

A Comparative Look at Communication Education in the United States, Europe, and the Arab World

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Abstract

Education in the art and science of communication is clearly a phenomenon of the twentieth century. The proliferation of programs dedicated to the study of communication throughout the world is stark evidence of its popularity and importance. However, the speed with which educational programs have sprung up has led to the lack of agreed upon standards in most parts of the world. This problem is most evident in the Arab world.

This paper is dedicated to a discussion of patterns of curricula in the diverse field of journalism and mass communication in the United States, Europe and the Arab world. The first two were chosen because they represent contrasting philosophies regarding communication education. The third was chosen for the apparent lack of educational philosophy guiding this young field.

In its conclusion the paper considers lessons which could be learned from both the American and the European experiences. Finally, a brief look is offered at possible future directions for communication education in the Arab world.

Introduction

Education in the practice of journalism and mass communication is widespread throughout the world. In some countries, like the United States, it ranges from secondary schools through colleges and universities. In others, as in some Eastern European countries, it is offered only in vocational institutions and continuing education programs. This paper will focus on patterns of curricula in the diverse field of journalism and mass communication in the United States, Europe, and the Arab world. More specifically, I will focus on the philosophies and historical circumstances that contributed to the evolution of journalism education and its current standing in these three parts of the world. In addition, a discussion will be offered of possible future directions.

It should come as no surprise that educating the public is a complex and arduous task. Few can succeed as media practitioners without mastering the fundamentals and practices of broad areas of knowledge that make up the basic components of a university education. Society has become so complex, its functions so numerous, and its divergent relationships so interwoven that only a person with a solid intelligence and an understanding of many facets of the human experience can comprehend the meaning of events. Without understanding, any attempt at reporting or interpreting is not only superficial but dangerous to the security of a free nation.

There is no doubt that the exceptional person can acquire a broad education without the benefit of an institution of higher learning. Many individuals with limited academic backgrounds are demonstrating genuine leadership ability in mass media organisations today. Those are the exceptional few, but for most people the only secure pathway to acquiring knowledge about our world lies in formal courses of instruction in the social sciences, the natural sciences, and the humanities. Here we discover the precise methodology of the researcher and the scientists and the skills of the writer or artist. We have guided entry into the wealth of knowledge accumulated through the ages.

Acquiring such education has special significance to future communications. For they are exposed to areas of knowledge and thought that afford them the possibility to become seasoned persons of discriminating taste in their own right. From these experiences they can gain sound working knowledge of society and develop a sensitivity to the myriad of petroleum it faces.

Communication Education in the United States

Students wishing to prepare for a career in mass communication in the United States may follow several pathways toward reaching their goal. The most common way is to enroll in a school or department of journalism or

communication offering a four-year program leading to a degree in journalism. Approximately 300 colleges and universities in the United States offer such courses of study. Some of these institutions have provided independent administrative units (colleges, schools, divisions) for their journalism or communication program. Most, however, have housed the school or department of journalism or communication within the liberal arts college. In either case, students typically take no more than 30 percent of their course work in journalism or communications within the liberal arts college; the rest is distributed among the social sciences, humanities, and natural sciences, as well as physical education and extracurricular activities. Thus, students elect a major specialization in professional studies that gives them instruction in basic communication skills and in social science oriented courses that relate journalism and communication to society. This is done much in the same way a student chooses a major in biology, physics, sociology or English- and they are no more specialized in one field than are these others.

The Development of Communication Education in the United States

Journalism, a relatively young field among university disciplines, made its presence felt in U.S. college education early in this century. Formal education was a necessary outcome of the steadily increasing complexities of the growing industrial society, which demanded highly trained personnel on American newspaper staffs. General Robert E. Lee of the U.S. army is credited with proposing the first special college education for printer-editors in 1869 in his capacity as president of Washington College, now Washington and Lee University. His proposal, however, went unheeded as did many others in the northwestern territories at that time. ¹

The first four-year curriculum for journalism students was established at the University of Wisconsin in 1904. The same year a similar program was introduced at the University of Illinois. Four years later, the first separate school of journalism was founded at the University of Missouri by an experienced journalist, Dean Walter Williams. In 1912, the Columbia University School of Journalism opened its doors with an endowment of \$2 million from publisher Joseph Pulitzer. By that year, more than 30 colleges and universities were offering training in journalism.

Early courses in journalism were largely vocational in nature as instructors sought to prepare students for careers in newspapers, then the principal medium of mass communication. During the 1920s, however, there was a shift in emphasis away from technique and toward an interest in the social, ethical, and cultural aspects of journalism. Courses in the history and the ethics of journalism increased in popularity, so did studies of the press and society, interpretation of current affairs, and public opinion.

These courses, along with those dealing with international news channels and legal aspects of the press, increased the stature of journalism as a discipline among other college teachers. At the same time, graduates from journalism schools were gaining acceptance from reluctant employers on top of the newspaper hierarchy. Teachers began to offer courses to prepare students in specialized fields such as newspaper management, advertising and photography. While acknowledging the importance of the humanities and the natural sciences in the general curricula, teachers began to assume a close working relationship with the social sciences.

As subject matter in journalism increased both in breadth and depth, masters' degrees were offered. In 1935, the journalism school at Columbia University reserved its one year program exclusively for those holding a bachelors degree. Three years later, the Medill School of Northwestern University inaugurated a five year plan for professional training in journalism. Graduate study in journalism flourished at a rapid pace after the Second World War, fueled by an urgent need for advanced training in both journalism and the social sciences. Graduates of these programs found employment either as educators or as professional journalists, and in many cases they were both.³

At the doctoral level most graduate schools that recognized journalism as a discipline followed the lead of the University of Wisconsin in providing a minor or a double minor in journalism for students who generally majored in fields such as history or political science. The University of Missouri, on the other hand, was the first institution to award the degree of Doctor of Philosophy in Journalism in 1934, followed by other programs in the 1940s. Some of these programs were based on strong supporting emphasis on the social sciences; others related the study of mass communication to psychology and sociology as a behavioral science. In 1988, the Ph.D. degree in mass communication was offered at 19 U.S. universities. Some Ph.D. recipients entered the communication industry or other research areas, but the majority became faculty members.⁴

The surge of the philosophy that journalism and communication schools should develop research scholars capable of critical analysis of the media and their social environments, coupled with the growth of the television industry increased the importance of departments of speech communication and radio-television in preparing professionals for broadcast careers. New, integrated academic units came into existence, some simply for administrative convenience, but most devoted to the serious study of communication as the common focus connecting several academic areas of study. For example, Michigan State University joined its speech communication, journalism, advertising, and broadcast programs together into a College of Communication Arts, with a research unit at its core. The University of Texas followed a similar path by establishing a School of Communication to house its

various communication related programs. Today, «Communication» or «Communications» is a part of the name of many instructional units at U.S. universities.

Standards of Communication Education in the United States

Like many professionally oriented academic disciplines, journalism education has standards formulated by accrediting organizations. This is done by two organizations, the Association for Education in Journalism and Mass Communication (AEJMC) and the Association of Schools in Journalism and Mass Communication (ASJMC) Both organizations have representatives on the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), with headquarters at the University of Missouri at Columbia. The agency is formally recognized by the Council on Post-secondary Accreditation and the U.S Office of Education for accreditation of programs for professional education in Journalism and mass communication in institutions of higher learning in the United States⁵.

The council publishes an annual booklet outlining the standards and procedures of accreditation and listing schools and departments that have attained undergraduate and graduate (master's degree) professional accreditation, as well as units in which particular sequences of study have been accredited. Over 80 schools have school-wide or sequence accreditation. The sequences include advertising, broadcast news, magazine, news-editorial, photojournalism, public relations, publishing, and visual communication.

The International Communication Association (ICA), formed more than 30 years ago, brings together faculty, professionals, and students whose interest is focused on human communication. ICA publishes two journals, ***The Journal of Communication and Human Communication Research***, and a newsletter. Its divisions are information system, and interpersonal, mass, organizational, intellectual, political, instructional, and health communication.

In addition to the associations mentioned above, there are more than 20 other organizations whose interests lie mainly in journalism and communication. These include the National Association of Broadcasters, National Newspaper Publishers Association, Public Relations Society of America, and Society of Professional Journalists to name but a few.

Journalism Education in Secondary Schools in the United States

Journalism training at the secondary school level is widely available in the U.S. The best estimates are approximately 45,000 high schools publications are issued regularly. More than one million students work on these publications. About 175,000 students are enrolled each year in journalism courses offered at

approximately 5000 high schools. Many others learn the principles of radio and television production in classes and activity clubs, and in working with cable outlets in their communities.⁶

A recent development in secondary journalism education is the introduction of numerous high school courses designed to familiarize students with the operations of the mass media and to consider the effects of mass communication on their lives. These courses, offered through language, arts, speech, journalism and other departments, have been one of the primary causes behind the continuing growth in mass communication enrollments in colleges and universities.

Several organizations issue publications and guidebooks for teachers and students and conduct critical services providing professional evaluation and ratings of school media. They include the National Scholastic Press Association and the Columbia Scholastic Press Association. They publish, respectively *Scholastic Editor*, and *School Press Review*.

Communication Education in Europe

Communication education in Europe is experiencing a sweeping movement toward collaboration and possible standardization. This new phase that resembles earlier developments in the United States, offers alternate models for the future training of professional communicators.

The transformations occurring in Europe are mostly the result of «European thinking» associated with the creation of a common market at the end of 1922 and the resulting monetary and possible political union during the following decade. This new way of thinking has been a driving force behind unprecedented efforts to exchange ideas and collaborations in the area of journalism education. Most striking among these efforts is the development of the European Journalism Training Association (EJTA). Chief among the functions of EJTA is the attempt to standardize programs and provide initial evaluations of journalism training offered in several European countries today.

The Development of Communication Education in Europe

There are vast differences among European countries in terms of educational principles and programs, which makes any attempt to lump them together in one category an exercise in taxonomical confusion. In Greece, for example, becoming a journalist has more to do with connections, luck and vocational testing than with formal education. In Denmark, on the other hand, 80 percent of all journalists pass through the one and only nationally accredited Journalisthøjskole in Århus.⁷

Generally speaking, in Europe there are three different pathways in

professional journalism: (a) no formal education at all, (b) on the job or vocational school training, and (c) formal university education in journalism and communication science. The percentage of journalists following each of these pathways has changed dramatically in the past three decades. After the Second World War, the usual way to start a career in journalism was to start working without any form of instruction in the press or the media. Today, that way is rapidly dropping in popularity, though it is still an option in several European countries. The reason behind this is higher diversification and specialization of the various media and the existence of a competitive market that requires professionals.⁸

Though its quality is uneven, strictly vocational training by experienced journalists continues to be an important type of journalism education in Europe. Still, formal education in journalism continues to gain ground in several parts of Europe. In the United Kingdom, which has long been considered the strong of on-the-job training philosophy, learning-by-doing is now complemented by a number of courses or correspondence lessons and is controlled by final examinations. Italy also controls the quality of education provided by on-the job training through a national final examination that all journalists must pass. In Germany, journalists' unions were able to reach an educational «collective agreement» that requires theoretical courses as part of a systematic training program by the newspaper and broadcast industries.⁹

The increasing number of independent professional journalism schools after the Second World War is symptomatic of the growing importance given to educational standardization. France has vast experience with this approach through the Ecole Supérieure de Journalisme in Lille (founded in 1924) and the Paris Centre de Formation des Journalistes (founded in 1946). In Italy, the Milan Istituto per la Formazione al Giornalismo, which began operating in 1977, soon received widespread acceptance among journalism professionals. German vocational centers, like the Deutsche Journalistenschule in Munich (founded in 1959) and the Henri- Nannen- Schule in Hamburg (founded in 1986), offer journalism training that is highly demanded by both students and employers.¹⁰

Some of these independent vocational schools collaborate with universities to provide specialized instruction in fields such as economics or political science. Others serve as technical colleges and as such are parts of the higher education system in each country. Examples include the French School in Lille, the Institut des Hautes Etudes des communications Sociales in Brussels, the Napier College in Edinburgh, and the Escola Superior de Jornalismo in Porto (Portugal). Academics often teach the courses that augment the on-job training in Germany and the United Kingdom.

The Third pathway to journalism training in Europe is university study in

journalism and mass communication. Few people disagree that this type of education, which follows the American model, has changed and will continue to change the landscape of European journalism training in a most fundamental way. It will reinforce the already existing move to combine practical skills and analytical abilities, elevate the current standard of what a trained journalist should know, and standardize educational goals.

The difference between the European philosophy of journalism education outside the university and journalism education within the university in the U.S. is a reflection of the strong historical differences between American and European universities regarding the teaching of practical or vocational subjects. Veysey II has argued that three distinct concepts of the university began to form in the period following the Civil War in the United States: (a) the aim of practical public service, (b) abstract research on what was considered to be the German model, and (c) an attempt to cultivate standards of high taste. Although, these are hardly unique aims, the first goal of public service through science was less «European» than the other two.

In the American case, journalism education became part of university training with heavy emphasis on vocational training that only later gave way to academically oriented subjects. Interestingly, European journalism programs, now entering into universities, find their home in research centers and institutes of mass communication. A process that is exactly the reverse of that of the U.S. although the end result may very well be the same.

In all of Western Europe, departments of journalism have sprung up within universities in recent years. Unlike in the seventies when the Padagogische Hochschule Ruhr (Dortmund) was the only institute of higher learning in Germany, today several German universities contain units providing such training. These programs exist in Hamburg, Stuttgart, Hannover, Mainz and Munich. In addition, several German universities, including the University of Munster and Free University in Berlin, have departments of media studies, which provide professional journalism instruction.¹²

Belgium, Portugal and Switzerland also have journalism training units at the universities. Similarly, in Ireland (Dublin City University, since 1982; University College Galway, since 1989) and in Greece (University of Athens; University of Pantios, both since 1990), where journalism education is the least regulated, training centers have found homes in academic settings.

Nevertheless, it remains the case that in Europe today the emphasis in university journalism education is largely vocational in nature. Independent journalism schools, however, are gradually losing their fear of «academic thinking» thus contributing to the rise in the educational level of journalists in Europe. Schools like ESJ in Lille, for example, demand a French university

diploma for enrollment. Similar trends can be spotted in Britain and Italy.

Standards of Communication Education in Europe

While the trend towards standardization in Europe is highly visible, national peculiarities continue to exist. In Britain, for example, a great emphasis is still being given to shorthand skills, while in France knowledge of a foreign language is a compulsory requirement for journalism trainees. The role of communication science is more important in German than in British or Irish journalism departments. But in general, news gathering, techniques of interviewing, media rhetoric, news and feature writing, newspaper and broadcast production are part of any educational model.¹³

In 1990, a number of journalism schools from Britain, Germany, Denmark, Spain and the Netherlands gathered force and formed a network called «Gutenberg». The Gutenberg network functions as Interuniversity Cooperation Program. Sponsored by the European Commission Fund, the member institutions formed special European options as extensions of their regular curriculum. While slightly different in form and content, the fundamental goals are the same:

- to make future journalists feel responsible for what was termed the «European house»,
- to allow them to discover common interests as well as national peculiarities, and above all,
- to enable them to understand how the European Community administration in Brussels, Strasborg, and Luxembourg functions.

Gutenberg is on its way to becoming the most active within the European Journalism Training Association (EJTA), which was founded in 1900 in Brussels. EJTA has seen its membership grow from 22 academic institutions in 1990 to 38 in 1992, an increase of over 40 percent. Its aim is **«to enable the journalism training centers involved to collaborate in a regular manner to encourage the emergence of European consciousness.»**¹⁴

To achieve that purpose, the member institutions started several initiatives. Among them:

1. Organizing exchanges of staff and students between member schools.
2. Attempting to join together journalism professionals and journalism educators.
3. Conducting workshops and conventions on media related topics.
4. Launching an international internship program to allow students to go abroad.
5. Collaborating in the field of documentation and the production of common journals and magazines.

EJTA is also striving to encourage pan-European research projects. Its focus is primarily to discover and to report on the state of European journalism and journalism training today in Western Europe. EJTA member schools produce Euromedia, a data base providing current information on European

print and broadcast media.

EJTA membership is limited to institutions. Each journalism training center that has a curriculum of professional and practical training in both print and broadcast media are eligible for membership. Commercial organizations, however, do not qualify for membership.

Upon application for membership, and Association representative will visit the applying institution. Member schools existing in the same country as the applicant are also asked to evaluate the program and submit a report. The final decision on membership is made at the annual general meeting of EJTA.

The initial steps towards certification of journalism education resemble those carried out in the U.S. earlier in this country. Whether Europe will follow the same path and develop a fully fledged accrediting system similar to that of the U.S. still remains to be seen. It is clear, however, that the concerns in Europe today about standards mirror those both of an earlier era and of today in the United States.

Communication Education in the Arab World

Individuals wishing to pursue a career in journalism in the Arab world have two options, on the job training or formal university education in a department or college of communications. About 20 colleges and universities in the Arab world provide some form of training in communications. Students typically enroll in a four-year program leading to the bachelor of arts degree in journalism or mass communication. The amount of training devoted exclusively to communication studies varies drastically depending on the educational system followed by each country. In the European model followed by countries like Egypt and Morocco students choose a major in journalism and enroll in a four-year course devoted primarily to that major. However, in countries like Kuwait and Saudi Arabia where the American system is adopted, students distribute their course work between a major in communication and a minor in a related field such as sociology or political science. However, regardless of country, all programs contain some emphasis on skill or professionally oriented courses.

The Development of Communication Education in the Arab World

The beginning of communication education in the Arab world can be traced to the establishment of a department of journalism at the American University in Cairo in 1935. Five years later, Cairo University launched its own program when it created the High Institute for Journalism and Translation that in 1954 became the department of journalism.

For a decade Cairo had a virtual monopoly on journalism education in the Arab world. This soon changed when journalism departments were created in

Tunisia, Algeria, Sudan, Iraq, and Lebanon. The seventies saw an outburst in journalism education when seven departments came into existence, four of them in consecutive years, in Saudi Arabia, Lebanon, Libya and Egypt. The same decade saw the revitalization of programs that were previously suspended for various reasons, such as the ones in the American University in Cairo and Baghdad University.¹⁵

Another feature of the seventies was the replacement of the word «journalism» with the more general term «communication» as departments sought to ameliorate their programs to come abreast with world standards. The use of the word «communication» also reflected change in the curricula which were expanded to include courses in media and society, media ethics, and communication theory in addition to professional training.

By 1980, the Arab world had fifteen academic units dedicated to the study of communication in one form or another. These were located in Tunisia, Algeria, Saudi Arabia, Sudan, Iraq, Lebanon, Libya, Egypt, and the United Arab Emirates. In 1922, Kuwait University established its own department of mass communication housed in the College of Arts.

The structure of units offering communication training in the Arab world varies from one country to another. In general, five forms can be identified which can be summarized in the following:

1 - A department in the College of Arts: This is the most common form and it can be found in King Abdulaziz University and King Khalid University in Saudi Arabia, Umm Durman University in Sudan, Baghdad University, Benghazi University in Libya, Asyoot University in Egypt, United Arab Emirates University and Kuwait University.

2- A College within a university: Only two colleges of communication exist in the Arab world. The first is the College of Communication and Documentation in the Lebanese University and the second is the College of Communication in Cairo University. The college usually includes departments of television and radio, journalism, public relations and advertising.

3- An institute within a university: This form is usually adopted when communication education is emphasized at the graduate level. This is the case in the Institute of Journalism at Tunisia University and the Institute for political and Communication Sciences at the University of Algeria.

4- A unit within a department: This form usually indicates that the institutions does not offer a major in communication or journalism, but perhaps a minor or elective courses, as is the case with the American University in Beirut. Few exceptions to this pattern do exist. They include the unit of mass communication at Alexandria University and mass communication unit at the

University of Qatar. Both of these units offer a degree granting program in communication.

5- A graduate institute of communication: As the name indicates such institution offers communication training exclusively at the graduate level. Such is the case in the High Institute for Da'awa at Imam Muhammed Bin Sa'ud in Saudi Arabia.¹⁶

Standards of Communication Education in the Arab World

While no trend towards standardization appears to be visible in the Arab world, common characteristics are evident. These can be summarized in the following:

- 1- The shift in academic units from the study of print journalism alone to a broader realm which includes broadcast, public relations and advertising.
- 2- The increasing attention being given to the study of communication as a process which has to be understood in its social and cultural contexts.

These trends were reflected in the makeup of curricula which include more social science oriented courses in addition to professional training. The effect can also be seen in the names of academic units which dropped the title «Journalism» in favor of the more encompassing term «communication». However, there are exceptions to this trend like the programs at Alazhar University and Tunisian University who still continue to use the title «journalism» to identify their respective departments.

Another commonality among the various Arab programs is that study tends to be «general» in the first two years of enrollment. This is followed by «specialized» studies in the remainder of course (e.g. Cairo University, Bengazi University, Algeria University). This occurs despite the chronic shortage of specialized faculty in some areas such as public relations and advertising. This shortage forced some institutions to offer only general training in communications (e.g. Asyoot University, Umm Durman University).¹⁷

Few Arab universities have opted to implement the American system of credit hours. King Abdulaziz University and King Khalid University in Saudi Arabia, United Arab Emirates University and Kuwait University are but a few examples of institutions favoring this system. This, of course, is in addition to the American universities in Cairo and Beirut. The credit system has the advantage of giving students some freedom in choosing the type as well as the number of subjects they can take at any given time. This allows each student to set his own pace based on his ability and interest. The down side, however, is that freedom of choice requires the availability of a large number of courses in each term and the faculty to teach them. The shortage of qualified faculty is one

of the most serious challenges facing the credit system in the Arab world today.

Another discernible trend in curricula is the combination of communication studies with Islamic studies. Several institutions felt the need to teach communication within an Islamic framework. Most prominent among these are Alazhar University in Cairo and Imam Mohammed Bin Sa'ud University in Saudi Arabia. The philosophy behind these programs is based on the propagation of Islamic faith using modern mass media. The curricula in these programs usually follow one of two patterns:

1- A combination of courses on Islamic thought and culture, and courses in media related subjects. Here students enroll in courses such as «Islamic Shariaa» and «The Prophet's Seera» together with courses in television production and media management (e.g. Imam Mohammed University).

2- An amalgamation of Islamic and media subject matters. Here students take courses that intermarry Islamic principles with modern mass communication concepts. The outcome is courses like «Mass Communication Theories in Islam, History of Islamic Journalism» and «Mosque Radio» (e.g. Alazhar University).

It is not clear which of these patterns is best suited to achieve the stated goal of preparing the professional communicator who believes in the Islamic faith and is willing to spread it using modern means. One of the most pressing issues facing these programs is whether this type of preparation should be done at the undergraduate or at the graduate level.

Proponents of the «graduate training only» argument suggest that students should be well versed in Islam before undertaking any training in communication. While opponents argue that graduate training will keep potential preachers too long in school. Furthermore, vast expertise in Islam is not necessary for the professional communicator who can always consult with specialists when needed.

Al- Azhar University opted for the first option when in 1993 it suspended the undergraduate program in journalism. It was then replaced with a graduate program (diploma level) that would accept students who are well versed in Islam and train them in the field of communication.

The language used in communication instruction represents another key face issue facing academic programs in the Arab world. Most institutions use Arabic as the primary medium of instruction. However, there are exceptions which exist largely in North Africa. The universities in Tunis and Algeria rely mainly on French in their programs. Most lectures and examinations are carried out in French. This is not surprising since in Tunisia, for example, five newspapers are published daily, three of which are in French. This, in addition

to academic journals which are also published in French. The Tunisian Institute of Journalism publishes «The Tunisian Journal for Communication Studies» partly in French. It also published «Dialogue», a magazine dedicated to media related issues, wholly in French. Arabization of curricula is one of the major challenges facing these institutions today.

The American universities both in Cairo and Beirut use English as the primary language of instruction. This gives students the advantage of being exposed to state of the art research and books published in that language. The drawback, however, is all of this happens at the expense of the students mother tongue. Some have observed that graduates of these two institutions are well below average in their command of Arabic. As a result, they tend to favor employment in international organisations where their contact with Arabic is kept to a minimum.

Conclusion and Future Directions

One cannot put enough emphasis on the critical need for coordination among institutions in the Arab world. The absence of standards for communication education in this region is a problem which has reached critical proportions. Most institutions have launched their programs without prior consultation with either media organizations or press associations. In many cases this leads to graduates who do not possess the necessary preparation to work in local media organizations.

Another problem is related to funding. It is not a revelation that modern communications rely on rather expensive media technology. Communication departments are often unable to provide the appropriate training to students because they cannot afford the necessary equipment. To overcome this problem many institutions train their students in local media organizations. This, however, is not nearly sufficient because instructors do not have enough control over the type of training students receive. This is especially true in the case of broadcast training where the media are government owned. Here, both student and instructor are at the mercy of bureaucratic procedures and time constraints.

A third problem is the lack of a sufficient number of qualified faculty who possess the Ph.D. degree. It is worth noting that several Arab universities have doctoral programs in Journalism or communications (e.g. Cairo University, Asyoot University). However, given the monetary and manpower constraints, it is doubtful that these programs have the necessary resources to be competitive with similar ones in the United States or Europe. Despite the admirable efforts of several Arab researchers, the fact remains that there isn't a body of work large enough in Arabic to support a high quality graduate program. Unfortunately, most quality scholarly work is published in English, and unless a program relies primarily on English as the language of instruction, its caliber

will remain in question. The lack of research libraries in these institutions alone could seriously compromise the quality of any graduate program.

This paper does not presume to offer solutions to the myriad of problems communication programs face in the Arab world. It can, however, shed some light on possible pathways to follow based on the American and European experiences. With regards to the problem of standardization, for example, one may consider the example set by the «Gutenberg» network in Europe. A possible solution to the lack of communication between academic institutions in the Arab world is to establish an interuniversity cooperation program. This initiative could be sponsored by Arab organizations such as The Arab Organization for Education, Science and Culture. Such network could, in principle, foster the spirit of cooperation between member institutions. It could also allow members to discover common interests as well as national peculiarities. From this network other initiatives can be made possible like the establishment of an accrediting council, the exchange of staff and students, and conducting workshops and conventions. When the spirit of cooperation prevails the possibilities are virtually endless.

Creative alternatives could also be explored to alleviate the problem of funding. Instead of relying mainly on government support, institutions could turn to the private sector for assistance. Companies could be lobbied to finance projects wholly or in part. In addition, international organizations can be approached for technical and financial support. This has already been done in some universities. In Tunisia, for example, the «Ali Bash Hane Institute» was established in 1964 with a grant from The F. Naumann Foundation of Germany. Similarly, the Fulbright Foundation of the United States has long sponsored exchange and assistance programs with Cairo University.

The most difficult problem to tackle head on is the shortage of highly qualified faculty. We have already noted that the handful of programs which offer the Ph.D. degree in the Arab world suffer tremendously from the lack of human and material resources. As a consequence, the quality of training and supervision doctoral candidates receive also suffers. To fill the gap, several institutions have resorted to sending candidates to study abroad, mainly in the U.S. and Europe. Kuwait university, for example, relies exclusively on this approach to fulfill its need of national faculty members. The same approach is followed by most universities in the Gulf region where financial constraints are at a minimum. Where financial resources are in short supply, institutions could take advantage of scholarship programs that are often offered by foreign governments and foundations.

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