

EDUCATIONAL BACKGROUND
FOR
GENERAL NEWS WRITING

by

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DEDICATION

This thesis is dedicated to the memory of Lt. Edward D. Lloyd, the writer's husband, who was killed February 24, 1945, in Germany while serving with the Thirtieth Infantry Division. Without his encouragement and inspiration, this thesis would have been impossible.

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EDUCATIONAL BACKGROUND
FOR GENERAL NEWS WRITING

CHAPTER I

GENERAL INFORMATION

In most professional fields a background of higher education is required of the participant. However, in the field of journalism, educational background is offered but not required and in many cases is considered secondary to experience.

Journalism courses are offered at many colleges and universities throughout the country and at these schools students are working for degrees of bachelor of science in journalism while others are continuing their studies toward masters' degrees. According to standards in other professions, these students are qualified for positions on metropolitan newspapers, house organs for large industries, and responsible positions in advertising agencies or advertising departments of industrial firms. However, when they make application at these firms, especially newspaper offices, they are often rejected because of a lack of background experience. In many cases their educations are considered lightly. Is this due to the prejudices of the newspaper editors and firm managers, or is it due to the

lack of a proper background given the student in universities?

As long as students are going to schools of higher learning and preparing for journalistic careers, they may as well study courses which will make them acceptable for positions in journalistic fields.

A Brief Statement of the Problem

The problem of this study is to set up an educational background program for general news writing based on the opinions of persons working in the field of journalism.

The opinions gathered have been divided into three groups from which the information was secured and then compared to determine the relativity among them. From the data gathered, recommendations have been made for a background program.

An explanation of careers offered in the field of journalism, training available at midwestern universities, and a history of journalism training are given in Chapter II. Chapter III is a presentation of the data gathered and comparison of results from the three groups sampled, and Chapter IV includes a summary of the study and recommendations for the training program.

Purpose of the Problem

With the realization that the public demands an intelligent interpretation of the news, whether it be on the radio or in the newspaper, and advertising of a more accurate yet appealing style, it is most necessary that the journalist have a thorough knowledge of his subject matter through formal education and a self-program of education through observation and reading.

Realizing that the needs of the journalist are many, an attempt has been made through this survey to construct a pre-professional training course on the suggestions of persons who have followed journalistic careers and those who are planning for them.

The purpose of the problem is to guide persons planning to prepare themselves for journalistic positions and to develop within newspaper editors a better understanding and appreciation for the student who has acquired a degree in journalism.

The Questionnaire

Three questionnaires were used for gathering material in the survey. The questionnaires were formed in such a way as to secure information which could be given easily by the persons to whom they were sent and then readily evaluated.

Several questionnaires were made before a final and approved one was sent to any of the three groups involved in the survey. In building up the questionnaire, consideration was given to research done in colleges as to the needs of their journalism students, dissatisfaction expressed by employers in several midwestern newspapers, and ideas and suggestions made by local journalism students and instructors.

Of the three types of questionnaires, one was designed to gather information from newspaper editors.¹ This form asked for such information as to what assignments were given to reporters; the educational background required for reporters and the percentage basis on which they would rate these qualifications; the experience required of a reporter; the background courses they believe would be most valuable to a journalism student, and the amount of background training they would recommend in comparison to the technical training in journalism. They also were asked as to whether they would be willing to accept student reporters through arrangement with a school of journalism if one were located nearby. A letter of explanation was sent with the questionnaires.²

¹See Questionnaire to Newspaper Editors in Appendix A.

²See Letter to Newspaper Editors in Appendix A.

A second questionnaire was constructed to secure information from journalism graduates.¹ This form asked for information as to the graduates' experience, the duties they performed in different positions, and what qualifications they believed were responsible for their being employed. They also were asked to supply information as to the courses they had taken in school and the courses they would recommend for anyone planning to secure training for a journalistic career. A letter accompanied the form to graduates.²

The third questionnaire was set up to secure information from journalism seniors.³ It was constructed to learn what background courses seniors have taken during their college years and the number of hours in each; what phase of journalism they plan to enter; what journalistic experience, if any, they have had outside of school; what actual experience they have had while in school; and what factors influenced their studying journalism. These questionnaires were distributed to seniors by the deans of schools of journalism after permission was granted by them to forward the forms.⁴

¹See Questionnaire to Journalism Graduates in Appendix B.

²See Letter to Graduates in Appendix B.

³See Questionnaire to Journalism Seniors in Appendix C.

⁴See Letter to Deans of Schools of Journalism in Appendix C.

Sources of Information

Information for the study was secured from 84 editors of daily newspapers from seven midwestern universities, 51 graduates of journalism from three midwestern universities, and courses of study offered in journalism at seven midwestern universities.

Questionnaires were sent to 140 editors of daily newspapers in cities having a population of 10,000 and over in Colorado, Illinois, Indiana, Iowa, Ohio, Michigan, and Missouri. In cities having two or more publications, a questionnaire was sent to the newspaper having the largest circulation. However, in Chicago questionnaires were sent to editors of three of the newspapers. Replies were received from 84 editors or 60 per cent.

A second source of information was journalism graduates from the University of Iowa, Ohio State University, and the University of Illinois. Names of these graduates were secured from the alumni associations of the schools.¹ In order that the graduates contacted have journalism experience prior to World War II, alumni associations were requested to send names of persons receiving degrees between the years of 1935 and 1941. Twenty-five names were received from each of the three universities, and question-

¹See Letter to Alumni Associations in Appendix B.

naires were forwarded the 75 graduates. Replies were received from 51 persons or 68 per cent of the group.

Graduates included those with experience in public relations in industry, sports, and the armed forces; radio advertising; newspaper reporting; and magazine free lance writing. Journalists also included persons working not only in the midwestern states represented by the newspaper editors contacted, but persons in New York, Maine, Virginia, and California.

The third group from which opinions were secured were journalism seniors from the Medill School of Journalism at Northwestern University, the University of Missouri, Ohio State University, and the University of Illinois. Twenty-five questionnaires were sent to each school, and replies were received from 67 per cent of the group.

A fourth and last source of information was the bulletins of schools of journalism in the midwestern states represented in the survey. These schools included Northwestern University, Ohio State University, the University of Iowa, the University of Illinois, the University of Michigan, the University of Missouri, and the University of Colorado.

The pre-professional training course was constructed on the basis of opinions from editors, journalism graduates, journalism seniors, and courses of study offered in the seven midwestern schools of journalism.

Limitation of the Study

Answers to question two of the form sent to newspaper editors, in which they were asked to indicate what educational background they required for reporters, indicated that in some cases opinions were affected by the manpower shortage during World War II.

Six newspaper editors indicated that conditions existing during the recent war years necessitated lowering standards of requirements as far as educational background was concerned. Fifteen editors marked high school education as requirements and checked items of college education as a preference. These editors, however, did not give any explanation for indicating these preferences.

In view of the uncertainty expressed by 20 editors in answering question two in the survey, it is believed that the recent war years have limited the study as far as ascertaining information as to the educational background requirements for newspaper reporters and that answers given now to the question are not necessarily the same as those which might have been given in 1941 or would be given two years from now.

CHAPTER II

BACKGROUND TO THE STUDY

This chapter deals with the meaning of journalistic careers, a history of journalism training in the schools of journalism included in the survey, and a review of the programs of study offered in the schools of journalism in these states.

Meaning and Types of Journalistic Careers

A journalistic career would involve participation in the writing, planning, and managing for public presentation of material whether by the newspaper, magazine, or any other published form or over the radio, and the teaching of individuals for these various activities.

Journalistic careers could be classified under twelve different fields. These are advertising, book publishing, free lancing, industrial press, magazines, news agencies, daily and weekly newspaper, public relations, radio, research, syndicates, and teaching.

Advertising would include artists, copywriters, managers, and salesmen in the field of agencies, industries, magazines, market researchers, newspaper, radio, and retail stores.

Under book publishing are such opportunities as advertising and promotion managers, editors, readers, sales managers, and salesmen.

Persons interested in free lancing would have opportunities as artists, fiction writers, photographers, science writers, and special writers.

Industrial press such as commercial printers and engravers offers positions for advertising copywriters, managers, national representatives, salesmen, artists, designers, business managers, circulation managers, editors, and assistants.

Positions available on magazines are advertising copywriters, managers, salesmen, artists, business and circulation managers, editors, assistants, layout designers, production managers, and promotion managers.

News agencies such as the Associated Press, International News Service, and United Press offer such positions as copyreaders, editors, managers, picture editors, press photographers, reporters, correspondents, and science writers.

One of the best known fields in journalism is the newspaper, both daily and weekly publications. A daily newspaper offers a variety of positions. Among these are advertising artists; copywriters; managers; national representatives; classified managers and salesmen; business

and circulation managers; cartoonists; critics of art, books, drama, movies, and music; columnists, both local and syndicated; editorial writers; editors of book sections, city, feature, financial, pictures, religious, roto, society, sports, Sunday issues, wire, and woman's page; feature writers; foreign correspondents; librarians; promotion manager and assistants; publishers and assistants; reporters and rewrite men and Washington correspondents.

The weekly newspaper offers much less and usually includes advertising copywriters, salesmen, business managers, editors, and reporters.

Public relations include association secretaries, industrial counsel, and publicity directors.

In the field of radio, positions are offered for announcers, newscasters, continuity writers, commentators, news editors and rewriters, program directors and station managers, and time salesmen.

The field of research offers opportunities in market research, printing research, public opinion polls, and reader-interest surveys.

Journalists in syndicates include artists, managers, cartoonists, columnists, editors, fiction writers, and special writers.

An opportunity also is available for teachers in the field of journalism both in high school and colleges or universities.

Careers represented in the contributors for this study include newspaper publishers, editors, reporters, business managers and advertising managers, writers and editors from news agencies, radio news writers, copywriters for industrial press, retail advertisers, free lance writers, public relations for chamber of commerce, magazine editors, advertising writers, and teachers of journalism.

History of Journalism Training

Journalistic training began in the latter part of the nineteenth century according to Frank Luther Mott.¹ He says that training for journalism had increased to such an extent by 1917 that an association known as the American Association of Schools and Departments of Journalism was organized to set up certain standards for schools of journalism. This organization was active in determining standards and evaluating work of the schools and also was active in planning national meetings and in gathering reports of progress in various phases of education for journalism.

At the time of the organization of the Association, special emphasis was being placed on journalistic technique

¹Mott, Frank Luther. American Journalism, A History of Newspapers in the United States Through 250 Years, 1690-1940; Chicago: The Macmillan Co., 1941, pp. 727-728.

to the general acceptance of a curriculum providing a thorough liberal arts background for special professional courses.

In 1917 eight schools of journalism were of a standard to be recognized by the Association and by 1940, 32 schools of journalism were accepted by the organization.

In compiling his history of journalism training, Mott¹ pointed out that late in 1930 about 12,000 men and women were being graduated yearly from schools of journalism and of this group, half entered newspaper work and others went into advertising, magazines, trade papers, radio, publishing, and other lines of work.

By 1930, according to Mott², about 70 schools and departments of journalism offered majors and graduated perhaps 1000 persons annually. Departments of English and commerce in some 440 other American colleges and universities also developed journalistic work at about the same time. These schools offered courses in applied writing or advertising or the training was organized about work performed by the staff of a college newspaper. Mott³ continued to say that societal aspects of journalism were

¹Mott, Frank Luther. American Journalism, A History of Newspapers in the United States Through 250 Years, 1690-1940; Chicago: The Macmillan Co., 1941, p. 727.

²Ibid, p. 728.

³Ibid, pp. 727-728.

sometimes given special attention in sociology departments. He added that thousands of high school and junior colleges adapted journalism instruction as a means of teaching writing by special motivation with work on school papers.

Journalistic training at the University of Iowa began just prior to 1900, according to the college bulletin¹, and classes in journalism were offered and interested students were given an opportunity to work on the university newspaper. The School of Journalism was established in 1924 as a part of the College of Liberal Arts and Graduate School.

The Medill School of Journalism at Northwestern University, Evanston, Illinois, was established in 1921 and was named for Joseph Medill, a famous editor of the Chicago Tribune, according to the university catalogue.² After operating 17 years as a division of the School of Commerce, it was reorganized in 1938 as an independent professional school offering in cooperation with the College of Liberal Arts, School of Commerce, and School of Education, a five year program of study in preparation for newspaper work.

¹University of Iowa Catalogue, Publications no. 1945, pp. 36-38.

²Northwestern University Bulletin, vol. XLV, no. 3, December 18, 1943, Issue for 1943-44, p. 225.

Teaching of journalism at Ohio State University, Columbus, Ohio, according to the bulletin¹, began in 1895 as a part of English and in 1914 a separate department was established. In 1927 it was made a school, although it continued as an integral part of the College of Commerce and Administration of which it had been a part ten years before. In 1937 it was transferred back to the College of Arts and Science. The School of Journalism was one of the charter members of the American Association of Schools and Departments of Journalism.

At the University of Illinois, journalism training began in 1902 as a part of courses in rhetoric, according to the bulletin², and was organized as a department of English in 1916. The School of Journalism was established in 1927 as a separate administrative unit and in 1941 was moved to quarters designed for it. It is an accredited Class A school under standards of the American Association of Schools and Departments of Journalism.

According to the school bulletin³, instruction in journalism was offered at the University of Missouri for the first time in the academic year of 1879-80. At that

¹Ohio State University Bulletin, vol. L, no. 12, April 10, 1946, Issue for 1946-47, p. 9.

²University of Illinois Annual Register, vol. XLII, no. 27, May 1, 1945, p. 128.

³University of Missouri Bulletin, vol. 46, no. 29, general series 1945, number 17, October 10, 1945, p. 7.

time it was a part of the required work in English in the junior year and was listed under the title of "History of Journalism." This training consisted of lectures with practical explanations of daily newspaper life and was given for five years by Professor David R. McAnally, Jr., head of the Department of English and a former newspaper man.

According to the bulletin¹, in 1885, Professor McAnally returned to practical journalism, and for a decade the only journalism taught was some work in news writing in English classes. As early as 1898 the Missouri Press Association passed a resolution recommending the establishment of a chair of journalism in the University. From that time until the founding of the School ten years later, the Association was active in promoting it.

The School of Journalism was established in 1908 by a special appropriation by the State Legislature with Walter Williams as its first dean. The School also was one of the charter members of the American Association of Schools and Departments of Journalism.

¹University of Missouri Bulletin, vol. 46, no. 29, general series 1945, number 17, October 10, 1945, p. 8.

Programs of Study for Journalism Training at
Seven Midwestern Universities

The programs of study to be reviewed are those offered at the present time in journalism at the University of Colorado, the University of Illinois, the University of Iowa, the University of Michigan, the University of Missouri, Northwestern University, and Ohio State University.

The bulletin¹ of the University of Colorado says that a student may earn a degree of bachelor of arts with a major in journalism. To be eligible for graduation he must have completed 124 semester hours with 50 hours in journalism.

According to the requirements, the student will spend the first two years at school in pre-professional training and at the end of his sophomore year may make application for admission to the School of Journalism.

His pre-professional program must include, according to the catalogue², six hours in biological science, six hours in English language, six hours in languages, six hours in physical sciences, six hours in social sciences including economics or history, and four hours in physical education. This includes 34 semester hours and the 30 hours

¹University of Colorado Bulletin, vol. XLIV, no. 18, general series no. 540, October 15, 1944, p. 88.

²Ibid, p. 67.

remaining out of the 124 hours required may be taken in elective subjects. According to the requirements, 40 per cent of the courses are in technical training and 60 per cent are in background training.

A degree of bachelor of science in journalism is offered at the University of Illinois, according to the 1945 college bulletin.¹

In working toward this degree, a student must have two years of work in the general curriculum of liberal arts and science or curriculum of the Division of General Studies selecting courses which will admit him to the School of Journalism. Academic work must include English literature and rhetoric, foreign language, physical science, and social studies.

Requirements for graduation are 64 semester hours in the curriculum of the School of Journalism with not less than 30 or 40 hours in professional courses of junior-senior level with a balance in social studies, art, sciences, and other approved subjects. Of the later group, at least 20 hours must be in courses for advanced graduation.

Only a certificate in journalism is offered at the University of Iowa, according to the college bulletin.²

¹University of Illinois Annual Register, 1944-1945, vol. XLII, no. 37, May 1, 1945, p. 206.

²University of Iowa Catalogue, no. 1945, pp. 124-129.

To secure this certificate, students are required to do 40 semester hours in journalism courses integrated with academic work.

The students are required to take a combined program of technical training with intensive study of areas such as American civilization, home economics, political science, social science, child development, psychology, public opinions, commerce, appreciation of art and music, general science, or modern language.

At the University of Michigan journalism training is offered in the College of Literature, Science and the Arts, according to the university official publication.¹

With a major in journalism, students are required to take 25 hours in technical training, and with a minor in journalism, 15 hours. Required in the background training are English, ancient language and literature, anthropology, economics, geography, history, philosophy, political science, and sociology.

The general plan of education for journalism at the School of Journalism, the University of Missouri, requires the student to spend about three-fourths of his time in the arts and sciences and one-fourth in professional journalism work, according to the school bulletin.²

¹University of Michigan Official Publication, vol. 46, no. 131, General Register Issue, Section I, Parts I-XII, 1945, pp. 33-34.

²University of Missouri Bulletin, Announcement of the School of Journalism, vol. 46, no. 29, general series, 1945, No. 17, October 10, 1945, pp. 11-12.

Two degrees are offered including a bachelor of journalism and a master's degree.

The School requires two years of study above the high school level before the student enters the School and two years in journalism training for the bachelor of journalism. A fifth year of college with a major in journalism is necessary for a master's degree.

Sixty credit hours are required for admission to the School of Journalism and these hours must be in academic courses. According to the bulletin¹, specific requirements are 15 hours in one foreign language--Latin, Greek, French, German, Spanish, or Italian; one semester of either physical science or biological science; one semester or three credit hours of general economics; three hours of credit in either mathematics or logic; three credit hours of American government; six credit hours in English literature in addition to six hours of composition and rhetoric. Although not required, a course in general sociology is advised.

With the 60 hours of academic courses, the student must complete at least 30 credit hours and 30 grade points in professional journalism.

Further requirements for graduation are at least 20 hours in the College of Arts and Science, the School of

¹University of Missouri Bulletin, Announcement of the School of Journalism, vol. 46, no. 29, general series, 1945, no. 17, October 10, 1945, p. 12.

Business and Public Administration, or other divisions intended for upper classmen. Included in this requirement are six hours of history of which part must be recent United States history.

The candidate for graduation must present at least ten hours of elective credit for work done either in journalism or in other divisions at his own option. Thus, the student presents 60 hours for admission to the School of Journalism and adds 30 hours of professional journalism, 20 hours of upperclass arts and sciences or other divisions, and ten hours of electives, making 120 hours required for graduation.

The educational program includes about half professional and half academic subjects each term, according to the bulletin.¹

The Medill School of Journalism at Northwestern University offers a degree of bachelor of science in journalism, according to the school catalogue.²

The aim of the school is to provide the student with a broad background in English, economics, history, political science, sociology, and commerce necessary for success in journalistic fields plus professional training.

¹University of Missouri Bulletin, Announcement of the School of Journalism, vol. 46, no. 29, general series, 1945, no. 17, October 10, 1945, p. 13.

²Northwestern University Bulletin, vol. XLV, no. 3, December 18, 1943-44, p. 250.

Students are first registered in the pre-professional division and spend three years there studying history of recent American and European activities, economic theory, monetary problems, labor problems, public finance, state and local taxation, contemporary economic problems, federal, state, and municipal government; American political issues; and international relations.

A few technical courses are required in the pre-professional training in order that correlation with journalism may be started.

Requirements in the academic courses are one year of science or mathematics; one year of freshman English and a year of English literature; a minimum of 45 quarter hours in social science including a course in the elements of economics and a course in American government; a course in hygiene and two years of physical education; one of the fields of concentration in history, political science, economics, sociology, or English; 36 quarter hours in professional journalism courses; and elective courses sufficient to make a total of 180 quarter hours.

The candidate for graduation must complete within the last four quarters, a minimum of 60 quarter hours of credit

while in the professional division of the Medill School of Journalism, according to the catalogue.¹

The Ohio State University bulletin² states that in order to secure a degree of bachelor of arts in journalism at their school, the student spends 30 per cent of his time in technical training and 70 per cent of his time in background training. The student is required to have completed 190 term hours with 57 term hours in journalism. The first two years at the University are spent in the liberal arts college and during the third quarter of his sophomore year, the student indicates his major.

Ninety hours of academic work are required for the first two years with the remainder to be taken in conjunction with the journalism courses. During his senior year, the student is required to take a course which is a study of the foundation of contemporary civilization and a development of modern science.

The other academic fields required of the student are 30 credit hours in English including English composition and English literature, 30 credit hours in a foreign language, 15 credit hours in political science and 15 credit hours in natural science.

¹Northwestern University Bulletin, vol. XLV, no. 3, December 18, 1943-44, p. 250.

²Ohio State University Bulletin, vol. L, no. 12, April 10, 1946, Issue for 1946-47, p. 9.

In foreign language, the student is to acquire a reading knowledge of one language or a working language of two.

Courses offered in natural science are botany, chemistry, geology, physics, mathematics, and zoology.

Along with academic courses, students are required to take one credit hour of physical education, military science and arts survey, according to the bulletin.¹

Consideration was made of the pre-professional training offered in the schools of journalism reviewed in this chapter in making the final conclusions and recommendations.

¹Ohio State University Bulletin, vol. L, no. 12, April 10, 1946, Issue for 1946-47, p. 9.

CHAPTER III

THE STUDY

This chapter deals with a presentation of the opinions gathered from newspaper editors, journalism graduates, and journalism seniors and a comparison of the findings from the three groups.

Information received on the questionnaires was tabulated, and results are presented by means of a discussion of the questions, tables, graphs, and charts, in order that the findings might be indicated more clearly. The results of the information from each group of questionnaires will be discussed separately and the last part of the chapter will be used to show the differences and similarities among the opinions of the three groups questioned.

Information from Newspaper Editors

The most important phase of the survey was that which dealt with newspaper men. Editors of daily newspapers in cities in Indiana, Illinois, Colorado, Ohio, Michigan, Missouri, and Iowa having populations of 10,000 or more were consulted. This group included 140 editors to whom was sent the questionnaire and a letter of explanation that they had been selected on the basis of the size of their publication. As stated in Chapter I, a questionnaire was

sent to one newspaper in each city selected with the exception of Chicago where three editors were contacted. In other cities having more than one daily publication, a questionnaire was sent to the newspaper having the largest circulation.

The questionnaire to newspaper editors was constructed to determine what assignments they give to reporters, what qualifications they require for a reporter, and what they would recommend if they were setting up a training course for newspaper reporting, the amount of technical training, and if they would be willing to accept a student reporter.

Question one in the questionnaire to editors asked, "What assignments does your newspaper give general news reporters?" With this question were listed possible assignments to be checked as to whether they were among the duties of a "general reporter" and a twelfth item of "others" which might refer to duties not listed. The eleven items listed were club announcements, civic affairs, civic club affairs, obits, police stations, fire stations, statistics from county or city records such as suits filed, county court procedure, city court procedure, federal court procedure, and periodical reports from county or city.

The items were based on the writer's experience as a general reporter for six years and on suggestions made by local newspaper men. "Club announcements" usually refers

to notices regarding lodge meetings, auxiliary meetings, American Legion affairs, grange meetings, and similar groups. "Civic affairs" usually refers to such activities as plays, pageants, celebrations or carnivals sponsored by the city; "civic club affairs" usually refers to such organizations as the Kiwanis Club, Lions Club, Rotary Club, Women's Club, Business and Professional Women's Club, and other similar organizations. "Obits" pertains to the coverage of deaths which might be handled routinely or as a special story depending upon the importance in the community of the deceased. "Police stations" and "fire stations" pertain to activities at these two places and "statistics from county or city records" would include suits filed, marriage licenses obtained, or any reports from city or county records which must be published. "County court procedure" would pertain to such activities handled through the court or affairs of the county government; "city court procedure" refers to the activities of city court and perhaps city government; and "federal court procedure" refers to cases tried in federal court, if one were located in the community, and federal offices also in the community. "Periodical reports" from county or city refers to such items as the annual budget reports published by each.

All of the items with the exception of "club announcements" and "federal court procedure" were marked by 72 per

cent or more of the editors. Only 57 per cent marked "club announcements" as several indicated that this was the duty of the society editor. The item "federal court procedure" was checked by 44 per cent of the editors, and those who didn't check the item explained that federal courts were not held in their cities.

Items listed according to the frequency with which they were checked are as follows: civic affairs, police stations, statistics from county or city records, fire stations, civic club affairs, county court procedure, obits, city court procedure, periodical reports from county or city, club announcements, and federal court procedure.

Assignments listed under the item "others" were veterans administration, county agency and county home demonstration agent, hotels, recruiting offices, hospitals, transportation and traveling, chamber of commerce, schools, features or human interest stories, personalities or interviews, political activities, churches, real estate and building activities, sports, conventions, accidents, social agencies, business and industry, state institutions, Federal Bureau of Investigation, United States Employment Service, lyceum activities, post office, Y.M.C.A. and Y.W.C.A. programs, and city or county supervised recreation. Of these, those most frequently listed were chamber of commerce, schools, features, and business and industry.

Answers from this question would indicate that the general reporter should have a thorough knowledge of the city and county government and, in many instances, of the federal government.

Question two of the form to newspaper editors asked, "What educational background does your newspaper require for general news reporters?" In order that a requirement could be checked, five items were listed. These were (1) high school education, (2) high school education with high school journalism and at least one year's experience on a small newspaper, (3) college liberal arts training without journalism, (4) college journalism training with journalism as the major field, and (5) college liberal arts training with a minor in journalism.

Findings from this question are shown in Table I.

TABLE I

Educational Requirements of Newspaper Editors for
General News Reporters

Requirements	Editors
High School Education	39
High School with High School Journalism and One Year's Experience	10
College Liberal Arts	14
College Journalism Major	10
College Journalism Minor	10

Findings from question two show that 49 editors or 59 per cent of those replying require only a high school education in comparison to 34 editors or 41 per cent who require a college education. Of the 41 per cent requiring a college education for the reporter, 17 per cent prefer only a liberal arts training without journalism and 24 per cent or 20 editors require some journalism training. One editor replying did not answer question two.

As indicated in Chapter I in a discussion of the limitation of the study, it was pointed out that six newspaper editors explained that the conditions during the recent war years had necessitated a lowering of their standards of requirements as far as educational background and experience were concerned as it was necessary for them to hire persons with only high school education and no experience in journalism in order to publish a paper. Fifteen editors indicated requirements of high school education and checked items of college education as their preference. These editors, however, did not give any explanation for denoting these preferences.

Results of this question would indicate that the majority of the editors still require only high school education. Editors presenting these views were equally distributed among the different sizes of cities included in the survey.

Question three of the form to newspaper editors asked, "On the basis of 100 per cent, how does your newspaper rate qualifications for general news reporters?" As a part of this question, five qualifications were listed as follows: "former newspaper experience, college liberal arts training, college journalism as a major, college journalism as minor, and other qualifications." Results of this question are shown in Graph I.

The opinions indicate that more preference was given "former experience" by the editor in hiring a reporter than to his educational background.

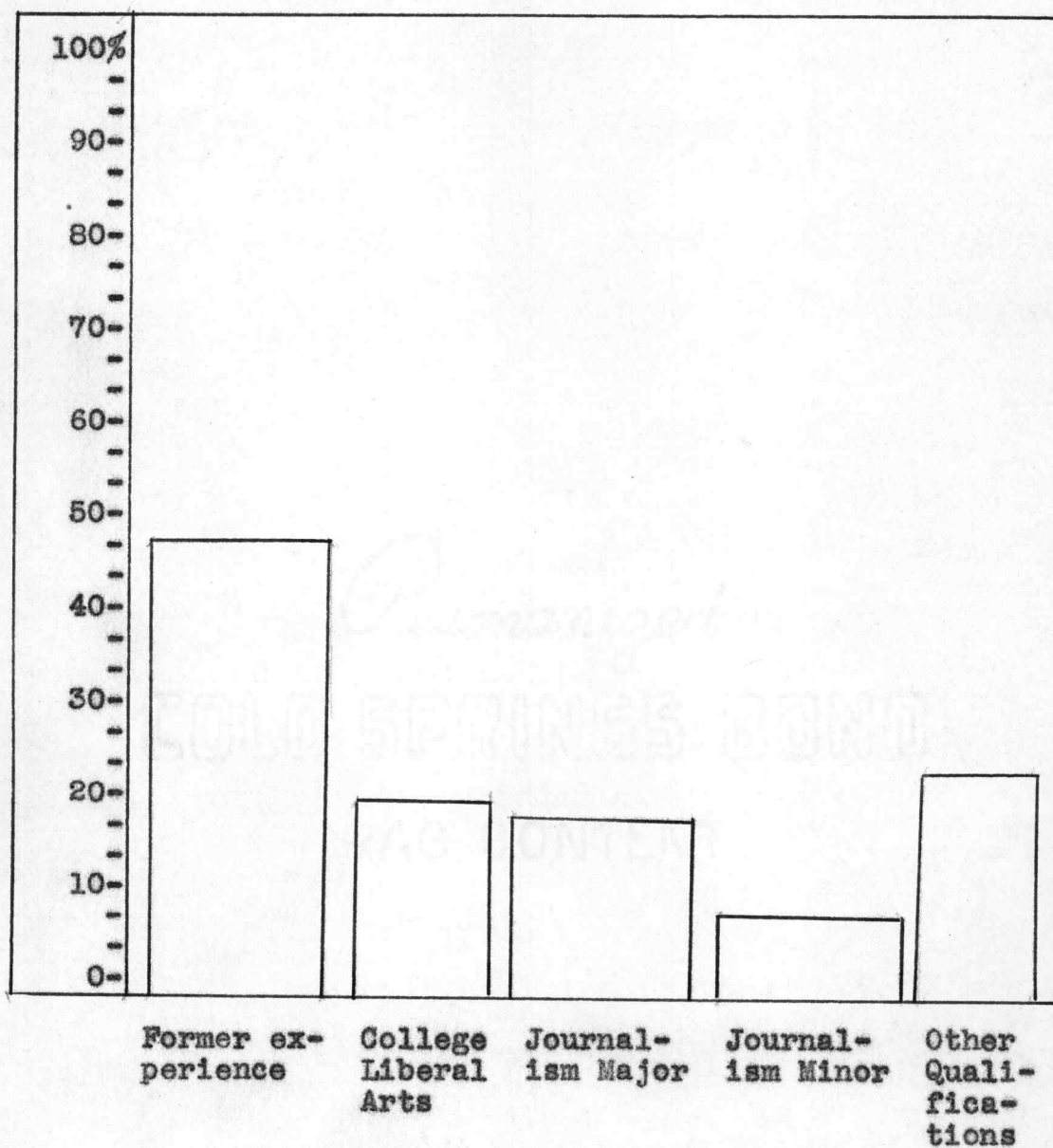
The item which was given the second highest rating by editors was "other qualifications." Of the group checking this qualification, 22 editors indicated what qualifications they would require of a reporter.

Among the items listed were intelligence, pleasing personality, industry and tenacity of purpose, willingness to listen and learn, a fundamental appreciation of accuracy, alertness and a desire to work, attitude, appearance, honesty, sound character, judgment, newspaper "touch," sense of responsibility, initiative, adaptability, ease with people, energetic, ambitious, loyalty, writing ability, wide acquaintanceship in newspaper area, curiosity, imagination, observation, and retentive power.

Results of the replies indicate that former experience and desirable personal traits are wanted most by the editor.

GRAPH I

Qualifications for General News Reporters as
Rated by Newspaper Editors



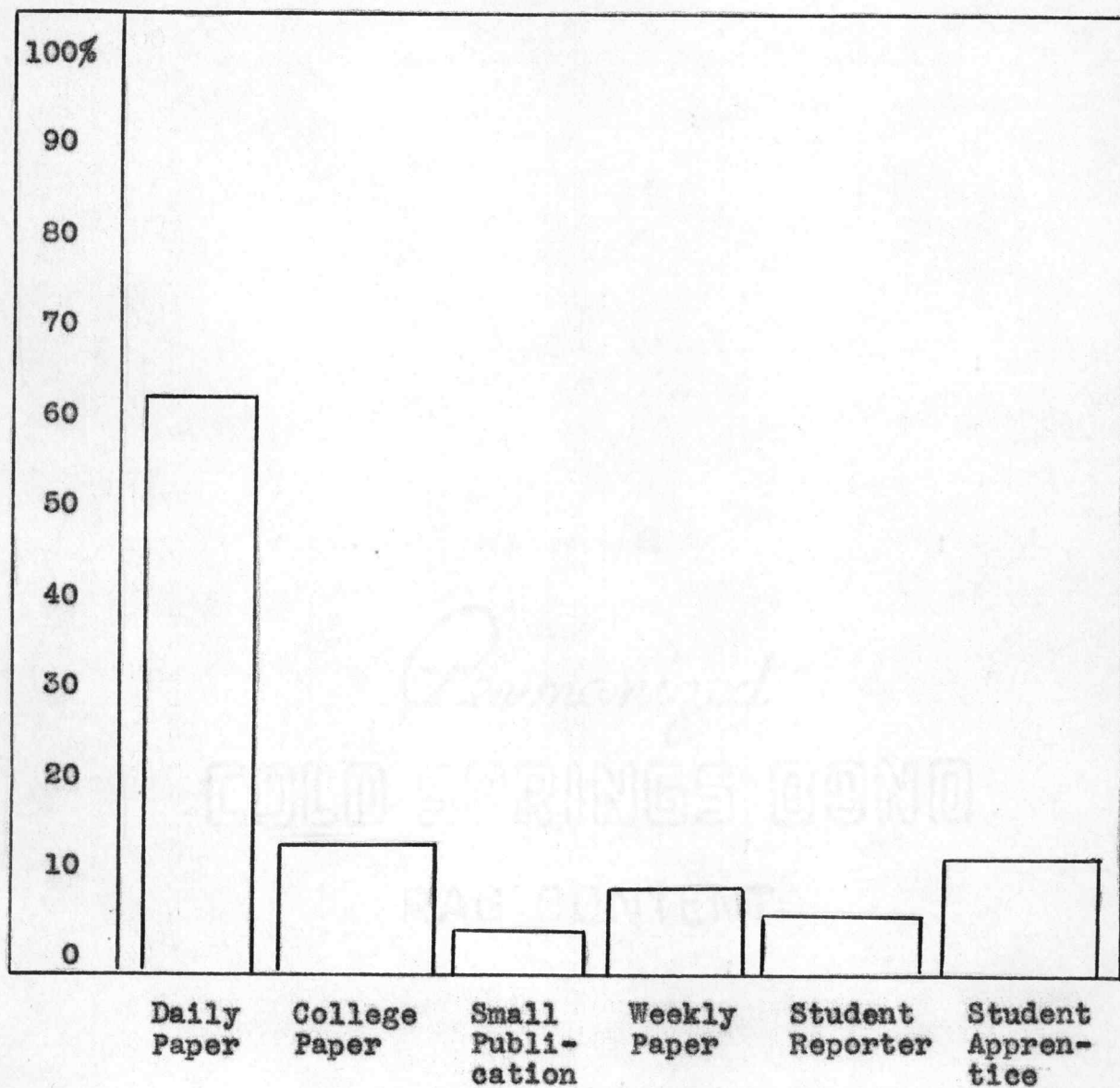
Question four to editors asked for the type of experience newspaper editors required of reporters. It read as follows: "What experience does your newspaper require of general news-reporters, also, the percentage of its importance?" As a part of the question, six types of experiences were listed with blanks beside each item for indicating the preference of the editor. These types were as follows: "work on another daily paper, work on a college paper, work on a small publication such as yearbook or handbook, work on a weekly paper, student reporter on daily paper for nearby college, student apprentice training."

The sixth item, "student apprentice training," refers to a program by which the student would be employed on the paper and given all of his technical training there. Such a plan is carried on frequently in the printing departments of newspapers and is the training method used for printers at these newspapers. Until a person is accepted as printer and undergoes so many working days as an apprentice he is not given the wages of a regular printer. He is usually referred to as the "printer's devil." This same training plan is sometimes offered for reporters. To determine the number of newspapers preferring such a program, this item was included in the questionnaire.

Results of the findings are shown on Graph II.

GRAPH II

Experience Required by Newspaper Editors for
General News Reporters



The findings from question four indicate that the experience given the most preference is that on a daily newspaper, which was indicated by 62 per cent of the editors. The second type of preference was work on a college paper, which was indicated by 14 per cent of the editors. The third preference was student apprentice training, marked by 11 per cent of the editors and which would require only a high school education. This is somewhat similar to the percentage of editors requiring only a high school education for training as pointed out in findings from question two. This question showed that 5 per cent of the editors required only a high school education. The first preference of work on another daily paper would not necessarily indicate any college training nor would any of the other experiences listed with the exception of the fifth item of the question, which listed "student reporter on daily paper for nearby college." This person would be a college student.

The fifth question in the survey was, "What background courses would you recommend for a basic college training course for general news reporting?" Listed for checking were English, history, economics, sociology, chemistry, general science, psychology, journalism law, and others, which gave editors an opportunity to list courses not mentioned. Editors were questioned as to their recom-

mendations for college training for a reporter as this is the journalist with whom they are usually most concerned.

Results of the editors' preferences are shown in Table II.

TABLE II

College Background Courses Recommended for
Newspaper Reporters by Editors

Subjects	Editors	Subjects	Editors
English	77	Typing	2
History	78	Shorthand	1
Economics	68	Mathematics	3
Sociology	62	Music Appreciation	2
Chemistry	11	Business Law	1
General Science	41	Philosophy	1
Psychology	48	Public Speaking	1
Journalism Law	52	Geography	1
Spelling	7	Foreign Language	7

The opinions expressed regarding background training denote that history is considered the most important of the liberal arts fields unless spelling would be included in English. If this were so, English would be rated at the top as being checked by 84 editors. These four editors, indicating spelling separately, stressed the fact that the

inability to spell was prevalent among reporters and they felt it should be given special attention. One editor referred to a need for "plain spelling."

Although typing was mentioned, it might be assumed that persons planning a journalistic career would have had typing instruction before entering college since it is as necessary for a reporter to know how to type as it is for him to know how to write.

Journalism law would be considered in the technical training offered in a school of journalism and would not be accurately listed as a background or pre-professional training course.

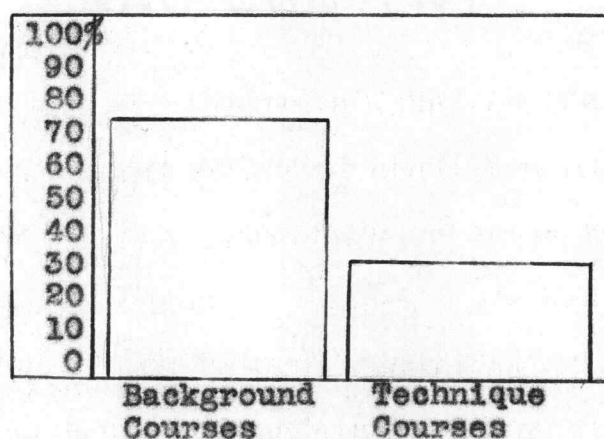
In the order of their importance, fields listed as editors preferred them include history, English, economics, sociology, psychology, general science, chemistry, spelling, a foreign language, mathematics, typing, and music appreciation. Those mentioned by only one editor were shorthand, business law, philosophy, public speaking and geography.

An attempt to learn the amount of time an editor would recommend for background courses as compared to technical courses was the basis for question six. It read, "On the basis of 100 per cent, how much time would you recommend be given to background courses in comparison to journalism technique training?" With the question were listed "background courses" and "technique courses" with a space

by each item for the editors to fill in the percentage they would suggest. Results of the findings are shown in Graph III.

GRAPH III

Percentage of Background Courses and Technical Courses Recommended by Editors for College Training for Newspaper Reporters



From this question it is evident that editors would recommend more than twice as much time to background courses as to technical training. Editors surveyed preferred 71 per cent of the training in background courses and 29 per cent in technical training.

The last question of the form sent to editors asked "If a college or university offering journalism is located in your city and it were permissible by law, would you be willing to accept "student reporters" through arrangement with the school, for experience only?" A space was left for them to answer "yes" or "no."

Sixty-one editors, or 80 per cent, answered that they would accept student reporters, and of this group five editors stated that they are now following such a plan. Eighteen editors, or 20 per cent, would not favor such a plan, and two pointed out that the newspaper guild under the C.I.O. would not approve this program.

This question was included in the form to determine if editors in cities where schools of journalism are located would cooperate with practice reporting just as schools provide an opportunity for prospective teachers to do "practice teaching."

Three of the editors answering in the affirmative added that they would prefer to pay such a student, and two answering in the negative gave that as the reason for their answer. One editor expressed a belief that working for experience and without pay is not practical.

Findings from the question to newspaper editors as a whole would indicate that a general news reporter may be assigned as many as 37 different types of activities, each including a variety of subjects within the activity, thus necessitating a sufficient knowledge of each in order to write an intelligent news story. Due to the fact that city and county court procedure were listed by more editors would indicate further that a thorough knowledge of the city and county government would be necessary.

Opinions also indicate that of the educational requirements, high-school education is required by 59 per cent of the editors while college education is required by 41 per cent. Of the latter group, 17 per cent prefer only a college liberal arts training without journalism and 24 per cent require some journalism training.

In the line of general qualifications, former experience and "other qualifications" which editors interpreted as personal attributes, are most desired, and of the type of experience preferred, work on another daily paper is most desired.

In setting up a background training course, editors have shown that they would stress history, English, economics, sociology, general science, and psychology and have the student spend 71 per cent of his time on background training in college with 29 per cent of his time devoted to technical training.

If a school of journalism were located near the newspaper, 61 or 80 per cent of the editors would accept students for "student reporters" while 18, or 20 per cent, would not favor the plan.

Information from Journalism Graduates

The second source of information for the survey was graduates of journalism from Ohio State University, the University of Illinois, and the University of Iowa.

A request was made to the alumni offices of seven midwestern universities for names of 25 graduates who had received degrees in journalism between 1935 and 1941. Specification as to the date of their graduation was made in order that those contacted could have had an opportunity for journalistic experience prior to the beginning of the war. Three of the seven schools contacted complied with the request and sent the names of graduates as specified.

A letter was then written to the 75 graduates with a questionnaire enclosed. Replies were received from 51 graduates or 68 per cent of those contacted.

The form to graduates was designed to learn from them what journalistic experience they had had and what they are now doing; what their specific duties are in their particular field; what qualifications they believe were responsible for their being employed; what fields were included in their academic studies during their college training, and what recommendations they would make if they were setting up a background course for news reporting.

Question one asked "On what newspaper did you receive your first position? Indicate size of the city in which newspaper is located and frequency of paper's publication."

Of the graduates replying 44 secured positions after graduation on newspapers and of this group 22 were working on newspapers in cities having a population of 25,000 or

over. Of the latter group, 14 graduates had their first jobs in cities with a population over 100,000.

Two graduates had their first positions in retail advertising and have remained in that field; two had their first positions in radio; one went to United Press association as a reporter; one started as a press agent for auto racing; and one started on the staff of a farm magazine.

Question two asked "How long have you done newspaper work?" All graduates who have done newspaper work to the present time have had their positions since their graduation with the exception of two who indicated they had been in the armed forces and had only recently returned. However, both of these had had newspaper experience prior to entering the service. The greatest number of years of experience had by any was eleven years had by persons receiving degrees in journalism in 1935.

Of the 44 graduates who had their first positions on the newspaper, 32 have remained in newspaper work while the other 12 have gone into the field of public relations for industry, radio, advertising, and free lance writing.

The positions held now by the different graduates was learned from question three. It read as follows: "What are your duties on the paper?" For convenience of answering, 13 positions common to the newspaper were listed with a blank space for a job not indicated.

Results from this question are shown on Table III.

TABLE III

Positions Held by 51 Journalism Graduates

Positions	Graduates
ADVERTISING	
Copy Writer	2
Salesman	2
Motion Pictures	1
NEWSPAPER	
General Reporter	8
Publisher	1
Managing Editor	4
News Editor	3
Telegraph Editor	2
Political Editor	1
Women's Page Editor	1
Advertising Manager	2
Sports Editor	3
Business Manager	2
Assistant Promotion and Public Relations Manager	1
NEWS AGENCIES	
Sports Editor, Press Association	1
Sports Editor, United Press	1
News Editor, International News Service	1
Night Editor, Associated Press	1
RADIO	
Network Operations	1
News Writer	1
Feature Writer	1
PUBLIC RELATIONS	
Industry	1
Chamber of Commerce	1
Foreign	1
MAGAZINES	
Editor	2
RETAIL ADVERTISING	3
FREE LANCE WRITING	1
TEACHER OF JOURNALISM	1
OTHER FIELDS	1
Total	51

According to the results as shown in table of journalism graduates, the majority of the persons have remained in newspaper work including those working for news agencies. One graduate left the journalism field and is now a real estate agent.

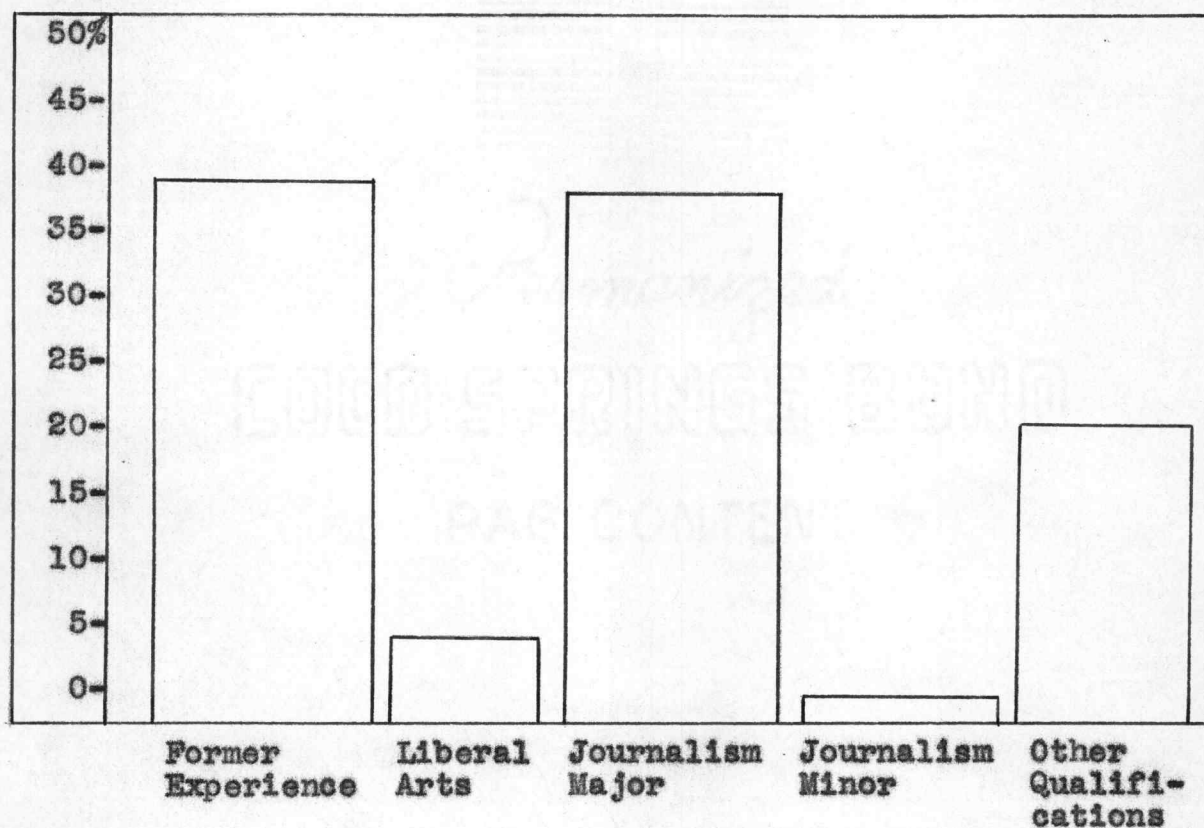
Question four of the form read, "What qualifications do you feel were responsible for your being employed? Rate on a percentage basis." For convenience of answering, five items were listed. These were "former newspaper experience," "college liberal arts training," "college journalism as major," "college journalism as minor," and "other qualifications." This question also was included in order that opinions gathered could be compared with those given by newspaper editors.

Information given by graduates is shown on Graph IV.

Results show that graduates believe that there is about an equal distribution between the importance of former experience and college journalism major in qualifications which were responsible for their employment. Former experience was indicated to represent 38 per cent of importance in qualifications with journalism major as 37 per cent.

College journalism minor and college liberal arts training were rated as less than five per cent as all persons submitting information were persons having degrees as journalism majors.

GRAPH IV

Qualifications for Employment as
Listed by Journalism Graduates

Although, "other qualifications" was rated as 20 per cent, graduates did not explain their answers for this item as editors did. Two graduates explained it as "acquaintance with the editor" and "recommendations to prospective boss" and a third graduate listed "personality, aggressiveness, attitude, willingness to work hard, bluff" as his interpretations for his giving credit to this item.

Question five was constructed to learn what background courses were taken by graduates while in college. It read,

"What courses other than those relative to journalism did you study when you were in college? Indicate approximate number of hours taken." Eight fields were listed for the convenience of answering with a blank space for graduates to list courses they had taken which were not included in the list.

To determine the percentage of total hours which each field represented, the number of hours taken in each one were added together and the percentage of the total which each represented was found. The average number of hours taken in each area was then determined. Graduates were asked to give the approximate number of hours they had taken in each department as it was assumed that they would have forgotten the exact number of hours since the time they had received their degrees. Hours shown represent term hours.

Results of question five are shown on Table IV.

According to findings, the greatest number of hours was spent in English which represented 22 per cent of the total hours. Forty-seven graduates indicated the field and it was found that 22 term hours was the average number of hours taken by each graduate.

Next in importance was history which represented 18 per cent of the total number of hours. It was found that 43 graduates had taken an average of 19 term hours in this area.

TABLE IV

Percentage of Student-Hours Taken by
Journalism Graduates in Academic Fields

Fields of Study	Percentage of Student-Hours
English	22.0
History	18.0
Science	15.0
Economics	8.0
Sociology	7.0
Political Science	7.0
Psychology	6.0
Business	4.0
Language	3.0
Law	3.0
French	2.0
Photography	1.0
Mathematics	1.0
Spanish	1.0
Engineering	1.0
German	0.3
Religion	0.16
Philosophy	0.16
Home Economics	0.13
Speech	0.10
Education	0.06
Salesmanship	0.06
Drama	0.06
Total	100.00

Science ranked third representing 15 per cent of the total student-hours with 37 graduates taking an average of 18 hours in the field.

Fourth in importance was economics representing eight per cent of the total hours with 41 graduates taking an average of nine term hours in this area.

Sociology and political science rated fifth in importance with both representing seven per cent of the total

student-hours taken in the field. It was found that 27 graduates took an average of 12 term hours in economics and 19 students took an average of 16 term hours in political science.

Psychology rated six per cent of the total hours with 29 graduates taking an average of six term hours in the field.

Business organization had an average of 22 term hours taken by seven graduates and represented four per cent of the total hours taken.

Law represented three per cent of the academic hours taken by graduates with 41 indicating an average of nine hours in this field.

Foreign language with no specification as to which one, represented three per cent of the total student-hours taken with five graduates having taken an average of 23 term hours in the languages.

French represented two per cent of the total student-hours in the survey. Four graduates indicated an average of 22 term hours in the subject.

Photography, engineering, mathematics, and Spanish each represented one per cent of the total student hours shown in the survey of graduates. One graduate took 60 hours in engineering in his background training as he originally enrolled in the school of engineering, according

to his letter which accompanied his questionnaire. He explained, however, that he is using this training in commercial pictures. Nine graduates took an average of six term hours in photography; five graduates took an average of 10 term hours in mathematics; and three graduates took an average of 17 term hours in Spanish.

German, religion, philosophy, home economics, speech, education, salesmanship, and drama, each represented less than one per cent of the total hours indicated by graduates.

Two graduates took an average of seven term hours in German. One graduate took nine hours in religion and one took nine hours in philosophy. Speech was taken by two persons with an average of four term hours taken by each.

Education, salesmanship, and drama each were taken by one graduate with three term hours taken in each field.

In the last question to graduates they were asked "If you were compiling a list of background courses to be studied by a student preparing for general news reporting, what would you list? Rate them according to importance. (1. highest, 2. next, etc.)." With this question were listed English, history, economics, sociology, home economics, appreciation of the arts, a foreign language, science, psychology, journalism law, agriculture, photography, and others.

Graduates rated English as first; history, second; economics, third; psychology, fourth; science and sociology, fifth; photography, sixth; journalism law and appreciation of the arts seventh; a foreign language, eighth; agriculture, ninth; and home economics, tenth.

Fields added to the list were philosophy marked as fourth in the choice of one student; spelling marked first, third, and fourth by three students; geography was indicated as third in preference by one student; grammar was chosen as first by two students; reading was marked as first by one student; and speech was marked fifth in preference by two students and second by one student. Salesmanship was added as fourteenth by one student and business organization was added as fifteenth by another student.

To determine the rating of the fields, the median was found of the ratings given by the graduates included in the survey.

Results of the entire questionnaire from journalism graduates indicates that more of those included are in the journalistic field of newspaper than any other field and that it is their belief that their former newspaper experience and journalism degrees were equally responsible in making them qualified for their present positions.

It was found that graduates spent more of their background training in English, history, science, economics,

sociology, political science, and psychology than in other fields. It was learned further that if they were setting up a pre-professional training course they would rate as most important English, history, economics, psychology, and then science and sociology.

Information from Journalism Seniors

A third source of information was the journalism seniors from the Medill School of Journalism at Northwestern University, Evanston, Illinois; the University of Missouri, Columbia, Missouri; Ohio State University, Columbus, Ohio, and the University of Illinois, Urbana, Illinois.

Letters requesting permission to forward 25 questionnaires to be filled out by seniors were sent to the deans of each of the schools and upon acceptance of their permission, the forms were forwarded for distribution among seniors.

Requests were originally sent to seven schools of journalism; however, only four granted permission that they be used. Other schools contacted were the University of Colorado, University of Michigan, and Iowa State University. Schools were chosen on the basis of their location in the seven states selected to be included in the survey.

Out of the 100 questionnaires sent to the four schools of journalism, 67 replies were received.

The form to journalism seniors was designed to determine what prospective journalists are studying in preparation for their careers and into what branches of journalism they plan to enter. An attempt also was made to learn what experience they have had in their chosen profession and what factors influenced their selection in this field.

The first question asked for definite information as to what background courses the seniors studied during their training. It read as follows: "What background courses are included in your training course? Indicate the approximate number of hours you are taking in each. Check the hours indicated: Semester...Term....." Fields of study listed with the question were English, social science, economics, sociology, photography, general science, physics, and others to give students an opportunity to list departments not mentioned. These were listed as such in order that findings could be compared with those listed by newspaper editors and journalism graduates.

Hours listed for the different fields were converted to term hours for a more accurate comparison. Departments were tabulated as to the number of seniors indicating a particular field and the term hours they had had for such a field. The average of the hours spent in any one department was determined. In order to find the student-

hours for each and their percentage of importance as compared with other background training, the number of students taking a specific field was multiplied by the average number of hours taken in that field. The findings are shown on a percentage basis in Table V.

TABLE V

Percentage of Student-Hours Taken by
Journalism Seniors in Academic Fields

Fields of Study	Percentage of Student-Hours
English	20.0
General Science	15.0
Economics	14.0
Sociology	13.0
Social Science	11.0
Psychology	10.0
History	4.0
Political Science	3.0
Spanish	2.0
Philosophy	1.0
French	1.0
Business	1.0
Photography	1.0
Mathematics	0.85
Foreign Language	0.65
Geography	0.55
Art Appreciation	0.50
German	0.50
Drama	0.3
Education	0.3
Religion	0.25
Speech	0.1
Total	100.0

Results of the information submitted on the question show that more term hours have been taken in English than

any other field and that it represented 20 per cent of the total student-hours taken. The average number of term hours taken was 18 by 64 seniors.

The area having the second highest number of student-hours was general science. Fifteen per cent of the student-hours were taken in this field and an average of eight term hours was taken by 57 students.

Third in importance was economics which was 14 per cent of the student-hours taken. An average of 12 term hours was taken by the 58 students listing it as included in their background studies.

Sociology ranked fourth with 13 per cent of the student-hours given to it with an average of 15 term hours taken by 41 students.

The area listed as sixth in importance was psychology denoting 10 per cent of the total student hours. An average of 13 term hours was taken by 44 students.

History and political science ranked seventh and eighth, consecutively. History was found to represent four per cent of the total student-hours with an average of 18 term hours taken by 25 students, while political science was shown to represent three per cent of the student-hours with an average of 18 term hours taken by 17 students.

Spanish was shown to represent two per cent of the student hours with an average of 14 term hours taken by nine students.

Next in importance were philosophy, business, and French, each representing one per cent of the student hours with an average of nine term hours taken by nine students in philosophy.

An average of 15 term hours was found to have been taken by five students in business, and an average of 13 term hours was taken by four students in French.

Photography also represented one per cent of the total student hours taken with an average of eight term hours taken by 11 students.

Nine fields rated less than one per cent of the total hours. They were mathematics, foreign language, geography, art appreciation, drama, education, religion, and speech.

The first of this group was mathematics which was taken by three students at an average of 17 term hours in each.

Foreign language with no specification as to any particular one was indicated by four students with an average of 16 term hours taken by each.

Geography was taken by three students with an average of nine term hours listed by each. Three students took an average of seven term hours in art appreciation and two students took an average of 11 term hours in German.

Drama and education were listed by one student who took 16 term hours in each subject.

One senior took ten term hours in religion and one student took three term hours of speech.

There was some difference in the background fields taken by seniors planning to enter different fields of journalism. A senior whose interest is to become a drama critic listed drama and religion in the background training she has had. These fields were not mentioned by any other senior.

One student who plans to become a circulation manager indicated personnel management and marketing and retail buying as background courses but did not list the hours he had taken in each.

The fields show that seniors spent five per cent more student-hours in English than any other field with general science, economics, sociology, psychology, history, and political science next in importance. Other departments listed all represented two per cent or less of the student-hours taken.

Question two was included to determine the student's field of interest. It read as follows: "Into what department of journalism do you plan to enter? (Check first choice) general news reporting, sports, women's page, advertising, feature writing, circulation, special (indicate

specialization if this is checked) a department not listed

....."

Results of this question are shown in Table VI.

TABLE VI

Departments of Journalism Seniors Plan to Enter

Departments	Number of Seniors	Percentage
General News Reporting	15	22.0
Sports	2	3.0
Women's Page	0	0.0
Advertising	37	55.0
Feature Writing	0	0.0
Circulation	1	2.0
Radio	4	6.0
Public Relations	5	7.0
Magazine	2	3.0
Drama Critic	1	2.0
Total	51	100.0

According to the findings, more seniors are interested in working in the field of advertising than any other department of journalism. Of the 37, or 55 per cent, who indicated this as their choice of profession, four specified a preference of radio advertising. The other persons interested in radio identified their choice as radio news.

The second largest number of choices was in general news reporting with 15 seniors, or 22 per cent, denoting that field as their interest.

Question three asked, "Have you had any newspaper experience outside of college?" For convenience of answering, five types of experience were listed. They were (1) work on a daily newspaper, (2) work on a small publication such as a handbook or pamphlet, (3) work on weekly or semi-weekly paper, (4) student reporter from college for nearby daily paper and, (5) student apprentice training.

Experience indicated by the seniors is shown on Table VII.

TABLE VII

Newspaper Experience Outside of College
Indicated by Journalism Seniors

Types of Experience	Seniors
Work on a daily newspaper	18
Work on a small publication such as a handbook	16
Work on weekly or semi-weekly paper	12
Student reporter from college for nearby paper	11
Student apprentice training	4
Public relations (with Armed Forces)	3
Radio	1
Total having experience	42
No experience	25

The findings showed that 25 students, or 37 per cent, had not had any previous newspaper experience in comparison with 42, or 63 per cent, who had.

Of those with experience, the greatest number had been employed on daily papers while the second largest group had worked on small publications.

Fifteen seniors checked two or more items on the question which showed that their experience had been on one or more types of publications.

Question four was constructed to determine what experience the senior has had while in college. The question was stated as follows: "Are you doing work on any college publications? Check. College newspaper, college yearbook, college handbook, department magazine, and club magazine."

Information secured from this question is shown on Table VIII.

This question revealed that 39, or 59 per cent, of the 67 seniors replying had experience on college publications while 28 seniors, or 41 per cent, had not had any experience.

Of the group indicating experience, 10 seniors had worked on two or more college publications.

The greatest amount of experience was had on the college newspaper with the college yearbook and club magazine second on the list. Three seniors denoted having had

experience on department magazines, and one had written radio script, while another had been publicity manager for the theater guild at the school.

TABLE VIII

Experience Had on College Publications as
Indicated by Journalism Seniors

Types of Experience	Seniors
College Newspaper	30
College Yearbook	7
College Handbook	0
Department Magazine	3
Club Magazine	7
Radio	1
Theater Guild Publicity Manager	1
No Experience	28
Total having Experience	39

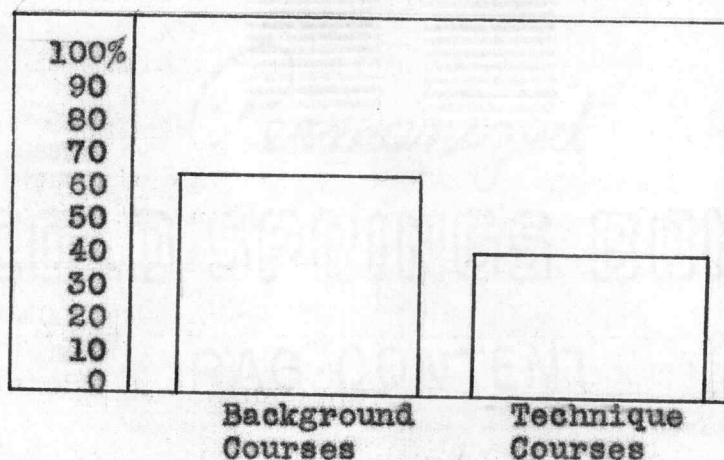
To compare with the question asked newspaper editors, seniors were asked what amount of their schooling had been devoted to background training and to technical training.

This question, which was item five on the form, was stated as follows: "On the basis of 100 per cent, how many hours of your schedule for the entire course include technique courses and how many include background courses?"

Results of this are shown in Graph V.

GRAPH V

Background Courses and Technique
Courses Taken by Journalism Seniors



This shows that of the entire training or college hours required for graduation, in the four universities surveyed, 61 per cent of the time is given for background courses with 39 per cent of the time being given for technical training.

This varies with the different schools and the different fields into which students plan to enter. Seniors from Northwestern University indicated an average of 25 per cent to technical training and 75 per cent to background courses while at the University of Missouri the average was 35 per cent technical training to 65 per cent background courses.

The distribution at Ohio State University averaged 30 per cent for technique courses to 70 per cent for background courses. The University of Illinois seniors in-

licated a distribution of 35 per cent to technique courses to 65 per cent to background courses.

The last question to seniors was, "What factors influenced you to study journalism in college?" For the convenience of the senior and tabulation of replies, three factors were mentioned for checking if these applied. These were "interest in reporting," "ability for creative writing," and "influence of another person." Seniors also were asked to indicate other factors if there were any.

The results of this question are shown in Table IX.

TABLE IX
Factors Influencing Seniors to
Study Journalism in College

Factors	Seniors
Interest in Reporting	26
Ability for Creative Writing	27
Influence of Another Person	11
Interest in Advertising	16
Business Interest	1
Radio	1
Publicity Management	1

The table shows that the factor most influential in guiding students toward their educational training was an ability for creative writing and interest in reporting.

Twelve students checked two or more factors which influenced their choice to enter journalism.

The third most influential factor was an interest in advertising with the influence of another person as fourth.

One student remarked that he chose journalism training due to the fact that "a sound education in journalism necessarily is also a good basic education for a myriad of other professions and vocations."

Another student indicated that he chose journalism training because "it's a pleasant 'liberal' education."

Information from the questionnaire as a whole reveals that journalism seniors are spending 61 per cent of their training in background courses with 29 per cent of their training in technical training. Of the background courses, the most number of student hours are spent in English, general science, economics, social science, sociology, psychology, history, and political science.

The most popular journalistic field into which seniors plan to enter is advertising with general news reporting as second choice.

Thirty-seven per cent of the journalism students have not had any journalism experience outside of college and of those who have, the greatest number have worked on daily newspapers, small publications, or weekly or bi-weekly papers.

Fifty-nine per cent of the seniors have had journalistic experience in college, and the college newspaper has been the activity mentioned by the greatest number.

According to the survey, the factors influencing more persons to enter journalistic training were an ability in creative writing and an interest in reporting and advertising.

Comparison of Opinions from the Three Groups

Four questions included in the forms to newspaper editors, journalism graduates, and journalism seniors were set up in order to gather information which could be compared.

To determine the journalistic fields into which graduates have entered and into which seniors plan to enter, both groups were asked for this information which is presented in detail under the discussion of the three groups in this chapter.

A comparison of the career choices and careers which graduates are following is shown in Table X.

According to a comparison of the interests and choices made by the 50 graduates following journalistic careers, 32, or 64 per cent, are following newspaper careers while of the 67 seniors, only 18, or 27 per cent, are interested in this field. Thirty-seven seniors, or 55 per cent, are planning to enter the field of advertising, while of the

graduates only eight, or 16 per cent, are working in this phase of journalism. The other fields included in the survey show a great similarity of choices between the two groups.

TABLE X

A Comparison of Journalism Senior Career Interests to Careers Being Followed by Journalism Graduates

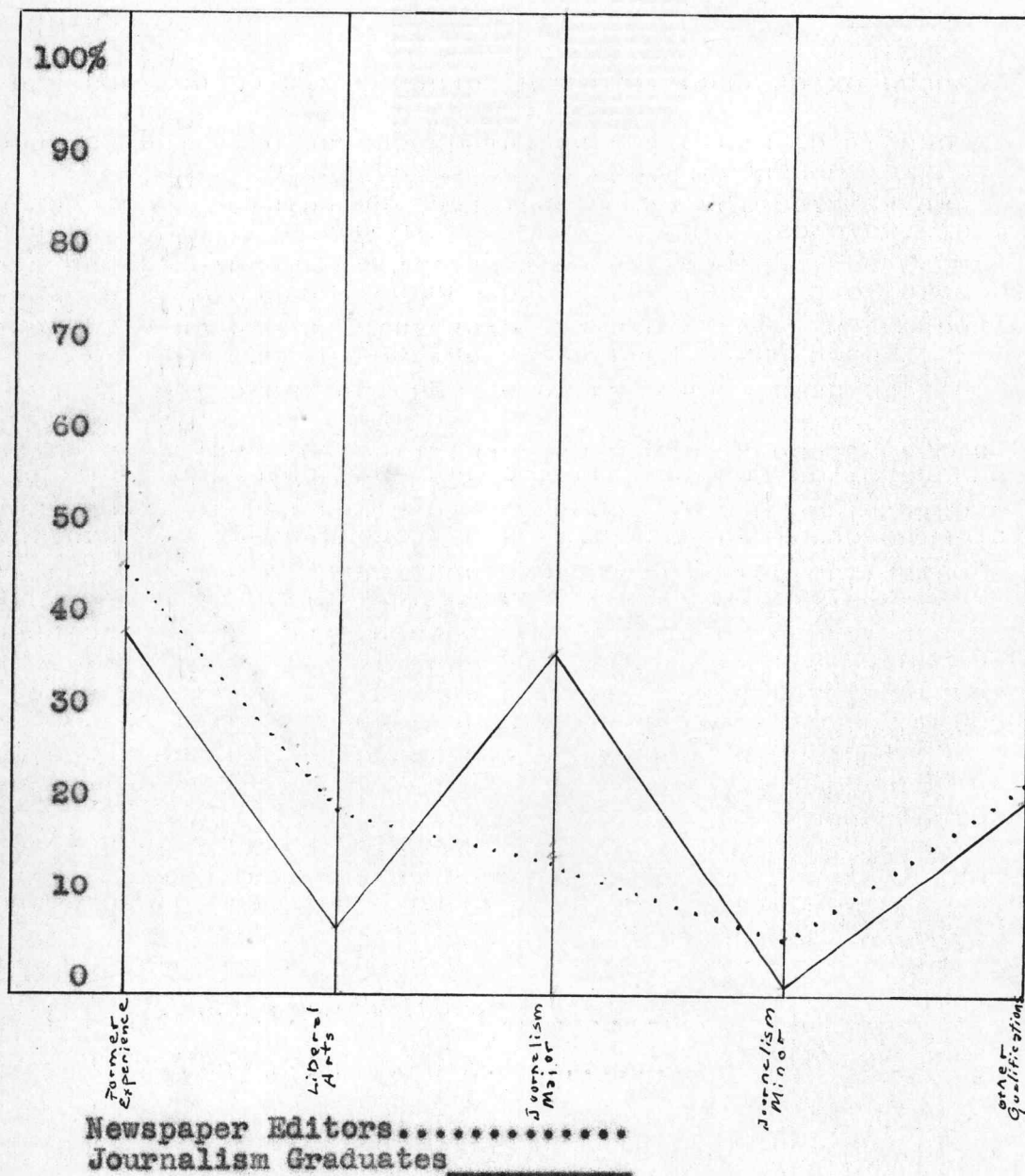
Journalism Fields	Seniors	%	Graduates	%
Newspaper	18	27	32	64
Advertising	37	55	8	16
Radio	44	6	3	6
Magazines	2	3	2	4
Public Relations	5	7	3	6
Free Lance Writing	0	0	1	2
Drama Critic	1	2	0	0
Teacher of Journalism	0	0	1	2
Totals	<u>67</u>	<u>100</u>	<u>50</u>	<u>100</u>

In order to make a comparison between what qualifications newspaper editors require of reporters and what qualifications graduates believe were responsible for their being employed, both groups were asked to give this information which is compared and shown in Chart I.

The chart shows that both newspaper editors and journalism graduates believe that former experience are the most important of the qualifications necessary both in employing and employment. Newspaper editors give more preference to a college liberal arts training than a journalism-major student, while graduates would rate this higher in view of

CHART I

A Comparison of Qualifications Required
by Editors to Qualifications Graduates
Believe Responsible for Their Employment



their college training. Newspaper editors rate "other qualifications" the same as graduates. Newspaper editors interpreted this as personal qualifications which they would desire in a prospective employee, while only four graduates made any explanation for this item. Those who did, mentioned it as knowing the editor or recommendations given. If graduates had interpreted this as personal qualifications it is assumed they might hesitate to enumerate their own qualities.

The third item of comparison is the amount of background courses and technical courses being taken by journalism seniors and the percentage of each as recommended by newspaper editors. A comparison of the findings is shown in Chart II.

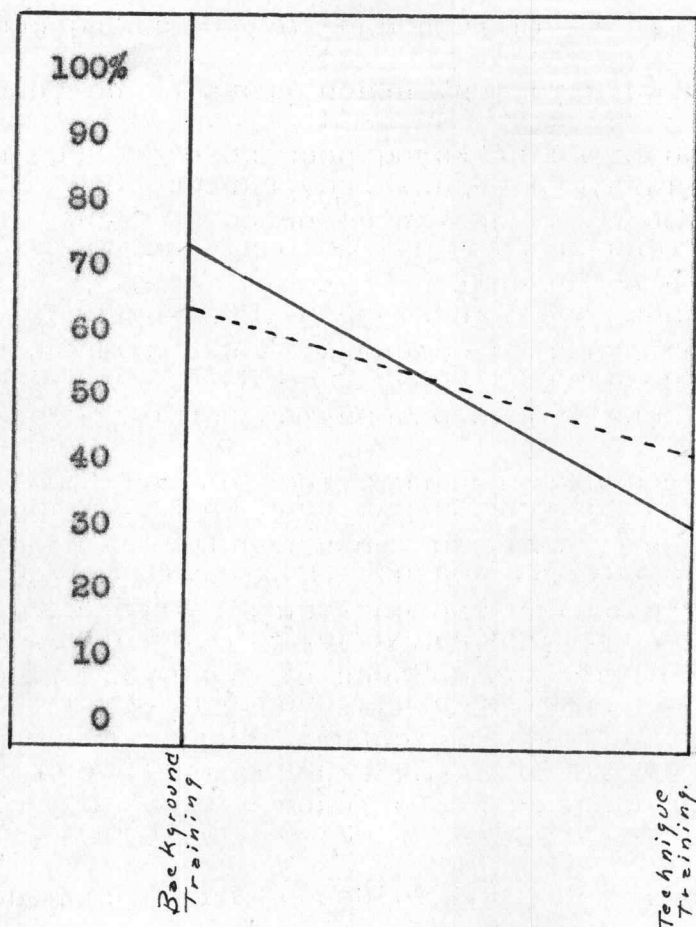
According to the comparison, newspaper editors would recommend that nine per cent more of the training be given to background courses and nine per cent less to technical training than is being taken by journalism seniors.

The last item of comparison involves the background subjects as recommended by newspaper editors and journalism graduates to those being taken by journalism seniors.

In comparing the courses or fields, newspaper editors and journalism graduates would recommend for pre-professional training and background courses or fields being taken by seniors and background courses taken by graduates,

CHART II

Comparison of Recommendations
of Editors with Seniors' Training
in Background and Technical Fields



Newspaper Editors _____

Journalism Seniors

comparison was made on the basis of the ten courses or fields receiving the highest rating.

The areas which newspaper editors would recommend and the importance with which they were rated by them include history, first; English, second; sociology, third; economics, fourth; journalism law, fifth; general science, sixth; psychology, seventh; chemistry, eighth; spelling, ninth; and mathematics, tenth.

First in preference to journalism graduates is English with history, second; economics, third; psychology, fourth; science and sociology, fifth; photography, sixth; journalism law and appreciation of the arts, seventh; foreign language, eighth; agriculture, ninth; and home economics, tenth.

The fields taken by seniors and listed as to the ten representing the greatest number of student-hours are English, first; general science, second; economics, third; social science, fourth; sociology, fifth; psychology, sixth; history, seventh; political science, eighth; Spanish, ninth; and philosophy, tenth.

Fields taken by journalism graduates in their journalism training which was prior to 1940 and listed as to their rating in total student-hours taken include English, first; history, second; science, third; economics, fourth; sociology and political science, fifth; psychology, sixth;

business organization, seventh; language, eighth; French, ninth; and photography, tenth.

The first ten preferences of all findings compared include English, history, science, economics, sociology, and psychology. The other areas or courses mentioned were not included in all four groups.

The comparison indicates that journalism seniors are most interested in the field of advertising while the greater number of graduates have followed newspaper careers.

Of the qualifications for journalistic careers, newspaper editors would place the greatest emphasis on former experience and personal qualities while graduates believe former experience and journalism training are most responsible for their being employed.

In setting up a background program for journalistic careers, editors would recommend nine per cent more time to background fields than is being offered students at the present time and less time to technical training.

Also, in setting up background fields, English, history, science, economics, sociology, and psychology would be recommended by both editors and journalism graduates among the ten most important fields while these also were included in the training being offered students and that offered graduates prior to 1940.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary of the Study

This study was based on a survey of newspaper editors, journalism seniors, journalism graduates, and programs of study from schools of journalism to set up a pre-professional college training program for journalistic careers.

Seven mid-western states were selected for the survey and all groups contacted were those from this area with the exception of a few journalism graduates who had received their college training in schools in these states but had secured employment in other states.

States represented in the study were Colorado, Illinois, Indiana, Iowa, Ohio, Michigan, and Missouri.

All information was gathered by means of questionnaires constructed to gather material which could be used as a basis for formulating a pre-professional training course for journalistic careers.

Newspaper editors contacted were those from all cities in these seven states having a population of 10,000 or over. Journalism seniors were those from the Medill School of Journalism at Northwestern University, the University of Missouri, Ohio State University, and the University of Illinois. Journalism graduates were those who had received

degrees in journalism between 1935 and 1941 from Iowa State University, Ohio State University, and the University of Illinois.

A need for a study of this type was determined by the dissatisfaction expressed by newspaper editors with journalism graduates and the difficulty which these graduates confront when applying for positions for which they feel they are trained.

The purpose of the study is to guide persons interested in securing training for journalism careers and to develop within newspaper editors a better understanding and appreciation for the student who has acquired a degree in journalism.

A survey of program of studies of the schools of journalism at the University of Colorado, the University of Illinois, the University of Iowa, the University of Michigan, Northwestern University, and Ohio State University was made to determine what is being offered at the present time in these different schools.

This survey showed that a degree of bachelor of arts with a major in journalism is offered at the University of Colorado upon completion of 124 semester hours with 50 of these hours in technical training and the remainder in academic fields including English, biological sciences, humanities, physical sciences, social science, and physical education.

The University of Illinois School of Journalism offers a degree of bachelor of science in journalism upon fulfillment of requirements which include two years of work in a general curriculum of liberal arts and sciences and 64 semester hours in the School of Journalism. The background courses required are English literature and rhetoric, foreign language, physical science, and social studies.

At the University of Iowa, a student may secure a bachelor's degree with a certificate in journalism. To earn the degree and certificate, 40 semester hours are required in journalism with the remainder of the requirements in history, literature, science, and social science integrated with specialized courses in journalism.

A bachelor of arts with a major or minor in journalism is offered at the University of Michigan upon completion of 145 hours in the academic courses of English, foreign language, and the physics group, elective courses, and 25 hours in journalism courses for journalism major. A journalism minor requires only 15 hours of technical training.

At Northwestern University, the student may earn a bachelor of science in journalism with three years in academic training and one year professional training to make a total of 180 quarter hours. Background courses stressed are English, economics, history, political science, sociology, and commerce.

Ohio State University School of Journalism gives the journalism student 30 per cent of his training in journalism technique and 70 per cent in a broad cultural background. Academic courses required are English, foreign language, natural sciences, and social sciences.

A degree of bachelor of journalism is offered at the University of Missouri School of Journalism upon completion of 120 semester hours of work including 60 hours for admission to the School of Journalism, 30 hours in professional training, 20 hours of upper class arts and sciences and 10 hours of electives. The program comprises about half professional and half academic courses.

From 80 newspaper editors it was found that general reporters are given a variety of 37 different types of assignments. Opinions also show that only a high school education is required by a greater percentage of the editors than any other educational qualifications. High school education was required by 59 per cent of the editors and college education was required by 41 per cent. Seventeen per cent of the 41 per cent prefer only a college liberal arts training and 24 per cent of this group require some journalism.

Of the general qualifications, former experience and personal qualities are most desired by newspaper editors. Experience on a daily paper is the most preferable of any

other experience which a news reporter might secure.

The survey showed that newspaper editors would place emphasis on history, English, economics, sociology, general science, and psychology in a background course for training reporters with 71 per cent of the college training in pre-professional training and 29 per cent of the time in technical training.

It also was learned that 61, or 80 per cent, of the editors would be willing for students to do "practice reporting" on their newspaper while 18, or 20 per cent, would object to such a program.

Results from the information submitted by 51 journalism graduates show that 32 are working in the newspaper field while eight are in advertising, three are in radio, five are in public relations, one is a teacher of journalism and one is a free lance writer.

It was learned that graduates believe that the qualifications which were most important to their being employed are their former experience and college journalism training. The former rated 38 per cent and the latter rated 37 per cent in comparison to other qualifications which were listed as journalism minor, liberal college training, and "other qualifications."

It also was found that graduates spent more of their background training in English, history, science, economics,

sociology, political science, and psychology. They recommended, as most important in setting up a course, English, history, economics, psychology, and then, science and sociology.

Information from the journalism seniors showed that seniors had spent 61 per cent of their training in background courses and 39 per cent of their training in journalism technique.

The survey showed that of the background fields, the greatest number of student hours are spent in English, general science, economics, social science, sociology, psychology, history, and political science.

It also was learned that students are most interested in the field of advertising with news reporting as their second choice.

In the line of experience, 37 per cent have not had any journalism experience outside of college and of those who have, the greatest number have worked on daily newspapers, small publications or weekly or bi-weekly papers.

In college, 59 per cent have had journalistic experience and 41 per cent have not. Of those who have had college journalistic experience, the most have worked on the college newspapers.

It also was learned from seniors that the factors most influential in their entering journalistic training

were an ability in creative writing and an interest in reporting and advertising.

A comparison of the findings from the three groups show that journalism seniors are most interested in the field of advertising while the greatest number of graduates have followed newspaper careers.

It was found that both journalism graduates and newspaper editors place the greatest emphasis on former experience in the qualifications for a journalist while the qualification rating second highest by editors was personal qualities. Journalism graduates believed that their college training was second in importance in their being employed.

In a comparison of the amount of background training and technical training editors would recommend and what journalism seniors have taken, editors would have students spend nine per cent more of their time in acquiring a liberal college education and nine per cent less time on technique than what seniors have received.

A comparison of subject academic courses recommended by editors and journalism graduates and those taken by seniors and graduates place the most emphasis on English, history, science, economics, sociology, and psychology.

Recommendations

Recommendations for a pre-professional college training program for journalistic careers are based on the information submitted by the newspaper editors, journalism seniors, and journalism graduates as discussed under the study in the thesis and a survey of the programs of studies offered at seven midwestern schools of journalism.

A pre-professional training program for journalistic careers based on findings in the survey would be constructed on the following recommendations:

1. A pre-professional program would represent about 70 per cent of the entire college training with technical training including only 30 per cent of the work required toward a degree in journalism.
2. The student's aptitude for creative writing and interest in journalism should be determined before he enters training.
3. The greatest emphasis in academic training would be placed on the field of English.
4. The second group of academic fields on which emphasis would be placed listed in order of their preference included (1) history, (2) science, (3) economics, (4) sociology, and (5) psychology.

5. The third group of academic fields on which emphasis would be placed listed in order of their preference would include (1) political science, (2) spelling, (3) mathematics, (4) a foreign language, (5) appreciation of the arts, (6) philosophy, and (7) photography.
6. Also stressed in the academic program would be studies of recent trends in national and world government and general science.
7. The journalism student would acquire as much newspaper experience or experience in the field of his choice as possible during his training.
8. A pre-professional training program should be such as to develop desirable personal traits in the student.
9. A pre-professional training program should be such as to instill within the student a desire to continue his education in academic fields after his formal schooling is completed.

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THE UNITED STATES OF AMERICA
DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT
WASHINGTON, D. C. 20250

REPORT OF FIELD SURVEY
CONDUCTED BY
[Name]
ON [Date]
AT [Location]

THIS REPORT WAS PREPARED FOR THE
[Agency/Department]
BY [Name]
ON [Date]

THE FOLLOWING INFORMATION WAS OBTAINED
FROM THE [Source]
ON [Date]

THE RESULTS OF THE SURVEY WERE
AS FOLLOWS:

1. [Description of Survey Area]

2. [Description of Survey Method]

3. [Description of Survey Results]

4. [Description of Survey Conclusions]

5. [Description of Survey Recommendations]

6. [Description of Survey Notes]

7. [Description of Survey Maps]

8. [Description of Survey Photographs]

9. [Description of Survey Other Data]

10. [Description of Survey Other Information]

APPENDIX A

Permanently
COLD SPRINGS BOND
HAS CONTENT

April 24, 1946
712 North 4th Street
Corvallis, Oregon

Dear Sir:

You are one of several editors in _____ whom my major professor, Dr. R. J. Ginton, and I have selected to submit opinions to be used in a master's thesis in the field of journalism. We chose you on the basis that your newspaper is one of the most outstanding of its size and has the highest standards for reporters.

In order that authoritative information may be gathered, enclosed is a questionnaire which I would appreciate your filling out for me.

From the information gathered, I am preparing a general basic college training course for journalistic careers, as a part of my graduate work at Oregon State College. Our survey includes seven midwestern states.

Your cooperation will be greatly appreciated. Enclosed is a self-addressed, stamped envelope for your convenience.

Yours truly,

(Mrs.) Dorothy L. Lloyd

NEWSPAPER EDITORS

1. What assignments does your newspaper give general news reporters?

-Club announcements
-Civic affairs
-Civic club affairs
-Obits
-Police stations
-Fire stations
-Statistics from county or city records as suits filed, etc
-County court procedure
-City court procedure
-Federal court procedure
-Periodical reports from county or city
-Others (please indicate)

2. What educational background does your newspaper require for general news reporters? (Check)

-High School Education
-High school with high school journalism and at least one year's experience on a small newspaper
-College liberal arts training without journalism
-College journalism training with journalism as the major field
-College liberal arts training with a minor in journalism

3. On a basis of 100 per cent, how does your newspaper rate qualifications for general news reporters?

- Former newspaper experience.....
- College liberal arts training.....
- College journalism as major.....
- College journalism as minor.....
- Other qualifications.....

100%

4. What experience does your newspaper require of general news-reporters? Also, the percentage of its importance.

-Work on another daily paper
-Work on a college paper
-Work on a small publication
such as yearbook, handbook
-Work on a weekly paper
-Student reporter on daily
paper for nearby college
-Student apprentice training 100%

Make check mark in left-hand blanks for Question 4.

5. What background courses would you recommend for a basic college training course for general news reporting?

(Check)

.....English	.....Chemistry	.....Others
.....History	.....General Science	.....
.....Economics	.....Psychology	.....
.....Sociology	.....Journalism law	.....

6. On the basis of 100%, how much time would you recommend be given to background courses in comparison to journalism technique training?

Background courses.....

Technique courses.....

100%

7. If a college or university offering journalism is located in your city and it were permissible by law, would you be willing to accept "student reporters" through arrangement with the school, for experience only?

Yes.....No.....

##

APPENDIX B

Continued
COLD SPRING BOND
RAD CONTENT

June 1, 1946
Box 44
Corvallis, Oregon

Dear Sir:

You have been selected by my major professor, Dr. R. J. Clinton, and the alumni association of the University of to submit opinions to be used in a master's thesis in the field of journalism.

The survey being made includes a small group of journalism graduates from three midwestern universities chosen on the basis of your working experience.

To secure your opinion, enclosed is a questionnaire which I would appreciate your filling out for me.

From the information gathered, I am preparing a basic training course for general journalistic careers.

Your cooperation will be greatly appreciated. Enclosed is a self-addressed, stamped envelope for your convenience.

Yours truly,

(Mrs.) Dorothy L. Lloyd

April 17, 1946
712 North 4th Street
Corvallis, Oregon

Dear Sir:

As the school of journalism at the University of _____ is considered as outstanding in its field, my major professor, Dr. R. J. Clinton, and I desire to contact graduates for information relative to their newspaper experience.

In order to contact these graduates, I am writing to secure the names of 25 persons who received degrees in journalism from your school between 1935 and 1941. This information is to be used in a master's thesis at Oregon State College where I am a graduate student.

Thank you for your cooperation and interest shown in this matter. Enclosed is a stamped, self-addressed envelope for your convenience.

Yours truly,

(Mrs.) Dorothy L. Lloyd

Journalism Graduates

Name.....

1. On what newspaper did you receive your first position?
Indicate size of city in which newspaper is located and frequency of paper's publication.

2. How long have you done newspaper work?

3. What are your duties on the paper?

.....General News Reporting	.....Telegraph Editor
.....Court Reporting	.....Copy Writer
.....Society Editor	.....Sports Editor
.....Feature Writer	.....Women's Page
.....News Editor	.....Editor
.....City Editor	.....Managing Editor
.....Executive Editor	.....Photographer

4. What qualifications do you feel were responsible for your being employed? Rate on a percentage basis.

.....Former Newspaper experience
.....College Liberal Arts Training
.....College Journalism as Major
.....College Journalism as Minor
.....Other qualifications.

100%

5. What courses other than those relative to journalism did you study when you were in college? (Indicate approximate number of hours taken)

.....English	.....Science	Others:
.....History	.....Psychology	.....
.....Economics	.....Journalism Law	.....
.....Sociology	.....Photography	.....

6. If you were compiling a list of background courses to be studied by a student preparing for general news reporting, what would you list? Rate them according to importance (1. highest, 2. next, etc.)

.....English	.....Science	Others:
.....History	.....Psychology	.....
.....Economics	.....Journalism Law	.....
.....Sociology	.....Agriculture	.....
.....Home Economics	.....Photography	.....
.....Appreciation of the Arts		
.....A Foreign Language		

APPENDIX C

Reinforced
EPOD SPRINGS BOND

R-10 CONTENT

Dear Sir:

In order to learn the opinions of journalism students regarding their choice of profession and field of study, I am writing to request your permission to send questionnaires to be filled out by 25 seniors in your school.

The opinions obtained are to be used in a master's thesis which is part of my graduate work at Oregon State College.

This study is being based on information from seven mid-western universities selected by my major professor, Dr. R. J. Clinton, and me as outstanding in journalism training.

I would appreciate it very much if you will permit a group of your students to answer the questionnaire. Upon receipt of your permission, copies of the form will be forwarded to you.

Thank you for your interest and cooperation in this matter.

Yours truly,

(Mrs.) Dorothy L. Lloyd

JOURNALISM SENIORS

Name.....School.....

1. What background courses are included in your training course? Indicate the approximate number of hours you are taking in each. Check the hours indicated: Semester.... Term.....

.....English	.....Photography	Others:
.....Social Science	.....General	.....
.....Economics	.....Science	.....
.....Sociology	.....Psychology	.....
	.....Journalism Law	

2. Into what department of journalism do you plan to enter? (Check first choice)

.....General News Reporting

.....Sports

.....Women's Page

.....Advertising

.....Feature Writing

.....Circulation

.....Special (Indicate same if this checked)

A department not listed.....

3. Have you had any newspaper experience outside of college?

.....Work on a daily newspaper

.....Work on a small publication such as a hand-book, pamphlet

.....Work on weekly or semi-weekly paper

.....Student reporter from college for nearby daily paper

.....Student apprentice training

4. Are you doing work on any college publication? Check.

.....College Newspaper

.....College Yearbook

.....College Handbook

.....Department Magazine

.....Club Magazine

5. On the basis of 100 per cent, how many hours of your schedule for the entire course include technique courses and how many include background courses?

.....Technique Courses

.....Background Courses

100%

6. What factors influenced you to study journalism in college?

.....Interest in reporting

.....Ability for creative writing

.....Influence of another person

Other factors.....