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# **Education for Journalism in Latin America: A Report of Progress**

**With a Directory of Schools  
and a Selected List of Useful Books  
for Their Libraries**

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This volume is sponsored by the International Division of the Association for Education in Journalism under a grant from the Tinker Foundation of New York City. Some parts are an updating of a Report on Education for Journalism in Latin America, prepared by the same author in 1970 for the Council on Higher Education in the American Republics (CHEAR). That Report was published in 1971 by the Institute for International Education, 809 United Nations Plaza, New York, by whose permission excerpts are used here.

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Published March 1981



## PREFACE

My special interest in the journalism schools of Latin America and the Caribbean dates back to 1958, when UNESCO invited me to represent the United States at a conference of Latin American journalists and educators to be held that fall in Quito, Ecuador. The purpose of the conference was to determine whether one of UNESCO's new international centers for the development of journalism teaching and research should be established in that area and if so, where. Having been fascinated by Latin America ever since entering journalism on a Florida daily which then carried a half-page of news in Spanish for its many Cuban readers, I gladly accepted the invitation.

The week-long conference opened on the first Monday in October. Every Latin American country except Cuba had sent representatives; they included publishers, editors and writers from some of the region's most respected newspapers. It was much to my surprise, therefore, when members of the Nominating Committee insisted, just before the opening session, that I should accept the office of vice-president. I always have suspected that they were trying to make amends for the fact that a U.S. Vice-President named Nixon (no relation!) had been treated rather discourteously on his visit to several South American capitals a few months earlier. Be that as it may, I took my place on the platform and thus gained an excellent opportunity to become acquainted with all the members of the conference.

At the closing session on Friday, the members agreed unanimously that Latin America needed a center for the training of journalism teachers and researchers. They also were of the opinion that it should be located in Quito, although formal agreement on that point was not reached until 1959 at a meeting between representatives of UNESCO, the government of Ecuador, and the Central University in Quito.

When the new "Centro Internacional de Estudios Superiores de Periodismo para América Latina" (CIESPAL) opened in August 1960, I had another stroke of good fortune in being asked to conduct the first seminar. Most of my "students" were either already teachers of journalism or journalists who wished to become teachers. Unfortunately, at this opening seminar five

Latin American countries, including Cuba, did not send a representative. But when the Ford Foundation requested in 1962 that I make a study of journalism education in Latin America, with special reference to the impact of CIESPAL, I had friends from either the 1958 conference or the 1960 seminar in every country visited.

My 1962 Report to the Ford Foundation was not published, but a mimeographed copy somehow found its way into the hands of Miss Martha T. Muse, president of the Tinker Foundation of New York City. As a result, she asked in 1969 that I update the Report so that it might be used as the basis for a discussion of journalism schools at a meeting of the Council of Higher Education in the American Republics (CHEAR) to be held in Buenos Aires February 22-27, 1970. That Report was published in 1971 by the Institute of International Education. IIE and the Tinker Foundation also sponsored "A Selected List of Useful Books on Journalism and Mass Communication" that I compiled for the libraries of the Latin American schools in 1976.

An eventful decade has passed since the 1970 Report. Since both it and the 1976 Book List are now out of print as well as out of date, the Tinker Foundation kindly has made it possible for me to update and revise both publications in this one volume. Inasmuch as I could not again visit each country personally, I decided to depend largely upon Latin American friends who had been so helpful in the first two studies, and upon U.S. colleagues who either had been quite recently in the area or would be traveling there in the summer of 1980. The biennial assembly of the International Association for Mass Communication Research in Caracas, Venezuela, in August 1980, afforded many of us a chance to compare our findings and to discuss them with other journalists and researchers.

Among those in Spanish-speaking countries to whom I am most indebted are Dr. Luis Ramiro Beltrán and Librarian Guillermo Isaza of the International Development Research Centre (Canadian) in Bogota, Colombia; Prof. Humberto López López, also of Colombia; Lic. Cristina Romo de Rosell and Dr. Josep Rota of Mexico; Sra. Yolanda Camarano de Sucre of Panama; Prof. Helga Serrano, Sra. Jaime Inserni and Sra. Aura López de Díaz of Puerto Rico; Prof. Carlos Parra Morzan of Peru; Dr. Fausto Izcaray of Venezuela; Prof. Rosa Majian and Lic. Teódulo Domínguez of Argentina; and

Ing. Eduardo Latorre Gaete of Chile. Another Chilean, Prof. Julio Muñoz, who is completing his doctorate at the University of Minnesota, helped both in searching for material and in translating. My chief resource person in Spain was Dr. Esteban López-Escobar, an editor, author and lawyer as well as a professor of journalism.

Brazil, because of its huge size and different language, offered special problems. In overcoming these I had the invaluable assistance of three friends: Dr. José Marques de Melo, co-ordinator of graduate studies at the Instituto Metodista de Ensino Superior in São Paulo and also a member of the graduate faculty at the Universidade de São Paulo; Dr. Nelly de Camargo, the professor at the Universidade de São Paulo who recently had co-authored the excellent UNESCO volume on Brazilian communication policies; and Mr. Ruy Barbosa, a journalist, scholar and former editorial executive on O Estado de São Paulo, regarded by many as Latin America's greatest newspaper. Mr. Barbosa and his Minnesota-born wife, Ann, translated our initial letter and questionnaire from Spanish into Portuguese. Dr. Marques de Melo enlisted the aid of INTERCOM (Sociedade Brasileira de Estudos Interdisciplinares) in compiling, without compensation, a list of all the new Portuguese-language books on communication-related topics published since 1975. Both he and Dr. Nelly de Camargo assisted in obtaining a list of all the Brazilian schools of communication that met the requirements of the Federal Ministry of Education; they helped in editing the Portuguese-language book list as well.

In the United States I am indebted particularly to Dr. John T. McNelly of the University of Wisconsin, Dr. Robert N. Pierce of the University of Florida, Dr. L. John Martin of the University of Maryland, Dr. John S. Nichols of Pennsylvania State University, Dr. Mary A. Gardner and Dr. Felipe Korzenny of Michigan State University, Dean Richard Cole of the University of North Carolina, Dr. J. Laurence Day of the University of Kansas, and Prof. James Carty of Bethany College. At the University of Minnesota I have received help from Dr. Darío Menanteau, who is himself the graduate of a Latin American school of journalism; Dr. Roy E. Carter, who commutes frequently to Latin America and the Caribbean; Dr. Everette E. Dennis, director of graduate study in journalism; and Prof. Harold W. Wilson, who designed the cover. Dr. F. Gerald Kline, director of the

School of Journalism and Mass Communication, kindly offered the facilities of the new Minnesota Journalism Center for publishing and distributing the Report. Indispensable to the project was Mrs. Rhonda Vásquez, who assisted in drawing up the questionnaire and in tabulating the results as part of her own graduate project in journalism.

To all those named above and to many others, including the individuals at UNESCO and CIESPAL who have helped from the beginning to the end of all my Latin American studies, I express my thanks. Wherever feasible, I have cited the sources of facts and opinions consciously derived from others; however, I alone am responsible for errors and omissions, as well as for any controversial conclusions with which some readers may disagree. If any reader feels that I am biased, I hope he will attribute it solely to my admitted empathy with the Latin American people and to my long-time conviction that professionally educated, socially responsible journalists are an imperative in today's world.

RAYMOND B. NIXON

University of Minnesota  
February 1981



Education for Journalism in Latin America:

A Report of Progress

Part One

EDUCATION, THE MEDIA, AND SOCIETY

To discuss education for journalism is to discuss the mass media, and to discuss the media in any particular society is to discuss that society. For the prime function of journalism is to report, interpret, and advise the society of which it is a part; the education of the journalist determines, to a significant extent, how well he can perform that function. But the journalist, unlike the doctor of medicine or the lawyer, does not deal directly with an individual client; he usually is the employee of a mass medium of communication, such as a newspaper, and his client is either the whole of society or the segment of society that the medium seeks to reach. His performance is affected, therefore, not only by the way in which education develops his character and talent, but also by the character of the medium for which he works, and by the structure of society itself. An awareness of the relation between these three--education, the media, and society--is basic to an understanding of the way in which education for journalism has developed in Latin America during the 1970s.

Indeed, in a time of rising tensions and rapidly changing technology, journalism educators seem to have become more determined than ever before to meet the need for professionally trained communicators throughout the entire social system. Even when journalism functioned only through the print media, a distinguished New York editor and publisher, Joseph Pulitzer, described the urgency of the need in these words:<sup>1</sup>

Our Republic and its press will rise or fall together. An able, disinterested, public-spirited press, with trained intelligence to know the right and courage to do it, can preserve that public virtue without which popular government is a sham and a mockery.

Pulitzer, in 1903, gave \$2,000,000 to endow a school of journalism at Columbia University, thus becoming the first newspaper publisher of record to put his money behind his words. No other substantial gift to journalism education appeared anywhere until 1918, when the will of the late William J. Murphy, publisher of the Minneapolis Tribune, revealed that he had

bequeathed the residue of his estate for the creation of a school of journalism at the University of Minnesota. But during the last three decades, a dozen or more prominent publishers and publishing firms in the United States have given many millions of dollars for the improvement of journalism education. While they still criticize the schools for their shortcomings, as they should, all the major national associations of the news media now support the work of the American Council on Education for Journalism. Organized in 1946, this voluntary but powerful accrediting agency up to this writing has granted recognition to some 80 of the more than 200 four-year U.S. schools of journalism and mass communication.<sup>2</sup> Today, the news and editorial staffs of North American newspapers are comprised largely of university graduates. A majority of them have graduated from schools of journalism and communication. The best of them are "professionals," even though not legally recognized as such.

In an age of communication satellites, electronic typewriters, video display terminals, and soon-to-be electronic newspapers, there are few who would deny that society requires professionally educated journalists of the highest skill and integrity. As the late Walter Lippmann once told members of the International Press Institute, "journalism is no longer a minor craft which can be learned by serving an apprenticeship to a practicing newspaper editor . . . . We recognize today that the press as a whole [including the broadcast media] must be capable of reporting and explaining, interpreting and criticizing, all the activities of mankind." He went on to say:<sup>3</sup>

Just as the profession of journalism is the consequence of the organic need for it in a great society, so a direct consequence follows from this professionalization. The journalist is becoming subject to the compulsion to respect the intellectual disciplines and the organized body of knowledge which the specialist in any field possesses.

This growing professionalism is, I believe, the most radical innovation since the press became free of governmental control and censorship. For it introduces into the conscience of the working journalist a commitment to seek the truth which is independent of and superior to all his other commitments--his commitment to publish papers that will sell, his commitment to his political party, his commitment even to promote the policies of his government.

The decade of the 1970s has been one of economic and political stress in most parts of the civilized world. In Latin America, it also has been marked by earthquakes, revolutions, military dictatorships and juntas, kidnappings and assassinations. Among those kidnapped and often murdered have been newspaper publishers, editors, reporters, photographers, broadcast journalists, journalism professors and students. In 1979 the Inter American Press Association reported that "full freedom of the press" existed in only three countries: Costa Rica, Colombia, and Venezuela. In 1980 the number expanded to five when Peru and Ecuador elected civilian presidents and returned to constitutional democracy.

The situation was still extremely critical in Central America early in 1981. Nicaragua had overthrown a rightist military dictatorship, yet its revolutionary government appeared to be teetering between moderation and Marxist extremism. The University of El Salvador was closed, as it had been so often in the past; there had been killings on the campus, blamed variously upon ultra-right, ultra-left, or the military forces of the government itself. One of my colleagues who visited Guatemala was cautioned by one of his friends not to go on the campus of the University of San Carlos, because of the frequent violence there. Yet this was the university at which I had been trying earlier to help develop a model communication library.

Argentina for years has been another trouble spot. Under its military government, newspaper plants have been bombed and journalists kidnapped and murdered. The victims have included powerful news executives as well as poorly-paid reporters. With its rich natural resources and highly literate citizenry, Argentina should be one of the most advanced democracies in Latin America. Nevertheless, it appeared as unstable as some of the much poorer and less literate smaller countries to the north. Journalists there seemed to face the same dilemma as that described earlier by a Guatemalan journalist under his country's military rule:<sup>4</sup>

It places us in the middle, caught between three forces-- the Right, the Left and the Government. If one writes about the Right, the Left is angered. If one writes about the Left, the Right is angered. If one writes about either, the Government is annoyed. The pressure is constant.



An Argentine journalist who combines full-time newspaper work with teaching journalism at a local university confided to me in 1980: "When I leave home to work at the paper or to teach at the university, I never know whether I shall ever see my wife and children again."

Perhaps the very "climate of terror" itself has accelerated growth of the professional spirit among journalists in Latin American countries, whether they be rich or poor in natural resources and population. Certainly it has diminished the hordes of young people who once crowded into the commercial schools of journalism in Buenos Aires because they thought of journalism as a "glamorous game." They now see for themselves, in their own country as well as in Central America, that journalism also is dangerous. It requires not only the "trained intelligence" and other professional qualities of which both Pulitzer and Lippmann spoke, but, as Pulitzer emphasized, it also requires courage.

For this reason, as I said in the Introduction to my 1970 Report, it seems beside the point to argue whether Latin American journalism is still primarily political, as some say, or whether it has become predominantly commercial, as others contend, or even whether, in many countries, it has become for the moment "the captive of an authoritarian government." All nations, whether classified by rating systems as "free" or "unfree," have varying degrees of press control, no matter how subtle. Robert N. Pierce shows this clearly in his excellent new book Keeping the Flame: Media and Government in Latin America. He dedicates his book to a few outstanding newspaper executives "who have kept the flame."<sup>5</sup>

The "fanners of the flame" are the men and women who cover the news, however dangerous, for the print and broadcast media. During more than two decades of travel and study in Latin America, the change I have noticed most among these practicing journalists is a steady rise in the spirit of professionalism. And this is due in large measure, I believe, to the amazing growth of education for journalism.



## Part Two

### DEVELOPMENT OF THE JOURNALISM SCHOOLS

Argentina had Latin America's first two schools of journalism, started scarcely a month apart. The editors of the two leading Buenos Aires newspapers, La Prensa and La Nación, endorsed the idea of formal training as early as 1901, but, unlike Joseph Pulitzer, they were not also owners and publishers with the wealth to endow a school of journalism. Hence it remained for a group of working journalists in the Journalists' Association of La Plata, the capital of Buenos Aires province, to begin teaching courses on April 27, 1934. They had the backing of the National University of La Plata, which in 1935 absorbed the courses into a school of journalism.<sup>5</sup>

At almost the same time a group of leading Catholics were working to set up a school at a private institution, the Instituto Grafotécnico, in Buenos Aires itself. This school began operating on May 25, 1934, exactly four weeks after the one in La Plata.<sup>6</sup> The school at Grafotécnico met with success mainly because it was located near the center of the nation's capital, whereas La Plata was some 40 miles away. Since most of the students and professors were employed during the daytime and could attend classes only in the late afternoon or at night, location was a major factor.

Argentina's two schools thus began a pattern which has been observed in almost every other Latin American country: if a public university starts a school of journalism, then a Catholic university or some private group follows soon afterward. Many times the Catholics have been first. This rivalry is one reason why even small countries now have two schools of journalism, whereas one might appear sufficient.

Brazil was only a year behind Argentina in the movement to establish formal training. In April 1935 journalism was included among the professorships in the Faculty of Philosophy and Letters at the new University of the Federal District of Rio de Janeiro. Instruction was offered there for a short time before the University itself was abolished in 1939. However, in 1938 the Brazilian Press Association obtained a legislative decree which enabled it, among other things, to establish and maintain a school of journalism. Further negotiations between the association and the

government finally led in 1943 to the offering of courses at the University of Brazil in Rio de Janeiro; by 1950 this program had been developed to include a choice between newspaper and radio journalism. Meanwhile, the Casper Libero School of Journalism at the Pontifical Catholic University of São Paulo had been organized in 1947. Named for the late publisher of A Gazeta, Casper Libero can claim to have been Brazil's first school of journalism under auspices of the Church.<sup>7</sup>

Other countries followed with quickening speed. Cuba created its first school of journalism in 1942, Mexico in 1943, Ecuador and Peru in 1945, Venezuela in 1947, Colombia in 1949, Guatemala in 1952, Chile and the Dominican Republic in 1953, El Salvador in 1954, Nicaragua in 1960, Panama in 1961, Paraguay in 1965, and Bolivia and Costa Rica in 1968. Uruguay experienced several unsuccessful attempts at the operation of private schools of journalism during the 1950s and 1960s, but repeated efforts to establish a school at the University of the Republic in Montevideo did not succeed until the 1970s. Honduras also did not have any school at the time of my 1970 Report; by 1980 the capital city of Tegucigalpa had schools at two universities, one public and one private. Of the 20 Latin American countries included in all three of my studies, only Haiti, the poorest of all, has never attempted a school of journalism. This should come as no surprise, for Haiti, with more than 90% illiteracy, apparently does not have a single full-time journalist. The journalists I have met there all had other means of making a living. Many of them were government employees.

The accompanying table shows the growth of journalism schools in Latin America by decades from 1940 through 1980. The Caribbean area was not included in my surveys until 1980, partly because most of the islands in that area have not been considered traditionally as a part of Latin America; also, the Caribbean countries had no full-fledged schools of journalism outside of those in Cuba and the Dominican Republic. By 1980, however, schools had been established in two more geographic entities: two in Puerto Rico, and one in Jamaica. Furthermore, events of the last decade have demonstrated anew the interaction between people on the Caribbean islands and those in countries on the mainland. Puerto Rico, of course, has a double identity: it is both part of the United States and

part of Latin America. But the close relationship of all the Caribbean political entities to Latin America has caused us to include the area here.

GROWTH OF THE SCHOOLS BY DECADES

<u>Country</u>	<u>1940</u>	<u>1950</u>	<u>1960</u>	<u>1970</u>	<u>1980</u>
Argentina	2	2	8	16	20
Bolivia	-	-	-	1	1
Brazil	-	2	8	24	64
Chile	-	-	1	5	4
Colombia	-	1	3	4	11
Costa Rica	-	-	-	1	2
Cuba	-	1*	6*	1*	2
Dominican Republic	-	-	1	2	2
Ecuador	-	2	2	2	3
El Salvador	-	-	1	1	1
Guatemala	-	-	1	1	2
Guyana	-	-	-	-	1
Haiti	-	-	-	-	-
Honduras	-	-	-	-	2
Jamaica	-	-	-	-	1
Mexico	-	2	6	8	26
Nicaragua	-	-	1	1	2
Panama	-	-	1	1	2
Paraguay	-	-	-	2	2
Peru	-	2	3	8	9
Puerto Rico	-	-	-	-	2
Uruguay	-	-	-	-	1
Venezuela	-	1	2	3	3
TOTALS	2	13	44	81	163

\*According to a UNESCO report, Cuba in 1959 had six schools of journalism. Under the Castro regime these were consolidated, first into one, later into two (see Directory). The first Cuban school was established in 1942; the numbers given here for 1950 and 1970 and minimal estimates.

In 1970, out of the 81 total, 23 schools did not have university affiliation; in 1980, only 13 of the 163 total were of the non-university category. In Argentina, where 12 out of 16 schools in 1970 were of the "commercial" type (i.e., dependent upon student fees), the number had dropped to seven in 1980. In Peru, the three non-university "institutes" are hoping to meet the same legal requirements in journalism as the universities. Three schools listed in the Directory with only two-year programs--one in Chile, one in the Dominican Republic, and one in Guyana--all seem to have valid reasons for existence. But, as recommended by CIESPAL in 1963, the norm now definitely is four years. A dozen or more



schools require a thesis also before the title of "licenciado" or "licenciatura" is granted.

#### Improvement in Quality of Instruction

Far more important than the doubling in the number of schools and the raising of standards for graduation is the accumulating evidence of efforts to improve the quality of instruction. While only a third of the schools in our 1980 survey had responded at the time this is being written, a reasonably clear picture of the situation can be obtained by comparing our results with those in a sample survey taken by CIESPAL in 1975. The CIESPAL sample included 56 of the 114 schools then existing in 18 countries, well distributed.<sup>8</sup> The 53 responses to our questionnaire came from all the South American countries and Puerto Rico, but did not include Jamaica or a single country in Central America. Fortunately, we were able to compensate for the latter deficiency through first-hand reports from U.S. scholars who were doing research in that area during the summer of 1980.

Whereas my 1970 study showed that school directors in Latin America felt that "better qualified instructors" was their greatest need, those responding in 1980 ranked their greatest needs in the following order: 1) Better financial support, 2) more modern equipment, 3) better relations with the media, 4) better qualified instructors, and 5) higher admission requirements. There is no conflict between 1, 2 and 4, because neither more modern equipment nor a highly qualified staff can be obtained without adequate financial support. The dean of Brazil's largest school reported that he now has difficulty in holding some of his best faculty members because of higher salaries offered by private business.

Despite the serious financial problems, there obviously has been much improvement in the instructional staffs of many schools. One weakness of journalism education from the very first has been that it has depended almost entirely upon part-time instructors who taught two or three times a week in the late afternoon or evening, after putting in a full day's work elsewhere. In 1970 I reported that "not more than a half dozen schools" had any full-time instructors. In 1975, however, 17.6% of the teachers covered by the CIESPAL survey were "full-time," 9.4% were "half-time," and 73% were part-time. In our 1980 survey, two schools



reported that their entire faculty was "full-time"; only 20%, mostly in the smaller countries, had no full-time teachers at all.

These figures can be misleading, because they refer only to the number of hours that a university considers to be a full-time teaching load. Nearly all Latin American professors have some other form of employment, as they must have in order to support a family. Most students, too, work for a living while attending classes only part-time. This renders more difficult the kind of personal supervision that is so essential in education for journalism. It also adds to the problem of using the library, and leaves little time for research.

Another weakness is the lack of specialists in many of the new subjects that the schools of journalism and communication have added to their curricula. While the number of professors holding the Ph.D. or other advanced degrees has increased, CIESPAL found in 1975 that 40% were teaching courses outside their field of specialization. This probably means that they either were self-taught or were dependent upon materials received during an eight-week seminar or short course at CIESPAL. In our 1980 survey, 57% also said that they were using textbooks which are translations of books written by specialists in the more developed countries.

These are among the reasons why most of the schools have never developed adequate specialized libraries, but have depended upon a few shelves in the university's main library. Although our most recent survey shows some improvement in this respect, nearly half the schools with specialized libraries reported that they have fewer than 300 volumes. Approximately one-third of the schools in both the CIESPAL survey and our own reported no specialized library at all. Whether they have their own library or depend upon a central facility, few have the funds to subscribe to many research journals or professional publications. That is why CIESPAL, in its quarterly journal chasqui,<sup>9</sup> proposes to devote major attention to research of particular relevance to Latin America.

#### Postgraduate Work and Research

Research, of course, is closely allied to postgraduate work in the universities. Of the 163 schools of journalism and social communication listed in Appendix A, 17 now offer a degree higher than that of

"licenciado" or "bachelor." Of the 17 postgraduate programs, 12 are in Brazil, where two universities (São Paulo and Brasília) now have conferred the doctorate. Other schools offering postgraduate work leading to the master's degree are in Mexico (3), Venezuela (1), and Argentina (1).

It is to the credit of the Latin American schools that only 17 have attempted so far to offer postgraduate degrees. The Federal Minister of Education in Brazil said in 1974 that it would "take at least ten more years" to develop enough qualified teachers of social communication to handle the rapidly growing undergraduate programs. It was evident, too, that Brazil's Federal Council on Education was determined to limit postgraduate programs to a few universities with adequate staff and facilities. Mexico and Venezuela, with different mechanisms, appear to be achieving similar results. Argentina, as already indicated, is having difficulties.

In Brazil, the nation with the largest number of schools (64) as well as postgraduate programs, the progress of the last decade has been due in part to the Federal law-decree of October 17, 1969, requiring all new entrants into a wide range of "journalistic occupations" to have a degree from an approved university level school. At first, the Federal Council on Education required schools seeking approval to offer a so-called "minimum curriculum" emphasizing the same kind of technical and general education courses that had been taught in the journalism schools before 1960. Later, after countless meetings, symposiums, seminars, study papers and lectures, faculty members themselves moved toward substituting "social communication" for "journalism" in the names of the schools. In 1972 the teachers organized the "Associação Brasileira de Ensino e Pesquisa da Comunicação" (Brazilian Association for Communication Education and Research), abbreviated as "ABEPEC".<sup>10</sup>

Mexico, with 26 schools and three postgraduate programs, is second to Brazil in numbers but on a percentage basis has shown an even more rapid rate of growth. Aside from the general prosperity of the country and favorable laws governing the "autonomous" universities, the stimulus to development in communication seems to have come primarily from faculty members in some of the newer universities. They met in 1976 with like-minded faculty members from several older universities to form the "Consejo Nacional para la Enseñanza y la Investigación de las Ciencias de la

Comunicación" (National Council for Education and Research in the Sciences of Communication), also known as "CONEICC". To gain admission, an institution must be authorized legally to confer the title of "licenciatura" and must satisfy the Council as to the academic level of its instruction and research, the qualifications of its teaching staff, its requirements for admission, and its academic curriculum. With ten members at the outset, CONEICC at this writing had 16 member institutions; several others were knocking at the door.<sup>11</sup>

Even in the face of adverse conditions affecting journalism, Argentina took another step forward in the fall of 1980 by holding a meeting to organize an association of schools of journalism and communication in the national universities. One of the announced goals of this new association is the ultimate elimination of the commercial schools, which already are dwindling in number. The association's major emphasis is upon improving instruction, obtaining modern equipment for laboratory use, and increasing both the quantity and the quality of research.<sup>12</sup>

None of the foregoing contradicts in any way the statement in my 1970 Report that the major factor in the development of journalism education since 1960 has been the "Centro Internacional de Estudios Superiores de Periodismo para América Latina" (CIESPAL) in Quito. ("Periodismo" was changed to "comunicación" in 1974, but the acronym has been retained.) Before 1960, most of the journalism schools had been merely imitations of the early schools in the United States. But CIESPAL by 1970 not only had stimulated the development of many new schools: it also had inspired Latin American educators in those countries with the most resources to begin a development that is distinctively their own. This is exactly what UNESCO had intended that a regional center should do.

The best evidence as to this distinctive development is to be found in the field of research. A leading Latin American scholar has estimated that, taking a broad definition of "research," approximately 5,000 studies have been made in the 150 years of the Latin American republics. At least 50% of these were published before 1964; they were mostly historical and legal studies of newspaper journalism in various countries. But the other 50%, published from 1964 to 1980, have been far broader in scope: they have



begun to apply the methods of behavioral and social science to the processes and effects of communication.<sup>13</sup> At first, Latin American scholars tended to use North American or European research models, but now they are beginning to develop models better adapted to the realities of their own region. Many also freely criticize each other's work, to their mutual benefit.

Most of the research activity during the 1970s has been concentrated in five countries: Brazil, Mexico, Argentina, Venezuela, and Colombia. The first four of these also have universities with postgraduate programs. But other factors must be considered, too. For example, the Information Sciences Division of the International Development Center (Canadian) in Bogota has one of the finest communication research libraries on the continent. Colombia was one of the pioneers in developing research projects. Another important international research center is the "Instituto Latinoamericano de Estudios Transnacionales" (abbreviated as "ILET"), located in Mexico City and funded by the Netherlands government and the Dag Hammarskjöld Foundation of Sweden. Venezuela also has been a pioneer in research. Some ten years ago it established the "Instituto de Investigaciones de la Comunicación" located at the Central University in Caracas. Its research journal ININCO (the acronym of the organization) is probably the most important in the region.<sup>14</sup> Many other research journals are springing up, one of the latest in Peru.

Research-minded individuals and institutions in other countries are continuing whatever activity they can, even under unfavorable conditions. The University of Chile in Santiago recently issued a creditable report on television viewing in that country; the Catholic University has continued its activity throughout a period of profound political changes. Many Chilean scientists also are at work in other countries. No country can imprison the scholarly mind.

#### Assistance from Outside Agencies

Mention of the aid given by Canada, Sweden and the Netherlands to communication research should remind us that many other forces have been active in the development of professional education for journalism in Latin America. Indeed, some of the most significant changes in recent years would never have taken place without outside aid.



The founding of CIESPAL, of course, was made possible in 1959 through a tripartite agreement between UNESCO, the government of Ecuador, and the Central University of Quito. Originally, UNESCO offered at least one scholarship a year in each Latin American country to a teacher of journalism or an experienced journalist who wished to become a teacher; beginning in 1962, the Organization of American States offered an additional scholarship in each of its member countries, including the United States. These scholarships enabled the recipients to spend two months attending the annual CIESPAL seminar. Here journalistic topics and problems were discussed by visiting professors from many countries.

In 1962 and 1964, the Ford Foundation of New York City made two gifts totaling \$142,000 to CIESPAL. These enabled the Center to carry out several additional projects and to develop an excellent library with the rudiments of a research documentation center. The work of documentation was expanded in 1974, when UNESCO set up an "international network" and designated CIESPAL as the center for Latin America, Spain and Portugal. At that time Portugal had no school of journalism, but one was established at Lisbon University in 1980. In Spain there are three university schools of communication, two public and one private. Many of the books used in Spanish-speaking Latin America are published in Spain, as Appendix B indicates.

Fortunately, at the very time when UNESCO began to devote a large part of its support to the documentation center, much needed help arrived from another source: the Friedrich Ebert Foundation, sponsored by the Social Democratic Party of the German Federal Republic and named for that country's first president after World War I. The first director of CIESPAL, the late Jorge Fernández, was a widely respected journalist and author; the second director, Dr. Gonzalo Córdova, was an able lawyer and administrator; his successor from 1974 to 1979, Marco Ordoñez, was an experienced journalist but lacked an advanced degree. The decision of the Ebert Foundation to open a Quito office, headed by Dr. Peter Schenkel, a recognized sociologist, thus provided CIESPAL with academic guidance as well as financial assistance. By the end of 1980, the Foundation had sponsored the publication of some 30 new books, most of them written by

Latin American authors. Dr. Schenkel has converted his own office into the Social Science Department of CIESPAL. In November 1979 he helped to obtain Dr. Luis Proaño, an experienced journalist with both Ph.D. and M.A. degrees, as CIESPAL's new director general. This has met with widespread approval.

Another West German agency active in Latin America is the Konrad Adenauer Foundation, sponsored by the Christian Democratic Union, of which the late chancellor of the German Federal Republic was a leading member. This Foundation has sponsored regional meetings among the faculties of social communication, including two meetings in Lima for all Latin American schools. These meetings are expected to result in the formation of a permanent Federation of Latin American Schools of Social Communication.<sup>15</sup>

Of even longer duration has been the aid of a Foundation sponsored by the association of Catholic bishops "Aktion Adveniat" in West Germany. Since 1972, this organization has sponsored a seminar of nine months annually for a group of some 25 university-educated Latin American journalists at the University of Navarre in Pamplona, Spain. After nine years, the University of Navarre could claim 180 alumni in Latin America.<sup>16</sup>

Perhaps the best known British agency is the Thomson Foundation, founded in 1962 by Lord Thomson of Fleet to help train journalists and television producers from the developing countries. Although its main interest in the Western Hemisphere is in the Caribbean Islands where English is spoken, the Foundation also has given scholarships to some 20 journalists from six Latin American countries.<sup>17</sup>

Among media organizations in the Americas, the Scholarship Fund of the Inter American Press Association has been the most successful in helping Latin American journalists to obtain better educational backgrounds. From its beginnings in 1954 through 1980, the IAPA Fund has provided more than \$825,000 in scholarships to practicing journalists or journalism graduates--approximately half from Latin America and half from North America. The Latin Americans study in a North American school of journalism for a year, while the North Americans study, travel, and do journalistic work in South America. Indirectly, this activity also has helped the schools, for two former IAPA scholars have become directors of

leading schools in Latin America and the Caribbean. Other scholarship winners from both North and South have become professors, with new insights into the problem of inter-American communication.<sup>18</sup>

The first large gift to journalism education from a media organization in Latin America has come from Puerto Rico's Angel Ramos Foundation, named for the late owner of the San Juan daily El Mundo. Since 1970 this Foundation has stimulated the founding of two schools of public communication in Puerto Rico by emphasizing that there are "thousands of positions" on the island which require personnel with specialized training in communication--not only newspapers, but also radio, television, advertising, and public relations. Over the last ten years the Foundation has given funds for scholarships, for seminars, and for a visiting professor of journalism at the University of Puerto Rico. Its broad vision of communication should help to overcome the fear that the schools may be educating too many professional communicators.

The influence of the United States has been apparent from the first, as shown by previous references and by the Book List in Appendix B. Since the end of World War II, any public assistance from this country usually has been funneled through the State Department's cultural agency now known as the U.S. International Communication Agency. In nearly every country of Latin America this agency or one of its predecessors has arranged short courses for local journalists, when invited to do so. It also has donated books to schools of journalism and has aided visiting U.S. professors, whether under the Fulbright plan or under other auspices. Many of my colleagues would join in testifying that the assistance of the cultural officer in a local U.S. Embassy has been of inestimable value.

One has only to read the official publications of the International Organization of Journalists (IOJ) to learn that the Eastern European countries also are working to influence Latin American journalists and journalism education. IOJ's principal affiliate in the region is the Latin American Federation of Journalists (FELAP), headquartered in Mexico. This organization claims to represent 23 national affiliates with a total estimated membership of more than 70,000 individuals.<sup>19</sup> How many of these would subscribe to the Lippmann definition of "professionalism" is hard to say.



### Part Three

#### FROM JOURNALISM TO SOCIAL COMMUNICATION

The most dramatic change in Latin American journalism education since 1970 has been the rapid shift in emphasis from journalism to "social communication" in school names. The trend already was evident in 1976, when I observed in the Preface to the 1976 Book List that the change probably had a much deeper significance than many persons realized.

As shown by the table on the opposite page, all the programs down to 1962 still identified themselves only by the key word "periodismo"--or, in Portuguese, "jornalismo." Only two had added anything to indicate that they gradually were expanding their curricula to include new media. One in Colombia had become a school of "periodismo y radio difusión" (broadcasting), while another had added "y publicidad" (advertising). The school at the National University in México was then and still is simply a "carrera" (program) in journalism within the School of Political and Social Science.

By the time of my 1970 Report, 34 of the 81 schools had altered their names in some way, but journalism was still the preferred word in the title. Next to journalism, the most popular term was "ciencias de la información," a European-style substitute for journalism or mass communication which had been recommended in 1963 by a special seminar held at CIESPAL to consider "basic principles" for the guidance of journalism educators. But seven years later, 50 of the school names remained unchanged.

By the end of 1980, however, an overwhelming preference was revealed for the word "communication," usually with "social" attached. Only 21 out of 163 schools listed in the 1981 Directory (see Appendix A) have held on to journalism alone in their names, and these are all in the Spanish-speaking countries. There is not a single school of "jornalismo" remaining in Brazil today. Moreover, the term "ciencias de la información" has been replaced in popularity by "ciencias de la comunicación," 29 to 11, in schools that have retained the use of "science" in their names. Twenty-four schools which have not gone to "social communication" have become schools of "communication" or "communications." Altogether, 118 of the 163 schools have "communication" in their titles; 65 use "social communication" exclusively. The regional meetings of "Faculties of Social



Communication," sponsored by the Adenauer Foundation, indicate that this trend will continue.

TRENDS IN KEY WORDS OF SCHOOL NAMES SINCE 1962

<u>Key Word of Words</u>	<u>1962</u>	<u>1970</u>	<u>1980</u>
Journalism	54	47	21
Journalism with additional word or words	2	3	3
Communication or Communications		3	24
Social Communication		3	65
Sciences of Communication (or Soc. Com.)		10	29
Sciences of Information		11	11
Public Communication			2
Mass Communication			1
Miscellaneous (Public Relations, etc.)		4	7
	56	81	163

Contrast this development with changes in the United States during the post-World War II period. Of some 235 four-year programs listed in the 1980 directory edition of the Journalism Educator, 95 still retain "journalism" as the key word in their titles. A few of the larger schools, especially those emphasizing postgraduate work, have added "and mass communication" to journalism, possibly because of alumni sentiment or media ties. Two of the schools (Columbia and California) now offer only master's programs in professional journalism. The term "communication," or, in a few cases, "communications," now is the word emphasized by 54 schools or departments. Eight have now become colleges (the equivalent of "facultades" in Spanish or "faculdades" in Portuguese). The remainder fall into an assortment of 15 or more different titles. Since the trend away from journalism alone began, there has been nothing like the term "communication" to unify North American educators in this field. Perhaps this is because the term "communication" itself has been used in so many different ways.

While a number of U.S. educators, under the inspiration if not the teaching of Dr. Wilbur Schramm, have contributed to the development of communication as an integrated discipline, it has remained for a Mexican scholar, Dr. Josep Rota, to offer one of the best systematic analyses of communication that I have seen, particularly as it is developing in Latin America. At the risk of over-simplifying an extremely complex subject, I am drawing here from his excellent paper, "Toward a New Profile of the

Latin American Social Communicator," presented in November 1980 at the second annual meeting of Latin American Faculties of Social Communication.<sup>20</sup>

First, Dr. Rota divides communication into six levels: 1) intra-personal, 2) interpersonal, 3) organizational, 4) institutional, 5) "comunicación colectiva" (as "mass communication" is translated into Spanish by CIESPAL), and 6) intercultural and international communication. Each of these levels has subdivisions; for example, "non-verbal" communication falls under "interpersonal." Dr. Rota points out that the emphasis in both instruction and research in communication has been up to now largely at the level of the fourth field, journalism and mass communication. But since mass communication is only a sub-system within the total social system of a particular culture, today's mass communicator needs to have a knowledge of communication at all levels. This will enable him to specialize at the level which corresponds most nearly to the "organic social need" that he or his employer is trying to meet.

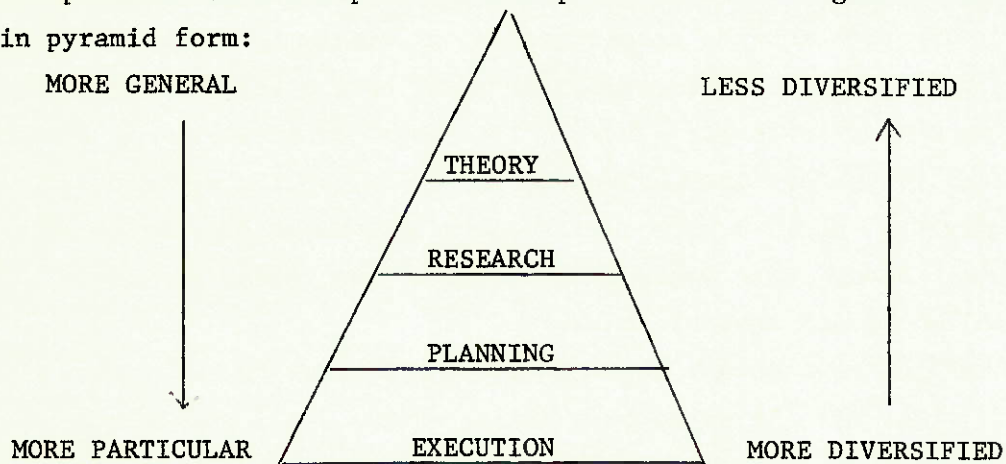
There seem to be several reasons why Latin American schools of journalism are changing to schools of "social communication" instead of "mass communication," as in the United States. First, Spanish and Portuguese words do not absorb changes in meaning as readily as Americanized English is prone to do. For example, many large U.S. schools are still comfortable with the term "journalism" alone, even though most of them now offer broadcasting production, advertising, public relations and other areas that are not, strictly speaking, professional journalism. Many of the larger schools also offer courses in "Communication Theory and Research," particularly at the postgraduate level, although these subjects belong more logically in a discipline of communication, as delineated by Rota. The Latin American schools, younger and less bound by academic entrenchment or historical and media ties, have been more receptive to communication as the name of a new discipline.

In the second place, the term "mass" seems less appropriate in a developing nation than in the market-oriented society of a highly developed country. In many Latin American countries and in certain areas of large nations like Brazil, more than 50% of the people cannot read or write. Moreover, poverty is so great that it is impossible for them to buy the goods that the mass media advertise. These facts explain why Latin American

communicators are so intent upon finding ways of reaching the "incomunicados" in their society. It explains also why research studies in "incomunicación" and semiotics are now prominent among the books in Appendix B.

Finally, we must not overlook the influence of Brazil and the Catholic Church in the trend toward the use of the term "social communication." Brazil was the first country in Latin America with a Federal Council on Education that legally substituted social communication for journalism in the curricula for those schools whose graduates wish to qualify for entry into any of the "journalistic fields." But even before the Ministry of Education sprang into action, the Church had shown a preference for "social communication" in the names of schools within the Catholic universities.

After examining the six levels of communication, of which mass communication is only one, Dr. Rota notes that each level possesses four areas of academic specialization and professional practice. He diagrams these four areas in pyramid form:



This diagram should make it easier for the practicing journalist to understand why problems in communication sometimes may be solved better by competent scholars using the "theoretical" or more general approach than by starting with the "execution" or "more particular" approach that usually has been preferred by the mass media. Dr. Rota's main point is that a familiarity with all four areas is needed by scholars and practitioners in communication, just as these individuals need orientation in all six levels of the discipline. Furthermore, without the help of highly trained theorists, researchers and planners, no "executor" or director at any level, including journalism, can hope to realize the full potential of effective communication.



Some media executives naturally feel that the schools of social communication, in studying ways of reaching people through other means, are trying to supplant commercial newspapers, magazines, radio, and television. Communication scholars respond that if societies do not find a way of communicating with the large numbers of people who now can neither afford nor understand the commercial media, these people will not be reached at all. If they can be provided understandable information that will help them to improve their health, education and living standards, then the former "incomunicados" will be less likely to resort to violent revolution as an outlet for their repeated frustrations. Moreover, with less poverty and less illiteracy in society, there should be many more potential customers for the commercial media.

This does not mean that communication scholars are satisfied with the kind of fare that most of the commercial media provide today. They are not, as numerous research studies encountered on my visits to Latin American countries have revealed. But commercial media have a way of responding to the changing demands of their readers, listeners and viewers. As changing communication technology increases both the risks and the rewards of private ownership, media owners and managers are almost certain to make improvements. Among these improvements will be the hiring of more professionally trained communicators.

Some inkling of this may be found in remarks made to me by the training director of a large Mexican daily. While still pessimistic about academic training in journalism, this executive noted that over the last ten years there has been "a definite improvement" in the "broad general education" and the professional ethics of the university graduates who apply for the newspaper's summer workshop.<sup>21</sup> It seems more than a coincidence that during those same ten years, four schools using the communication approach have developed in the city where this paper is located.

How soon the job market will expand sufficiently to take care of the school graduates is a big question. School directors in our 1980 survey reported that only 53% of their men graduates and 44.5% of the women are now able to find work in their field of specialization.



Part Four

COMPLAINTS AND CRITICISMS: OLD AND NEW

Employers whom I have interviewed, from 1958 down to the present, almost invariably have said that they do not object to journalism schools "in principle," but only to their "poor quality." Likewise, they do not seem to object to name changes, so long as there is an improvement in the product. The loudest complaint heard today is the objection voiced by most media executives to laws requiring a professional university degree of all new entrants to the profession. This, in the eyes of newspaper publishers especially, is a form of "licensing." It therefore is an infringement upon "freedom of the press."

There is a strong economic motivation, naturally, behind the attitudes of both employers and employees. This was freely admitted by the retiring general manager of IAPA, James B. Canel, in his farewell address at the association's spring 1980 meeting. Said Mr. Canel:<sup>22</sup>

The IAPA itself is responsible for its "bad image," because many Latin American publishers can be criticized for paying extremely low salaries. In many countries a newsman must hold down two or three jobs--sometimes in government agencies--to feed and clothe his family. This is the main reason that has brought about the licensing of journalists.

While not denying that raising salaries is one of their principal aims, leaders in "colegiación," as it is called, insist that another purpose of legalized professionalization is to uphold higher ethical standards in the media. Indeed, most "colegios" do have codes of ethical conduct, although such codes are not always strictly enforced. But, as two representatives of the Costa Rica "colegio" contend, their organization "assures the independence of the journalist in front of the menace of state control, in front of the menace of the interests of ownership, and in front of the manipulations of special interests and unions." As for the requirement of a professional university degree, "that assures a certain cultural and professional level."<sup>23</sup>

Actually, there is nothing new about the movement toward "colegios" or legal professionalization of journalists, similar to that in law and medicine. Cuba started the first "colegio" in 1942, simultaneously with

the establishment of its first school of journalism. Chile followed in 1956, although the law did not become fully operative until 1957. Then there was a standstill until 1969, when Costa Rica established its "colegio." Although there is still a legal controversy regarding enforcement of the Costa Rican law, even newspaper owners admit that compromises will be reached, making it permanent. Brazil's new law-decree also became effective in 1969.

What has brought about such loud outcries from members of the IAPA is that five other countries have passed a "colegio" law during the last nine years: Venezuela in 1972, Colombia in 1975, Nicaragua and Honduras in 1979, and Peru in 1980. While other forms of licensing of journalists exist in several countries, including Panama and Haiti, there long has been a movement toward "colegiación" in Argentina, Guatemala, and Mexico. All three probably would have had "colegios" before now except for special conditions affecting relations between government and the media in those countries.<sup>24</sup> Bolivia, with its military government, already requires a degree in journalism for admission to the profession, although a "colegio" would be meaningless in its situation.

In fact, there is no real evidence that an existing "colegio" had anything to do with Castro's taking power in Cuba or with the military takeover in Chile. No authoritarian government ever has lacked means of assuming control over the press. What seems more important is that the most successful "colegios" in Latin America today are in the countries usually ranked as being the strongest democracies: Colombia, Costa Rica, and Venezuela. Even in Chile, which was strongly democratic before the military junta seized power, members of the "colegio" are still among the most outspoken proponents of press freedom. In Brazil, where the law requiring a degree of journalism was issued by a military government, public officials are said to have complained that some university-educated professional journalists show little "appreciation" in enforcing self-censorship.

It should be added that all the "colegios" have provisions for "grandfathering in" journalists of good repute who had practiced their profession for a specified period, usually three to five years, before the

law was passed. In some countries, a special examination also is required of journalists who lack professional university degrees.

The "colegio" laws in Colombia, Costa Rica and Venezuela "assuaged some fears by exempting writers of opinion from the controls. Some protections for professional secrecy also were included . . ."25

#### Criticism of the Schools

Criticisms of the schools themselves, whether they use the name "journalism" or "social communication," continue along the same lines as I reported in 1970. The volume seems to have lowered slightly, however, wherever the media have shifted blame to the "colegios." The complaints are even less intense where a school has enjoyed cooperation from one or more of the local media, particularly newspapers.

An excellent illustration is the interest in journalism education shown by Alejandro Miro Quesada, publisher of El Comercio, one of the Lima dailies that was restored to private ownership in July 1980. At 64 years of age, he takes great pleasure and pride in teaching an introductory course in "ciencias de la comunicación" at the University of Lima, on top of running a "prestige" newspaper. The University is a private institution with high tuition, which has helped to keep it free from the political turmoil so often found in public universities. But Miro Quesada's interest undoubtedly has enlivened its journalism program.<sup>26</sup>

In 1970 I reported that the long-time cooperation of the Veracruz daily El Dictamen with the School of Journalism at the University of Veracruz had resulted in the state's providing that school with one of the finest journalism buildings in Mexico. Since then, the building has been enlarged.

One reason I gave my own professional library in 1972 to the University of San Carlos in Guatemala was that David Vela, editor of El Imparcial, had assumed the directorship and gained the respect of both journalists and scholars. Unfortunately, his advancing age made it necessary for him to resign the directorship just before it moved into new quarters on the main campus. The excellent cooperation between the media and the two schools in Medellín, Colombia, mentioned in my 1970 Report, continues. Nevertheless, these instances of good media relations are still much too rare.

The criticism of newspaper editors regarding the "poor quality" of journalism education falls under three main categories:

1. Little relationship between the output of the schools and the job market. This appears to be a valid complaint, if one considers only newspaper and broadcast journalism. When the whole field of communication is considered, as the Angel Ramos Foundation in Puerto Rico has emphasized, the picture may be quite different.

2. Lack of practical experience by students. Here we get into a vicious circle, for both students and teachers blame the lack of practical experience--in part, at least--upon the failure of the media to cooperate. All but three of the schools responding to our 1980 questionnaire said that their students now gain practical experience before graduation, but only 50% reported any experience on the local media. The type of experience reported by the others was 30% on "campus media," 20% simply on "other media."

3. "Theoretical nature" of much of the instruction. (This also is valid if one considers "theory" as the opposite of "practice" and not in the scientific meaning of the word, as used by Rota. It is a deficiency which might be remedied (a) if teachers had more intensive postgraduate training, as both they and their directors desire, and (b) if they had the modern laboratory equipment and the time to do a "more realistic" job. These are shortcomings that media owners and managers, school directors and teachers, journalism students and graduates all agree should be corrected.

The critical need for more highly qualified, full-time teachers has emerged from every study made since CIESPAL began its seminars in 1960. It is the main reason why the Ebert Foundation has decided to concentrate most of its future financial aid to CIESPAL almost entirely upon programs designed to improve the quality of instruction throughout the region. The problem of providing modern laboratory equipment for individual schools, however, is one that requires aid at the state and local level.

#### Dissatisfaction with the Media

In talking with old acquaintances among working journalists, one begins to sense conditions in the mass media and in Latin American society itself that make it difficult for even the best educated journalists to achieve



professional status without some legal protection. These same conditions make it difficult for the universities to provide the kind of support that schools of journalism and communication need. Cooperation from the media helps, as has been demonstrated in cities where it exists.

The main problem is the salaries paid by the media, as pointed out so bluntly above by IAPA's former general manager. Even in some of the most prosperous and stable countries, journalists on highly regarded newspapers complain that the rate of pay is simply inadequate to enable them to support a family. Consequently, most reporters and photographers find it necessary to work at two or more jobs. A study of journalists in Argentina, Bolivia and Mexico by Dr. J. Laurence Day, an IAPA scholar-professor, revealed that 90% of the journalists in those countries hold two or more positions.<sup>27</sup> An earlier study by Dr. Darió Menanteau-Horta of Chile revealed a similar situation in Santiago, where 86% of the journalists reported that they had to hold two or more jobs in order to make a living.<sup>28</sup> The situation seems to have improved only in those countries that have "colegios" and relatively stable governments. For example, in Honduras, before "colegio" negotiations with the owners, the minimum wage for reporters was \$75 (U.S.) per month without benefits. Now the minimum is \$350 (U.S.) with benefits.<sup>29</sup>

The study by Dr. Day also found that more than half of the journalists interviewed on newspapers in Buenos Aires, La Paz, and Mexico City had obtained their positions through a friend or a relative on the staff, while only 11% had won employment on the basis of their professional qualifications. Family and friendship ties appear to be far more important in gaining employment than professional qualifications alone. This also has contributed to the growth of "colegiación."

The structure of society must indeed share some of the blame, according to Richard Wigg, Latin American correspondent of the London Times. He observes that the best known newspapers of Latin America "all reflect the interests and tastes of the educated ruling class or the upper class city-based minorities. An influential popular mass circulation press is significantly missing in the Latin American countries and reflects the prevailing social and educational structures."<sup>30</sup>

Numerous critics also have called attention to the fact that most Latin American newspapers traditionally have been political. Consequently, many publishers have used their papers merely as "political springboards." That was one of the explanations given to me by an Uruguayan journalist as to why his country had been so slow in creating a school of journalism at the national university: "A school of journalism would give them [the publishers] competent journalists, not men in whom they can trust." Today, as a group of Venezuelan journalists told me, more of the large metropolitan dailies are becoming primarily commercial, like their counterparts in the United States.

According to recent estimates, 80% of Latin America's more than 300 million inhabitants never see a daily newspaper. The majority of the urban poor now turn to television, while the "incomunicados" in the rural regions depend mainly on radio. The electronic media provide them mostly with entertainment, not information. As an illustration, I cited in 1970 a study of peasants living in a village less than a two-hour drive from Recife, the great industrial city of northern Brazil. It revealed that 90% did not know that Brazil's main export is coffee, and 80% had no meaning whatsoever for the word "democracy."

Research studies concerned with communication in relation to rural development have found that even those "messages" addressed especially to farmers are geared--in content and form--to a minority: the city-based large land-owners. Even the information provided by private media and by government agencies has little if any relationship to rural development plans and problems.<sup>31</sup> The persons who write the information may understand it, but they do not know how to communicate with the people who need the information the most.

Facts like these help to explain why CIESPAL and the individual schools now are devoting so much attention to "incomunicación" and development communication. They also explain why the best schools are trying to produce highly skilled communicators who recognize that their first obligation is to the society in which they live.

## Part Five

### PAST PROGRESS AND FUTURE PROSPECTS

Participants in the 1970 conference of the American Council on Higher Education in the American Republics (CHEAR) at Buenos Aires consisted primarily of university rectors and presidents--approximately half from Latin America and half from the United States. By a coincidence, the group included the future Federal Minister of Education for Brazil, as well as the president of a leading Mexican institution which was about to establish a school of communication. Brazil now leads the region in the number of schools, while in Mexico the number has increased at an even faster rate on a percentage basis. Consequently, it may be useful to consider the progress that has been made in the 1970s, together with the prospects for the 1980s, under the headings of the three propositions on which the conference members were in tacit agreement. These were:

1. The universities should regard journalism and mass communication as a profession, no less important to the health of a society than medicine, law, and engineering. During the first half of the 1970s, the support given to schools of journalism and communication in the more prosperous and stable countries was extremely encouraging. In a number of universities, both public and private, new quarters were provided, more full-time faculty members were added, and much new laboratory equipment was installed. Because of the economic and political uncertainties since 1975, however, progress has slowed down in nearly all countries. Modern laboratory equipment and more full-time faculty still are crucial needs.
2. The mass media should strive to make the communication of news and comment a professional career with a level of education that matches the importance of the tasks that today's journalists are expected to perform. Many of the large metropolitan dailies in the more prosperous and stable countries, likewise, erected handsome new buildings and installed the most modern equipment available in the early part of the 1970s. The level of professional education also has advanced: one managing editor of a Bogota daily said in 1980 that 40% of his news staff already were university graduates, and that in a few more years it would be 70%, even



without "colegiación." The initial friction between university-educated journalists and those who have qualified by reason of experience tends to disappear as older staff members retire and as the new professionals move into executive positions. Even in some countries with a "colegio," however, the pay still has not advanced to a level that the new technology of instantaneous news transmission makes more urgent than ever before.

3. In the new decade, CIESPAL should shift its emphasis from the promotion of more schools of journalism to the training of better qualified teachers. While the number of schools has continued to increase, this has been due to the factors described in this Report--not directly, at least, to CIESPAL. Every study of education for journalism in Latin America, from my 1962 Report down to the present, has shown that the major short-coming of the schools of journalism and communication is in the qualifications of the teaching staffs. Consequently, after sponsoring more than 30 books in the series INTIYAN (quechua for "pathway to the sun"), the Friedrich Ebert Foundation decided in 1980 to concentrate its financial assistance for the next few years upon the provision of better qualified teachers. However, the Ebert Foundation cannot do everything needed; CIESPAL must look to other agencies to supply the modern communication equipment and to continue the publication of textbooks that more highly-qualified instructors will demand. But renewed assistance already is coming from the Organization of American States, and an important new source of aid is the Radio Netherlands Foundation. The latter has agreed to supply CIESPAL with "highly prestigious" instructors in radio and television for the next ten years. Perhaps others will supply the electronic equipment that is still lacking.

The Ebert Foundation's program for the future at CIESPAL centers around the funding of three new positions: 1) a specialist in methods and techniques of communication research; 2) a specialist in communication planning; and 3) a specialist in institutional communication. The new "faculty" not only will conduct advanced courses in communication at CIESPAL, but will plan revised courses and teaching materials for all the schools throughout Latin America. It also will coordinate the work of "itinerant instructors" who will visit the various schools as rapidly as



possible. One member of the staff will edit CIESPAL's revitalized quarterly journal chasqui. The magazine's main purpose will be to keep the Latin American schools informed as to each other's activities, and to convey summaries of important research material that most of the schools would have difficulty in obtaining for themselves.

CIESPAL is girding itself to meet the tremendous challenges that university education for journalism and communication will face in the future. Perhaps it and the organizations allied with it will inspire others to join in the same effort.

#### The Future of Professionalization

Whether it comes through professional education and voluntary association, as in the United States, or through "colegiación," as in Latin America, it seems to me that the present technological, economic and social trends make inevitable the future professionalization of university-educated journalists. Ironically, after reading an article in the Bulletin of the American Society of Newspaper Editors by a former editor who won a Pulitzer prize, I began to consider whether legal professionalization is not a possibility even in the United States.

During his presidency of the Center for the Study of Democratic Institutions, the distinguished editor Harry S. Ashmore reviewed the changes that have taken place because of the trend toward group journalism and chain ownership of newspapers. Under these circumstances, he wrote, "it is not surprising that not much is heard of the old debate whether journalism might be truly constituted as a profession."

Yet under the present circumstances, he continued, "I find myself wondering if the amorphous quality of the new corporate management of communication should not prompt re-examination of the possibility of professionalization at the working level. . . . As I read the signs and portents, we are well passed the time when practicing newsmen can afford to dismiss professionalism as a lofty but unattainable ideal. In the stormy times ahead some such concept may well prove essential as a standard to which the journalist can repair."<sup>32</sup> Mr. Ashmore obviously was referring to the prediction by newspaper economists that within another two decades, all U.S. daily newspapers could be owned by only 20 or 25 corporations.

The new "amorphous quality" of media ownership is also a matter of concern to publishers and managers in Latin America, especially when it involves trans-national corporations. Yet an even more critical factor there could be the wave of violence that so far has swept over at least five countries, all the way from Guatemala to Argentina. It has involved media managers and working journalists alike.

Confronted by a common enemy of terrorism, from both the ultra-left and the ultra-right, media managers and working journalists conceivably could reach an agreement on professionalization similar to that which Ashmore foresees as possible in the United States. In order to assure society of their fairness in serving all classes, the media managers could turn to a professionally educated, socially responsible "colegio" of journalists as the best way out. Impossible though this may seem in the light of present attitudes, it may prove to be the only feasible means of attaining the common ideal of great journalists everywhere.

Once the will to achieve the "impossible dream" is present, there are many ways of assuring that legal professionalization will not make it any easier for governments to infringe upon freedom of the press. The most important requisite is to place the "colegios" under the control of the journalists themselves, with the possible addition of a representative from the public, such as a university rector. Another suggestion, from a publisher himself, is to add a provision that only 90% of a medium's news staff must come from the professional organization, while the other 10% might be hired at the discretion of the publisher. Up to now, compromise has not been the usual Latin American way of settling disputes, but events have a way of changing people's views.

Of one thing I am certain: professionalism not only is the best hope of journalism; it also is, in many ways, the best hope of civilization itself. To me, this means that Latin America will continue to require the best possible professional education for journalism--the kind that only university-affiliated schools can provide.

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23. Hoy, Santiago, Chile, March 26-April 1, 1980.
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Appendix A

A DIRECTORY OF THE  
SCHOOLS OF JOURNALISM AND SOCIAL COMMUNICATION  
IN LATIN AMERICA AND THE CARIBBEAN AREA

January 1981

### EXPLANATION

This Directory lists 163 schools in Latin America and the Caribbean that offer a program leading to a recognized title, degree or diploma in journalism and/or communication. The schools are arranged alphabetically in the country's own language, by name of country, name of instructional unit, and name of city. Brazilian schools also are alphabetized by name of the state.

The first line gives the name of the school, department, or other instructional unit; if it is not a separate faculty, then the name of the faculty follows. An asterisk (\*) indicates that postgraduate work in communication is available. If the instructional unit is part of a university or some other larger entity, that name appears on the second line. The last line gives, first, the street address or postal box number of the school, wherever available. After the dash are (a) the name of the city, (b) the name of the state or its abbreviation, if needed for mail, and (c) the name of the country. The number preceding or following the name of a city in some of the larger countries is the postal zone.

This list was updated from a number of earlier lists on the basis of returns from a questionnaire sent directly to each school believed to be operating. If a school had not responded by the end of 1980, its present status was determined by other means. Acknowledgement is made in the Preface to those persons giving special assistance.

SCHOOLS OF JOURNALISM AND SOCIAL COMMUNICATION

IN LATIN AMERICA AND THE CARIBBEAN AREA

ARGENTINA (20)

Escuela de Periodismo y Comunicaciones

Universidad Argentina "John F. Kennedy"

Bartolomé Mitre 1411 -- 1087 Buenos Aires, Argentina

Facultad de Ciencias de la Educación y de la Comunicación Social

Universidad del Salvador

Callao 966 -- 1023 Buenos Aires, Argentina

Non-University Schools in City of Buenos Aires

Carrera de Periodismo

Instituto Superior "Mariano Moreno"

M.T. de Alvear 1452 -- 1060 Buenos Aires, Argentina

Escuela Argentina de Periodismo

Santa Fé 4320 -- 1425 Buenos Aires, Argentina

Escuela de Periodismo

Círculo de la Prensa

Rodríguez Peña 80 -- 1020 Buenos Aires, Argentina

Escuela de Periodismo Deportivo

Rodríguez Peña 628 -- 1020 Buenos Aires, Argentina

Escuela Superior de Periodismo

+Instituto Grafotécnico

Moreno 1921 -- 1094 Buenos Aires, Argentina

+Instituto Católico de Estudios Sociales

Junín 1063 -- 1113 Buenos Aires, Argentina

Instituto de Ciencias de la Información

Corrientes 3173 -- 1193 Buenos Aires, Argentina

University-Level Schools in the Provinces

Departamento de Periodismo, Facultad de Ciencias Sociales

Universidad Nacional de Lomas de Zamora

Camino de Cintura km 2, Santa Catalina -- 1832 Lomas de Zamora,  
Prov. de Buenos Aires, Argentina

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+Although the commercial schools generally do not have strict entrance requirements, the Instituto Grafotécnico requires graduation from a secondary school for admission to its 3-year "diploma course" in journalism. The Instituto Católico de Estudios Sociales also requires completion of high school for admission.

Escuela Superior de Periodismo y Comunicación Social  
 \*Universidad Nacional de la Plata  
 Calle 10, No. 1074 -- 1900 La Plata, Prov. de Buenos Aires, Argentina

Escuela de Ciencias de la Información, Facultad de Derecho y  
 Ciencias Sociales  
 Universidad Nacional de Córdoba  
 Estafeta 32, Ciudad Universitaria -- 5000 Córdoba, Argentina

Escuela de Ciencias de la Comunicación, Facultad de Ciencias Humanas  
 Universidad Nacional de Río Cuarto  
 Rutas 8 y 36 km 601 -- 5800 Río Cuarto, Prov. de Córdoba, Argentina

Escuela Superior de Periodismo  
 Universidad "Juan Agustín Maza"  
 Salta 1690 -- 5500 Mendoza, Argentina

Escuela de Ciencias de la Información, Facultad de Ciencias  
 de la Educación  
 Universidad Nacional de Entre Ríos  
 Av. Rivadavia 106 -- 3100 Paraná, Entre Ríos, Argentina

Departamento de Medios de Comunicación Social, Facultad de  
 Ciencias Sociales  
 Universidad Nacional del Comahue  
 Mendoza 1050 -- 8332 General Roca, Río Negro, Argentina

Escuela de Comunicación Social, Facultad de Ciencias Políticas y  
 Relaciones Internacionales  
 Universidad Nacional de Rosario  
 Córdoba 1814 -- 2000 Rosario, Santa Fé, Argentina

Escuela de Periodismo y Ciencias de la Información  
 Facultad Católica de Humanidades  
 Mitre 686 -- 2000 Rosario, Santa Fé, Argentina

Escuela de Periodismo, Facultad de Comunicaciones Sociales  
 Universidad Católica de Salta  
 Campo Castañares -- 4400 Salta, Argentina

Departamento de Ciencias de la Comunicación, Facultad de  
 Ciencias Sociales  
 Universidad Nacional de San Juan  
 Cereceto y Meglioli, Rivadavia -- 5400 San Juan, Argentina

BOLIVIA (1)

Departamento de Ciencias de la Comunicación Social  
 Universidad Católica Boliviana  
 Av. 14 de Septiembre 4807 -- La Paz, Bolivia

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\*The asterisk is used throughout the Directory to indicate those schools which offer postgraduate as well as undergraduate courses in journalism and/or communication. Most of the postgraduate programs lead only to the master's degree, but at least three Latin American universities now offer the doctorate.



BRASIL (64)+

Alagoas

Curso de Comunicação Social, Departamento de Estudos Sociais  
Universidade Federal de Alagoas  
Praça Sinimbu 240 -- Maceió, Alagoas, Brasil

Amazonas

Curso de Comunicação Social, Instituto de Ciências Humanas y Letras  
Fundação Universidade do Amazonas  
Rue Emilio Moreira 601 -- 69.000 Manaus, AM, Brasil

Bahia

Curso de Comunicação Social, Escola de Biblioteconomia e Comunicação  
Universidade Federal da Bahia  
40.000 Salvador, Bahia, Brasil

Ceará

Curso de Comunicação Social  
Universidade Federal do Ceará  
Caixa Postal 1257 -- 60.000 Fortaleza, Ceará, Brasil

Distrito Federal

Departamento de Comunicação Social  
Centro de Ensino Unificado de Brasília  
EQN 707/709 -- 70.000 Brasília, DF, Brasil

Departamento de Comunicação  
\*Universidade de Brasília  
Campus Universitario, Asa Norte -- 70.000 Brasília, DF, Brasil

Espírito Santo

Curso de Comunicação Social  
Universidade Federal do Espírito Santo  
29.000 Vitória, ES, Brasil

Goiás

Curso de Comunicação Social, Instituto de Ciências Humanas e Letras  
Universidade Federal de Goiás  
74.000 Goiania, Goiás, Brasil

Maranhão

Curso de Comunicação Social, Instituto de Letras e Artes  
Universidade Federal do Maranhão  
65.000 São Luis, Maranhão, Brasil

Minas Gerais

Curso de Comunicação Social  
Faculdade de Filosofia de Belo Horizonte  
Av. Antonio Carlos 521 -- 30.000 Belo Horizonte, MG, Brasil

Curso de Comunicação Social  
Instituto Newton de Paiva  
Av. do Contorno 9384, Prado -- 30.000 Belo Horizonte, MG, Brasil

+This list of Brazilian schools is restricted to those institutions with curricula in social communication (journalism, advertising, radio-tv, public relations, publishing) recognized by the Ministry of Education.

Faculdade de Comunicação Social  
Universidade Católica de Minas Gerais  
Av. Dom José Gaspar 500 -- 30.000 Belo Horizonte, MG, Brasil

Departamento de Comunicação, Faculdade de Filosofia e Ciências Humanas  
Universidade Federal de Minas Gerais  
Rua Carangola 288 -- 30.000 Belo Horizonte, MG, Brasil

Departamento de Comunicação Social  
Universidade Federal de Juiz de Fora  
36.100 Juiz de Fora, MG, Brasil

Curso de Comunicação Social  
Faculdades Integradas São Tomás de Aquino  
Caixa Postal 8 -- 38.100 Uberaba, MG, Brasil

Curso de Comunicação Social  
Faculdades Integradas de Uberaba  
Caixa Postal 93 -- 38.100 Uberaba, MG, Brasil

#### Pará

Curso de Comunicação Social  
Universidade Federal do Pará  
66.000 Belém, Pará, Brasil

#### Paraíba

Departamento de Comunicação Social e Artes  
Universidade Regional do Nordeste  
Av. Pedro I, s/n -- 58.100 Campina Grande, Paraíba, Brasil

Curso de Comunicação Social  
Universidade Federal da Paraíba  
58.000 João Pessoa, Paraíba, Brasil

#### Paraná

Curso de Comunicação Social  
Universidade Católica do Paraná  
Rua Imaculada Conceição s/n -- 80.000 Curitiba, Paraná, Brasil

Curso de Comunicação Social  
Universidade Federal do Paraná  
Rua 15 de Novembro 1299 -- 80.000 Curitiba, Paraná, Brasil

Centro de Comunicações e Artes  
Fundação Universidade Estadual de Londrina  
Caixa Postal 2111 -- 86.100 Londrina, Paraná, Brasil

#### Pernambuco

Escola Superior de Relações Públicas  
Av. Rosa e Silva 891 -- 50.000 Recife, Pernambuco, Brasil

Departamento de Comunicação Social  
Universidade Católica de Pernambuco  
Rua do Príncipe 526 -- 50.000 Recife, Pernambuco, Brasil

Curso de Comunicação Social  
\*Universidade Federal de Pernambuco (+\*)  
Rua José Osório 124, Madalena -- 50.000 Recife, Pernambuco, Brasil

+\*A specialized master's degree in rural communication is offered by the Universidade Federal Rural de Pernambuco, also in Recife.

### Rio de Janeiro

- Faculdade de Comunicação Social  
Sociedade Barramansense de Ensino Superior  
Rua Vereador Pinho de Carvalho 267 -- 27.400 Barra Mansa, RJ, Brasil
- Departamento de Comunicação Social  
Faculdade de Filosofia de Campos  
Av. Visconde de Alvarenga s/n -- 28.100 Campos, RJ, Brasil
- Instituto de Artes e Comunicação Social  
Universidade Federal Fluminense  
Rua Lara Vilela 126, Ingá, 24.000 Niterói, RJ, Brasil
- Curso de Comunicação Social  
Centro Unificado Profissional  
Rua Albana 319, Jacarepaguã -- 20.000 Rio de Janeiro, Brasil
- Curso de Comunicação Social  
Universidade Gama Filho  
Rua Manoel Virofino 625, Piedade -- 20.000 Rio de Janeiro, Brasil
- Departamento de Comunicação Social  
Pontifícia Universidade Católica  
Rua Marquês de São Vicente 209/263 -- 20.000 Rio de Janeiro, Brasil
- Departamento de Comunicação Social, Centro de Educação e Humanidade  
Universidade Estadual da Guanabara  
Rua São Francisco Xavier 524, Maracanã -- 20.000 Rio de Janeiro, Brasil
- Escola de Comunicação  
\*Universidade Federal do Rio de Janeiro  
Av. Pasteur 202/250 -- 20.000 Rio de Janeiro, Brasil
- Faculdade de Comunicação Helio Alonso  
Praia de Botafogo 266, -- 20.000 Rio de Janeiro, Brasil
- Faculdade de Comunicação Social  
\*Faculdades Integradas Estácio de Sá  
Rua do Bispo 83, Rio Comprido -- 20.000 Rio de Janeiro, Brasil
- Faculdade de Comunicação Social Santa Edwiges  
Praça Cândido Benício 850, Jacarepaguã -- 20.000 Rio de Janeiro, Brasil
- Sociedad Unificada de Ensino Superior Augusto Motta  
Av. Paris 72, Bonsucesso -- 21.041 Rio de Janeiro, Brasil

### Rio Grande do Norte

- Departamento de Comunicação Social  
\*Universidade Federal do Rio Grande do Norte  
Campus Universitário, Lagoa Nova -- 59.000 Natal, RGN, Brasil

### Rio Grande do Sul

- Curso de Comunicação Social, Centro de Humanidades e Artes  
Universidade de Caxias do Sul  
Rua Francisco Getúlio Vargas s/n -- 85.100 Caxias do Sul, RGS, Brasil
- Escola de Relações Públicas  
Av. Maurício Cardoso 510 -- 92.300 Novo Hamburgo, RGS, Brasil

Curso de Comunicação Social

Universidade Católica de Pelotas  
Rua Félix da Cunha 412 -- 96.100 Pelotas, RGS, Brasil

Faculdade dos Meios de Comunicação Social

\*Pontifícia Universidade Católica do Rio Grande do Sul  
Av. Ipiranga 6681, Cx. Postal 1429 -- 90.000 Porto Alegre, RGS, Brasil

Departamento de Comunicação Social, Escola de Biblioteconomia  
e Comunicação

Rua Jacinto Gomes 540 -- 90.000 Porto Alegre, RGS, Brasil

Curso de Comunicação Social, Centro de Ciências Sociais e Humanas

Universidade Federal de Santa Maria  
97.100 Santa Maria, RGS, Brasil

Centro de Comunicação, UNISINOS

Praça Tiradentes 35 -- 93.300 São Leopoldo, RGS, Brasil

Santa Catarina

Curso de Comunicação Social

Universidade Federal de Santa Catarina  
88.000 Florianópolis, SC, Brasil

São Paulo

Faculdade de Artes e Comunicações

Rua Campos Salles 943, Vila Falcão -- 17.100 Bauru, SP, Brasil

Curso de Comunicação Social, Instituto de Artes e Comunicações

Pontifícia Universidade Católica  
Rua Merechal Deodoro 1099 -- 13.100 Campinas, SP, Brasil

Curso de Comunicação Social, Fac. de Ciências Jurídicas e Administrativas

Fundação Korning Bazarjian  
Caixa Postal 24 -- 18.200 Itapetininga, SP, Brasil

Curso de Comunicação Social

Federação das Faculdades Braz Cubas  
Rua Francisco Franco 133 -- 08.700 Mogi das Cruzes, SP, Brasil

Faculdade de Comunicação Social

Universidade de Mogi das Cruzes  
Av. Candido Xavier de Almeida Souza 200 -- 08.700 Mogi das Cruzes,  
SP, Brasil

\*Centro de Comunicação Social, UNIMEP

Caixa Postal 68 -- 13.400 Piracicaba, SP, Brasil

Faculdade de Comunicação Social

Associação de Ensino de Ribeirão Preto (UNAERP)  
Av. Costabile Romano 2201 -- 14.100 Ribeirão Preto, SP, Brasil

Faculdade de Comunicação de Santos

Rua 7 de Setembro 34 -- 11.100 Santos, SP, Brasil

Faculdade de Comunicação Social

Organização Santamarense de Educação e Cultura  
Av. do Supremo Neto 340, Santa Amaro -- 04.580 São Paulo, Brasil



Curso de Comunicação Social

\*Pontifícia Universidade Católica

Rua Monte Alegre 984, Perdizes -- 05.014 São Paulo, Brasil

Escola de Comunicações e Artes

\*Universidade de São Paulo

Cidade Universitária, Butantã -- 05.508 São Paulo, Brasil

Escola Superior de Propaganda e Marketing

Rua Rui Barbosa 294, Bela Vista -- 01.326 São Paulo, Brasil

Faculdade de Comunicação Social Alcântara Machado, FIAM

Praça 3 Corações 300 -- 05.608 São Paulo, Brasil

Faculdade de Comunicações

Fundação Armando Álvares Penteado

Rua Alagoas 903, Pacaembu -- 01.242 São Paulo, Brasil

Faculdade de Comunicação Social Anhembi

Rua Casa do Ator 90 -- 04.546 São Paulo, SP, Brasil

\*Faculdade de Comunicação Social Cásper Líbero

Av. Paulista 900 -- 01.310 São Paulo, SP, Brasil

Faculdade de Comunicação Social

\*Instituto Metodista de Ensino Superior

Rua Sacramento 230, Rudge Ramos -- 09.720 São Bernardo do Campo,  
São Paulo, Brasil

Curso de Comunicação Social

Universidade de Taubaté

Rua XV de Novembro 996 -- 12.100 Taubaté, SP, Brasil

CHILE (4)

Escuela de Comunicación Social

Universidad del Norte

Av. Angamos 0610 -- Antofagasta, Chile

Escuela de Comunicación, Carrera de Publicidad (2-year program)

General del Canto 147, Providencia -- Santiago, Chile

Escuela de Periodismo

Universidad Católica de Chile

Diagonal Oriente 3.300 -- Santiago, Chile

Departamento de Ciencias y Técnicas de la Comunicación, Facultad de

Ciencias Humanas

Universidad de Chile

Los Aromos 3441 -- Santiago, Chile

COLOMBIA (11)

Escuela de Ciencias de la Comunicación Social

Universidad Autónoma del Caribe

Carrera 46 No. 88-26 -- Barranquilla, Colombia

Facultad de Comunicación Social

Universidad la Sabana

Calle 70 No. 11-29, Apartado Aéreo 53753 -- Bogotá, Colombia

Facultad de Ciencias de la Comunicación Social  
Fundación Universidad de Bogotá  
Calle 23 No. 4-47, ef. 304, Apartado 34185 -- Bogotá, Colombia

Escuela de Ciencias de la Comunicación Social  
Pontificia Universidad Javeriana  
Carrera 7a No. 40-62 -- Bogotá, Colombia

Escuela de Ciencias de la Comunicación Social  
Universidad de América  
Calle 10 No. 644 -- Bogotá, Colombia

Facultad de Comunicación Social  
Universidad Externado de Colombia  
Calle 12 No. 1-17 Este -- Bogotá, Colombia

Departamento de Comunicación Social  
Universidad Autónoma de Bucaramanga  
Apartado Aéreo 1642 -- Bucaramanga, Colombia

Departamento de Ciencias de la Comunicación, Facultad de Filosofía  
e Historia  
Universidad del Valle  
Apartado Aéreo 2188 -- Cali, Colombia

Facultad de Periodismo  
Universidad de San Buenaventura  
Cra. 5 No. 9-02 -- Cali, Colombia

Departamento de Ciencias de la Comunicación, Facultad de Ciencias  
y Humanidades  
Universidad de Antioquia  
Medellín, Colombia

Facultad de Comunicación Social  
Universidad Pontificia Bolivariana  
La Playa x Córdoba 1178 -- Medellín, Colombia

COSTA RICA (2)

Escuela de Ciencias de la Comunicación Colectiva, Facultad de  
Ciencias Sociales  
Universidad de Costa Rica  
San Pedro Montas de Oca -- San José, Costa Rica

Escuela de Comunicación  
Universidad Autónoma Centroamericana  
San José, Costa Rica

CUBA (2)

Escuela de Periodismo, Facultad de Humanidades  
Universidad de la Habana  
Edificio José Martí -- La Habana, Cuba

Escuela de Periodismo, Facultad de Humanidades  
Universidad del Oriente  
Santiago de Cuba

DOMINICAN REPUBLIC (2)

Instituto Dominicano de Periodismo (2-year program)  
Calle El Conde 151, Apartado 1248 -- Santo Domingo, Dominican Republic  
Departamento de Comunicación Social, Facultad de Humanidades  
Universidad Autónoma  
Santo Domingo, Dominican Republic

ECUADOR (3)

+Centro Internacional de Estudios Superiores de Comunicación para  
América Latina (CIESPAL)  
Almagro y Andrade Marín, Apartado 584 -- Quito, Ecuador  
Especialización en Ciencias de la Información, Facultad de Filosofía  
Universidad de Cuenca  
Av. 12 de Abril -- Cuenca, Ecuador  
Escuela de Ciencias de la Información, Facultad de Filosofía, Letras y  
Ciencias de Educación  
Universidad de Guayaquil  
Ciudad Universitaria -- Guayaquil, Ecuador  
Escuela de Ciencias de la Comunicación  
Universidad Central  
Ciudad Universitaria -- Quito, Ecuador

EL SALVADOR (1)

Escuela de Periodismo, Facultad de Humanidades  
Universidad Nacional de El Salvador  
San Salvador, El Salvador

GUATEMALA (2)

Escuela de Comunicación  
Universidad Rafael Landívar  
Guatemala, Ciudad  
Escuela de Ciencias de la Comunicación, Facultad de Humanidades  
Universidad de San Carlos de Guatemala  
Guatemala, Ciudad

GUYANA (1)

Program in Communication Studies, Faculty of Social Sciences (2 years)  
University of Guyana  
Turkeyon Campus -- Box 841, Georgetown, Guyana

HONDURAS (2)

Escuela de Periodismo, Centro Universitario de Estudios Generales  
Universidad Autónoma de Honduras  
Tegucigalpa, Honduras

+Inasmuch as CIESPAL is an international center serving all of Latin America  
and the Caribbean area, it is not counted among the Ecuadorean schools.

Escuela de Periodismo  
Universidad José Cecilio de Valle  
Tegucigalpa, Honduras

JAMAICA (1)

Caribbean Institute of Mass Communication  
University of the West Indies  
Kingston 7, Jamaica

MEXICO (26)+

Carrera de Ciencias de la Comunicación, Facultad de Ciencias Políticas  
y Sociales

\*Universidad Nacional Autónoma de México  
Ciudad Universitaria -- México 20, D.F.

Carrera de Ciencias y Técnicas de la Comunicación  
Universidad del Tepeyac  
Callao No. 842, Col. Lindavista -- México 14, D.F.

Departamento de Ciencias de la Comunicación Social  
Universidad Anáhuac  
Lomas Anáhuac -- México 10, D.F.

Departamento de Comunicación, Facultad de Ciencias Sociales  
Universidad Iberoamericana  
Av. Cerro de las Torres No. 395 -- México 21, D.F.

Departamento de Comunicación, Facultad de Ciencias Sociales  
Universidad Femenina de México (3-year "technical" program)  
Constituyentes 151 -- México 18, D.F.

Departamento de Educación y Comunicación  
Universidad Autónoma Metropolitana -- Xochimilco  
Calzada del Hueso y Canal Nacional -- México 32, D.F.

Escuela de Ciencias de la Comunicación  
Universidad Intercontinental  
Insurgentes Sur 4135 -- México 22, D.F.

Escuela de Comunicaciones y Relaciones Públicas  
Universidad Latinoamericana  
Amores 1360, Col. de Valle -- México 12, D.F.

Carrera de Ciencias de la Comunicación  
Escuela Nacional de Estudios Profesionales Aragón  
Av. Central y Av. Rancho Seco -- San Juan de Aragón, Estado de México

+For convenience, schools in the city of México are listed first, followed by those in the state of México, then by those in other states. Besides the 26 named here, two other Mexican institutions offer limited programs: the Instituto Latinoamericano de Comunicación Educativa, México 7, D.F., which has specialized courses in educational communication, and the Universidad de las Américas, Puebla, where journalism is a minor. Three other public universities will open schools in 1981: one in México, D.F., another in Merida, and the third in Saltillo.



Carrera de Ciencias de la Comunicación  
 Escuela Nacional de Estudios Profesionales Acatlán  
 Av. Alcanfores y San Juan Totaltepec -- San Mateo Naucalpan,  
 Estado de Mexico, México

Colegio de Post-graduados, Rama de Divulgación Agrícola  
 \*Universidad Autónoma de Chapingo  
 Chapingo, Estado de México, México

Escuela de Ciencias de la Comunicación  
 Universidad del Nuevo Mundo  
 Montezuma 124, La Herradura -- Naucalpan de Juárez, Estado de México

Escuela de Ciencias de la Información  
 Instituto Superior de Ciencia y Tecnología de la Laguna A.C. (ISCYTAC)  
 Héroe de Nacozari s/n; A.P. 226 -- Gómez Palacio, Durango, México

División de Comunicaciones  
 Universidad del Valle de Atemajac (UNIVA)  
 Rincón de Ahuehuetes 1988 y Av. López Mateos -- Guadalajara,  
 Jal., México

Escuela de Ciencias de la Comunicación  
 Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO)  
 Niños Héroes 1342-8 -- Guadalajara, Jal., México

Escuela de Ciencias de la Comunicación  
 Universidad Autónoma de Guadalajara  
 Apartado Postal 1-440 -- Guadalajara, Jal., México

Departamento de Ciencias de la Comunicación  
 Universidad del Noroeste  
 Serdán #14, Oriente; Aptdo. 757 -- Hermosillo, Sonora, México

Escuela de Periodismo y Comunicación Colectiva  
 Universidad del Bajío, A. C.  
 León, Guanajuato, México

Escuela de Ciencias de la Información  
 Universidad de Sinoloa - Mazatlán  
 Mazatlán, México

Carrera de Ciencias de la Información, División de Humanidades y  
 Ciencias Sociales  
 Universidad de Monterrey  
 Gonzalitos No. 300 Sur -- Monterrey, N. L., México

Departamento de Comunicación, División de Educación y Difusión Cultural  
 Universidad Regiomontaña (UR)  
 Padre Mier Pte. 575 -- Monterrey, N. L., México

Departamento de Ciencias de la Comunicación  
 Instituto Tecnológico y de Estudios Superiores de Monterrey  
 Avenida Eugenio Garza Sada 2501 -- Monterrey, N. L., México

Facultad de Ciencias de la Comunicación  
 Universidad Autónoma de Nuevo León (UANL)  
 Ciudad Universitaria -- Monterrey, N. L., México

Departamento de Ciencias de la Comunicación  
Instituto Tecnológico y Estudios Superiores de Monterrey,  
División de Querétaro  
Querétaro, Querétaro, México

Departamento de Ciencias de la Comunicación  
Universidad del Nordeste  
Prolongación Av. Hidalgo Sur/Nte., Aptdo. 467 -- Tampico,  
Tamaulipas, México

Facultad de Ciencias y Técnicas de la Comunicación  
Universidad Veracruzana  
Arista 637, Esq. Zaragoza -- Veracruz, México

NICARAGUA (2)

Escuela de Comunicación  
+Universidad Centroamericana  
Managua, Nicaragua

Escuela de Periodismo, Facultad de Humanidades  
Universidad Nacional Autónoma de Nicaragua  
Apartado 663 Managua, Nicaragua

PANAMA (2)

Departamento de Ciencias de la Comunicación Social, Facultad de  
Filosofía, Letras y Educación  
Universidad Autónoma de Panamá  
Panamá, Rep. de Panamá

Escuela de Comunicación Social  
Universidad Santa María la Antigua  
Apartado 6-196 -- Panamá, Rep. de Panamá

PARAGUAY (2)

Departamento de Ciencias de la Comunicación, Facultad de Filosofía  
Universidad Católica  
Independencia Nacional y Comuneros -- Asunción, Paraguay

Sección de Periodismo, Facultad de Filosofía  
Universidad Nacional de Asunción  
Comandante Gamarra y Gobernador Icala -- Asunción, Paraguay

PERU (9)

Programa Académico de Ciencias de la Comunicación  
Universidad Católica Santa María  
Av. San José s/n, Urb. Umacolla -- Arequipa, Perú

+The Sandinista government late in 1980 was reported as planning to phase out this school in favor of the school at the National University, where students were more active in supporting the Revolution.

Programa Académico de Humanidades y Ciencias de la Comunicación  
Universidad Nacional San Antonio Abad del Cuzco  
Av. de la Cultura s/n -- Cuzco, Perú

Programa Académico de Ciencias de la Comunicación  
Universidad de Lima  
Apartado 852 -- Lima, Perú

Programa Académico de Literatura, Periodismo, Lingüística y Filología  
Universidad Nacional Mayor de San Marcos  
Av. Venezuela s/n -- Lima, Perú

Programa de Ciencias de la Comunicación y Periodismo  
Universidad Particular "San Martín de Porres"  
Av. Tacna 211 -- Lima, Perú

Programa de Ciencias de la Información  
Universidad Particular de Piura  
Apartado 353 -- Piura, Perú

#### Non-University Schools in Peru

Instituto de Huancayo "Alejandro Deustua"  
Huancayo, Perú

Instituto Superior de Periodismo "Jaime Bausate y Mesa"  
Av. Inca Garcilaso de la Vega 1608 -- Lima, Perú

Instituto de Periodismo "Carlos Uceda"  
Alfonso Ugarte 644-10 -- Trujillo, Perú

#### PUERTO RICO (2)

Escuela de Comunicación Pública  
Universidad de Puerto Rico  
Recinto de Río Piedras, Casilla 21880 -- San Juan 00931, Puerto Rico

Programa de Comunicación Pública  
Universidad del Sagrado Corazón  
Apartado 12383, Correo Calle Loiza -- Santurce 00914, Puerto Rico

#### URUGUAY (1)

Escuela de Periodismo, Facultad de Humanidades  
Universidad de la República del Uruguay  
Anexo No. 1, Martí 3328 -- Montevideo, Rep. del Uruguay

#### VENEZUELA (3)

Escuela de Comunicación Social, Facultad de Humanidades y Educación  
Universidad Católica Andrés Bello  
Montalbán La Vega, Apartado 29068 -- Caracas, Venezuela

Escuela de Comunicación Social, Facultad de Humanidades  
\*Universidad Central de Venezuela  
Caracas, Venezuela

Escuela de Comunicación Social, Facultad de Humanidades y Educación  
Universidad de Zulia  
Av. Goyica, Apartado 526 -- Maracaibo, Venezuela

ADDITIONAL INFORMATION

For additional information about the schools listed in this Directory, or for news about possible changes and additions, write to:

CIESPAL  
Apartado 584  
Quito, Ecuador

The quarterly magazine chasqui, published by CIESPAL, aspires to be a complete source of information about the latest developments in communication education and research for the entire Latin American and Caribbean area.



Appendix B

A SELECTED LIST OF USEFUL BOOKS ON JOURNALISM  
AND COMMUNICATION FOR SCHOOL LIBRARIES  
IN LATIN AMERICAN UNIVERSITIES

- I. Books in Spanish
- II. Books in Portuguese
- III. Books in English

Revised January 1981

### EXPLANATION

This "Selected List" is both an updating and a shortening of one prepared in 1976 as a sequel to my 1970 Report on "Education for Journalism in Latin America." That List was compiled from more than 1200 titles found in professors' reading lists, library card catalogues, and publishers' catalogues in Latin America and Spain. With the help of advisers named in the Preface to the 1976 List, the number of titles was reduced to approximately 400 before publication. The main criterion then, as now, was whether a particular volume would be useful in teaching journalism and social communication as a profession to Latin American students.

When it was decided to include a revised Book List as an Appendix to this Report, faculty members in Latin American schools were requested to suggest titles that might be deleted from the 1976 List. They also were asked to name important new books, published since 1975, that should be added. Again, the advice of teachers and researchers with wide experience in Latin America and Spain, as acknowledged in the Preface, was sought in reducing the number. The result is an even more selective List of 340 titles, including many new books.

Since most Latin American schools have extremely limited book budgets, the titles are classified as "basic" (for small schools), "intermediate" (for larger schools) and "advanced" (for large university schools, especially those offering postgraduate work). Omitted are general reference works, articles in academic and professional journals, and books which deal only in part with journalism or communication. Also omitted are books dealing with the history and laws of individual countries. Books of this type were covered thoroughly by Dr. Mary A. Gardner in her monograph "The Press of Latin America," published in 1973 by the Institute of Latin American Studies at the University of Texas in Austin.

A more recent source of information on individual countries is the series of monographs on "communication policies" being published by UNESCO. To date, works on five Latin American countries have appeared: Brazil, Colombia, Costa Rica, Peru, and Venezuela. These may be obtained either from UNESCO in Paris or from national agencies.

## I. LIBROS EN ESPAÑOL

### A. Libros básicos para las Facultades menores

1. ASOCIACION NORTEAMERICANA DE EDITORES DE FACULTADES DE AGRONOMIA. Manual de comunicaciones; el arte de hablar y escribir. México, Centro Regional de Ayuda Técnica, 1970. 116p.
  2. BENEYTO, Juan. Conocimiento de la comunicación; aproximación al sistema de las comunicaciones sociales. Madrid, Alianza, 1973. 264p.
  3. BERLO, David K. El proceso de la comunicación; introducción a la teoría y la práctica. Buenos Aires, El Ateneo, 1969. 339p. (Tr. del ingl.: The process of communication, New York, Holt, Rinehart, and Winston, 1960)
  4. BERWANGER, Dietrich. Cine y TV a bajo costo. Quito, CIESPAL/INTIYAN, 1977. 363p.
  5. BRAJNOVIC, Luka. Tecnología de la información. 3ed. Pamplona, España, EUNSA, 1979. 404p.
  6. BULLAUDE, José. Enseñanza audiovisual y comunicación. Buenos Aires, Librería del Colegio, 1968. 183p.
- CENTRO INTERNACIONAL DE ESTUDIOS SUPERIORES DE COMUNICACION PARA AMERICA LATINA. Manuales recientes. Quito, CIESPAL, 1980-81:
7. ARAUJO, Cremilda. El rol del periodista. 1980. 258p.
  8. CROWLEY, David. Manual para grupos de aprendizaje radiofónica. 1980. 320p.
  9. GARCIA, Jimmy. El radio por dentro y afuera. 1980. 450p.
  10. GOMEZ, Luis Aníbal. Opinión pública. 1981. 420p.
  11. MURIEL, María Luisa, y ROTA, Gilda. Comunicación institucional. 1980. 358p.
  12. ORDOÑEZ, Marco, y SCHENKEL, Peter. Comunicación y cambio social. 2ed. 1980. 340p.
  13. ROTA, Josep. Métodos y técnicas de investigación. En prensa.
  14. ROVIGATTI, Vitaliano. Lecciones de opinión pública. 1980. 286p.
  15. SALINAS, Raquel. Flujo informativo internacional. En prensa.
  16. SANTORO, Eduardo. Los efectos de la comunicacion. En prensa.
  17. VARIOS. Políticas nacionales de comunicación. 1980. 520p.
  18. CIMPEC-OEA. Periodismo educativo y científico. Quito, CIESPAL/INTIYAN, 1977. 205p.
  19. CHARNLEY, Mitchell V. Periodismo informativo. Buenos Aires, Troquel, 1971. 506p. (Tr. del ingl.: Reporting, 2ed., New York, Holt, Rinehart, and Winston, 1966)

20. DE GREGORIO, Doménico. Metodología del periodismo. Madrid-México-Buenos Aires-Pamplona, Ed. Ralp, 1966. 128p. (Tr. del ital.)
21. CUTLIP, Scott M., y CENTER, Allen H. Relaciones públicas. 4ed. México, Ed. Rialp, S/A/, 1973. 611p. (Tr. del ingl.: Public relations, 4ed., Englewood Cliffs, N.J., Prentice-Hall, 1970; existen ediciones más recientes en inglés)
22. DUNN, S. Watson. Publicidad; su papel en la mercadotecnia moderna. México, UTEHA, 1971. 700p. (Tr. del ingl.: Advertising; its role in modern marketing, New York, Holt, Rinehart, and Winston, 1969)
23. EMERY, Edwin; AULT, Philip H.; y AGEE, Warren K. Las comunicaciones en el mundo actual. Cali, Col., Ed. Norma, 1967. 611p. (Tr. del ingl.: Introduction to mass communications, New York, Dodd, Mead & Co., 1960; existen ediciones más recientes en inglés)
24. ESCHENBACH, Josef. Radiodifusión para la innovación. Quito, CIESPAL/INTIYAN, 1978. 208p.
25. FANG, Irving E. Noticias por televisión. Buenos Aires, Marymar, 1977. (Tr. del ingl.: Television news, New York, Hastings House, 1972)
26. FELL, René, y VIVALDI, G. Martin. Apuntes de periodismo; presente y futuro de una profesión. 236p. Madrid, Paraninfo, 1967.
27. GARCIA-PONS, César, ed. Manual de estilo (SIP). New York y Buenos Aires, Hobbs, Dorman & Co., 1965. 130p.
28. GREEN, Maury. Periodismo en TV. Buenos Aires, Troquel, 1973. (Tr. del ingl.: Television news anatomy and process, Belmont, Calif., Wadsworth Pub. Co., 1969)
29. HILLIARD, Robert L., comp. Televisión. México, Editores Asociados, S.A., 1974.
30. ILET. Comunicación internacional y participación del Tercer Mundo. México, ILET, 1980. 160p.
31. LEWIS, Colby. Técnica del director de TV. México, Ed. Pax México, Librería Carlos Cesarman, S.A., 1973. 272p.
32. LOPEZ-ESCOBAR, Esteban. Análisis del "Nuevo Orden" internacional de la información. Pamplona/España, EUNSA, 1978. 484p.
33. LOPEZ DE ZUAZO ALGAR, Antonio. Diccionario del periodismo. Madrid, Pirámide, 1978. 237p.
34. MARIN BARBERO, Jesús. Comunicación social. Quito, CIESPAL/INTIYAN, 1978. 269p.
35. NUÑEZ LADEVEZE, Luis. El lenguaje de los "media". Madrid, Pirámide, 1979. 350p.
36. PARRA MORZAN, Carlos. Medios de comunicación colectiva y opinión publica. Lima, Univ. Nacional de San Marcos, 1977. 162p.



37. PEIRANO, Luis, y otros. Prensa: apertura y límites. Lima, DESCO, 1978. 24lp.
38. PEPPER, William M. Traductor práctico; diccionario para el periodismo y las artes gráficas; español-inglés, inglés-español. New York, Centro Técnico de la SIP, 1971. 312p. [La oficina de la SIP está ahora en Miami]
39. RAMIREZ, Pedro J. Prensa y libertad. Madrid, Unión Editorial S.A., 1980. 128p.
40. RIO REYNAGA, Julio del. Periodismo interpretativo: el reportaje. Quito, CIESPAL/INTIYAN, 1978. 347p.
41. ROBINSON, Edward J. Comunicaciones y relaciones públicas. México: Ed. CECOSA, 1971. 666p. (Tr. del ingl.: Communication and public relations, Columbus, Ohio, C. E. Merrill, 1966)
42. RUCKER, Frank W., y WILLIAMS, Herbert Lee. Organización y administración de periódicos. Buenos Aires, Marymar, 1977. 568p. (Tr. del ingl.: Newspaper organization and management, 4ed., Ames, Iowa, Iowa State Univ. Press, 1974)
43. SANTIBAÑEZ; Abraham. Periodismo interpretativo; los secretos de la fórmula Time. Santiago de Chile, Ed. Andrés Bello, 1974. 294p.
44. WHATMORE, Geoffrey. Nuevas técnicas de documentation informativa. 2ed. Pamplona, España, EUNSA, 1980. (Cómo se debe organizar y dirige un archivo de noticias)
45. WRIGHT, Charles R. Comunicación de masas. Buenos Aires, Paidós, 1972. 155p. (Tr. del ingl.: Mass communication, a sociological perspective, New York, Random House, 1959)
46. WRIGHT, John S., y WARNER, Daniel S. Publicidad. Barcelona, ed. Omega, 1970. 720p. (Tr. del ingl.: Advertising, 2ed., New York, McGraw-Hill, 1966)

B. Libros recomendados para las Facultades mayores

47. ADORNO, Theodor W. Crítica cultural y sociedad. 2ed. Buenos Aires, Ed. Galerna, 1967. 232p.
48. BAGDIKIAN, Ben H. Las maquinas de información: su repercusión sobre los hombres y los medios informativos. Madrid, Fondo de Cultura Económica, 1975. 507p. (Tr. del ingl.: The information machines, New York, Harper and Row, 1971)
49. BALLON, Eduardo, y otros. La publicidad porquemegustaspues. Lima, Centro de Estudios y Promoción del Desarrollo, 1974. 148p.
50. BENEYTO, Juan. La opinión pública internacional. Madrid, Ed. Tecnos, 1970. 184p.

51. BENITO, Angel. Teoría general de la información. Madrid, Gaudiana de Publicaciones, 1973. 350p.
52. BLOCK De BEHAR, Lisa. El lenguaje de la publicidad. Buenos Aires, Siglo XXI, 1973. 218p.
53. BRAJNOVIC, Luka. Deontología periodística. Pamplona, España, EUNSA, 1973. 234p.
54. BURGELIN, Olivier. La comunicación de masa. Barcelona, ATE Colección Libros de Comunicación Social, 1974. 230p.
55. CASTILLA DEL PINO, Carlos. La incomunicación. 5ed. Barcelona, Ed. Península, 1972. 153p.
56. CENTRO INTERNACIONAL DE ESTUDIOS SUPERIORES DE PERIODISMO\* PARA AMERICA LATINA. Dos semanas en la prensa de América Latina. Quito, CIESPAL, 1967. 216p.
57. D'AMICO, Margarita. Lo audiovisual en expansión. Caracas: Monte Avila Editores, 1971. 526p.
58. DE FLEUR, Melvin. Teorías de la comunicación masiva. 2ed. Buenos Aires, Paidós, 1970. 251p. (Tr. del ingl.: Theories of mass communication, 2ed., New York, McKay, 1970)
59. DOMENACH, Jean-Marie. La propaganda política. Buenos Aires, EDEBA, 1962. (Tr. del fr.: La propagande politique, Paris, Presses Universitaires de France, 1950)
60. DORFLES, Gillo. Símbolo, comunicación y consumo. Barcelona, Lumen, 1972. 260p.
61. DORFMAN, Ariel, y MATTELART, Armand. Para leer al pato Donald. Buenos Aires, Ed. Siglo XXI, 1972, 161p.
62. ECO, Humberto. Apocalípticos ante la cultura de masas. 2ed. Barcelona, Lumen, 1973. 408p. (Tr. del ital.: Apocalittici e integrati, Milan, Bombiani, 1965)
63. FAGEN, Richard R. Política y comunicación. Buenos Aires, Ed. Paidos, 1969. (Tr. del ingl.: Politics and communications, Boston, Little, Brown and Co., 1966)
64. FREIRE, Paulo. Extensión o comunicación. Bogotá, Ed. América Latina, 133p.
65. GARCIA, Antonio. Comunicación para dependencia o para el desarrollo. Quito, CIESPAL/INTIYAN, 1980. 406p.
66. GERACE, Frank. Comunicación horizontal. Lima, Librería Studium, 1973. 141p.

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\* "Periodismo" se cambió por "comunicación" en 1974; la sigla CIESPAL se ha mantenido.

67. GERALD, J. Edward. La responsabilidad social de la prensa. México, Libreros Unidos, 1965. 328p. (Tr. del ingl.: The social responsibility of the press, Minneapolis, Univ. Minnesota Press, 1963)
68. HOHENBERG, John. Los medios informativos; reflexiones de un periodista. México, Ed. Letras, 1970. 341p. (Tr. del ingl.: The news media; a journalist looks at his profession, New York, Holt, Rinehart, and Winston, 1968)
69. KAPLUN, Mario. Producción de programas de radio. Quito, CIESPAL/INTIYAN, 1978. 460p.
70. LEÑERO, Vicente. Los periodistas. México, Editorial Joaquín Mortiz, S. A., 1978. 414p.
71. LOPEZ LOPEZ, Humberto. La comunicación empresarial. Bogotá, Ed. OP Institucional, 1979. 79p.
72. LOPEZ YEPES, José. Teoría de la documentación. Pamplona, España, EUNSA, 1978.
73. MALETZKE, Gerhard. Sociología de la comunicación social. Quito, CIESPAL/INTIYAN, 1977. 367p.
74. MARTINS DE CARVALHO, H., y BORDENAVE, Juan Díaz. Planificación y comunicación. Quito, CIESPAL/INTIYAN, 1978. 307p.
75. MERCHAN LOPEZ, Juan. Manual de teoría y técnica magistrales de las relaciones públicas. 206p. Caracas, Ed. Sucre, 1968.
76. MORAGAS SPA, Miguel de. Semiótica y comunicación de masas. Barcelona, Ediciones Péninsula, 1976, 359p.
77. \_\_\_\_\_, ed. Sociología de la comunicación de masas. Barcelona, Gustavo Gili, 1979.
78. NIETO, Alfonso. El concepto de empresa periodística. Pamplona, España, EUNSA, 1967. 87p.
79. NOELLE, Elizabeth. Encuestas en la sociedad de masas; introducción a los métodos de la demoscopia. Madrid, Alianza, 1970. 420p. (Tr. del fr.: Les sondages d'opinion, Paris, Ed. de Minuit, 1966)
80. PADILLA, Ramón. El texto literario y los medios de comunicación social. Bogotá, Ed. Paulinas, 1973. 149p.
81. REYES MATTA, Fernando. La comunicación masiva como escuela paralela. México, ILET/Nueva Imagen, 1980. 170p.
82. \_\_\_\_\_, ed. La información en la nuevo orden internacional. México, ILET, 1977. 256p.
83. RIVADENEIRA PRADA, Raúl. La opinión pública; análisis, estructura y metodos para su estudio. México, Trillas, 1976. 189p.

84. RIVERS, William L., y SCHRAMM, Wilbur. Responsabilidad en comunicación de masas. Buenos Aires, Ed. Troquel, 1973. 354p. (Tr. del ingl.: Responsibility in mass communication, rev. ed., New York, Harper & Row, 1969)
85. SANCHEZ GUZMAN, José R. Introducción a la teoría de la publicidad. Madrid, Tecnos, 1979. 501p.
86. SMITH, Alfred G., ed. Comunicación y cultura. Buenos Aires, Nueva Visión, 1972. 248p. (Tr. del ingl.: Communication and culture, New York, Holt, Rinehart, and Winston, 1966)
87. SOMMERLAD, E. Lloyd. La prensa en los países en desarrollo. México, UTEHA, 1970. 314p. (Tr. del ingl.: The press in developing countries, Sydney, Australia, Sydney Univ. Press, 1966)
88. WILLIAMS, Raymond. Los medios de comunicación social. Barcelona, Ed. Península, 1971. 203p. (Tr. del ingl.: Communications, London, Chatto & Windus, 1969)
89. XIFRA HERAS, Jorge. La información; análisis de una libertad frustrada. Barcelona, Ed. Hispano Europea, 1972. 345p.

C. Libros que deberían estar en las Facultades más avanzadas

90. ALMOND, Gabriel A., y VERBA, Sydney. La cultura cívica. Madrid, Ed. Euramerica. 432p. (Tr. del ingl.: The civic culture, Boston, Little, Brown and Co., 1965)
91. ASSMAN, Hugo. Evaluación de algunos estudios latinoamericanos sobre comunicación masiva, con especial referencia a los escritos de Armand Mattelart. San José, Costa Rica, Univ. de Costa Rica, Esc. de Ciencias de la Com. Social, 1974. 430p.
92. BALDELLI, Pio. Comunicación audiovisual y educación. Caracas: Ed. de la Biblioteca, Univ. Central de Venezuela, 1979. 356p.
93. BARTHES, Roland. Elementos de semiología. 2ed. Buenos Aires, Tiempo Contemporáneo, 1979. 102p. (Tr. del fr.: Elément de semiologie, Paris, Ed. Seuil, 1964)
94. BLANCO, Desiderio, y BUENO, Raúl. Metodología del análisis semiótico. Lima, Ed. Univ. de Lima, 1980. 273p.
95. CASASUS, José M. Ideología y análisis de medios de comunicación. Barcelona, Dopesa, 1972. 184p.
96. CASTAÑEDA YAÑEZ, Margarita. Los medios de la comunicación y la tecnología educativa. Madrid, FRAGUA, 1978. 184p.
97. DESANTES, José María. La información como derecho. Madrid, Ed. Nacional, 1974. 382p.
98. DESANTES, J. M., NIETO, Alfonso, y URABAYEN, Miguel. La clausula de conciencia. Pamplona, España, EUNSA, 1978. 368p.



99. DEUTSCH, Karl W. Los nervios del gobierno; modelos de comunicación y control políticos. 2ed. Buenos Aires, Ed. Paidós, 1971. 274p. (Tr. del ingl.: The nerves of government; models of political communication and control, New York, Free Press, 1966)
100. FOX DE CARDONA, Elizabeth, y BELTRAN, Luis Ramiro. La influencia de los Estados Unidos en la comunicación masiva de América Latina; desequilibrio en el flujo de la información. México: ILET/Nueva Imagen, 1980. 120p.
101. FREIRE, Paulo. Desmitificación de la concientización. San José, Costa Rica, Centro de Estudios Sociales y de Población, Costa Rica, 1973.
102. GUAJARTO, Horacio. Mensaje y máscara. México, Ed. Plata, 1974. 618p.
103. GUBERN, Román. Mensajes icónicos en la cultura de masas. Barcelona, Ed. Lumen, 1974. 390p.
104. HALLORAN, James D. Los efectos de la televisión. Madrid, Ed. Nacional, 1974. 384p. (Tr. del ingl.: The effects of mass communications with special reference to television, Leicester, Eng., Leicester Univ. Press, 1970)
105. ILET. Bancos de datos y comunicación contemporánea. México, ILET, 1980. 150p.
106. \_\_\_\_\_. Información, prensa y estructura transnacional en América Latina. México, ILET, 1980. 200p.
107. IZCARAY, Fausto, y CHAFFEE, Steven H. Modelos de comunicación de masas para una sociedad en desarrollo rica en medios de comunicación social. Barquisimeto, Ven., Fudeco, 1976. 36p.
108. KIENZT, Albert. Para analizar los medios de comunicación colectiva. Madrid, 1974. (Tr. del fr.: Pour analyser les media -- l'analyse de contenu, Paris, Mame)
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131. NOSELLA, Maria de Lourdes Chagas Deiró. As belas mentiras -- a ideologia subjacente aos textos didáticos. São Paulo, Cortez & Moraes, 1979. 237p.
132. PYE, Lucien W., ed. Comunicações e desenvolvimento político. Rio, Zahar, 1967. 216p. (Tr. do ingl.: Communications and political development, Princeton, N.J., Princeton Univ. Press, 1963)
133. SCAVONE, Lucila, et al. A dimensão política da comunicação de massa: um estudo exploratório do caso brasileiro. Rio, FGV, 1975. 144p.
134. SCHILLER, Herbert I. O império americano das comunicações. Petrópolis, Ed. Vozes, 1976. (Tr. do ingl.: Mass communications and the American empire, New York, Augustus Kelley, 1969)
135. SCHRAMM, Wilbur, ed. Comunicação na era espacial. Rio, FGV, 1969. 348p. (Tr. do ingl.: Communication in the spatial age, Paris, UNESCO, 1968)
136. SHANNON, Claude E., e WEAVER, Warren. A teoria matemática da comunicação. São Paulo, DIFEL, 1975. 136p. (Tr. do ingl.: The mathematical theory of communication, Urbana, Ill., Univ. Illinois Press, 2ed., 1967)
137. SODRÉ, Muniz. A ficção do tempo. Petrópolis, Ed. Vozes, 1973. 126p.
138. SWINGWOOD, Alan. O mito da cultura de massa. Rio de Janeiro, Ed. Interciência, 1978. 124p.
139. THAYER, Lee. Princípios de comunicação na administração. São Paulo, Atlas, 1972. 376p. (Tr. do ingl.: Communication and communication systems in organization, management and interpersonal relations, Homewood, Ill., Irwin, 1968)
140. TORRES, A. Roma. Cinema, arte e ideologia. Porto, Afrontamento, 1975. 271p.
141. VERON, Eliseo. Ideologia, estrutura, comunicação. São Paulo, Cultrix, 1970. 234p. (Tr. do esp.: Conducta, estructura y comunicaci6n, Buenos Aires, Ed. Jorge Alvarez, 1968)
142. WERTHEIN, Jorge, org. Meios de comunicação: realidade e mito. São Paulo, Ed. Nacional, 1979. 277p.
143. WIENER, Norbert. Cibernética e sociedade: o uso humano de seres humanos. São Paulo, Cultrix, 1968. 190p. (Tr. do ingl.: The human use of human beings, Boston, Houghton Mifflin, 1950)



### III. BOOKS IN ENGLISH

(These are important books that are not yet available in Spanish or Portuguese, so far as the compiler is aware, except as noted)

#### Code

A (Basic) = Books that should be in even the smaller schools

B (Intermediate) = Books desirable, in addition, for the larger schools

C (Advanced) = Books that should be in the libraries of the most advanced schools

- (A) ARNOLD, Edmund C. Ink on paper; a handbook of the graphic arts. New York, Harper & Row, 1972. 374p.
- (A) BLUM, Eleanor. Basic books in the mass media. 2ed. Champaign, Univ. of Illinois Press, 1980. 430p. (An invaluable annotated guide to English-language books covering general communications, journalism, broadcasting, magazines, advertising, public relations, and film)
- (B) BOGART, Leo. Strategy in advertising. New York, Harcourt, Brace & World, 1967. 336p.
- (B) CARLSON, Robert O., ed. Communications and public opinion; a Public Opinion Quarterly reader. New York, Praeger, 1975. 642p.
- (B) CHERRY, Colin. World communication; threat or promise? London, Wiley-Interscience, 1971. 229p.
- (B) CLICK, J. W., and BAIRD, Russell N. Magazine editing and production. Dubuque, Iowa, Wm. C. Brown Co., 1974. 274p.
- (B) CUTLIP, Scott M., and CENTER, Allen H. Effective public relations. 5ed. Englewood, N.J., Prentice-Hall, 1978. 612p. (An improved version of this widely used text, the 4th edition of which is included in the Spanish list)
- (B) DAVIS, Dennis K., and BARAN, Stanley J. Mass communication in everyday life, a prescriptive on theory and effects. Belmont, Calif., Wadsworth, 1980. 250p.
- (A) DAVIS, Phil. Photography. 2ed. Dubuque, Iowa, Wm. C. Brown Co., 1975. 345p.
- (B) DAVISON, W. P., BOYLAN, J., and YU, F. T. C. Mass media, systems and effects. New York, Praeger, 1976.
- (B) DENNIS, Everette E. The media society: evidence about mass communication in America. Dubuque, Iowa, Wm. C. Brown, 1978. 168p. (A "sophisticated, yet easily understood, undergraduate textbook which considers all methodologies" in explaining "the relationships of the mass media to their society")

- (B) DENNIS, Everette E., and ISMACH, Arnold. Reporting processes and practices. Belmont, Calif., Wadsworth, 1981. 375p. (A fresh approach to reporting, using market research techniques)
- (B) DESMOND, Robert W. The information process: world news reporting to the twentieth century. Iowa City, Univ. of Iowa Press, 1978. (First in a series of four volumes by the dean of American scholars in the field of international news reporting; the second volume will appear in 1981)
- (C) DUNN, S. Watson. International handbook of advertising. New York, McGraw-Hill, 1969. 788p.
- (C) EDELSTEIN, Alex S. The uses of communication in decision-making; a comparative study of Yugoslavia and the United States. (The first known example of cooperation in communication research between a socialist and a capitalist country) New York, Praeger, 1974. 270p.
- (B) FANG, Irving E. Television news, radio news. 3ed. RADA Press, 2297 Folwell St., St. Paul 55108, Minn., 1981. 424p. (See Spanish list for translation of earlier edition covering television only)
- (C) FISCHER, Heinz-Dietrich, and MERRILL, John C. International communication; media, channels, functions. New York, Hastings House, 1970. 508 p. (Available also in Portuguese)
- (A) GARDNER, Mary. The Inter American Press Association; its fight for freedom of the press. Austin, Tex., Univ. Texas Press, 1967. 217p. (Available also in Portuguese)
- (B) GIBSON, Martin L. Editing in the electronic era. Ames, Iowa, Iowa State Univ. Press, 1979. 279p. (A book that takes away some of the mysteries of computerized editing)
- (C) GRUNIG, James, ed. Decline of the global village: how specialization is changing the mass media. Bayside, New York, General Hall, 1976. 397p. (The editor challenges McLuhan's proposition that television is "transforming humankind into a more involved, tribal society" by asserting that in the United States, at least, "we now are becoming a specialized, fragmented society accompanied by an increasingly specialized media system.")
- (B) HALE, Julian. Radio power: propaganda and international broadcasting. Philadelphia, Temple Univ. Press, 1975. 215p.
- (B) HOHENBERG, John. Foreign correspondence; the great reporters and their times. New York, Columbia Univ. Press, 1964. 502p.
- (B) \_\_\_\_\_. Free press/free people; the best cause. New York, Columbia Univ. Press, 1971. 514p.
- (B) HURLEY, Gerald D., and McDUGALL, Angus. Visual impact in print. Chicago, American Publishers Press, 1971. 208p.

- (B) KATZ, Elihu, and WEDELL, George. Broadcasting in the Third World. Cambridge, Mass., Harvard Univ. Press, 1977. 306p.
- (B) KIRSCH, Donald. Financial and economic journalism. New York, New York Univ. Press, 1978. 343p. (Probably the first text devoted to this form of news writing; the author, a former financial reporter for the Wall Street Journal and the Associated Press, writes mainly from a North American metropolitan point of view but offers many suggestions of value to large cities dailies in other countries)
- (B) KLARE, George R. The measurement of readability. Ames, Iowa, Iowa State Univ. Press, 1963. 328p.
- (C) KLINE, F. Gerald, and CLARKE, Peter, eds. Sage annual reviews of communication research. Beverly Hills, Calif., Sage Publications. (Hailed as "one of the few milestones in the brief history of mass communication research," these annual cloth-bound volumes, beginning in 1972, have focused upon such topics as new models and strategies for communication research, communication among children, political communication and issues for research, perspectives on gratification research, and persuasion)
- (C) KRIPPENDORFF, Klaus. Content analysis: an introduction to its methodology. Beverly Hills, Calif., Sage Publications, 1980. 192p. (The most recent summation of this important research tool; comprehensive yet clear and concise)
- (B) LEE, Chin-Chuan. Media imperialism reconsidered. Beverly Hills, Calif., Sage Publications, 1980, 276p. (A masterful development of the thesis that Third World countries need not "jump from one unattractive alternative to another equally worrisome one")
- (B) LENT, John A. Third World mass media and their search for modernity: the case of Commonwealth Caribbean, 1717-1976. Lewisburg, Pa., Bucknell Univ. Press, 1977. 405p. ("The first and only in-depth work on mass media in this area of the world")
- (B) LERNER, Daniel, and NELSON, Lyle. Communication research--a half century appraisal. Honolulu, East-West Center, Univ. of Hawaii Press, 1979. 358p. (A tribute to Wilbur Schramm by colleagues and former students; explains influences upon his career and significance of his contributions)
- (B) LESLY, Philip. How we discommunicate. New York, American Management Association, 1979. 227p. (According to one reviewer, this book picks up where other critics "normally leave off" in worrying about why so many of us fail to communicate effectively)
- (C) McCOMBS, Maxwell, E., SHAW, Donald L., and GRAY, David. Handbook of reporting methods. Boston, Houghton Mifflin, 1976. 340p.
- (A) MacDOUGALL, Curtis D. News pictures fit to print . . . or are they? Stillwater, Oklahoma, Journalistic Services, Inc., 1971. 136p.



- (B) MERRILL, John C., and FISHER, Harold A. The world's great dailies: profiles of 50 newspapers. New York, Hastings House, 1980. 399p. (An enlarged and improved edition of Merrill's 1960 "The elite press"; a Spanish translation is scheduled for publication in 1981 by EUNSA, Pamplona)
- (B) MEYER, Philip. Precision journalism: a reporter's introduction to social science methods. 2ed. Bloomington, Ind., Indiana Univ. Press, 1979. 430p. (The best available text on reporting the results of social science research, including both surveys and use of archives)
- (B) NELSON, Roy Paul. The design of advertising. Dubuque, Iowa, Wm. C. Brown Co., 1973. 303p.
- (C) NORDENSTRENG, Kaarle, and SCHILLER, Herbert I., eds. National sovereignty and international communication. Norwood, N.J., Ablex, 1979. 304p. (A book with a definite viewpoint: the "New Left")
- (B) PIERCE, Robert N. Keeping the flame: media and government in Latin America. New York, Hastings House, 1979. (The most recent overall survey of the situation in the late seventies, with a classification of the media into four "postures" instead of the dichotomy of "free" and "not free" used by most earlier writers)
- (C) OSGOOD, Charles E.; SUCI, George J.; and TANNENBAUM, Percy H. The measurement of meaning. Urbana, Ill., Univ. Illinois Press, 1957. 342p.
- (C) POOL, Ithiel de Sola; SCHRAMM, Wilbur; FREY, Frederick W.; MacCOBY, Nathan; and PARKER, Edwin W., eds. Handbook of communication. Chicago, Rand McNally College Publishing Co., 1973. 1011p.
- (C) ROBINSON, Glen O., ed. Communications for tomorrow: policy perspectives for the 1980's. New York, Praeger, 1978. 526p.
- (B) ROSENBLUM, Mort. Coups and earthquakes: reporting the world for America. New York, Harper & Row, 1979. 230p. (A delightfully written book by the editor of the International Herald Tribune in Paris, who has covered many parts of the world, including Latin America)
- (B) SCHRAMM, Wilbur. Big media, little media: tools and technologies for instruction. Beverly Hills, Calif., Sage Publications, 1977. 315p. (A synthesis of pertinent research into uses of media for instruction; one of the earliest examples cited is that of "Acción Cultural Popular" in Colombia)
- (B) \_\_\_\_\_. One day in the world's press; fourteen great newspapers on a day of crisis. Stanford, Calif., Stanford Univ. Press, 1959. (An unusual book, with both original reproductions and English translations showing how fourteen "prestige" papers of various languages and politics handled the Hungarian and Suez Canal crises)



- (C) SCHRAMM, Wilbur, and LERNER, Daniel, eds. *Communication and change: the last ten years--and the next*. Honolulu: Univ. Press of Hawaii, 1976. (A successor to Schramm's 1964 book on communication and change in the developing countries, which was translated into both Spanish and Portuguese, this book is more cautious: it recognizes that the Western model of communication and social change often does not hold in "the developing third, fourth and fifth worlds")
- (C) SCHRAMM, Wilbur, and ROBERTS, Donald F., eds. *The process and effects of mass communication*. Urbana, Ill., Univ. Illinois Press, 1971. 997p. (Except for four classic articles, the 36 selections in this reader represent mostly research done since the first edition, translated into Spanish by CIESPAL, was published in 1954)
- (C) SEVERIN, Werner J., and TANKARD, James W., Jr. *Communication theories, origins, methods, uses*. New York, Hastings House, 1980. 288p.
- (C) STEMPEL, Guido, and WESTLEY, Bruce, eds. *Research methods in mass communication*. Englewood Cliffs, N.J., Prentice-Hall, 1981. 389p. (Stempel is the current editor of Journalism Quarterly and Westley is the editor of Journalism Monographs; their book is regarded as the modern successor to Nafziger and White's classic "Introduction to mass communication research," the 1958 edition of which was translated into Spanish by CIESPAL)
- (A) UNESCO. *World communications; press, radio, TV, film*. 5ed. Paris, UNESCO, 1975. 533p. (Still the latest edition of this standard reference work; UNESCO reports that it has no plans for publishing a revised edition in the immediate future)
- (B) WESTLEY, Bruce. *News editing*. 3ed. Boston, Houghton Mifflin, 1980. 404p. (The latest book on this subject)
- (C) WILHOIT, G. Cleveland, and DE BOCK, Harold. *Mass Communication Review Yearbook, Vol. I*. Beverly Hills, Calif., Sage, 1980. (The first volume in this series presents 47 articles by American and European scholars: recently published material, major unpublished papers, and chapters translated especially for this book; the contributors include many who are widely known for their previous work, as well as some promising new scholars)
- (B) WILLIAMS, Paul N. *Investigative reporting and editing*. Englewood Cliffs, N.J., Prentice-Hall, 1978. 292p. ("An impressive guide to investigative journalism which should serve as a model for advanced reporting texts in the field")
- (A) WRIGHT, John S.; WARNER, Daniel S.; and WINTER, Willis L., Jr. *Publicidad*. 3ed., with instructor's manual. New York, McGraw-Hill, 1971. 815p. (This is a revised and enlarged edition of the book by Wright and Warner, a Spanish translation of which was published in 1970. See Spanish list)

#### ABOUT ORDERING BOOKS

It is impossible for a Book List such as the foregoing to include the complete names and addresses of all publishers, or the exact prices of books, especially in countries with varying currencies. Most large libraries and bookstores have reference books that contain the full names and addresses of the publishers listed here in abbreviated form. But because of the currency exchange problem, it usually is best to place your own order for a foreign book through a store in your own country that is accustomed to handling such orders. If in doubt, consult your nearest university library.

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