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Title:
Role Strain and Self-Interest in the Rhetorical Style of Journalism Educators in the Interwar Period

Abstract:
The American Association of Schools and Departments of Journalism (AASDJ) was founded in 1917 to bring order to the field of journalism education. The AASDJ, serving as an informal accrediting body, faced challenges in establishing its authority and reconciling the competing expectations of industry professionals and academic stakeholders. This complex dynamic resulted in diverse educational practices within the AASDJ, leading to internal inconsistencies and role strain among its membership. Drawing on sociologist Thomas Gieryn's framework of boundary work, this study explores how journalism educators used rhetoric to manage role strain and advance their interests. They defined the boundaries of their field in a flexible, albeit occasionally contradictory, manner that enabled them to garner support from industry and academic stakeholders, elevate the standards of journalism education, and retain their influential position.

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