suggests that the education provided is deficient in so far as practical training in the field is concerned. It has been observed by this investigation and others, in particular cases, that journalism graduates need the same period for apprenticeship as any untrained person needs before they can be of use to a local newspaper.

Another instance which reflects the deficiency of the training program is provided by the results of the qualifying examinations for the post of Press Information Officer in the Government of West Pakistan, held by the West Pakistan Public Service Commission in 1958. Approximately 600 candidates took this examination, including a fair percentage of diploma holders in journalism. Of the 12 who qualified for the interview, none was a diploma holder.¹ The state of affairs in the field of Urdu journalism is even more deplorable. Any Urdu daily of standing would not even consider employing a person who is a diploma holder because the widespread professional impression is that these diploma holders may have some technical know-how of journalism or some background of history of journalism, but they are most deficient in writing and often commit unpardonable grammatical mistakes. In this connection it may be kept in mind that, as mentioned earlier, great stress is laid on the literary qualities of style in Urdu newspapers and therefore the person who cannot even write correct grammatical

¹Ibid.

matter-of-fact style can hardly be accepted by any newspaper or periodical.

This is why, in the revised curricula of journalism, special subjects have been included on English grammar and Urdu language and literature.

The future of journalism education in Pakistan depends not only on a sound theoretical and practical training but also on the absorption of these graduates in the profession. The latter can only be achieved if the practical requirements of the profession are given due consideration while framing the curricula. Suggestions regarding this aspect are taken up in the last Chapter.

CHAPTER IV

A BRIEF SURVEY OF THE FIELD OF
JOURNALISM IN PAKISTAN

Journalism is now recognized as one of the important professions in the world. Unlike other learned professions such as the medical and legal professions, journalism is a comparatively new venture in the field of human activity. In most countries it has yet to develop firm roots and build up its traditions. This is especially the case in Asian countries. With the exception of Japan, journalism is still struggling to establish itself firmly in the social, economic and political life of countries in Asia. The modern techniques of production and management are now asserting themselves in the newspaper industry. The marvels of scientific and technical inventions are now as evident in the printing industry of the Western world as they are in other spheres of its life.

The newspapers of Pakistan, except for a few instances, were all started after the creation of Pakistan in 1947, or are in the hands of people who took them over after that date. The existing newspaper industry thus had its birth after that date.

After its first few years of struggle, the newspaper industry has been marked by considerable development in its various aspects. However, it suffers, like other institutions in every newborn and rapidly developing country, from certain special weaknesses. Efforts are being made to improve the situation both

by the government as well as the individual newspaper concerns. The future development of the newspaper industry in Pakistan, however, will depend largely on the extent to which it incorporates in its system all that has been achieved elsewhere.

This chapter briefly examines the existing conditions of the newspaper industry in Pakistan.

DISPARITY BETWEEN THE QUALITY OF JOURNALISM IN ENGLISH LANGUAGE AND LOCAL LANGUAGE NEWSPAPERS

Journalism, as mentioned earlier, in Pakistan is comparatively young. With the expansion of educational facilities in the country, the rise in the literacy percentage, and the impact of foreign influences, the newspaper industry in Pakistan has developed rapidly. People are becoming more and more "news-and-views-minded".

Newspapers and periodicals in Pakistan are published in local as well as foreign languages. The latter include English, Arabic and Persian. The most widely circulated foreign language newspapers appear in English. Among the local languages, Urdu leads the others in number and circulation of publications.

English language journalism is the direct heritage of British journalism and was established in the Indo-Pakistan Sub-continent by the British rulers to satisfy their own needs. Some prominent English writers and journalists have had their share in the development of English language newspapers in the country. One of them was Rudyard Kipling, who worked as the

Editor-in-Chief of the Civil and Military Gazette, Lahore, for a number of years. Hence the pattern followed by the leading English dailies is that of the prototype British papers.

The circulation of the English language papers, comparatively smaller than that of the Urdu ones, is mostly among the educated classes and business and commercial circles. One of the reasons for the popularity of English language papers in this group is that these papers, due to the availability of modern facilities like teleprinter services and linotype typesetting machines, not only cover a wider circle of home and foreign news, but also tend to be more authentic. Compared with local-language papers, the staff engaged by the English newspapers is generally better educated, and better trained as regards the technicalities of newspaper production. This training is usually imparted through on-the-job apprenticeship programs conducted by individual papers according to their particular needs and characteristic styles.

Urdu journalism in India as well as Pakistan started with a literary trend. During the nineteenth century, a large number of weeklies and monthlies appeared from Lahore, Delhi, Agra, Lucknow, Calcutta, and Ludhiana. These papers published literary articles, humorous essays, poems and scholarly controversies. The news reporting entered these papers with the rise in national feelings and intensification of the struggle for the country's independence. Persons like Moulana Mohammad Ali, Abdul Kalam Azad,

Moulvi Maqbool Alam and Hassan Nizami started publications from Calcutta, Delhi and Lahore with the explicit purpose of propagating anti-British feeling among the masses.¹ Thus Urdu journalism in the country was at first intended to propagate views rather than to disseminate news.

This trend is still maintained by the Urdu papers, although some leading dailies are trying to model themselves in conformity with the English language newspapers.

There may be a number of factors responsible for this trend in Urdu papers but the most important one seems to be the fact that the news agencies do not have their services in Urdu and thus the Urdu journalist has to make use of the stories in English. This means that a sub-editor at the desk of an Urdu daily has not only to work as a sub-editor but also as a translator. This is one of the main handicaps for all papers which print in languages other than English.²

Another factor contributing to the lack of up-to-date news among Urdu papers is the very process through which they are published. Type is not popular with the Urdu reading public and most of the papers are therefore printed by Litho or offset methods.

¹Aqila Shahin, Development of Urdu Journalism
(Urdu) Punjab University M.A.
Thesis, 1953, p. 17.

²Vide, Report of the Press Commission, 1959.
Govt. of Pakistan Press, Karachi, p. 48-50.

This naturally takes time, which adversely affects the news side of the Urdu paper.¹

Furthermore, the people who read Urdu papers are not content with the news only. They want their papers to be literary magazines as well. This is why every Urdu paper, daily or weekly, tries to include as much reading material other than news as possible.² An absolute "must" for the Urdu papers is the humor column. This column was introduced in these areas by Abdul Majid Salik and Chiragh Hasan Hasrat and its history can be traced to the days of Oudh Punch³ which was a humor weekly appearing from Lucknow. These columns emerged as a necessity because the foreign rulers sometimes did not allow the direct criticism of their policies and these newspapers had to resort to humor and satire. Another important characteristic of Urdu as well as other local-language papers is their "sensationalism". This is also the result of the circumstances under which these papers started and worked. The lack of facilities as well as funds compelled these papers to employ less qualified staff. These unqualified persons resorted

¹This is based on the personal observation by the author of the working conditions of Urdu Presses in Pakistan, especially Karachi.

²This information was conveyed by Mr. S.A. Rizavi, Press Information Officer, Govt. of Pakistan, Lahore.

³Ibid.

to imagined stories instead of reliable and authenticated reportage.¹ Even at the present time a number of papers do not have tele-printer services and employ only semi-educated reporters and editorial staff.²

Another reason according to Salahuddin Ahmad, for this sensationalism of the local-language press is that during the early part of the present century it was actually needed in order to intensify the campaign to make the masses aware of their environmental conditions.³ There has been papers like weekly Siyasat of Delhi by Divan Singh Muftoon, Zamindar of Lahore and Milap of Lahore which intentionally resorted to sensational news stories to keep the people alert.⁴ But gradually during the course of time the functional aspect of this sensationalism disappeared. With a change in circumstances, the sober elements of the community began to despise such a trend and thus turned to the English newspapers to satisfy their reading interests.

Another handicap of the local-language papers is the lack of advertisements. As mentioned earlier, the business and commercial circles usually read the English papers and therefore, when

¹Ibid.

²Vide: Report of the Press Commission, Op. Cit.,
p. 53.

³M. Salahuddin Ahmed, Editor, Adabi Dunia, Lahore,
as mentioned in his letter to the author.

⁴Ibid.

publicizing their products, the advertisers prefer the English papers. This therefore means lack of sufficient finances for Urdu and other language papers. Nawai-Waqt, the oldest Urdu paper of Lahore, even now cannot compete with English papers as regards the number of pages¹ although its circulation is as wide as any of the Lahore English dailies and enjoys equal influence. Daily Jung of Karachi, with the highest circulation among Urdu papers in the country, even now indulges in sensational stories in order to remain popular with the less sophisticated middle and lower-middle classes.

LOCAL CRITICISM AGAINST PAKISTANI NEWSPAPERS

The above section presented some of the major differences between the English and local-language papers and some probable reasons for them. However, it will be appropriate to mention some of the major criticism made against newspapers in Pakistan in general. These opinions have been cited by the Pakistan Press Commission Report² of 1959, after questionnaires inviting comments about Pakistani newspapers were issued to various sections of the Pakistani community including journalists, Government officials,

¹The minimum number of pages in an English daily newspaper is between eight and ten while the Urdu papers cannot afford more than six pages except on Sundays, when they add two pages of magazine section.

²Report of the Press Commission, Op. Cit.,
pp. 96-97.

business and commercial circles, school and college professors etc.

The criticism of some of the features of the Pakistani newspapers were as follows:¹

1. Foreign News: Too much prominence is given to foreign news and the Pakistani newspapers do not exercise sufficient discretion in their selection of this news.
2. Editorial Comments are not informative and interesting and lack interpretative insight.
3. Crime Reports and Court proceedings: There is no continuity in these reports and the interest in a particular report is not kept up.
4. Pictures and Cartoons published are not always in good taste, and in many instances should not have been published at all. There is a further criticism that pictures lack news value or human interest, and at times are used to cover up for lack of news material.
5. Cartoons: It has been suggested that cartoons should be more refined and better captioned. Furthermore, the cartoonist should emulate Western technique of making the cartoons reflect values of national culture.
6. Special Articles and features in magazine sections require considerable improvement as regards topical selection as well as the quality of penmanship.
7. Film Journals: There is complete dissatisfaction with film journals in the country. "Our film journals are obscene and are not worth reading by any decent man"² sums up the general reaction of the readers.

¹Ibid.

²Ibid., p. 98.

8. Children's Magazine: There are very few children's magazines and the content of the existing ones is of poor quality. The price of the children's magazine is considered too high. The articles in such magazines are either too serious or too crude for the intended readers. Lack of illustration is another shortcoming of children's magazines.
9. Scientific, Educational and Art Journals: "The number of such journals is considered regrettably small and a great impediment to the cultural development of the nation in this scientific age."¹

The factors responsible for the above mentioned shortcomings will be discussed in the following chapter.

NUMBER OF NEWSPAPERS AND MAGAZINES

Although the newspaper industry in Pakistan is still in a nascent stage, it is developing along familiar patterns. All categories of newspapers exist in Pakistan - Dailies, Weeklies, Fortnightlies, Film Journals, literary magazines - catering to the tastes and needs of people from all walks of life.

Table 1 presents the figures of newspapers and magazines published throughout Pakistan on a province-wise basis. According to the table, Urdu periodicals and dailies far outnumber English and other languages' papers and magazines, in Karachi and West Pakistan.

Table No. 2 gives an all-Pakistan picture of the number of newspapers and magazines published in each language.

¹Ibid.

T A B L E I

NEWSPAPERS AND PERIODICALS PUBLISHED IN PAKISTAN PROVINCES

Name of Province

Language

Dailies

Bi-weeklies

Weeklies

Fortnightlies

Monthlies

Quarterlies

Annuals etc.

Other periodicals,

Total

| Name of Province | Language | Dailies | Bi-weeklies | Weeklies | Fortnightlies | Monthlies | Quarterlies | Annuals etc. | Other periodicals, | Total |
|------------------|----------|---------|-------------|----------|---------------|-----------|-------------|--------------|--------------------|-------|
| Karachi | English | 7 | -- | 9 | 11 | 43 | 10 | 7 | 87 | |
| | Urdu | 16 | -- | 37 | 14 | 93 | 7 | 2 | 169 | |
| | Arabic | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| | Gujrethi | 3 | 1 | 2 | 2 | 4 | -- | -- | 12 | |
| | Pushhto | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| | Sindhi | 2 | -- | -- | -- | 1 | -- | -- | 3 | |
| | Persian | -- | -- | -- | 1 | 1 | 1 | -- | 3 | |
| | Turkish | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| | Bengali | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| | Baluchi | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| | | | 28 | 1 | 48 | 28 | 147 | 18 | 9 | 279 |

| | | | | | | | | | |
|-------------|---------|----|----|-----|-------|--------|----|----|-----|
| W. Pakistan | English | 3 | -- | 12 | 5 | 34 | 22 | 14 | 90 |
| | Urdu | 53 | 9 | 225 | 56+1* | 249+1‡ | 13 | 2 | 609 |
| | Sindhi | 4 | 1 | 49 | 1 | 8 | 2 | -- | 65 |
| | Punjabi | -- | -- | -- | -- | 2 | -- | -- | 2 |
| | Pushhto | -- | -- | 3 | 7 | 3 | 1 | -- | 14 |
| | | 60 | 10 | 289 | 70 | 297 | 38 | 16 | 780 |

| | | | | | | | | | |
|-------------|---------|----|----|----|----|----|----|----|-----|
| E. Pakistan | English | 5 | 2 | 6 | 3 | 7 | 2 | 9 | 34 |
| | Urdu | 1 | -- | 2 | -- | 1 | -- | -- | 4 |
| | Bengali | 6 | 3 | 69 | 17 | 31 | 3 | 40 | 169 |
| | | 12 | 5 | 77 | 20 | 39 | 5 | 49 | 207 |

| | | | | | | | | | |
|-------------|--|-----|----|-----|-----|-----|----|----|-------|
| GRAND TOTAL | | 100 | 16 | 414 | 118 | 483 | 61 | 74 | 1,266 |
|-------------|--|-----|----|-----|-----|-----|----|----|-------|

* Appearing tri-monthly.

‡ Appearing two-monthly.

T A B L E 1 NO. II

NEWSPAPERS AND PERIODICALS PUBLISHED IN PAKISTAN AS A WHOLE

| Sl. No. | Language | Dailies | Bi-weeklies | Weeklies | Fortnightlies | Monthlies | Quarterlies | Other periodicals annuals etc. | Total |
|-------------|----------|---------|-------------|----------|---------------|-----------|-------------|-----------------------------------|-------|
| 1 | English | 15 | 2 | 27 | 19 | 84 | 34 | 30 | 211 |
| 2 | Urdu | 70 | 9 | 264 | 70+1* | 343+1‡ | 20 | 4 | 782 |
| 3 | Bengali | 6 | 3 | 69 | 17 | 32 | 3 | 40 | 170 |
| 4 | Arabic | -- | -- | -- | -- | 1 | -- | -- | 1 |
| 5 | Gujrethi | 3 | 1 | 2 | 2 | 4 | -- | -- | 12 |
| 6 | Pushto | -- | -- | 3 | 7 | 4 | 1 | -- | 15 |
| 7 | Sindhi | 6 | 1 | 49 | 1 | 9 | 2 | -- | 68 |
| 8 | Punjabi | -- | -- | -- | -- | 2 | -- | -- | 2 |
| 9 | Persian | -- | -- | -- | 1 | 1 | 1 | -- | 3 |
| 10 | Turkish | -- | -- | -- | -- | 1 | -- | -- | 1 |
| 11 | Baluchi | -- | -- | -- | -- | 1 | -- | -- | 1 |
| GRAND TOTAL | | 100 | 16 | 414 | 118 | 483 | 61 | 74 | 1,266 |

*Appearing tri-monthly.

‡Appearing two-monthly.

¹Report of the Press Commission, Govt. of Pakistan Press, Karachi, 1959, p. 137.

The size of one page in English dailies is generally 63 by 44 centimetres, number of pages from six to eight each having eight columns of five centimeter width. The Urdu, Sindhi, and Gujrati newspapers are printed on 20 x 30 centimeters or 22 x 29 centimeters size, number of pages is usually the same as that of English papers, while each of them is divided into five or six columns. The Bengali newspapers follow the pattern of English newspapers in every respect.

No figures are available to show the steady progress of journalism in Pakistan since its establishment in 1947. However, the following are the daily circulation figures¹ of some of the major newspapers in the country as recorded in 1958:

| | |
|---------------------------------------|--------|
| 1. <u>Dawn</u> , Karachi. | 38,097 |
| 2. <u>Pakistan Times</u> , Lahore. | 34,828 |
| 3. <u>Morning News</u> , Dacca. | 15,516 |
| 4. <u>Pakistan Observer</u> , Dacca. | 10,486 |
| 5. <u>Jang</u> , Karachi (Urdu). | 35,377 |
| 6. <u>Anjam</u> , Karachi (Urdu). | 25,000 |
| 7. <u>Nawai-Waqt</u> , Lahore (Urdu). | 18,870 |
| 8. <u>Imroz</u> , Lahore (Urdu) | 28,824 |
| 9. <u>Azad</u> , Dacca (Bengali) | 20,157 |

Among the papers that have done well after partition are the Dawn, Jang, Anjam, Azad, Morning News and Millat. Out of these, Dawn, Jang and Anjam were being published from Delhi, the Azad and

¹Report of the Press Commission, Op. Cit., p. 95.

Morning News from Calcutta, and Millat from Bombay at the time of partition.

There is, however, "no room for complacency in this matter."¹ The Pakistani newspapers have yet to come up to the standard of newspapers attained in England and India. The figures of the total circulation of some British and Indian newspapers in England and India, respectively, are presented below to compare with the figures of the Pakistani dailies mentioned above:²

| | |
|-----------------------|-----------|
| <u>Daily Express</u> | 3,855,776 |
| <u>Daily Herald</u> | 2,124,566 |
| <u>Daily Mail</u> | 2,076,915 |
| <u>News Chronicle</u> | 1,324,107 |
| <u>Times of India</u> | 94,231 |
| <u>The Hindu</u> | 65,748 |
| <u>Statesman</u> | 65,032 |

Control and Management:

From an organizational point of view, newspapers can be classified under

Single Unit
Multiple Unit
Groups and Chains³

Single Unit newspapers are single newspapers issued from one place and under one ownership. Multiple Unit newspapers

¹Ibid.

²Ibid.

³Ibid., p. 29.

are several papers issued from one place under the same ownership. When one or more than one newspaper is issued from different places but under the same ownership it falls under the category of chain newspapers. The Civil and Military Gazette, Lahore and Jang, Karachi are instances of "single unit". The Dawn (English), the Dawn (Gujerati), the Evening Star, and the Illustrated Weekly of Pakistan, are published from Karachi under a common management and thus belong to the "multiple unit".

Morning News, Anjam, Nawai-Waqt and Imroz are published from more than one place under the same ownership and hence are classified under "chains".

Dailies generally do not publish the names of their directors or principal partners, with the result that at times the public is not aware of the political affiliations or commercial interests of these newspapers. This, in turn, hinders the reader in making correct assessment of the editorial comments, special reports, feature articles and advertisement notices appearing in these papers.

Advertisement Revenue

The financial stability of a newspaper depends to a large extent on the revenue derived through advertisement and circulation. In most countries commercial advertisements form a very substantial part of the contents of newspapers and the income derived from such advertisements is often the most important, if not the main,

source of a newspaper's income. In this respect the position in Pakistan is very different. Due to very special circumstances which have prevailed in the country, tradesmen and industrialists have not found it necessary or profitable to advertise on a large scale, because manufactured goods were scarce and buyers plentiful.¹ Consequently, advertising agencies have had a very restricted field for the exercise of their initiative and enterprise. The income of most newspapers in Pakistan from commercial advertisements has so far been almost negligible.²

Furthermore, due to comparatively small circulations, even of the most prosperous newspapers, the column rate³ per thousand readers in Pakistan is about the highest in the world.⁴

In view of the paucity of commercial advertisements, Government advertisements, issued by the Central and Provincial Governments have become exceedingly important sources of income for the newspapers.

The distribution of the Government advertisements "is based generally on the criteria of circulation and ethical content of the

¹Ibid., p. 40.

²Ibid.

³The term 'column rate' indicates the cost of production per column for one thousand copies.

⁴Ibid., p. 41.

newspaper".¹ That is to say that newspapers with larger circulation are given preference in the distribution of advertisements, and furthermore, the advertisements are withheld if the paper violates journalistic standards or indulges in anti-national activities.

The present policy, according to the Press Commission Report, is still to distribute such advertisements on the basis of circulation of newspapers.² This situation is not considered satisfactory.³ It means that the government merely takes number of issues published into consideration and ignores the "extent of the area and the character of the population served by the paper."⁴ As such, it has been pointed out that the readership "reached and served by a thousand copies sold, for instance, in Peshawar and Rawalpindi, is much more extensive than that served by a thousand copies sold in a place like Karachi, Lahore or Dacca."⁵

¹This was the Government policy announced by Khawja Shahabuddin Ahmed, Minister of Information and Broadcasting, in the Constituent Assembly in 1952. - vide Press Commission Report, Op. Cit., p. 42.

²Ibid.

³Complaint made by Newspapers to the Press Commission as quoted in the Report, p. 43.

⁴Ibid.

⁵Ibid.

In short, it can be stated without exaggeration that the situation as regards advertising needs considerable improvement as it is directly responsible for the maintenance of the newspaper industry to a large extent and has considerable affect on the standard of journalism in Pakistan. Moreover, the absence of substantial income from regular advertisements and the consequent lack of educational standards and high moral purposes make some newspapers in the country highly susceptible to influences from without the country through the lure of large sums offered in one form or another. Evidence has not been lacking when newspapers in both East and West Pakistan have been influenced by external or foreign sources through diverse means "in order to induce the papers to espouse causes detrimental to the interests of the country."¹ Although the number of such newspapers has been very small, the very harmful effect of such a situation cannot, and should not, be taken lightly.

JOURNALISM AS A PROFESSION IN PAKISTAN

Before the establishment of Pakistan, in the undivided sub-continent, the decision of an individual to join the field of journalism as a profession was considered equivalent to choosing to go hungry for the rest of his life. A number of incidents can be quoted where university graduates worked on newspapers and

¹Ibid., p. 44.

magazines without being paid a single penny for months, and at times, for years.

Conditions more or less similar to the above also existed in the areas now comprising Pakistan, before partition as well as after the establishment of Pakistan. Even though the situation has now improved considerably, the state of affairs cannot be termed satisfactory in relation to the existing practices in the U.S.A., U.K. and other journalistically developed countries of the world.

Some of the details of this situation are as follows:

1. The salaries paid to the lower ranks, that is, sub-editors and junior reporters, are strikingly low. Moreover, great disparities exist between the various newspapers with regard to salaries paid for similar kinds of work in their establishments.

According to the Press Commission Report, these "disparities could not in many cases be accounted for merely by such factors as the standing or financial position of the newspapers concerned, or the merits or experience of the individual employed, but to a very large extent, the result of fortuitous circumstances and bargaining sometimes on very unequal terms, on one side or the other."¹

Some idea of the disparities can be gained by examining the variations which are found in the salaries paid to journalists,

¹Ibid., p. 53.

even by firmly established English dailies with a circulation of over 5,000. The monthly salaries paid to the editors by such papers vary between Rs.¹ 1,400 and Rs. 450; to chief sub-editors, between Rs. 750 and Rs. 350; to junior sub-editors, between Rs. 400 and Rs. 200; to chief reporters, between Rs. 700 and Rs. 200; to junior reporters, between Rs. 525 and Rs. 125.²

In the case of Urdu dailies the salaries paid to editors range between Rs. 2,000 and Rs. 500; to news editors, between Rs. 700 and Rs. 350; to chief sub-editors, between Rs. 600 and Rs. 200; to sub-editors, between Rs. 350 and Rs. 150, and to chief reporters, between Rs. 500 and Rs. 150.³ Such disparities are less extensive in East Pakistan where salary rates are generally much lower and range between Rs. 500 and Rs. 350.

Some striking features of this disparity: the editor of a well known Urdu daily gets Rs. 2,000 per month as salary while the editor of another Urdu daily with a circulation twice as much gets only Rs. 1,000.⁴ The editor of a Karachi Urdu daily with a circulation of over 20,000 gets only half the salary of the

¹Rs. 4.75 is the equivalent of one Dollar.

²Ibid.

³Ibid.

⁴Ibid.

editor of a Lahore paper, which has only one fourth the circulation of the Karachi daily.¹

There are many other similar instances that are evident at all levels among all kinds of newspapers.

2. These disparities, particularly among the lower ranks of journalists has given rise to much dissatisfaction. A desire, therefore, for the standardization of salaries on the basis of such factors as living conditions, prevalent rates for comparable employment, experience of journalists etc., is quite understandable.

3. Beside the disparities between the salary grades in different newspapers, another aspect of the profession which usually affects the career is that payments, whatever they are, are not prompt and regular. Barring some first rank dailies, most of the managements do not pay their staff according to their agreements. The writer is aware of a number of instances where the journalists suffered on this account; they wanted to quit the profession but they could not as it was too late. The cases of Haji Lak Lak and Muratab Ali Tayeb of Lahore are well known in journalistic circles. The latter has worked on the staff of almost all the Urdu dailies of Lahore and has been in the profession for the last twenty-five years and every management owes him something in terms of his outstanding salary. His

¹Ibid., p. 54.

sufferings led him to complete Schizophrenia. Haji Lak Lak during the last few years of his life had to be content with a paltry pension given by the Government at the recommendation of the Pakistan Writer's Guild. This is not due to the fact that the organizations running the paper cannot pay; it has become a sort of a tradition. Daily Afaq of Lahore was, some time ago, run by Saigal Brothers, the leading textile mill owners of the country, and was in no way considered to be in a bad financial position, but even this paper was no exception to the prevalent practice.

4. These conditions lead to one general grievance of the journalists that, as the Press Commission has said, "they cannot have any sense of security with respect to their jobs . . . A journalist never knows where he stands with regard to his future pay or promotion."¹ This was exemplified by the tactics used by some leading dailies of Lahore and Karachi to bypass the provisions of the Wage Board Award in 1961. The persons who were working as chief reporters or chief sub-editor were re-designated as senior reporter or senior sub-editor by the managements so that they could be given a lower grade than what they deserved. This resulted in general dissatisfaction. Two instances will bear evidence to this point. Sayed Iffikhar Shah who has been working as chief reporter, Pakistan Times, Lahore, left the profession

¹Ibid., p. 54.

and registered himself as a practising lawyer. Ghulam Rasool Zahid, chief reporter, Nawa-i-Waqt, Lahore, refused to be re-designated as senior reporter and had to quit the newspaper.

5. Another important factor adversely affecting the profession is that almost nowhere are fixed working hours observed.¹ The reporters, for example, are required to attend a daily editorial meeting at about 9 a.m. They spend their day in collecting stories and have to be in their offices as late as 11 p.m. to finish their work. The plight of the Urdu Sub-Editor is even worse. He has to edit, to translate news from English, to monitor radio-news, to collect telephone information relating to weather, stock exchange rates etc., to check the Lithograph copies of the columns prepared by him and to prepare the page. Sometimes he is also expected to do proofreading work. He usually comes to his office at about 5 p.m. and considers himself lucky if he can leave before 1.30 a.m.

In conclusion, the journalistic profession in Pakistan though respected, is not considered to be suitable for survival. A person adopting it as a career is considered to be a sort of idealist. However, conditions are changing with the promulgation of the recommendations of the Press Commission and organization among the ranks of the journalists. The future, which only five years ago seemed quite dark, now seems, if not bright, at least

¹Ibid.

less dark. The rise of industrialization in the country and the increase in advertising is sure to affect happily the finances of the newspapers, and with them those of the journalists.

CHAPTER V

PROBLEMS IN THE FIELD OF JOURNALISM

Journalism in Pakistan, as evident from the discussion in Chapter IV, is facing a number of problems which result in newspapers of comparatively poor quality and effectiveness. These problems are the result of many different forces, academic, economic, and social. It is not possible to identify a unique source. To improve the quality of journalism in the country, efforts are necessary at various levels simultaneously. In the present chapter an attempt will be made to identify some of the important problems which are faced by journalism in Pakistan.

Financial Problem:

Almost all magazines and periodicals suffer from financial insecurity. This is mainly due to a limited circulation resulting from

- (a) the low percentage of literacy
- and (b) the limited placement of paid advertising.

Both these reasons are inter-related. Very few commercial and industrial organizations realize the importance of advertising. They are justified to some extent because newspapers reach a comparatively small section of the entire population of the

country¹ and, therefore, advertising is felt to be expensive and not likely to be fruitful. Although no newspaper can continue to exist without advertising, merely by dint of its large circulation, there is no denying the fact that the circulation of a newspaper or periodical does affect the advertisements it can procure.

For example, the Daily Imroz of Lahore is published by the Progressive Papers Limited. This paper is surviving because of the fact that the same organization also publishes the daily Pakistan Times and the weekly Lail-o-Nahar. The relatively large circulation² of these latter papers compensates for the deficit incurred in the publication of Imroz.

The same is the case with the Civil and Military Gazette of Lahore which is the oldest daily of Pakistan but has been struggling hard to survive during the past ten years. On one occasion the Government of Pakistan had to intervene when the publisher of this newspaper decided to close it down.

¹This can be judged from the fact that the combined circulation of all newspaper dailies and magazines does not exceed 2,000,000 issues in a population of over 94 million in Pakistan.

²The circulation of Imroz in 1961 is reported to have dropped to about 5,000 copies, while the Pakistan Times alone has a circulation of over 32,000.

Pensive financial problems, then, affect all aspects of the newspaper industry.

Lack of Trained Journalists:

Trained journalists are very scarce in Pakistan. This scarcity may possibly be attributed both to the absence of a tradition requiring a formal education for a career in journalism, and to the lack of incentive for getting trained. Most of the top-ranking journalists of the country received no formal education or training in this field because when they joined the profession no such facilities were available or even thought about. Whatever training they received was through practical work in the field and through trial-and-error. Even now when some training facilities are available, it is not considered necessary to take advantage of these training opportunities in order to enter the profession.

The second factor, the lack of incentive to pursue training, may be traced to two reasons: First, those who get training do not find openings in the field (and even if they do, they receive very low remunerations), and, secondly, the newspapers prefer to engage untrained people not only for reasons of economy but also for practical reasons. Hence those individuals who are eager to become journalists do not find any incentive to spend a year or two in receiving an unappreciated formal journalism education. They consider it more appropriate to join some newspaper as an apprentice, even without remuneration at first, and to start their careers directly. Individuals joining journalism classes are

generally those who have explored the possibilities of getting into the profession directly and who have failed. One or two years' training may give them a vague idea of what journalism is, but, as presently offered, is not likely to create well-sounded journalists. When these people go to the newspapers after completing their training they are bewildered. They try to put into practice the theories they learn, but the conditions in the newspaper offices do not bear any relation to the theories they have learned. Thus even if they have developed some genuine talent during their training, they generally prove to be misfits and are unemployed as well as unemployable.

Lack of Organization and Administration:

Another important problem is the lack of efficient organization and administration in newspaper management. As mentioned earlier, the life of a newspaper depends on advertising, and to acquire advertisements needs efficient administration as well as professional competency. Very few newspapers have people on their staffs who handle this important aspect effectively. Instances are not lacking of newspapers which had to suspend publication because they could not procure advertising. Except for a few top-ranking newspapers, the administrative offices of these dailies are generally confined to one or two clerks who handle everything. The resulting mismanagement not only affects the circulation of the newspaper but also generates discontent

among the editorial staff. The daily Afaq of Lahore suspended its publication in 1955 mainly because an accountant in the office was not only handling the advertisements but was also supposed to supervise the editorial staff.¹

Lack of Adequate Educational Program
and Training Facilities:

It has been said already that journalism education in Pakistan is of recent origin and in its formative stages. Attempts have been made to organize educational programs in this field at the post-graduate level at the Punjab, Sind and Karachi Universities, but these facilities are not proving as useful as intended to be.²

The reasons for this deficient educational program may be stated as follows:-

(a) Problem of talent: In journalism, the basic requirement for the success of an educational program is that the students enlisted should have a potential for being good journalists.³ The minimum indication of the presence of this potential is the capacity to express themselves effectively in written language, to observe facts and to have a keen news sense. While the news

¹Rizavi, Op. Cit.

²Report of Press Commission, Op. Cit., p. 43.

³Wilfrid Eggleston, Op. Cit., p. 46.

sense may be developed during the training, no post-graduate educational program should be expected to succeed in making a writer out of a non-writer, i.e. one who lacks a minimum background of ability. A person having no capacity to express himself in written language can hardly make a good journalist. This problem would not exist if the language training program at the secondary level was properly organized. In Pakistan, the majority of the newspapers and periodicals are in English or Urdu, and an average graduate of the university is generally deficient in both these languages. English taught at the secondary school level gives little emphasis on comprehension and expression. In fact the students have almost no opportunities to express themselves in spoken or written English throughout their stay in their school or college. As Altaf Gauher has remarked, an average Pakistani-educated boy or girl enters life without any language at his command.¹

Urdu is neglected because the parents and school authorities place more emphasis on English. English, in turn, is sacrificed at the altar of mathematics at the secondary school level, and at the altar of the elective subjects at higher secondary and university levels. Post-matriculation education in English has

¹Altaf Gauher, "Be Zaban Qaum" (Urdu),
Mah-e-Nau. July, 1955. Karachi, Pakistan
Publications, p. 17.

little to do with the functional language and is mainly devoted to stereotyped criticism. In their efforts to get through the examinations, the students usually memorize their class-notes instead of writing in their own words.

As to Urdu, students are even more deficient. The factors responsible for this deficiency cannot be fully realized as it is beyond the scope of this study. It may, however, be pointed out that the main reasons for poor training in Urdu are the same as those given above for poor training in English. To these it may be added that in the case of English, the teachers are at least minimally qualified, but no qualification is considered necessary to teach Urdu. The Education Code requires that a person seeking employment as an Urdu teacher should have an Oriental Training diploma. This diploma is granted to those who have passed honors in Persian or honors in Arabic examination and is denied to those who have passed honors in Urdu examination.¹ The result is that the persons most qualified in Urdu cannot obtain diplomas in Oriental Training and are therefore debarred from employment as Urdu teachers. Training facilities in Urdu are offered at Certified Teachers diploma and B.T. levels, but the persons with C.T. or B.T. are considered too highly qualified for other work to waste their talents in teaching Urdu. Thus the teaching of Urdu is entrusted

¹Urdu is considered a modern language and not an oriental language.

to individuals holding O.T. diplomas who have very little knowledge of Urdu. Hence they cannot be expected to guide the students effectively and efficiently. This is a serious problem in view of the fact that while Urdu is one of the official national languages of Pakistan, it is not a mother-tongue except in the case of a small minority of students.¹ The Urdu language, therefore, should be given at least as much emphasis in the school curriculum as is accorded to English. This situation results in the fact that an average graduate of the university may express himself orally or in written language in English but expression in Urdu will be a real trial for him.

It can, therefore, well be imagined that persons having no real command of any language can hardly prove to be good journalists even after receiving a formal education in journalism. It may also be pointed out here, that, after their graduation, really talented students normally prefer to try for an opening in the Civil Services. Individuals joining post-graduate journalism program are only those who have little hope of success in getting an opening in fields other than journalism.

¹In the homes of students, prior to their formal education, one very rarely finds that Urdu is the language spoken. Instead, one of the many dialects and tribal languages is the rule, bearing little or no relation to Urdu. The other official national language is Bengali, which is used and taught primarily in East Pakistan.

(b) Furthermore, the education provided is theoretical and abstract and students get very little chance to do practical work in the field. The theories that the students of journalism learn are generally derived from journalism of the Western Countries. What is practical in the West is often sheer impracticable idealism when applied to the conditions in Pakistan. Thus, after graduation, the newly-fledged students fail to measure up to the demand of work at the newspaper desks and are consequently rejected.

(c) Another factor responsible for this deficient educational program is the lack of trained journalist-educators. Most of the teachers employed are either college lecturers who have specialized in fields other than journalism, or working-journalists. While the college lecturers teaching English, Urdu, Economics, Political Science or Law in their respective departments do not have any training in journalism, the working-journalists on the staffs of journalism departments have no idea of how to go about the job of education. The need is for persons in journalism departments who are journalists as well as educators.

(d) There have been attempts by the journalism departments to seek the co-operation of newspapers in providing practical training to the journalism students, but meagre success has been achieved so far. Newspapers do not find themselves in a position to co-operate because of their own problems. It is not sufficient that students should spend some hours per week with the editorial

staff of the newspapers. What is needed is that they should actually work there and that somebody with experience and patience supervise and guide their work. The sub-editors working at the desks are themselves under too much pressure of work to attend to the needs of the young trainees. It is also difficult for the members of the faculty to supervise the student's work in newspaper offices, first, because they are usually part-timers, and secondly, because their presence would be considered an intervention in the newspaper administration and a distracting influence on the workers at the desk.

In short, the problems arising in the field of journalism are: poor financial conditions, a lack of newspaper-mindedness among the people, a low percentage of literacy, a lack of trained journalists, inefficient administration and organization, the problem of discovering talent, the inadequacy of present educational and training facilities, and general unemployment of those who have received training in journalism.

All these problems are closely dependent on a single factor: the lack of proper education and training of journalists. If improvements are made in this field, they are sure to have a favourable effect on the overall situation. Recommendations for the improvement of the education and training program for journalists are therefore suggested in the following chapter.

CHAPTER VI

RECOMMENDATIONS FOR THE EXPANSION OF JOURNALISM EDUCATION IN PAKISTAN

The problems faced in the field of journalism in Pakistan, as discussed in the preceding chapter, reveal one important phenomenon. That is, that the common factor underlying these problems is the lack of an effective system of journalism education. The low quality of journalism is mainly due to the reason that there is a dearth of trained, efficient workers. While the concept and scope of journalism has changed and enlarged during the present century, and the expectations of readers are that Pakistani newspapers should come up to the standards of modern Western journalism, the people who may translate these concepts into practice under Pakistani conditions are few and far between. Even the poor finances of the newspapers as well as inefficient administration and organization is mainly due to lack of training in this particular field. Although the facilities are available to some extent for the training of journalists in some of the Pakistani Universities, nowhere has it been considered necessary to include newspaper administration in the curriculum. The only factor contributing to poor quality of journalism in Pakistan which is not related to the journalism education program is the high percentage of illiteracy and lack of newsmindedness among the people. But even this factor is related to the field of national

education. Hence it has been assumed that the problems faced by journalism in Pakistan can only be solved through a well-balanced effective educational program in the field of journalism.

The present chapter is, therefore, devoted to some basic proposals for improving journalism education and training in the country which is the key to the development of journalism there. While talking of journalism education it is not to be confined to education and training at the university level but should also cover the training of those who are already in the profession and of those who have yet to join the university.

Recommendations Relating to University Education:

The fundamental point in connection with journalism education at the university level is of defining the aims and objectives of the program. Journalism education is no doubt professional education which aims at producing men of the profession, but it may be kept in mind that this profession is different from other professions like medicine, engineering, etc. in so far as its functional role is concerned. If the aim of journalism studies is considered to be only the production of people who have technical knowledge of the field and who may run the newspapers, it would mean neglecting an important factor, namely the philosophy of journalism. That is, value judgements as to why journalism is essential for the nation and as to what it should aim at. Without attention to these important issues, journalism education may

produce newspaper technicians but could not be in a position to train creative people having full consciousness of their rights and obligations.

The present educational program in this field is suffering from this malady. It has been designed to produce people who may be able to handle journalistic work and may get good remunerations. This is why the people who have talent and capacity to become good journalists, but are aware of the fact that this profession does not pay, almost never join it. Those who take up journalism studies at the University level are those who consider that after getting their diploma or degree they might be able to earn more money than they have done in other employment.

Keeping in view the circumstances presently obtaining in Pakistan, what is needed is that the program of such studies may induce a missionary spirit and inculcate a taste for personal sacrifice for better national ends among those who receive such a training. These programs should therefore be nationally oriented, and should give a clear understanding to the trainees that they will have to suffer initially. It has been mentioned earlier that students graduating in journalism do not get an access to the profession. This is not only due to the fact that the University curriculum is inadequate, but also to the fact that the trainees are not willing to undergo the hardships experienced by those who are presently working in this field. They want quick returns for

modest efforts, and the circumstances simply do not permit this. Hence the objectives of journalism education should not merely provide for professional training with an exclusively pragmatic approach, but should also have higher national ideals in view.

Scope of Educational Program:

The educational programs as presently carried out mainly concentrate on the training of people to work on newspapers. But nowadays journalism has expanded beyond the limits of a newspaper. It covers also radio, television, motion pictures, government and public relations organizations etc. Therefore, the program should include all these fields. Further, it should also pay specific attention to newspaper administration and management. Besides, as mentioned by Troels Fink, "the profession is mobile and a young man may move successfully from North Carolina to Washington to San Fransisco, or shift from newspaper work into radio, television, or advertising. Because of his variety of opportunity, his education should be broad."¹

Another point regarding the scope of journalism education is the training of journalism teachers. "If the teaching of journalism is to be considered worthwhile, the teachers themselves must be trained like all other teachers, particularly in view of

¹As quoted in The Training of Journalists,
Op. Cit., p. 65.

the degree of specialization involved."¹ In the case of Pakistan this is essential as has been pointed out by Chalpathi Rao, who says

"In areas not well served with training facilities for journalists, the present number and circulation of newspapers and per capita consumption of newsprint and the present proportion of broadcasting receives to the total population reveal vast possibilities for the expansion of the press, radio, and other means of mass communication. These are the areas where teachers are particularly needed either immediately or in the foreseeable future."²

Undergraduate Study:

So far journalism has not been included in the undergraduate program of studies anywhere in Pakistan. It has been mentioned earlier that to become a successful journalist talent is essential and therefore, before enlisting students for specialized study in journalism it is important to locate the potential. From this point of view it is recommended that journalism should be introduced as an elective subject at the undergraduate level. This would serve two purposes. First, the teachers would be in a position to assess the capacity of the students to profit from training in the field of journalism. Secondly, those who have an inclination towards journalism would have two or three years to prepare themselves for

¹M. Chalpathi Rao, "Training Teachers of Journalism"
Training of Journalists, Op. Cit., p. 53.

²Ibid.

specialization before the post-graduate level.

The main problem with the unsuccessful nature of journalism education in Pakistan is that the students join a one - or two - year course in journalism after getting their B.A. degrees, and only at the end of this period it is discovered whether or not they have any potential for the work. But if the students get two or three years' time to prepare or explore their capacity for specialization in this field, the training program would be comparatively more fruitful.

Graduate Work and Research:

Journalism studies at the graduate level are recommended to be of a specialized nature, giving intensive professional training in different fields according to the students' choice among such fields as reporting, editing, feature writing, radio journalism, press photography etc. etc.

It is further recommended that special emphasis should be given to academic as well as professional research at M.A. degree level, and facilities should be provided to continue this research at the Ph. D. level. The writer believes that journalists, especially reporters, lack a basic knowledge of modern research methods. Presently the main source for news for Pakistani reporters is government departments and official press releases. The proportion of stories based upon research in the field are almost negligible, even in the top-ranking Pakistani newspapers. This is mainly because of the fact that the reporters are not conversant

with fact-finding techniques, and they rarely if ever attempt to dig up stories on their own.

Curriculum:

Under-Graduate Studies: As mentioned earlier, the object of introducing journalism at the undergraduate level is to identify potential talent and prepare for further specialization. Hence the curriculum should be of a type which may simultaneously provide basic knowledge of the subject to the student and give him an opportunity to select for himself the field they are interested in and for which they have an aptitude.

Thus it should include basic studies in humanities and concepts of journalism as well as technical studies and training in the various specialized journalistic techniques and fields. Keeping this in view, a plan is proposed, but before giving details of this plan, it is necessary to present an idea of the system followed at B.A. and M.A. level in Pakistan.

The present system of framing the syllabus for B.A. level is that the whole course to be studied by the student in a particular subject is divided into two papers in the case of subjects where practical is not necessary, and three papers when practical is required. The whole course is of two years duration and there is only one examination at the end of this period.

In the case of M.A. program the course is divided into a number of papers which varies from university to university as

well as subject-wise. In some universities there are two examinations, one at the end of the first year and then at the end of the second year as in Karachi and Sind Universities. In Punjab, Peshawar and Dacca Universities there is only one examination at the end of the two year period required for an M.A. degree.

Usually there are seven papers in the case of humanities, and between eight to ten papers in the case of physical and social sciences. These papers are designed to represent sub-divisions of a single subject. For example, M.A. examination of the Punjab University in Philosophy has the following papers:¹

- Paper I : General Psychology
- Paper II : Moral philosophy
- Paper III: History of ancient and modern philosophy
- Paper IV : Metaphysics
- Paper V : Logic or Hindu philosophy
- Paper VI : Islamic philosophy
- Paper VII: Essay

All the sub-divisions of the course are taught simultaneously.

The recommended plan for B.A. level is as follows:

- Paper I : Basic concepts of Political Science, sociology, economics, social psychology, philosophy and broad outlines of current affairs.

¹Each paper is of three hours duration. The practical examination may be extended to five hours or more depending upon the nature of the subject.

- Paper II : Concepts of journalism, various media of communication, theory of journalistic techniques and professional ethics.
- Paper III: Practical work in journalism. This may be composed of two parts: Part one should be compulsory for all and should include reporting, editing and knowledge of printing methods. The second part should consist of various options of student's choice, of which he may select one. These are sports reporting, general news-reporting, political reporting, editing, radio feature-writing and public relations.

Graduate Studies:

Graduate studies leading to an M.A. degree should be the continuation of work done at the undergraduate level, but of a more specialized nature. In this connection the following plan, in accordance with the general pattern of studies and examinations in the Pakistani universities, is recommended.

There should be ten papers of equal weight as detailed below:

- Paper A: History of Journalism with special reference to the development of journalism in Pakistan.
- Paper B: Pakistan's cultural Heritage. This should include a study of cultural geography of Pakistan, its cultural history, folklore, customs and folkways of the people living in different parts of Pakistan and a brief history of literature in Pakistan, giving special emphasis to the modern period.
- Paper C: Current Affairs with special reference to Pakistan and its problems.

Paper D: A study of any one of the following major languages:

English
Urdu
Bengali
Sindhi
Pushto

The choice should be open to the student and the paper should be divided into two parts with the following proportion:

- (a) Theoretical: including the history of language, its grammar and usage: 75 per cent.
- (b) Practical: to assess the student's competence in the chosen language from a journalistic point of view: 25 per cent.

Paper E: A detailed study in any one of the following subjects:

Economics
Political Science
International Relations
Civilization and Culture
Literature of a language of choice, from those mentioned above.

Paper F: Research methods in mass media including basic study of statistics.

Paper G: Reporting¹ techniques giving equal weight to theory and practical. The student should be given the option of selecting any one of the following fields:

1. Sports reporting.
2. Educational reporting.
3. Political reporting.
4. Reporting of crime and Court Proceedings.
5. Reporting on Trade and Commerce.
6. Film, plays, books, social events' reviewing.

¹Reporting in a language of student's choice.

Paper H: Editing: Equal weight to theory and practical.
The following to be emphasized:

1. Copy-editing.
2. Headline writing.
3. Page lay-out.
4. Knowledge of printing techniques.
5. Newspaper administration.

Paper I: A study of one of the following options:

1. Public Relations.
2. Radio journalism.
3. Literary feature writing.
4. Press photography.
5. Free Lance journalism.

Paper J: At least three months' apprenticeship in a newspaper office or in any other organization involving journalistic work.

Facilities for Practical Training:

The main handicap of journalism education in Pakistan has been mentioned to be the lack of training facilities. To meet the situation, keeping in view the problems of newspapers in Pakistan as discussed in Chapter IV, the following three recommendations are made:

(a) Campus publications should be encouraged at secondary, higher secondary and university levels. Editorial boards composed of students (with a faculty member as an adviser) should be constituted. This would not only help in discovering potential journalists but would also provide practical training facilities for those who chose journalism as a subject at the undergraduate and graduate levels.

(b) Institutions offering journalism as a subject of study should have well-equipped laboratories. These laboratories should have teleprinters, Linotype type-setters, dark rooms for students of press photography, and specimens of various kinds of headline types, and material to give an idea of page composition to the students opting for the languages in which type is not used and newspapers are printed by Litho or offset methods. Furthermore, these laboratories should regularly receive current national and international newspapers and periodicals and government press releases.

(c) Provision for Field Trips:

Regular field trips should be arranged for the students of journalism. Besides, visits should be arranged to newspaper offices, printing presses, radio stations, publicity and public relation organizations.

National Training Scheme:

It has been mentioned earlier that a vast majority of working journalists is without any formal training or education in journalism. To improve the quality of journalism in the country, it is essential that facilities should be provided to these persons on the job to get training in their respective fields. It is, therefore, recommended that a national training scheme for journalists should be introduced throughout the country. A national council for the training of working journalists

should be constituted which should undertake this project. A broad outline for such a scheme is suggested as follows:

(a) The government should make provision in the budget to give scholarships to working journalists so that they may join university classes in journalism. These may involve full-time or part-time University work.

(b) Universities should start a short term training course for the working journalists who cannot join regular classes. These courses should give a general theoretical background and a view of the most modern methods of journalistic work.

(c) The National Council should arrange periodic refresher courses for the in-service personnel.

(d) The National Council for the Training of Journalists, in collaboration with the Pakistan Newspaper Editors' Conference and Working Journalists Association should arrange for the exchange of journalists between various newspapers within the country.

(e) Facilities may be arranged for the working journalists to undertake study tours in other countries.

(f) The Council should also keep in view the following objectives:

1. To enhance the professional status of the journalist.
2. To act as a liaison between the universities and colleges and newspaper offices.
3. To promote the study and investigation of problems in the field of journalism education.

4. To define and gain acceptance for minimum professional standards.
5. To promote a closer relationship among the mass communication media and departments of journalism education.
6. To serve as a guide to employers in all mass communication fields in respect of institutions providing journalism education.

These recommendations have been made fully keeping in view the present situation in the field of journalism in general, and of education for journalism in particular, and with the assumption that improving journalism in Pakistan would go a long way toward creating among the people a sense of national solidarity and a consciousness of their rights and obligations. The curricula suggested in the preceding stages have been planned with a view to reforming the present system at the same time as it keeps intact the basic organizational pattern of education prevailing in Pakistan. The writer is of the view that radical steps to change the situation would lead nowhere under present circumstances in the country. It is believed that these recommendations are quite practicable, and it is hoped that they may be implemented so as to form the basis of a sound press as well as to improve mass communication media in general. This is one of the most important needs of Pakistan today.

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