



UNIVERSITY EDUCATED JOURNALIST VERSUS SELF-TAUGHT JOURNALIST OR...

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Introduction

For long years, education in communication wasn't accepted as a necessary element to become a journalist by newspaper editors and managers. Furthermore, such an education was considered as detrimental to the profession. They also insisted that the practice was the best way of learning journalism. Instead of spending long hours to learn theory in classes, general knowledge, the ability to write and the willingness to work for long hours would be enough to become a journalist. Universities should not function as vocational schools was also the dominant opinion during those days.

Despite such opinions, attempts were made to start formal education in communication and the first communication school with a fixed program was founded within the Missouri University of Columbia in 1908. After four years, this school was followed by Columbia University Communication School in New York, with the support of Pulitzer. The following years would witness the emergence of academic literature on journalism and radio broadcasting. Especially after World War II, the foundation and the increase in the number of communication schools would be seen in many countries.

Although this attempt was approached by precaution in the sector, the defenders of communication schools claimed that the image of "drunken journalists" would be replaced by an image of "thoughtful, educated journalists in the newsrooms" through such training (Medsker, 2005: 207). While the arguments continued, the increase in the number of communication schools and faculties led to the emergence of other problems: the first being the excess in the number of communication schools. In Turkey, except the ones that are still in the planning phase; there are 17 communication faculties in the state universities and 17 in the foundation (private) universities. In those schools, over 26 thousand students are presently taking classes and the number of graduates is over 3 thousand per year.

Especially starting from 1980's, even taking into consideration the growth of media sector, the increase in the number of newspapers, radio and television channels and improvement in the technology; it seems that the sector would not be able to provide employment to such a great number of graduates. However, the graduates of communications schools who get training through almost similar curricula are slowly getting a bigger share among the employees of the media sector under highly competitive conditions.

In this paper, while mentioning the general problems and developments in the education of communications on a world scale, we mainly deal with the problems of the graduates of communications schools in Turkey and propose possible solutions for the improvement and solution of these problems.

A profession: Journalism

Journalists working as paid professionals date back to the 1830s. The struggle for the acceptance of journalism as a profession emerged with the establishment of journalists organizations. In the USA, the main aim of the National Journalist Association, which was founded on 1884, was "to achieve professional status for journalists by promoting the interests of journalists, raising their status and qualifications, supervising their professional duties and testing qualifications for membership." An alternative description of professionalism in journalism stemmed from unionism which was brought to life in 1907. National Union of Journalists (NUJ) was the first union organization of journalists in the world, which gave priority to improve the life standards of journalists. The union also fought for minimum wages, which was achieved in 1919 (Allan, 2004: 19-20)

In the Ottoman Empire, during the same period, similar developments were observed. The first attempt was the Ottoman Reporters Association (Muharrir-i Osmaniye Cemiyeti) which was founded in 1908. Although the association was short-lived, the main concern of it was getting recognition for journalism as a profession. The Ottoman Press Association (Cemiyet-i Matbuat-i Osmaniye) which was founded in the same year, beside the main problems of the press like freedom, censorship and ethics, it also made a point in its statutes that the Ottoman Press should safeguard the honor and self-respect within the country and abroad. In the statutes, it is also stipulated that all the founding and honorary members should be professionals, so that they would be recognized as 'reporters' by the Ottoman government (Aydin, 2010: 553-569).

In the Ottoman Empire, even before these initiatives, journalists were working as professionals. The Basiret newspaper which was published by Mr. Ali (Ali Efendi) between the years 1868-1878 with a circulation around 10 thousand daily was a publication which employed professional journalists instead of journalists working as government employees. Basiret, in its columns was also criticizing the position of journalists in the Ottoman Empire: "In Europe, the journalists are so much respected that they can have the possibility to be a Minister of Foreign Affairs. But in the Ottoman Empire, they have are no more respected than a police officer." (Kologlu, 1992: 37). The earliest description of journalism was done by Mr. Cenap Şahabeddin, in his book named Evraki Eyyam (Documents of the Day) in 1911. Mr. Şahabeddin pointed out that the journalists get their training through the course of their work at the newspapers. (Kologlu, 2010a: 234). He claimed that members of the profession are self-taught journalists learning the trade in a master-apprentice system. The profession was learned from the masters (ağabey), who were also the newspaper managers rising to their present position passing through the same process. Mr. Halil Lütfü Dördüncü, mentions this subject in his memoirs:

Yunus Nadi founded the Yeni Gün (New Day) daily in 1908. Mr. Yusuf Osman was the editor in chief. Kemal Salih and I were the reporters. As we were going about doing our job we were taught the things we didn't know about the profession as if we were attending classes. Yusuf Osman was skilled in newspaper techniques; he would gather facts and news stories, write columns, because of his good knowledge in Turkish and French make translations, write novels and stories and he would fill the four-page daily more or less by himself working like a machine methodically and continuously. This man, who was the best master of the profession on those days, would take the news stories written by us, read and edit them and put headlines, assign the stories to pages and send them to the type-setters. The next day, he would call Kemal and me, with his smiling and cheerful face and poking some fun at us, he would show the texts which were written by us the day before and compare them with what was published in the newspaper, point to the corrections and what we have missed. But at the same time, he would praise our good and powerful sides in the stories (Kologlu, 2010b: 205-206).

Newspapers, for a long time, acted as a school for the journalists:

Istanbul Ekspres (Istanbul Express) was one of those newspapers acting as a school for the journalists... In the newspapers, training of new candidates were undertaken by master journalists. Every candidate who was assigned to a master journalist was



sent to cover the stories with them. The candidates never accompanied their masters all the day long. Wherever the master went, they did the same... With patience, the masters guided and also explained what should be done and how, to those willing candidates. When back in the office they both wrote the stories. By examining and editing both stories, the news editor, showed the mistakes in candidate's story and explained him how should it be written. There were also some editors who used to tear up the text of the candidate in front of him, shouting like, 'This is no good! Write it again'. That candidate wrote the same news again and again for three or five times. In this way, the young candidate would mature, become experienced and progress on the road to be a good news writer without even being aware of it himself. (Tunçkol, 2000: 22-23).

It is possible to give more examples of such cases. The journalists were learning how to write the news from their editors: "Mr. Mehmet Ali Yalçın who was the editor in chief spent his effort to educate me, beginning from the first day" (Bergin, 2004: 20).

The education of a journalist

Following the recognition of journalism as a profession, the question of training journalists was somewhat put on the agenda. In the First Press Congress which was held to discuss the problems of the press on 25th May 1935. While describing journalism as "primarily, a national profession in Turkey" (BYGM, 1935: 29), the Ethics Commission put forward a proposal within an educational framework to increase the "ethical knowledge" of journalists and underlined the necessity of an academic degree for journalists:

We consider that it will be necessary and advantageous that all the journalists should be obliged to follow the programs of an academy of journalism for two or maximum three years followed by examinations to obtain a degree. By this... the cultural level of journalists will be enhanced and the deprivations they face because of the narrow framework which the Press Law has defined their acquired rights will be extenuated. (1935: 32).

In the same meeting, Mr. Ziya Gevher Etili, representative of Halk Evleri (Institution for Public Education) brought forward the idea of opening a journalism institute for the first time. Claiming that the journalists, who have dropped out of their formal education for reasons like war, have become "ignorant," Mr. Etili said: "Let us enable them to complete their education in a short time and hand them a scholar's certificate. What I propose is; to open the Journalism Institute as soon as possible and oblige them to follow the courses whether they want to be either secondary school or college degree journalist." (135: 43) Mr. Şükrü Kaya, the chairman of the Congress mentioned that there should not be any defect in journalists' knowledge and in his closing speech said: "There is a necessity to fill in the gaps in their knowledge. This is a subject to be solved by courses, conferences, or through inspiring each other and writing articles." (1935: 62)

Similar wishes would be on the agenda later on. Second Turkish Press Congress was held in 1975. Although there were schools for communication by now, training of journalists was again discussed during the course of this congress too.

In the report of The Commission on Employee and Employers Problems in the Press Sector, the necessity of providing a position to vocational school graduates suitable with their situation was emphasized. (BYGM, 1976: 94). The report of the Commission of Communication Institutions proposed providing scholarships to the students of journalism schools (1976: 98). During the debates at the Commission on the Problems of Press in the towns outside of Ankara, Istanbul and Izmir, it was pointed out that although a formal education on journalism was not obligatory for the journalists entering the profession in provincial towns, nonetheless such journalists would be required to have a certain degree of education.(1976: 113). Mr. Alaaddin Asna, the President of the Public Relations Association, pointed out that graduates of journalism schools are not allowed to enter this field on the pretext that public relations is a profession that could be done by anybody, proposed a new law: "In order to ensure the working of only professional journalists or journalism graduates in this field, some legal stipulations should be enacted. The initiative on this subject should be taken up in the parliament and it should be legislated." (1976: 177) Despite all these proposals, no mention of education was made in the final communiqué of the General Assembly.

In the following years the General Assembly could not be reconvened. However, on 19th of June, 1992, with the initiative of the Contemporary Journalists Association (Çağdaş Gazeteciler Derneği), General Assembly of the Press was organized. While the meetings mainly covered attacks on journalists, censorship and similar subjects The Economics Committee emphasized the need for the employment of qualified journalists in order to fulfill the requirements of the press sector. (ÇGD, 1993: 197). Compared to the previous assemblies, education didn't get the desired attention either in this General Assembly which was attended by 108 representatives from the sector and other fields like universities (1993: 17-18). The final declaration of the General Assembly merely mentioned the need "to increase the facilities for training in foreign languages and the education within the profession. (1993: 229).

The first initiative for journalism education came from journalists. In 1947, Sedat Simavi, the Chairman of the Turkish Journalists' Association (Istanbul) applied in writing to Prof. Sıddık Sami Onar, the Rector of the Istanbul University asking for the establishment of an institute of journalism. He wrote:

"Better training of the members of the press is in the benefit of the country which cannot be neglected. Only an Institute of Journalism can enhance the level of general culture, impart a notion of fairness and give social and judiciary information to the candidates who want to become journalists... In our country, members of the press are self-taught journalists. Most of them have started as a reporter then distinguished themselves by their work and skill to become editors-in-chief. Some used opportunities to publish newspapers to become a publisher themselves... The increase of literacy and the rise of democracy opened the way of freedom to journalism. This improvement can only be achieved by the addition of valuable staff in the profession. That's why the proposed institute would have a great service in this direction."

In his letter Mr. Simavi also presented his proposals on a possible academic program. These proposals also drew the profile of journalists demanded by editors and publishers. According to Mr. Simavi, the curriculum of the institute should cover practical courses like typesetting, typography, page layout, news and feature writing, photography, stenography and history of the press alongside courses like sociology, economics, law, finance and foreign languages. Mr. Simavi proposed that a certificate should be given to those who attend these courses for two years. Individuals who have worked at least two years as a journalist regardless of their past education, as well as students who are attending other schools at the university and high school (lycee) graduates would be eligible to attend these courses and get a certificate. But these certificates would not be equivalent to a university degree. Three years after Simavi's letter, the Journalism Institute as a department affiliated with Istanbul University's School of Economics was founded in 1950 as the first official institution of higher education in journalism in Turkey. The aim of the Institute was described as; "to research the problems of journalism, to make scientific and professional studies on matters related to journalism, to cooperate with the journalism institutes of foreign universities, to participate in international congresses and conferences (Fakültemizin..., 2004).



Cumhuriyet, daily newspaper, announced the founding of the Institute in its news story as:

Until today, we did not have any center for journalism education affiliated with a university as in western countries. Under real difficult and hard conditions the journalists have been trained by private methods of their masters in the profession. In addition to the Babiali (where most of the newspapers were located at the time) school, a new professional education center was founded following two years of efforts by the Journalists Association. In the Journalism Institute of Istanbul University, Ahmed Emin Yalman, Cevat Fehmi Başkut, Burhan Felek, Ercüment Ekrem Talu, Server İskit, Peyami Safa, Reşat Fevzi Yüzüncü are going to give courses on professional topics besides the academicians of the Faculty of Economics (Evsal and the others 1987: 92).

Preparing courses according to the sector

The academic program was fixed in accordance with the proposals of Mr. Simavi. The main difficulties faced at the institute, which had 670 students, were about finding lecturers who would give courses on professional topics. According to Topuz (2003, 375), there were two journalists who had a university degree at the time: Zerkeriya Sertel and Ahmed Emin Yalman. But both of them were living abroad. Graduated from the sociology department of Sorbonne University in 1913, Mr. Sertel was working as a journalist and also attending the courses on journalism in Columbia University (Sertel, 1968: 30-88). Mr. Sertel had left Turkey in 1951, a year after the opening of the institute, because of political reasons. (1968: 298). Mr. Ahmed Emin Yalman who went to the USA in 1911, had registered at Columbia University's Faculty of Political Sciences. Mr. Yalman, while sending articles under the title "Letters from America" to Istanbul newspapers, had also prepared a thesis on Turkish press history called "A Review of the Development of Modern Turkey through Turkish Press." He was accepted to the Pulitzer School of Journalism in 1912. (Yalman, 1997: 137-169, 176-179). Because of low salaries, some of the journalists invited to give professional courses did not attend. The main lecturers from the sector were Burhan Felek, Cevat Fehmi Başkut, Şevket Rado ve Enis Tahsin Til. The first course at the Institute was given by Mr. Burhan Felek, the chairman of Journalists Association (İnuğur, 1988: 128). Cevat Fehmi Başkut wrote one of the first books on journalism titled "Journalism Courses".

The Institute gave its first graduates in 1952. In 1954 the certificate given to the students was changed from a document merely saying that they have taken the courses to a graduation diploma. The education period was extended to three from two years in 1967-1968. The Institute added more courses on press, radio, television, and public relations to its curriculum and was renamed as Journalism and Public Relations Institute and started to give a university degree. In 1992, Institute was named as Istanbul Faculty of Communication.

During this period other journalism schools were also founded. Even before the Journalism Institute of the Istanbul University, a private Journalism School was founded by Muderris (lecturer) Fehmi Yahya in 1948 in Istanbul. Having an education period of three years this school was considered as the first journalism school in the country. The school was closed in 1963. Besides the general subjects like literature, sociology, psychology, logic, history, economy, foreign languages, national security, the courses covered professional subjects such as composition, stenography, journalism and techniques, press history, printing techniques and photography. Other private schools during the 1960s consist of; Istanbul Private Journalism College (1966), Ankara Başkent Private Journalism College (1967) and İzmir Karataş Private Journalism College (1968). In 1971 following the legislation banning private higher education institutions, these three-year schools were affiliated with the academies run by the Education Ministry. (Toksöz, 2006: 4).

Starting education in 1965, the Press and Broadcasting College (PBC) as part of Ankara University's Faculty of Political Sciences was also an institution for educating journalists launched by initiatives coming from professional journalists. 1990s were the years when the number of communication faculties increased reaching eight. (Tilic, 2009: 333-334; Topuz, 2003: 376-377).

At the beginning of 2000s private universities run by non-profit foundations started offering education in journalism.

The number of faculties and students

In Turkey, according to the data provided by The Council of Higher Education (YÖK – Yükseköğretim Kurulu) for the academic year 2008-2009, out of 102 state universities 17 have communication schools. Communication faculties at 10 other universities are either at their foundation stage or in their first years of education. At 10 universities schools of arts and sciences have departments like photography related to communication. At presently active communication faculties the number of students under education was 16 thousand and 908 during the above mentioned period. The number of graduates during the same period was 2.160. The Marmara University Faculty of Communication has the highest student number with 2,999.

Marmara Faculty of Communication is followed by Kocaeli Faculty of Communication with 2,237 students and Selçuk University Faculty of Communication with 1993 students. The maximum number in graduates given came from Marmara Faculty of Communication with 322 students. There are also 17 schools of communication affiliated with foundation universities. Two other communication schools have not started registration yet. In six schools of arts and sciences, there are departments dealing with communication. In communication schools affiliated with 17 universities the student body numbers 9,608. In the above mentioned period, 1,218 students graduated from these schools. Istanbul Bilgi University Faculty of Communication has the highest student number with 2,065. Bilgi was followed by Yedi Tepe Faculty of Communication with 1,339 students and Bahçeşehir Faculty of Communication with 1,335 students. The maximum number in graduates was Bilgi Faculty of Communication with 308 students again during the above mentioned period.

Including the ones in the stage of founding the number of communication faculties is 46 with students totaling 26,516 at state and foundation universities. The total number of graduates was 3.378 in the 2008-2009 academic year (YÖK, 2011). Foundation universities insist on giving at least the theoretical courses in English. In the 1992-93 academic year a total of 5,945 students were studying at the state communication faculties. In the same period the number of graduates was 792 (Topuz, 2003: 337). Besides, there are 57 vocational schools offering lower education in communication. In some universities, such vocational schools number more than one specializing in particular branches of communication. (Uzun, 2007: 130).

In England over 100 organizations including universities are offering education in communication. In Germany over 200 institutions engaged in some kind of communication education. In France there are 60 active journalism schools. Poland has 80 institutions of various types. In Spain, there are 30 journalism schools having over 17 thousand students in addition to which over 26 thousand who are enrolled in other communication programs in broadcasting, advertising and public relations (Nordenstreng, 2009: 514).

If we compare the courses given in the communication faculties of state and foundation universities, it is seen that they have almost the same programs. The similar basic courses are: journalism, public relations and advertising, radio-cinema and television. Here, the courses of two state faculties, Istanbul University (IU) Faculty of Communication, Ankara University (AU) Faculty of Communication and foundation university Yeditepe University Faculty of Communication (YU) will be examined. In all three faculties, besides journalism basic subjects like; politics, sociology, law, international relations, economy, literature, history of civilization are given between the first and fourth semesters. Professional courses include the same subjects no matter what the difference in the titles. In the IU Faculty of Communication



the course "Theories of Communication" is named in AU as "Basic Concepts of Communication." While at the YU Faculty of Communication the same course is taught as "An Introduction to Communication." The subjects as the basic principles of journalism, communication law, the press history, ethics, news gathering and writing, Internet and broadcasting journalism, photography are offered as common professional courses in above mentioned faculties. Core courses in one faculty are given as electives in others. As an example; in AU Faculty of Communication the course named "political communication" is an elective at YU Faculty of Communication.

In the state communication faculties there are mainly three departments: journalism, broadcasting and public relations. 14 faculties have Journalism and Radio- Television-Cinema departments, 11 faculties have Public Relations and Publicity departments. This number increases to 15 by adding the Advertising and Public Relations departments in other faculties. Two faculties have programs in Advertising. Apart from these departments, in different faculties, Press and Broadcasting, Communication, Communication Sciences programs are established. In two schools there are departments named as Visual Communication Design, a course mostly preferred by foundation universities. In the communications schools of foundation universities the total number of faculty departments could be listed as following: Visual Communication Design (with the Communication Design Department) 10 faculties, (Radio)-Television-Cinema departments (with the TV Broadcasting and Programming) 11 faculties, Public Relations and Publicity (with the Public Relations, Public Relations and Advertising) 13 faculties, only Advertising 3, Journalism 4, Photography and Video 2 faculties. Apart from these units, two New Media, one Media and Communication Systems, Stage and Performing Arts, Art Management, Culture Management, Information and Document Management departments exist.

Worldwide, there are similarities in the education programs of communication faculties and one gets the impression that some courses are imported from abroad. A research comparing education in communication in Turkey and Germany shows that the academic programs of Journalism department of IU Faculty of Communication and Technical Journalism department of Fachhochschule Bonn-Rhein-Seig University are not only similar in courses but also in their educational targets. In both universities, the students also have practical journalism courses (Kandemir, 2007: 99-100).

The progress in radio, television and internet technology and production variety shows that journalism education is changing parallel to the progress in the media. Taking into consideration that education is not only a matter of professional skill but also to understand the way how each individual medium functions. Increased computerization of the editorial process and expansion of online journalism makes more practical training and also further education to understand new concepts a must for the journalists. (Weibull, 2009: 76). Stenography and typewriting courses are not given any more. Although the basics are the same, computerized printing of newspapers diverted page layouts from pencils or layout papers to computer screens in the journalism schools. Photography has passed from the analog or developing technique to digital applications. And the darkroom knowledge could be considered as a hobby.

The three basic discussions

The progress in technology did not put an end to the main discussions. There are three main discussions on journalism education. The first one is whether there is a necessity for having a university degree in journalism. Although it coincides with the first, the second discussion is on its methodology, whether the education in journalism schools is to be theoretical or practical. The third one is about the number of graduates in excess of market needs.

In most countries there is no requirement to graduate from a journalism school to work as a journalist. Journalism is an open profession. So anyone could learn the profession while working in the sector. By the very beginning of 21st Century, a typical American journalist is a college graduate but he or she probably did not study journalism at school. In Canada, hostility against journalism graduates is widespread. In England, both of these phenomena are observed. Although, out of five journalists, four are from journalism schools, their academic quality is never taken into consideration. But in Ireland education in journalism is seen as a necessity for practicing the profession. (Bromley, 2009: 27). In Germany also the ratio of communication faculty members is 40 per cent (Fröhlich and Holtz-Bacha, 2009: 137). In the south European countries, such as Greece, Italy and Turkey, there are two different ways to start the profession: directly entering a media organization as a graduate from a faculty or as a candidate of journalism. In Southern Europe, it is not necessary for the candidates entering the profession to be a graduate of a journalism school (Papatnassopoulos, 2009: 224). In East European countries there is no such requirement either. In Slovenia owners of media institutions and editors believe that the candidates should not be a graduate of communication schools, furthermore, they are against their employees to join meetings, seminars and workshops about journalism. (Jakubowicz, 2009: 354). In Japan, known for the highest circulation newspapers, news organizations only accept graduates from political science and economics schools and they insist that the journalists must receive on-the-job training (Joseph, 2009: 43).

In Turkey, too, there is no requirement to graduate from a school of journalism in order to practice the profession. For example, graduating from any license program is enough to enter a test for presenters done by the Turkish Radio and Television Corporation (TRT) (TRT, 2009). The condition is the same for the employment of candidate journalists in TRT (TR-Security, 2011). But, Mr. İbrahim Şahin, General Manager of TRT, is complaining about the small number of communication faculty graduates among the 8 thousand TRT employees (Yayın kuruluşlarının..., 2008a). The candidates and journalists starting the profession without education on journalism is called self-taught journalists, trained in a master-apprentice relationship. On the other hand, the graduates of journalism schools are called university educated. Media managers say that the graduates of journalism schools are not educated enough practically. Mr. Timuçin Tüzecan, the broadcasting manager of Inter Star television channel, in a discussion panel on the problems of press says, "We find ourselves in a position where not only we have to teach news writing but also explain what news is and what is not [to communication faculty graduates]." (TGC, 1996: 165). Although 14 years have passed since then, similar complaints still persist in the sector. Prof. Dr. Haluk Gürgen, the Dean of Bahçesehir Faculty of Communication shares this opinion: "The sector says, you are not sending me the correct person... In İstanbul I visited newspapers and TV channels. Everybody gave me a piece of their mind. I listened like a polite and unhappy student. They are demanding a lot but we can do nothing. . . The sector does not take us seriously." In the same panel, Prof. Dr. Hamza Çakır, the Dean of Erciyes Faculty of Communication, emphasized that journalism schools were in a disappointing situation on the subject of training students in professional skills (GC 2010 a: 104). Mr. Yılmaz Tunçkol, an experienced journalist, pointed out that there is a lack of applied methods in universities and said: "Young people of eagerness and enthusiasm get confused when they start professional work. They cannot put in practice the things that they have learned... The youths who get education at communication faculties are devoid of practical training. Some of the schools have weekly or monthly newspapers and magazines but it is not enough" (Tunçkol, 2000: 26-27).

In 2005 during a meeting in the USA with 40 sector representatives consisting of different levels of professionals as anchormen, magazine editors, newspaper reporters and big news institution managers, the need for preparing an education program targeted on creating an independent press for informing the public was voiced. Although, no unity of opinion was reached, the sector representatives agreed on the necessity of journalism school to teach basic writing and reporting techniques. The sector representatives also emphasized the need to develop analytical thinking in journalism schools. They also asked that the students should have an awareness of being



objective even when they are following the most difficult news. Finally, pointing out that news gathering is a 24-hour marathon during which the consumers have other alternatives, they said the students should be prepared for such a race. (Lewis, 2009: 1976).

In Turkey, besides the arguments on the inadequateness of education between the sector and communication faculties, another topic is about the attitude of the graduates towards the sector. Mr. Ertuğrul Özkök, the former editor in chief of Hürriyet, one of the highest circulation dailies in Turkey whom we can consider as an employer, is insisting that the communication faculties are educating the students as an enemy of the sector and he demands this approach should be changed:

"Today in Turkey, in a lot of communication faculties, the fact that the communication sector is an economic business field is ignored. Even an attitude that sees the sector antagonistically dominates. This attitude is reflected on the education in those schools. As a result, the students that graduate from these schools view the realities of the market antagonistically...The holders of this understanding are very enthusiastic to Because of the understanding against communication market, they are interested in to spread their dead, tasteless, narrow and antagonistic ideas as the only communications concept in the world to everybody. The young people, who graduate with these ideas, will be unhappy in the first 10 years of their professional life. But instead of producing enemies to the market, if the students are educated with an objective to improve the sector, both the students will be happy and the sector will benefit from this attitude." (Bir Kokteylin..., 2001).

Despite such reaction we see that the number of graduates from journalism schools is increasing in the media sector. According to the information given by Human Resources of the Hürriyet Group, in Hürriyet newspaper, the percentage of communication faculty graduates working is 49. Because of company principles no details are given. (Sagnak, 2011). According to the data of 2009, in Hürriyet, an affiliate of Dogan Yayın Holding, the breakdown of the personnel according to their education is as follows: university graduates 48% and high school graduates 43% (DYH, 2009: 47). But it is not possible to see this situation elsewhere. The graduates from communication schools who are employed in national radios are 0.5% while those working at national television channels represent only 23%. ("Yayın kuruluşlarının...", 2008b).

If we look at the member structure of the Turkish Journalists Association, it is seen that the number of university graduates and high school graduates are more or less equal. According to the records of 1984 of Journalists Association (Istanbul-later Turkish) (GC, 1984), had 1201 members. Of those members, 20.7 per cent, (that is 255 members) were from Journalism Institute, College of Press and Broadcasting, Journalism and Public Relations College and private journalism schools. 39 per cent of graduates of journalism schools were from the Journalism Institute. 424 journalists were from high school graduates, 81 were from secondary schools, and six with only a primary schools education. Other members are mainly from faculties of law and literature. The employment figures show a development parallel to the improvement of Istanbul Faculty of Communication. These figures cover only those who are employed under legislation number 212 that regulates the relations between the employers and the employees in the media sector. The figures show the situation of the Istanbul press. In 1996 the Journalists Association (Istanbul), took the decision to integrate with the journalists associations of other cities leading to an increase in the membership. The association also changed its name to Turkish Journalists Association. This change gave us the opportunity to see the membership structure not only in Istanbul but in the whole of the country. In order to be a member of the association, it is required that the candidate should be employed by a media establishment according to the legislation number 212. The figures of 2002 show that the number of the members of TGC increased to 3010; but without changing the breakdown ratio according to education. The graduates of journalism schools representing 27.4 per cent of the membership. (820 members) (TGC, 2002). The increase is only seven per cent compared to 1984. In 2010, TGC membership increased to 3380 (TGC, 2010). 1055 members (31.2 per cent) were graduates from journalism schools. The increase when compared with eight years earlier is only 4 percent. Although, this figure shows an increase in journalism faculty graduates among the employed journalists in the sector, it is understood that the graduates of other schools still maintain their majority since the profession is open to everybody.

The other point that the discussions are focused on is about the education in communication faculties. The argument centers on whether the communication faculties be theoretical or practical. Could journalism really be taught? Then who is going to teach and what? Those are the basic three questions in journalism education. Different answers are given in different ways by groups according to their understanding throughout years (Weibull, 2009: 71). As Bromley claims "formal journalism may be viewed as being 'only a step away from the licensing of journalists' or as a form of domestication of an otherwise 'unruly class' of radical 'itinerant scribbles'". The education, as being partially autonomous, may support journalism or in the contrary for the benefit of government or media institutions may weaken it. So, the journalism training in liberal systems, improves relatively in an unstable way, sometimes quickly and sometimes slowly. Paradoxically, in England, when professionalism through education began to be accepted in the 1980's the movement to neo-liberalism weakened this structure (Bromley, 2009: 27). In university education generally in the world, after the World War II, until 50-60s the theoretical education was important. But starting by the 1980s theory and practice were given together. Parallel to the improvements in the media sector, radio and television, public relations, visual display were added as departments to the faculties. But, the suspicion that practical lessons may turn university faculties to vocational schools is still on the agenda (GC, 2010b: 92). According to the university lecturers in Turkey, "faculties are not supposed to teach profession, and should not". University faculties should not be limited to provide the professional skills (GC, 2010c: 98). 60 per cent of the public are not satisfied with the communication education (GC, 2010: 102). According to a research, the students are mainly asking for an increase in the number of courses related with professional experience, receiving support from sector representatives and professional institutions for practical applications, supplying the facilities to enable them to use the latest technologies (GC, 2009: 98).

The level of the education is seen inadequate by members of the sector as mentioned above, with the examples. Generally, the education provided, should also be discussed from the view of its contribution to democracy. It is known that there are problems regarding press freedom in at least half of the world. Even in democratic nations, although there are no problems concerning press freedom, there is a discussion that a shift is taking place away from objective ideology to an ideology of loyalty. Also, whether this loyalty is voluntary or not is important. In the USA, according to a research about text books on journalism, the books are approaching the practice of journalism from similar ideological perspectives. Basic attitude of these books is based on liberalism and the hypothesis of press being the fourth estate. Journalism education, in a lot of countries, mainly has the twin objectives of both preparing the candidates for the profession and also improving the profession itself. Having this double purpose brings with itself both strength and weakness. Journalism education, while trying to be close to the sector, also sows distrust between the academia and the sector. As mentioned before, media owners and editors are not happy with this situation. Notwithstanding all this criticism, it is an obvious fact that journalism education is dependent on the media sector. (Joseph, 2009, 51-53). In Turkey, parallel to global politics, training of the middle classes in communication education is in question. (GC, 2010: 92). Media managers are also asking for a change in the role models of journalism candidates:

They were the late Abdi İpekçi and Uğur Mumcu. The new generation of Turkish journalists should place these two idols in the museums, in their deserved, right places and start to look for new role models... With sorrow, I see that some young journalists react negatively to new trends. Although, it is the easiest way to become famous, we should not teach the new journalists to call



names, to slander, to insult and to lynch. We should teach them that the professional popularity built on hate is the most immoral trade in the world... I believe that this new attitude should be established in the journalism schools ("Yeni Gazetecilik...", 2004).

The third discussion is on the number of students and the graduates in communication faculties which are in excess of the sector's needs. During the 2008-2009 academic year a total of 3,378 students graduated from the different departments of communication faculties of state and foundation universities. While giving examples for the 2003-2004 academic year, Prof. Dr. Suat Gezgin, the former dean of IU Faculty of Communication, pointed out that 207 students graduated from his faculty whom only 10 to 20 percent might find a job in the sector (2005: 69). Güneri Civaoglu, a well known journalist and columnist, says that it is impossible to find desks to sit all those graduates (Civaoglu, 1984: 256). Ekrem Dumanlı, the editor in chief of Zaman newspaper, prefers the graduates from Boğaziçi University and Middle East Technical University rather than communication faculties (İletişim Fakültesi..., 2006). Aydın Dogan, who owns a big part of the Turkish media sector and operates a vocational school for communication, gave this reply to the questions of Investigation Commission of parliament on media:

"In Turkey, communication faculties are over numbered. Our sector is not big enough to employ all of them. We cannot employ such a big number of communication faculty graduates as television and press. To my mind, communication faculties should be reorganized, quality should be improved and the number should be reduced." (Dogan, 2002: 153).

Communication graduates use their personal relations in order to be employed or find jobs in different fields. The ones who have the chance to find a job are also under the risk of losing it. The sector also prefers graduates from different faculties (Uzun, 2007: 119). The graduates of communication faculties in order to be employed should either wait in a line or use their personal relations (Tokgoz, 2006: 21). As for Nezh Demirkent, the former president of TGC and owner of Dunya newspaper, university education can not go further than giving enough basic information on the branch:

"It is not easy to find a job for our new friends. Besides, without being familiar with the profession the students choose the communication faculties just out of sympathy. The other important point is, some of the students who prefer communication faculties are just doing it with no particular motive than to have a university degree. (1982: 253-254).

Pointing out that the communication education in Turkey in the last 50 years had a significant function Prof. Dr. Oya Tokgöz claims the sector's attitude is:

Education, no matter to what extent it is functional; its productivity is questionable in the media the sector. This situation is stems from the sector itself. Although the sector expects its employees to be educated, they do not want to cooperate with the communication faculties and use pretexts to shun them because they don't have a human resources policy. (2006: 21).

Proposals

As mentioned above, the three basic discussions are the necessity of having faculty degree in the field, the education methodology and the arguments on the excess number of graduates. Communication education is having both the power and weakness within itself and other difficulties in connection with it. For the solution of these problems I will try put forward some proposals.

The number of journalism faculties: Although journalism schools represent a small percentage of 3.07 percent (Uzun, 2007: 123) among the existing undergraduate license programs, it is accepted that the number of communication faculties and students are high. Decreasing the number of communication faculties will not be possible. But to give up the planned but not yet active faculties is possible. Freezing the number of communication faculties and limiting the student contingents and gradually lowering them can be considered as a palliative measure for the long run.

The methodology: Programs of communication faculties as Prof. Dr. Aysel Aziz's puts it, is "copy-paste" (GC, 2011: 106) type and similar to each other. Even the faculties that do not want to copy-paste, they are affected by the others and under conditions of competition they resort to similar methods in order not to be left behind. Also according to the Bologna process, the transparency of courses is applied as a rule. Although no problem is encountered in the distribution of theoretical and practical lessons, to pay attention to practical lessons is essential. But on this point, the lecturers should be free from the feeling that the faculties will become vocational schools (GC, 2011: 99).

The lecturers: In some faculties the academic year has started without having lecturers. Transfers of teaching staff from state universities to foundation universities lead to a deficiency of lecturers in state universities (GC, 2011: 107). In communication faculties the number of professors and associate professors is insufficient and the education is mainly carried out by assistant professors (GC, 2011: 101). But because of the rigidity in the hierarchy, assistants cannot enter in the system. No progress has been recorded in basic working rights of the teaching staff. (GC, 2011: 109).

Students education: Despite the wish and intention to give special emphasis to applied practical courses within teaching methodology, it is claimed that the students do not have sufficient facilities and tools for practicing. (GC, 2011: 104). In some universities in order to backup practical training, radio-television studios are established, agencies are founded, newspapers are published. Every year students enter the contests by the projects they produce for this kind of school media. Especially in the foundation universities, it is not possible to say that the students are taking part in such practical projects voluntarily. In state universities voluntary work is replaced by obligatory under the pressure of grades. In fact, it is understood that the heavy academic program presents a handicap for the students to do continuous work in studios, agencies and newspapers. The last issue of the newspaper (GazeteYeditepe) of Yeditepe Faculty of Communication which is prepared by the students carries the date of 2010 April. The newspaper has been in publication for six years, yet the April edition is the 12th issue. Faculty of Communication of the Galatasaray University's students' magazine Detay, is published 3 or 4 editions in a year. Legal restrictions on communication faculty's radio and television broadcasting should be removed. In addition to the practical training, students should be encouraged to have double majors in similar departments. Learning foreign languages is also important. Not only the universal language English, but also because of the developing regional dynamics of Turkey, they should speak regional languages as Greek, Kurdish and Arabic. The other proposal is in order to increase quality, is to give special emphasis to post graduate courses and select suitable students.(GC, 2011: 105). In this way, the students while doing their profession will not be limited to report the facts but also will have an opportunity to analyze all the aspects of the subject they are dealing with. Above all the students should examine the course programs while deciding to choose the faculties. The attendance of the students to the courses will not be enough. The students should follow up the publications in all fields, not only the ones that they are interested in.



Practice: In the third year of education, summer internship at a media organization is a requirement. But, it is argued that this practice generally does not achieve the results expected from it.

The students sit at the desks shown to them. And that's all. Neither have they asked for covering an incident nor are they assigned. Both for the media institution and for the young student the internship period is drudgery. When the practice period ends, the students will be given the documents sealed and signed proving that they have attended and they hand in these their schools. The formality is finished and practice has been done. Some students never go to the institutions that they are supposed to work as interns.. They will show up one or two days and then go at the end of the internship period to get his certificate, that's all. The number is even less than the total of fingers in both hands who really do the practice. The objectives of the practice cannot be achieved in this way. (Tunçkol, 2000: 28).

For this reason, to follow up the summer training strictly is necessary. Although it might seem as a burden for media institutions, at the end of every shift and training period the job that was done should be documented and should be posted to the academic personnel. Final success report should be prepared by communication faculty, according to the reports and documents received. In order to achieve this, there should be coordination between media institutions and the communication faculties. Also duration of obligatory practice period should be extended.

Coordination between the school and the sector: As mentioned above, media managers and communication faculty members should periodically come together to exchange their ideas on education. Through such a dialogue points of progress and possible bottlenecks can be identified. Also the prejudices kindled by the members of the sector would be dispelled and taking joint action would be easier. In England, organizations as National Union of Journalists control courses and check whether they are convenient or not. It is argued that this coordination will help increase quality of journalism programs and will contribute to the improvement of editorial freedom (Bromley, 2009:28). In the USA, The Accrediting Council on Education in Journalism and Mass Communications accredits nearly a quarter of the journalism programs (Shaw, 2009:4). A similar structure could be set up by the coordination of journalism associations and unions with the willingness of communication faculties in Turkey. This will be prestigious in two ways.

Media managers are expecting fresh graduates of communication schools to show the same performance as a journalist with a five-year experience. Managers should be advised that this is not a realistic expectation.

Employment difficulties: In Turkey, employment difficulty is not valid only for the communication faculty graduates. As it is mentioned before, students with a prejudice towards the sector are concerned that they would not be employed by a media institution. This is somewhat true not only because of the sector's attitude towards the communication school graduates but also because of the excess in such manpower. To solve the problem employment policy should be reviewed by the government. Against the call of Prime Minister Recep Tayyip Erdogan to families to have at least three children, a realistic population policy should be created. The problems of students to find employment do not stem only from the number of communication schools. The vocational schools opened by media owners for the need of middle level personnel (Dogan, 2002: 153), have increased competition for the faculty graduates. The programs of those private schools are not different than communication faculties (GC, 2011: 96). Another problem about employment is the lack of job guarantees. In the media sector, because of subcontracting, the power of the unions has become negligible. For the beginners, the wages are way below satisfactory. The cooperation between foundation universities and the sector to find jobs for their graduates is far from solving the employment problem. Throughout years, the right given to communication faculty graduates to get a yellow press card in a 18 months, shorter than applicants from other schools, has been abolished. In a recent amendment to the Radio and Television Supreme Council Law, media institutions have been set free of the obligation to employ a certain number of yellow press card holders. Initiatives should be undertaken to reverse this practice. The arrangement for allowing communication faculty graduates to be lecturers in professional schools (İletişim Fakültesi mezunlarına..., 2009) will not be enough to solve the unemployment problems, but will divert the problem. In order to protect communication faculty graduates, the example of Germany could be used. In Germany, under legal arrangements, graduates of schools other than journalism are obliged to attend one or two-year journalism programs strictly controlled by media organizations in order to get employment in the media. A similar scheme would be to the benefit of communication faculty graduates in Turkey.

Private courses: Apart from professional schools, different associations open journalism courses. For example, Municipality of Antalya opened courses for people who are interested in the profession ("Antalya...", 2011). The Federation of Karadeniz Businessmen's Association announced that 50 per cent of the people who attend the courses would be employed in the media sector in Samsun and Trabzon ("Kasif'in...", 2011). Such courses which are different than in job training should be banned or put under the control of communication faculties.

Conclusion

In the declaration of World Journalism Education Congress which was held for the first time in Singapore in 2007, it was declared that, journalism is a global field of endeavor; journalism students should learn that despite their political and cultural differences, they share important values and professional goals with their peers in other nations. Cross border practical journalism education provides students with the first-hand experience of the way that journalism is practiced in other nations. It is also underlined that journalism educators have an obligation to collaborate with colleagues worldwide to provide assistance and support so that journalism education can gain strength as an academic discipline and play a more effective role in helping journalism to reach its full potential (Principles..., 2007). In the second congress held in South Africa in 2010, principles mentioned in the first congress were repeated.

Throughout years journalism education shows a trend that sometimes marked with stability and expanding in big leaps forward. In the beginning the courses were on writing news, feature, photography and layout. But with the progress in television broadcasting, public relations and advertisement, the education programs changed according to the needs of new media. In other words, the technological improvements in the media sector, diverts the education programs accordingly. According to the requirements of the sector, practical courses were introduced in the programs alongside the importance given to the subjects as sociology, politics and economics. Despite the arguments on the subject, it could be said that the programs are organized to fit both the theoretical and practical fields. Unlike the disciplines as political sciences and history, communication education can be considered as an inter-disciplinary field. Although in a limited way, communication faculty students have the opportunity to transform theory into practice using facilities like publishing newspapers, producing internet web pages, working at news agencies and involving in radio and television broadcasting.

With such improvements in the background, the discussion how to achieve the best education programs continues. Theory and practice or educated versus self-taught journalists come face to face. Maybe the communication faculties cannot give enough information in every field. No school is able to give qualities that come by birth such as imagination power, initiative taking, making clever remarks.



Schools can only improve and strengthen these qualities by education. Education aims at improving rather than creating. Through education the creative process for gathering and writing news, producing radio and television programs is developed.

As mentioned before, journalism in most of the countries is an open profession. Anybody who likes may enter to profession and continue working. Journalists are in a position to deal with the problems of others, employed or unemployed, more than their own problems. Training on the values of journalism at specialized institutions will help gain time for professional perfection and maintain it for the benefit of a more democratic society.

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