

The Philosophical Exploration of Journalism Education Based on the Difference between Academics and Practice

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[Abstract]

Journalism was originally built on practice, through practice and for practice within its academic motivation and approach. Journalism itself has been separated from the journalistic practice and turn out to be a serious discipline, which greatly contributed to the development of professional and practical journalism. However, how could journalism scholars gain necessary dignity in field of humanities and social sciences? How does journalism connect with other researches within Humanities and Social Sciences? What is journalism? Why journalism possible? How journalism presents the real world?

Journalism is a challenge of the objectivity need to human's the subjectivity. The dignity of journalism lies in its journalistic questioning through news, and therefore, human may find out more social facts and the true human self. The production of news originally comes from real social practice. However, journalism in the academia has been hunting for academic journalistic approach to understand the real world, which inevitably causes the confusion between academic journalism and practical journalism. So, the awkward situation is: the confusing separation between academic journalism and practical journalism by employing academic approach to practice, while doing academic research by following the approach to journalistic practice. Of course, there is logical connection between academic journalism and practical journalism, and practice also closely relies on academics. However, academic and practice differ from each other as to their natures and aims. Therefore, journalism education should be designed based on the above difference in academic and practice Settings.

[Key words]

Academic Journalism; Practical journalism; Wisdom of Journalistic practice; Academic difference

As a course or program, journalism entered the higher education for hundred years, its original vision – to see journalism as a profession, to make journalism education professional - already beard fruitful result. Journalism professionals graduated from many universities have been going out with their professionalism an academic dignity. However, practical journalism has not been given names corresponding to their own dignity, and is still living under the name of academic journalism. The basic situation we face remains: regardless academic difference, confusing the way of developing each of them. Under the premise of fuzzy situation, the higher education with the purpose of journalism as an academic subject is inevitably in the blind spot of cognition and action.

Journalism: A yet strictly named discipline

Journalism as a strict discipline is still in its infancy, yet gets the dignity of independence. These intuitive judgments may be based on great respect to journalism, and it is also based on the expectations of the knowledge and practice of journalism separating and contributing to each other. Whether as the birthplace of American journalism, the University of Missouri's School of Journalism or the Columbia University's School of Journalism, or as a symbol of the birth of Chinese journalism, the "Journalism Studies, Peking University," and Mr. Baohuang Xu's "journalism", the original purpose of journalism are all practical approaches, that are based on practice, through practice, and for practice within the academic motivation and direction. Walter Williams established the principle for the University of Missouri's School of Journalism in journalism education that "the best way of learning journalism and advertising is to practice." [1] And the Columbia School of Journalism's donor, Joseph Pulitzer, said that based on the ideal journalism's professionalism, and journalism education should be both from the moral and intellectual aspects. Look at the origin of Chinese journalism, the Rules of Peking University Research Association: "Our purposes are teaching journalism knowledge and fostering journalists." "We will study as follows: (a) the scope of journalism, (b) News acquisition, (c) news editing, (d) news topics, (e) law of journalism, (f) organization of newsprint and communications agency ." (July 6, 1918)^[2] Another view in the remarkable Mr. Baohuang Xu's book Journalism, Journalism is defined as "Journalism is to study all the problems of newsprint and to get solutions [3]; journalism's own internal structure also presents a practice orientation, although later the researchers classified journalism into the journalism theory and the journalism business to presents the knowledge and the practice sub-structures, but such a division in itself is based on practice orientation. Newsprint's position, definition of news, the marvelous of news, news value, news acquisition [4] were all shown the practice of journalism approach, as journalism itself asked, or as the Mr. Baohuang Xu said, that is to seek a proper solution. To what extent the original motivation and roads of journalism affect the following trends of journalism, which is a strong historical and empirical issue. But today's journalism school as a training institution of advanced journalists is still the basic nature, as well as classic textbook presents the practice orientation of journalism, as floating texts fresh in our memory.

Separate the academic journalism from the daily toils, and treat it as a serious subject, this is journalism – the knowledge of news- the first victory, which will greatly contributed to the development of professional journalism. This is the Pulitzer predecessors' ideal. But, how journalism could get sufficient intellectual dignity in the jungle among many fields of humanities and social sciences? What are deep intellectual ties between journalism and the various areas of the humanities and social science? Could journalism rely on anything to open up a unique school of academic territory, and thus make an independent intellectual contribution to the literature and social sciences?

If say journalism as towards the journalistic works, intellectual efforts are necessary, however, then put all sight and the entire academic focus stay in journalistic work on journalism, and it is far from adequate for such an area which has infinite reasoning charms. The real problem and true knowledge always appeared in somewhere hidden. News appears as events known to the world. But around the news, the media, the ideology, the views and position the news rely on, and the complexity of the matter itself the news contain, make the news that influence the human's audio-visual, mentality and even the source of consciousness face the important right or wrong issue. News as subjective truth has the pressure of new, that the pressure of timing, making the news has become the most suspense of the structure of human activities; the world is constructed by the news, while the accelerated modern and contemporary world is dominated by the news. The structure of news itself, the social structure controlled by the news' spreading structure, the silent impacts and constraints the news made upon the structure of the conscious, make the journalism has become an important intellectual destiny of mankind in the field. Journalism has no school, and just expressed some sense of the academic status quo; the journalism are the challenges to the humanity's most unfathomable reasoning limits. The maxim of phenomenology of the 20th century that facing the things themselves is still our basic attitude when facing news, and the measurement of the distance between news things and the objective reality constitute journalism's situation. The process of professional journalism has always been under the circumstances, the second unessential problems or issues.

On questioning of journalism itself, it has been involved the vast majority of subject areas. When we view journalism as a social phenomenon, journalism shows its nature of social science; when we view journalism as the original look of human events, the journalism has shared the spirit of anthropology's field study; when we view journalism as the structure of subjective consciousness, the journalism is the experimental field of psychology; when we view journalism as the driving force of the structure of social consciousness and individual awareness, the journalism will become an important intellectual source of education; when we view journalism as human relations events, the journalism has a great sense of getting the territory of the humanities; and all of this are due to the relationship between philosophy and journalism. In addition, the media always carries the journalism, and the nature and mode of transmission media impacts the journalism. Therefore, journalism, as the

knowledge of enough sensible charm is bound to grow in the subject land humanities, social science and media technology; at the same time, the dignity of journalism is also reflected in the adoption of the questioning itself asked by journalism, in this way, human society may find more facts and people's own thing. So, journalism will provide other human subjects sensible help. In fact, the humanities and social science fields are also the discipline systems in which provides each other support and nourish, and even illuminated with knowledge of the friendship! Just as Newman had a profound insight that: "All knowledge is a whole, a single subject is an integral part of the whole. Form of knowledge between the various science are inextricably linked. They coordinate internally and allow even comparing and adjusting. They complement each other, correct each other, and balance each other. "[5]

What is journalism? Why journalism is possible? How journalism restores the real world? Journalism is the real challenge of mankind objectivity needs to the subjective and the first time requirements, increasing the journalism anxiety. This anxiety will continue to sow in every real journalist who has the requirements of justice and real heart. But the dignity of news and journalism is based on the questioning and promising of news. This is not displayed by any definition of journalism. The classic definition of journalism considered the facts as journalism's target, but ignore the fact that facts come from a human's subjective, and any concern about the definition of journalism is precisely confined and limited to subjective facts. Perhaps the load of journalism's mission to restore the recent (or occurring) real world is too heavy, and even overwhelmed. Human live in the thinking-real world, why should they investigate for the impartiality? However, journalism itself still sustenance of the human's pursuits of the ideal objective world, dissemination of recent, immediate, right now and true facts in order to restore the real world is still the preferred destination for journalism. Journalism loads the questions and doubts of truth. The truth of history, is given to history; real truth, was given to journalism and sociology.

Practical Journalism: the Practical Wisdom is Far from Clarification

In view of this, in fact, journalism since its birth, began embarked on a practical knowledge road, over a hundred years, and the knowledge of journalism work is journalism's pursuit that is journalism art or practical journalism. This has extraordinary significance for the professionalization of journalism and the concision of practical knowledge of journalism. However, in universities, with the learning attitude and working style, seeking the practical knowledge and wisdom is hard. When we fall into the concept of proposition and its own cycle of truth, often missed fluid, nimble and practical wisdom of journalism, missed the concise practical knowledge of the opportunity for journalism.

Practical journalism, from its origin to see, was born in journalism field or

practice, and practice with a rational word itself means that journalism is always in practice the concept of journalism - both repairing the existed ones and creating new ones. The wisdom of journalism created on the sites is implicated in the writing dissemination of news. Every journalist writes their own news in the wisdom, even though they only seem to write the actual dissemination of news; but rather because of their objectives is to present the event as it shows; they usually neglected to write their own news to spread wisdom; they will continue to repair their lives to create the news into information knowledge wisdom presented in a rational world. However, it is regrettable that the practice of wisdom from generation to generation of journalists dead with their death. Although in practice there will be some intergenerational legends of journalism business, but these can not be compared to the open and practical wisdom of journalism, because the loss of practical wisdom is unknowingly occurred, and the owners of practical wisdom have not yet realized the significance of concise and dissemination. In the end, all over the globe, journalism is far from the clear practical wisdom.

The rationality presents and the transferring are the original goal of journalism education - exploring journalistic work (practice) and transferring the knowledge. Since journalism is not very appropriate way of learning, it results in journalism's lost of practice wisdom, and even the dangers of degenerating into a journalism dogma. Real journalism has its own significance and value of education, but we should be honest to see the classic journalism textbook also has practical wisdom of the crystallization. To pay tribute to the classic journalism textbook, we should go back to journalism site, looking for traces of practical wisdom news, while journalism scholars has a rational academic mission of duty.

The scholars who only take the journalistic work as the full-time goal should be careful of rational arrogation, since the knowledge of journalistic work are distributed to every corner of journalism, lies in the hands of journalists, and we do only part of the rational or assisted rational work. To represents practical journalism, only by the simple binary system design of transcending the journalism and journalism practice, journalism scholars and journalists, by the incentives, by restoring the practical wisdom into practical knowledge. And journalism scholars have a more difficult mission of on the history of ideas or knowledge

Practical journalism sounds worse than academic journalism sounds. But when people find that practical journalism in the world is so poor, and is far from matching the performance of work, when people find the ideal of higher education is the practical journalism, when people find the meaning of practical journalism for human, the practical journalism should be given the dignity of their independence. But the real sense of exploration of journalism must not leave this piece of earth of practical journalism, when the journalism practice dedicated to fine quality of news and events authenticity, or even committed to the exploration of human nature and social structure, the barriers between practical journalism and academic journalism will be

completely opened and softly connected; at that time journalism profession is not just a special mission, adding the fun to the awareness of human nature and social structure .

The higher education of academic journalism and the practical journalism

As a major subject area of human pursuit, journalism strives to explore the truth of the real world, and gives the wisdom of actual journalistic work and the exploration of knowledge to the practical journalism. For this noble purpose, journalism should have a place in the university together with social sciences and humanities constitute the human research subject's own group. Based on this objective and purpose, journalism is not to promote the professionalization of journalism works, despite the achievements of journalism will facilitate the professionalization of journalism, journalism is responsible for its purely theoretic pursue, which is to explore the truth of recently, real-time events, and why the truth could beyond the inevitable human subjectivity. The results of journalism exploration- journalism knowledge, will also help human observe themselves, taking journalism as a starting point or an opportunity, to explore the possibility of human's road which leading to the real world. Journalism will first meet on its own rational purpose, and its enlightenment for practical journalism is the natural result of its rational purpose. In this sense; journalism deserves the highest dignity of human intellect, and "knowledge is not just the way to achieve something other than knowledge, or a natural basis for the development of certain skills, but also sufficient to rely on and explore their own purposes." [6]

The journalism for the pure theoretic purpose should have pure higher education pursuit, make every effort to reduce social function's pressure, and avoid the erosion of social utility. Human's intellect get the greatest progress in the spirit atmosphere with the absence of utilitarian. "When people are concerned about how to immediately base metals into gold, the chemical can only stand still; but when ignored the actual functions, it forward. Today, the chemical theory and chemical conditions are continuously promoting each other. The same, until the division of medical basic sciences came out, and would not consider the actual function; the medical science got rid of almost standstill. Recent clinical development also indicated the same situation that is when the disease is researched as a kind of phenomenon, and the choice of patients and the problem is based on research interests of clinicians, the disease most likely to be recognized - and most likely to be overcome. "[7] Like journalism which has a direct connection with their practice areas, have important expectations from the areas, and being named by its practice content is most vulnerable to toward knowledge work or operations with the accumulation of knowledge. The exploring nature of journalism is often replaced by operational definitions, and neglect of pure science and reasonable inquiry. This is not only the work of true journalism, but also the whole trend of social science, and "development

of social science is not enough to enable them to make sure the scientific status. Sympathetic onlookers worry that the fragile structure of theory or science follows the actual pressure, which cannot afford. "[8]

"Pure science changes people's ideas, and applied science is destined to change people's lives" [9]. As with the practical and applied feelings, practical journalism should have appropriate ways and roads to explore the wisdom far beyond the presentation now, and its premise is out of the current set pattern that is to use the ways of study to govern practice. Journalism education institutions' conservative cannot be a reason for delay, and "social institutions tend to lag behind the performance and promotion of their lives." [10] The teachers of the University of Missouri's School of Journalism and Columbia University's School of Journalism to a certain extent from the outstanding first-line media journalists, because they chose the teachers with more extensive practice wisdom, and the universities providing intellectual environment will help rationalization of practical wisdom.

As the academic journalism and practical journalism with different types of academic and higher education pursuits, the design should take academic separately policy. Otherwise it will result in the crossroads of knowledge, leading to generation of higher education students from going astray. In the early 20th century, the Chinese architect of the modern education system, the father of modern Chinese universities, Cai Yuanpei familiar with the abuse of academic non-separation, and he even intended to use the naming to clear boundaries of academic and practice: "I think that the scholars who focusing on academic should be in universities, and the scholars who focusing on practice should be in professional academies. There are natural differences between them, rather than the differences of age and extent. At the universities, to study the knowledge is beyond other purpose, and at the academies, we should do more practical learning". [11]

Although the academic journalism and the practical journalism have a logical connection and the natural close ties that is the practice depends on the academics, but the academic journalism and the practical journalism belong to different natures and different purposes. Academic journalism should get dignity of others from theoretical dimension or knowledge dimension; academic journalism should become a experimental field for social science and the other human subjects, and then become a birthplace for social sciences and other subjects of human beings; the practical journalism should condensed all the wisdom of academic journalism, being academic journalism's compass or revelation. In this sense, academic journalism and practical journalism would get a real sense of convergence, namely: practice depends on the theoretical studies.

In the design of the system of higher education, journalism education as a member of social science and humanities group, should be more emphasis on internal relations and interdisciplinary communications; journalism and its education should learn from the social sciences and humanities ideas and methods; the premise of journalism education is the real liberal education, and the more deep studying in journalism, the more profound connection will be built between journalism and people, and between journalism and community. When there are more needs of

nourishment from multidisciplinary thinking and methods, the significance of a kind of science being as a part of the whole is vastly different from the significance of an isolated kind of science without the protection of other science. "If one discipline and other disciplines joint together, this discipline's impacts on the students would depend on the other disciplines." [12] At the early time when journalism education came into universities, Flexner spoke a critical tone of the trends of journalism education at Columbia's School of Journalism: "Journalism is a very important social phenomenon, and it is worth the critical study of it under the scope of social sciences faculty in universities. But the journalism is still not as the professionalism sense as law and medical. The professional training in the schools of journalism completely interrupted the most important period of education. To be sure, false professional training cannot be made up for the losses of the education in history, political science, literature, science and philosophy "[13] Flexner is half correct, that journalism should be incorporated into the design of the system of social science in which to build the road and the direction of education; the other half was missed, and it is that journalism as a profession is one of the most important areas of specialization since the 20th century.

Professionalization of journalism is still the direction of the pursuit of practical journalism or journalistic knowledge; the degree of specialization, still cannot be compared with the works of legal workers and professional doctors. However, we should take historical point of view, and the latter two have professionalization history for thousands year, and the professionalization of journalism is just over a hundred years in history. More importantly, the journalism knowledge is still far from the high degree of achievements that the practice journalism has. A higher degree of specialization needs a more accurate and correct ways and roads to achieve. The rationalization of journalism practical wisdom is the shortcut of the accumulation of knowledge of journalism, but how to transform the silence to manifesting and even to spreading are the problems that the design of the system of journalism education is facing in the future.

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Chinese Version:

基于学术分途的新闻教育哲学探索

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[摘要]新闻学发祥的初衷是基于实践、通过实践、为了实践的学术动机和路向。将“新闻工作”本身从日常事务的操劳中分离出来作为认真对待的学问，这极大地促成了新闻工作专业化的发展。但是，新闻学何以在学界、在众多领域的人文学、社会科学丛林中获得足够的理智尊严？新闻学与众多领域的人文学、社会科学基

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于理智上的深刻联系何在？新闻是什么？新闻何以可能？新闻何以还原真实的世界？新闻是人类“客观性需求”对“主观性”的真正挑战。新闻学的尊严体现在通过新闻本身的追问，通过“新闻”的破晓，人类或许会发现更多的社会事实和人自身的真实。而新闻的工艺或新闻术，从其产生的本源看，诞生于新闻工作或实践的现场，大学围墙内以“学理”的态度和工作方式来寻求实践知识或智慧，是新闻学术不分的根源所在。新闻学术面临的基本处境是：学术不分，以学的方式研术，以术的路径求学。尽管新闻之学和新闻之术有着逻辑上的天然联系和事实上“术有赖于学”的紧密联系，但是新闻之学和新闻之术却分属于不同的性质，归于不同的宗旨。新闻学术的教育制度设计层面，也应依据学术分途的思想分别设计之。

[关键词] 新闻学；新闻术；新闻实践智慧；学术分途

作为大学的专业或系科，新闻学术进入大学，已有一百余光景，其最初的理想——将新闻业视为专业，新闻教育的专业化——已在大学结出丰硕的成果，从大学走出去的新闻专业人员业已用自身的专业精神践诺了新闻学术的尊严。但是，新闻学术，未能获得与其名称对应的学术本身的尊严，而“新闻术”仍在新闻学的名义下生存。我们面临的基本处境依然是：学术不分，以学的方式研术，以术的路径求学。在大前提模糊的事态下，以“新闻学术”为基本目标和范围的“高等教育”，不可避免处于认识和行动的盲区。

一 新闻学：一个至今仍未得到严格正名的学科

作为严格科学或学科的新闻学，仍然处于襁褓之中，尚未获得独立的尊严。这样的直观判断是基于对可能的“新闻学”之莫大尊重，更是基于对新闻之“学与术

分途而同归”的期待。无论是作为新闻学发源地的美国密苏里大学新闻学院或哥伦比亚大学新闻学院，还是作为中国新闻学诞生标志的“北京大学新闻学研究会”和徐宝璜先生《新闻学》，新闻学发祥的初衷皆是实践取向，即基于实践、通过实践、为了实践的学术动机和路向。沃尔特·威廉姆斯（Walter Williams）为密苏里大学新闻学院确立了新闻学及其教育的基本原则是“学习新闻和广告的最好方式是实践”。²而哥伦比亚新闻学院的捐赠人约瑟夫普利策之新闻教育理想是：基于新闻工作的专业化理想，从道德和理智两个层面教育或培训新闻从业者。再看中国新闻学起源地“北京大学新闻研究会”之《简章》：“本会以灌输新闻知识，培养新闻人才为宗旨。”“本会研究之事项如下：（甲）新闻之范围、（乙）新闻之采集、（丙）新闻之编辑、（丁）新闻之选题、（戊）新闻通信法、（己）新闻纸与通信社之组织。”（1918年7月6日）³另看“破天荒”的徐宝璜先生著作《新闻学》为“新闻学”所下定义是“新闻学者，研究新闻纸之各问题而求得一正当解决之学也”⁴；《新闻学》内部结构本身呈现的也是“实践取向”，尽管后世研究者按照“新闻理论”和“新闻业务”的划分使《新闻学》呈现出“学”和“术”的二分结构，但是此种划分本身却是基于“实践取向”。“新闻纸之职务”、“新闻之定义”、“新闻之精彩”、“新闻之价值”、“新闻之采集”等⁵无不显示出新闻学的实践取向，即新闻工作本身要求回答，或如徐宝璜先生所言“求得一正当解决”的。新闻学源始动机和学术道路在多大程度上规定或影响了之后新闻学的走向，这是实证性很强的历史议题。但是今天“新闻学院”作为高级新闻从业者培训机构的基本性质，以及经典“教科书”所呈现的新闻学实践取向，作为“流动的文本”历历在目。

² A Brief History of the Missouri School of Journalism, <http://journalism.missouri.edu/about/history.html>.

³ 蔡元培.北京大学新闻研究会简章.蔡元培全集（第三卷）[M].北京：中华书局，1984:365

⁴ 徐宝璜.新闻学[M].长春：时代文艺，2009:2

⁵ 徐宝璜.新闻学[M].长春：时代文艺，2009:5-85

将“新闻工作”本身从日常事务的操劳中分离出来作为认真对待的学问,这是新闻学——新闻的学问——最初的胜利,这将有利于也极大地促成了新闻工作专业化的发展,这是普利策等前辈们的理想。但是,新闻学何以在学界、在众多领域的人文学、社会科学丛林中获得足够的理智上的尊严?新闻学与众多领域的人文学、社会科学基于理智上的深刻联系何在?新闻学能否又凭籍什么开辟出独特的学理疆域,从而为人文学、社会科学做出独立的理智贡献?

如果说新闻学朝向“新闻工作”作理智上的努力是必须的,那么将目光、视线和整个学术专注停留在“新闻工作”上对于新闻学——一个可能的有无限理智魅力的学术领域——而言则远非充分。真正的问题及其真知的破晓,总是显现于看不见的地方。“新闻”看起来是显现于世的事件。但是围绕着“新闻”及其依托的媒体、依托的意识形态、依托的主观意识,依托的“视角”和“立场”,以及“新闻”包含的事情本身的复杂程度,使得“新闻”这一左右和影响人类视听、心理乃至意识源泉的“主观事实”,面临着重要的“是非”问题。作为“主观事实”的“新闻”由于“新”的压力,即时间性的压力,使得“新闻”成为人类最悬疑的构造之物;“世界”是由“新闻”构造出来的,而加速的现代和当下更是由“新闻”主宰。“新闻”自身的构造,“新闻”流布所左右的社会构造,“新闻”悄无声息所影响和制约的意识构造,促使“新闻学”成为关系人类命运的重要理智领域。“新闻无学”只是表达了一些学术现状的感谓而已;“新闻”之“大学”挑战着人类最深不可测的理智极限。20世纪现象学的箴言“面向事情本身”仍然是我们面对“新闻”时的基本态度;“测量”新闻事情本身”与新闻面对的客观事实本身之间的距离,构成“新闻学”的处境。而新闻工作流程的专业化始终是这一处境下的“第二性”问题或非本质问题。

就“新闻”本身的追问,已经牵涉了人类迄今发现或正在探索的绝大多数学科

领域,当我们将“新闻”作为社会现象来看待时,“新闻”学将显示出“社会”学的性质;当我们将“新闻”及其组织作为原初的人类事态来看待时,“新闻”学又分享了人类学“田野研究”的精神;当我们将“新闻”作为主观意识的构造来看待时,“新闻”学又是心理学的实验场地;当我们将“新闻”作为社会意识和个体意识构造的原动力来看待时,“新闻”学必将成为教育学的重要理智来源之一;当我们将“新闻”作为“人伦”相交汇、“人心”相交通的人文事件来看待时,“新闻”学在很大意义上分有了人文学的领地;而所有的这一切都和新闻学作为哲学有关。再有,“新闻”总是由“媒介”来承载,媒介的性质和传播方式在很大程度上左右或影响着“新闻”。所以,新闻学,作为有足够理智魅力的学问,必然生长在人类已然发现或有待发现的人文学、社会科学以及媒介科技等“学科大地”上,同时新闻学的尊严还体现在通过新闻本身的追问,通过“新闻”的破晓,人类或许会发现更多的社会事实和人自身的事情,如此,新闻学将为其它人类学科提供理智的帮助。其实人文学、社会科学的各个领域,又何尝不是学科间互相支撑、滋养乃至交相辉映的知识系统内部的友爱关系呢!正如纽曼曾经深刻洞察的:“所有的知识是一个整体,单一的科学是整体的组成部分。……构成知识的各门科学之间有着千丝万缕的联系。它们内部统一协调,并且允许甚至是需要比较和调整。它们相互补充、相互纠正,相互平衡”⁶

新闻是什么?新闻何以可能?新闻何以还原真实的世界?新闻是人类“客观性需求”对“主观性”的真正挑战,不久如此,“第一时间”的“新”闻要求,加剧了“新闻”本身的焦虑。这种持续的焦虑将撒播在每一个具有正义和真实之内心要求的新闻工作者或新闻人身上。但是新闻和新闻学的尊严,正是基于“新闻”自身的追

⁶ 约翰·亨利·纽曼.大学的理想[M].杭州:浙江教育,2001:20-21

问和践诺。这绝非任何关于新闻之定义所能显示。经典的新闻定义莫不以“事实”为新闻的，但是却无视“事实”出自人类的“主观”，而任何关于新闻之定义所关注的恰恰是囿于、局限于主观性的新闻“事实”。也许“新闻”负载“还原最近（或正在）发生的真实世界”这一使命，过于沉重，乃至不堪重负。人类生活在“自以为真的‘真实’世界”里，又何必追究“新闻”自身的客观性呢？但是，新闻本身仍然寄托了人类追求客观世界的理想，传播“最近”、“即时”、“当下”事件的真实，以新闻的方式还原真实世界，仍然是新闻的不二通则。新闻学负载着“真实”的追问和质疑。历史的真实，被赋予历史学；现实的真实，被赋予新闻学、社会学等。

二 新闻术：实践智慧远未澄明

由是观之，事实上新闻学自其诞生起，就走上了“实践知识”的道路，百余年的“新闻学”追求的是新闻工作的学问，即“新闻的工艺”或新闻术，这对于新闻工作的专业化、凝练新闻实践知识，具有非凡的意义。但是，大学围墙内以“学理”的态度和工作方式来寻求实践知识或智慧，辛苦而难得。当我们陷入概念、命题及其自身循环的“道理”中时，常常错过了流动的、灵动的新闻实践智慧，错过了将新闻实践智慧凝练为新闻实践知识的机缘。

新闻的工艺或新闻术，从其产生的本源看，诞生于新闻工作或实践的现场，实践一词本身带有理性化的意味，新闻工作总是在践行新闻的理念——履行修复既有的理念，创造诞生新的理念。新闻工作现场产生的新闻智慧，暗含在书写、传播的新闻之中。每一个卓尔不凡的新闻工作者，都在书写自己的新闻智慧，尽管看起来他们只是在书写传播实际的新闻；而恰恰因为他们的工作目标是呈现如其所示的事件，即新闻，他们通常忽视了书写传播自己的新闻智慧，将毕生不断

修复创造的新闻智慧理性化为新闻知识呈现于世人。但是令人非常遗憾的是，一代代新闻工作者的实践智慧，随着他们的离世而离世。尽管在实际工作中也会有新闻业务层面的代际相传，但是和完全敞开的新闻实践智慧之薪火相传相比，远远不能相提并论，盖因为新闻实践智慧的流失，是在不知不觉中发生的，其拥有者本人尚未意识到实践智慧的凝练和传播的意义。最终，遍布四海的新闻实践智慧远未如其所是地呈现，远未澄明，新闻工作现场的实践智慧终究成为令人遗憾的“缄默知识”——曾经存在，悄然流逝。

而新闻实践智慧的理性呈现，并将之传诸后学，这恰恰是大学新闻教育的原初目标——探索新闻工作（实践）的学问并传递之。由于并不十分恰当的新闻工作学问方式，导致“新闻学”失落了灵动的新闻实践智慧，甚至有堕落为新闻教条的危险。现实的“新闻学”自有其教育上的意义和价值，但是我们应该诚实地看到最经典的新闻学教本也是曾经的新闻实践智慧之结晶。向经典的新闻学教本致敬的同时，我们应该回到新闻工作现场，寻找新闻实践智慧的踪迹，而新闻学者的天职负有理性化的使命。

只是以新闻工作之学问为专职目标的新闻学者，须小心“理性的僭越”，盖因为新闻工作之学问，分布在新闻所处的各个角落，掌握在新闻工作者手中，我们所做的也只是部分理性化或辅助理性化的工作。呈现新闻的工艺或新闻术，只能通过超越“新闻学”与“新闻实践”、“新闻学者”和“新闻工作者”简单二分的制度设计，通过新闻工艺激励政策，还原现场的新闻实践智慧为精彩纷呈的新闻实践知识。而新闻学学者，有着更为艰巨的思想史或知识史使命。

“新闻术”，听起来不如“新闻学”动听悦耳。但是当人们发现呈现、传播于世的新闻术是如此贫乏，与新闻工作的实绩远不能匹配时，当人们发现大学新闻教

育的理想是新闻的工艺或新闻术时，当人们发现新闻的工艺或新闻术对于人类新闻事业的教导意义时，新闻术应该获得自身独立的尊严。而真正意义上的新闻学之探索，又绝不能离开新闻术这片大地，当新闻实践致力于考究新闻的品质和事件的真实性时，甚至致力于人性和社会结构的探索时，新闻术和新闻学之间的障碍将全然打开，脉脉相通；此时新闻工作也不单单是特殊职业的使命，更增添了觉察人性和社会结构的乐趣。

三 新闻学与新闻术之高等教育

作为一门有着高深理智追求的人类重要学科领域，“新闻学”着力探索现实世界的真实，而将实际新闻工作智慧和知识的探索托付于“新闻术”。基于此崇高目的，新闻学理应在大学占据学科的一席之地，并与其他社会科学、人文学科一起构成人类研究自身的学科群。基于此目的和旨趣，新闻学不是为了促进新闻工作的专业化，尽管新闻学的成就必定有助于新闻工作的专业化，新闻学担负着“新闻”之纯粹学理的探究和发现，其纯粹学理追求，旨在探究“最近、即时发生的事件”之真实性，探究这一真实性何以超越人类不可避免的自身主观性。新闻学探索的结果——新闻学知识，也将首先有助于人类观察自身，以“新闻”这样一个着眼点或契机，探索人类通向真实世界的可能道路。新闻学也将首先满足于自身的理智目的，而其对新闻术的启示意义是其理智目的的自然效果。在此意义上，新闻学配享人类理智的最高尊严，“知识不仅仅是达到知识以外的某种东西的方式，或是自然地发展某些技能的基础，而且是自身足以依赖和探求的目的。”⁷

以纯粹学理为目的的新闻学，应抱有纯粹的高等教育旨趣，而尽力减少社

⁷ 约翰·亨利·纽曼.大学的理想[M].杭州：浙江教育，2001:24

会功用的压力，避免社会功利的侵蚀。人类的理智恰恰在无功利的精神氛围里获得了最大的进步。“当人们关心如何立即将贱金属转变为金时，化学只能停滞不前；但当它暂时忽视功用和实际时，它却前进了。今天，化学的理论和化学的实际不断相互促进。同样的，直到医学基础科学分化出来并能够不考虑实际功用而自由发展时，医学才摆脱了几乎停滞不前的状态。近来临床医学的发展也表明了同样的情况：当疾病被作为一种现象加以研究，病人和问题的选择是依据临床医生的研究兴趣时，疾病最有可能被认识——也最有可能被攻克。”⁸类似像新闻学这样与实践领域有直接联系、实践领域对其有重要期待，并且以“实践内容”命名的学科，其学问的积累最易朝向“工作或操作的学问”，新闻本质的探究常常为新闻的操作性定义所取代，而疏于纯粹学理的探究。这不仅是新闻学的工作实情，而是整个社会科学的走向，“社会科学的发展还不足以使其获得确定的科学地位。有同情心的旁观者担心，脆弱的理论或科学结构正跟着它无法承受的实际压力走”⁹

“纯科学使人的思想发生变革，而应用科学则注定要使人的生活发生变革”¹⁰。作为有着“经世致用”情怀的新闻术，应该有恰当的方法和道路，探寻远远超越现在所能呈现的新闻实践智慧，而其前提是摆脱目前“以学的方式治术”的窠臼。新闻教育机构呈现出的保守性不能成为新闻教育滞后的理由，“社会机构往往落后于它们所表现和推动的生活”。¹¹至于密苏里大学新闻学院、哥伦比亚大学新闻学院的师资相当程度上来源于一线媒体的杰出新闻工作者，盖因为他们选择有着更为丰富的新闻实践智慧之“教师”，大学提供的理智环境有助于其实践智慧的

⁸ 亚伯拉罕·弗莱克斯纳.现代大学论[M].杭州：浙江教育，2001;10-11

⁹ 亚伯拉罕·弗莱克斯纳.现代大学论[M].杭州：浙江教育，2001;11

¹⁰ 亚伯拉罕·弗莱克斯纳.现代大学论[M].杭州：浙江教育，2001;15

¹¹ 亚伯拉罕·弗莱克斯纳.现代大学论[M].杭州：浙江教育，2001;3

理性化。

由于新闻学和新闻术，有着不同性质的学术追求和“高等教育”追求，在设计上宜取“学术分途”之策。学术不分，以学的方式治术，在术的世界里问学，结果导致学问的歧路，导致一代代高等教育学子误入歧途。20 世纪初中国现代教育制度的设计师、中国现代大学之父蔡元培先生深谙“学术不分”之流弊，他甚至意图在“命名”上明确学与术的界限：“鄙人以为治学者可谓之‘大学’，治术者可谓之‘高等专门学校’。两者有性质之别，而不必有年限与程度之差。在大学，则必择其以终身研究学问者为之师，而希望学生在于研究学问以外，别无何等之目的。其在高等专门，则为归集资料，实地联系起见，方且于学校中设法庭、商场等雏形，则大延现任之法吏，技师以教之，亦无不可。即学生日日悬毕业后之法吏、技师以为的，亦无不可。以此等性质之差别，而一谓之‘大’，一谓之‘高’，取其易于识别，无他意也。”¹²

尽管新闻之学和新闻之术有着逻辑上的天然联系和事实上“术有赖于学”的紧密联系，但是新闻之学和新闻之术却分属于不同的性质，归于不同的宗旨。新闻之学应该从学理或知识本身获得其本有的性质和尊严，新闻学应该成为社会科学、人类自身学科的实验场地，进而成为社会科学和人类自身学科的诞生地；而新闻之术应该凝结新闻业的全部智慧，成为新闻业的指南针或启示录。在此意义上，新闻学和新闻术才能获得真正意义上的汇流与交通，即：术有资于学，术有赖于学。

在高等教育制度的设计上，新闻学教育作为社会科学、人文学科群中成员，应该更加注重学科间的内在联系与沟通，新闻学及其教育应该汲取社会科学和人

¹² 蔡元培.读周春嶽君《大学改制之商榷》.蔡元培全集（第三卷）[M].北京：中华书局，1984:148-155

文学科的思想和方法，新闻学教育的前提是真正意义上的通识教育，新闻学钻研得越深，新闻与人、新闻与社会之间的联系越深刻，越需要多学科思想和方法的滋养；“一门科学被视为整体的一部分时所产生的意义，与一门孤立的科学在没有其他科学的保障情况下所产生的意义是不可同日而语的”如这门学科与其他学科结合在一起，那么这门学科对学生的影响便依其他学科而定”¹³。新闻教育走进大学殿堂的早期，弗莱克斯纳以批判的口吻谈及新闻教育在哥伦比亚新闻学院的最初走向：“新闻是一个极其重要的社会现象，对其进行批判性研究很值得纳入一个大学社会科学系的范围。但是新闻仍不是法学和医学意义上的专业。新闻学院的‘专业’训练完全打断了人在最重要的时期接受教育的可能性。可以肯定，虚假的‘专业’训练决不能弥补在历史学、政治学、文学、科学和哲学方面未受到充实的教育损失。”¹⁴弗莱克斯纳一半是正确的，即新闻学应该纳入到社会科学体系中设计学问的道路和教育的方向；另一半则看走了眼，新闻工作的专业化是 20 世纪以来最重要的专业化领域之一。

新闻工作的专业化仍然是“新闻术”或“新闻专业知识”追求的方向，其专业化程度，和法律工作和医生工作的专业化尚不能相提并论。但是，我们应该历史地来看，后二者的专业化历史已经以千年计，而新闻工作的专业化历史只是百余年。更重要的是，“新闻专业知识”的追求方式尚远远不能达到新闻工作已有的实践成就之高度，更程度的专业化需要更正确的道路和方式。新闻实践智慧的理性化是新闻专业知识积累的捷径，但是如何从“缄默”到“显现”乃至“传播”，却是今后新闻专业教育在制度设计上面临的难题。

¹³ 约翰·亨利·纽曼.大学的理想[M].杭州：浙江教育，2001;21

¹⁴ 亚伯拉罕·弗莱克斯纳.现代大学论[M].杭州：浙江教育，2001;142-143