Vocational Guidance for High School Journalists in Washington State

Paul G. Lambertsen

Central Washington University

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VOCATIONAL GUIDANCE FOR HIGH SCHOOL JOURNALISTS IN WASHINGTON STATE

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Paul G. Lambertsen
August 1960
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Throughout the United States, thousands of students yearly enrolled in high school journalism courses are unaware that the field of journalism is begging for outstanding writers, advertising men, news commentators, station managers, public relations men, and a host of other talented employees. Journalism is not being taught as a subject with vocational implications.

There is a large need for vocational guidance in specialized fields of study in our high schools. One such field is that of journalism. Too often students are "railroaded" into this course because they consider it a snap course, because the counselor can find nothing else for the student, or because the student can think of nothing better to take. The teacher faced with this problem should immediately make the best of the situation by offering some suggestions for future benefits from the course, not only for those seriously interested in the course, but for the others as well.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was (1) to convince
journalism teachers, students, and counselors in Washington state that the media of journalism have much to offer in the way of employment, satisfying salaries, promotion, and job pleasure; (2) to reveal to students which subjects are most valuable in high school and college; and (3) to explore the areas of journalism so as to give the reader a deeper insight into various employment practices and possibilities.

**Importance of the Study**

As a guide for journalism teachers, counselors, and students interested in journalism, the purpose of this study was not only to inform students of what the field of journalism has to offer, but to encourage students to explore it further, to specialize in journalism while in college, and to enter the expanding field of journalism.

With so many poorly qualified journalism teachers in the classroom, students are not likely to learn the vocational importance of journalism courses and work on school publications. The lack of qualified journalism teachers is not the fault of school administrators—good journalism teachers are not available. They can make more money working in professional positions in journalism.

The writer's purpose was to present a concise outlook on journalism opportunities in Washington state which
might be used by either students, journalism teachers, or counselors in learning more about what is expected from journalists, where the jobs are available, and what to expect when launching upon such a career.

Scope of the Study

Material for this study was obtained chiefly by the use of questionnaires mailed to newspaper managing editors and to radio and television station managers throughout the state. To the 281 personalized letters and mimeographed questionnaires mailed, 156 replies were received. This constitutes a 56 per cent return. With this relatively high return and such a large sampling, a follow-up letter was not mailed. A breakdown of the survey returns may be found on page 10.

To gain a better understanding of the national story, letters and questionnaires were mailed to heads of some of the nation's leading journalism schools. Their comments will be found summarized in Chapter VI. Response to this latter questionnaire was made by everyone polled.

Data compiled by the use of the questionnaire were gathered during late 1958 and early 1959. A great portion of the material presented herein has been taken from the questionnaire, as it represents the most current, up-to-date facts and figures governing the present and future
status of journalism in this state.

Because of insufficient addresses, some heads of radio and television stations and some of the newspaper editors could not be contacted. In other cases, because of the nature of the station or publication, material contained in the reply could not be used.

Review of Literature

Little publicity, especially current, has been given to journalism opportunities. This is especially true in this state—Washington.

On the national scene, the Institute for Research has done a fine job of painting a clear picture of journalism opportunities through its Careers pamphlets (10; 19; 20; 36).

Guilds and societies such as the American Newspaper Publishers Association (3; 4), the American Press (5), and the Arco Editorial Board (6) have published very helpful resource materials presenting the nation's story of journalism.

Colleges and universities, especially the larger ones with strong journalism and communications schools or departments, have presented with their publications their philosophies, training programs, and employment patterns of their graduates.

With more than half of the nation's large commercial
printing firms located in five states—Pennsylvania, New York, Illinois, Ohio, and California (38:283)—it is no wonder that the bulk of material regarding journalism opportunities stems from these states. The printing business is not considered a major industry in Washington state.

In 1956, the nation's more than 32,000 printing establishments employed more than 850,000 workers. They produced a great variety of printed materials valued at more than ten billion dollars (38:283). In 1958, more than 1700 dailies and 8500 weeklies were published in the United States (23). Since 26 dailies and 183 weeklies were printed in Washington, this state produced slightly more than 2 per cent of the nation's newspapers.

According to UNESCO, more newspapers, reviews, magazines, and periodicals are published in the United States than in any other country. In terms of bulk, the United States daily press is also the world's largest. This publication states: "The United States of America, with 7 per cent of the world's population, absorbs nearly 60 per cent of the world's newsprint output" (37:118).

The United States Department of Labor claims:

During the late 1950's and early 1960's, most opportunities to enter newspaper reporting are expected to result from the need to replace reporters receiving promotions to editorial or other higher level positions, transferring to other fields of
work, or lost to the profession through death or retirement. Although newspaper circulation is likely to grow and the number of pages per newspaper is expected to increase, newspapers will probably be able to take care of this expansion with a comparable rise in employment of reporters. Prospects for beginners are expected to remain best on small-town and suburban newspapers. . . . In view of the interest and attraction of newspaper work, there will probably always be many young people seeking to enter the field. However, talented individuals will—in the future as in the past—have a good chance of breaking into and advancing into higher positions (39:2-3).

In radio and television the outlook is also good for beginning journalists seeking jobs. Death and retirement alone will give 1000-1500 openings each year (38:560).

In mid-1956, more than 2900 radio stations and about 460 television stations were broadcasting from cities and towns throughout the United States. Two-thirds of those employed in radio and television work were associated with radio stations and one-third with television. In January, 1955, radio stations averaged 18 employees each, while television stations averaged 56 employees (38:554). Since that time, many more stations (especially television) have gone on the air. The Federal Communications Commission's year-end report, dated December 31, 1959, reported some 665 FM commercial and 3,450 AM commercial radio stations in operation at that time. At that time, more than 670 commercial and 60 educational television station authorizations had also been made. However, only slightly more than 500 of the commercial and 45 of the education stations were
in operation at the close of the year (13:2-3).

It is hard to believe that there are more than 22,000 different occupations in which people earn a living. These same jobs are also known by more than 40,000 different job titles (18:483). With more than one and a half million young people entering the labor force each year, high school students must know where the jobs are and how best to prepare for them (38:3). To unveil information concerning journalism career training and opportunities was the paramount purpose of this study.

Organization of the Thesis

Chapter II will deal with basic information revealing to the high school student how to prepare for a career in journalism, the personal qualifications necessary, and a general over-all picture of the profession.

The fields of daily and weekly newspaper work will be covered in Chapter III, with emphasis on material taken from the questionnaires sent to managing editors.

Chapter IV, similarly, will disclose opportunities in radio and television compiled primarily from what the station managers of this state have to say.

The complexity of journalism as a profession has brought about the need for another chapter, Chapter V, which will deal with opportunities in other areas of
journalism such as magazine writing, free-lance writing, and public relations work.

To see the similarities and differences between what journalists of this state have to say and what journalists throughout the nation are saying, contact was made with eleven of the nation's leading journalism schools, and the heads of these schools have given their opinions and philosophies in Chapter VI.

The final chapter will summarize the findings of this study and bring into view other pertinent material relative to job opportunities.

II. DEFINITIONS OF TERMS USED

Journalism

The term journalism is used to include collectively the areas of newspaper, radio and television, public relations, magazine writing, free-lance writing, advertising, and other related means of mass communication.

Campbell defines journalism as "the occupation of writing for, editing, and conducting newspapers and other periodicals" (9:3).

A preferred description of journalism might be this:

Journalism is the publication of news and viewpoints; it is writing for print, and observing, recording, and interpreting the facts and events of each day's life. The field includes newspapers, news reels, and news magazines; magazines and reviews;
class, trade, and professional journals; radio and television coverage of news events; and public relations work (19:2).

In 1931, Rogers (28:1) gave this more thorough definition:

Journalism has been termed by those who engage in it a profession, a business, an art, a science, a trade, a craft, a game. Those who are in editorial work connected with newspaper or periodical publishing usually regard their calling as a profession or a business, although it is not uncommon to hear them apply other terms.

Journalism, in fact, is whatever is implied in the equipment, the point of view, the outlook, and the motive of the individual engaged in it. For any individual it may be a profession, a business, an art, a science, a trade, a craft, or a game. But obviously it cannot be all of these at one time.
TABLE I

RESPONSE BY MANAGING EDITORS AND STATION MANAGERS TO QUESTIONNAIRES MAILED

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<th>Number Sent</th>
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<th>Percent Received</th>
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<td>Weekly Newspapers</td>
<td>169</td>
<td>81*</td>
<td>48</td>
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<tr>
<td>Daily Newspapers</td>
<td>23</td>
<td>14</td>
<td>61</td>
</tr>
<tr>
<td>Radio Stations</td>
<td>75</td>
<td>54</td>
<td>72</td>
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<tr>
<td>T. V. Stations</td>
<td>14</td>
<td>7**</td>
<td>50</td>
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<tr>
<td><strong>Totals</strong></td>
<td>281</td>
<td>156</td>
<td>56</td>
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*Because of lack of information on three of these returned questionnaires, due to the nature of the newspaper, their responses were not used in tabulations.

**Only six stations were used in the tabulation; the seventh station, owned and operated by the University of Washington, because of the nature of its operation could not be used in this survey.
CHAPTER II

CONSIDERING A CAREER IN JOURNALISM

Who Should Become a Journalist

The question of who should become a journalist is a hard one to answer. Probably the greatest factor is much determination and drive, not only to succeed in college, but on the job as well. Intelligence is mighty essential.

Journalism—like law, medicine, or engineering—is a profession. All of the professions require special intellectual training and particular skills. To be successful in journalism you must have a sound background in the social studies as well as in literature, languages, the arts and the natural sciences (2:23).

High school grades are important. Journalism schools want only the top students. Many of them have extremely high standards. For example, at the University of Washington, journalism majors are required to maintain at least a 2.5 all-college grade point average and a 3.0 average for journalism courses.

Many other personal qualities are needed or will be highly beneficial to the student majoring in journalism. He should be curious, desiring to know the facts about everything. He should like to read—materials of all kinds. He should be a reasonably good writer—one who can spell correctly, express himself grammatically, and who knows where to find additional information when it is needed.
The aspiring journalist must be willing to work hard, to maintain an open mind, to be dependable, responsible, and accurate. He should have a pleasing personality and be able to get along with other people. In addition, he needs good judgment, a good sense of humor, a sense of honor and of public responsibility, and he should be sincere. He must also have plenty of enthusiasm.

High School Training

The student planning to make journalism his profession should begin in high school to lay the foundation (19:18). Students interested in journalism training should definitely take a college preparatory course (2:7).

As many subjects as possible should be taken at the high school level in as many areas as possible. These, however, are recommended: mathematics, science, foreign language, world history, United States history and civics, economics, typing, English, and sociology (19:18).

Practical experience of working on a high school newspaper or yearbook will not only indicate whether or not a student has journalistic ability and talent but will also indicate if the student really is interested in journalism work. A competent journalism instructor will not only educate the students with proper journalistic style and techniques, but will stimulate and encourage the better
students to undertake additional activities which will further test their interests and abilities. He will provide the students with information regarding journalism school requirements and course offerings in colleges of journalism. The journalism teacher, working closely with the students, can be one of the best salesmen of the profession.

Some 200,000 students gain practical experience by serving on school newspaper staffs in the 30,000 high schools in the United States. These schools put out papers at a production cost of about $20 million a year (5:4).

One of the biggest problems of journalism schools is finding enough qualified young men to enroll in journalism courses. Girls far outnumber boys on high school staffs. Why this is so is hard to say. Many boys do have the concept that journalism is a girls' course. One of the biggest factors is that journalism does not have the connotation of being such a glamorous profession as engineering, law, medicine, or dentistry. Until journalists and journalism teachers convince the public that journalism is a respectable profession, this trend is likely to continue.

The fact still remains that many more men than women are engaged in journalism commercially, but the women are rapidly proving their force by being placed in positions
once open only to men. There are no types of jobs in journalism that women today don't hold (2:4).

If a high school student can get some training on a local daily or weekly newspaper or on a radio or television station, he will not only be an asset to his high school staff but also will be more likely to succeed in college journalism training because of this insight into the profession. It will test his interest in this type of work. He will become aware of all the tasks needed to produce a product. Even if a student has to give free volunteer labor, the experience will prove interesting as well as educational. It might possibly lead into a paying position before college, during college, or to a position upon graduation from college.

**College Training**

If a young man or woman wants a job in journalism or related fields, there is one sure way to get one: graduate from a reputable journalism school!

For in practically every journalism school in the land, according to the reports received by The American Press, the demand for graduates far exceeds the supply (5:6).

The American Council on Education for Journalism makes this comment:

A college education won't make a man or woman smart. But it will give to a smart man or woman a breadth of vision, a variety of understanding, and a skill at learning new things that will put him years ahead in terms of general capability (2:6).
Professional training leading to a journalism degree is given in 150 American colleges, 100 of these having separate departments or schools of journalism (38:186).

In addition many colleges and junior colleges offer journalism courses accepted by the larger colleges and universities offering journalism degrees. Many of these have minors in journalism for the individual who wants to teach journalism. A minor will frequently provide a person with enough training to accept a position on a small daily or weekly, in industry, or in other small concerns.

Training in a journalism school involves more than journalism courses. Only about one-fourth of the time is spent in learning techniques—how to gather, write, and edit the news, how to prepare radio and television news programs, how to plan, write, and sell advertising, with additional courses dealing with the history and development of the media, communications, law, press and public opinion, etc. Three-fourths of the time is spent learning about the world in which we live (2:25-26).

Although scholarships for journalism students are not too plentiful, many are offered for qualified students. Many students accept general scholarships to colleges and universities and then major in journalism. Some of the larger firms, such as the Wall Street Journal, are
beginning to note the need for more scholarships and are offering large sums for this purpose.

Many newspapers, radio and television stations do hire journalism majors to work for them during the summer months and during school to fill in for vacationing staff members or to offer relief during rush hours. Such an experience may lead to a full-time job upon graduation from college. Such "apprentice" programs are catching on at a fairly rapid rate all over the country.

Landing a Job

Where you begin is not important. Leaders in the business side of newspapers have sprung from every department—accounting, circulation, advertising, personnel, promotion, mechanical. There is no set pattern as to the first job and the future. It is entirely up to the individual to prove his interest and worth (33:5).

Through placement services most colleges will place their graduates in almost any kind of job desired by the individual. In addition, journalism honoraries and guilds have placement services.

According to the 1950 census, there were approximately 105,000 authors, editors, and reporters. Of these, 55 per cent were involved in the publishing industries, employed chiefly by newspapers and magazines. Of the total, about 16,000 were reported as authors. The total involves 65 per cent men and 35 per cent women (31:5).
Because so many graduates are going into newspaper work, prospects for beginners are expected to remain best on small-town and suburban newspapers (38:187).

Work on a newspaper may be an excellent stepping stone to other careers or occupations. Newspaper work can be the gateway to such careers as magazine writing or editorial work, creative writing, publishing, public relations, advertising, politics, and public affairs (24:9).

For the student interested in newspaper work who can't decide whether to apply for a job on a weekly or on a daily, these arguments have been raised—for the daily: (1) more chance for big financial success, (2) association with important people, (3) opportunity to become a specialist in the writing field, (4) more challenging competition, (5) participation in city life, (6) more important writing, (7) pride in being part of a well-known organization, (8) opportunity to reach for highest star in journalism, (9) shorter hours, (10) more glamorous assignments, (11) opportunity to write for a larger audience, (12) livelier work, (13) prestige, and (14) security programs.

These arguments have been made for the weekly: (1) opportunity for eventual ownership, (2) opportunity for community leadership, (3) opportunity to serve fellowmen, (4) all-around training, (5) greater responsibility, (6) more interesting variety of work, (7) greater security,
greater independence, satisfaction of knowing readers, no re-write men—beginning reporter learns to do adequate writing, as well as reporting, job on his own, broader base of experience, satisfaction of running own show, better opportunity for crusading, more agreeable environment, better preparation for journalistic career, calmer life, more feeling of belonging to something, good springboard for job on metropolitan paper, greater freedom of action, better environment for children, more potential social usefulness, less expensive living, and opportunity to be a big frog in a small puddle.

Without a college education, boys usually start as "copy boys," doing errands about the office until they acquire some familiarity with the work of the newspaper. With a college degree a man may start as a "cub reporter" doing routine reporting; with increased experience and ability he will be assigned to more important reporting. A person may become an editor only after adequate training, long experience, and demonstrated ability in writing and in general journalistic competency.

The beginning journalist may find some unattractive features of journalism. He will likely be placed in a less desired job to start with, resulting in long and irregular
hours, perhaps Saturday and Sunday work, much tension, and the need of much physical endurance (20:12).

Generally speaking, the person interested in beginning his career in radio or television must have a good speaking voice, be neat in appearance, and be able to do extemporaneous speaking and interviewing as well as writing and editing copy.

According to Campbell (9:25), three and a half hours may be considered as adequate time for assembling and writing the average 15-minute program. The person interested in writing for radio and television needs much patience as well as the other qualifications of a good journalist.

These areas of journalism will be further discussed in the ensuing chapters.
CHAPTER III

PLANNING A CAREER IN NEWSPAPER WORK

I. INTRODUCTION

More newspapers than milk bottles are delivered to homes every day (24:6). This is evidenced by the fact that every day Americans buy 55 million copies of daily newspapers (2:12).

At the start of 1959, 1751 dailies were in operation, four less than in 1957 (12:18). About one out of every three persons bought a newspaper daily in 1957, as the 1755 producers circulated 57,805,000 papers. Nine years previously, 1781 dailies, or 26 more than the 1957 figure, published only 52,285,000 copies (16:524).

Of today's dailies, 1,030 are located in cities with 25,000 or less people, offering plenty of opportunity for the man or woman who desires work on the daily newspaper in a relatively small city (12:18).

More than one hundred different skills and talents are required to bring the newspaper daily to more than 60 million American and Canadian subscribers. This involves some 300,000 men and women—machinists, reporters, printers, clerks, secretaries, salesmen, operators, photographers, perforators, editors, and business managers (3:1). And the number of persons employed on newspapers
in the United States is steadily increasing (32:2).

Stanford Smith told members of the Georgia Press Institute:

Newspapers have successfully withstood the advent of radio and gone on to new heights in circulation and advertising volume. Enough evidence is already in to show that newspapers have also successfully withstood the advent of television. The newspaper is still the basic news and advertising information medium for the American people and there is nothing to indicate that can be changed in the lifetime of any of us (32:2).

And this was once heard by a newspaper man: The radio or television set can never be used to wrap the daily kitchen garbage!

In spite of the "big money" that a few people do make in the metropolitan newspaper field, the heads of the nation's journalism schools--many of whom have closely followed the careers of their graduates--believe that the greatest opportunity for financial security and a good living lies in the country weekly newspaper. Starting salary in the weekly field is best in the Far West and lowest in the New England states. Oregon and Washington rank second and third, respectively (5:4).

Throughout the United States, the starting weekly salary for journalism students in all fields ranges from $55-$100 for men and from $50-$90 for women. The median for men is $80, the average, $79.63; for women the median is $72.50 and the average, $70.63 (11:470). For the state
level, see Table II, page 23.

Job openings each year on newspapers total about 3500--one thousand more than the number of journalism majors being graduated from U. S. colleges annually (23).

Working conditions on newspapers are not bad either. Most reporters go to work at 8 a.m. and work eight hours, five days a week. An exception would be the reporter on a morning edition who starts in the afternoon, finishing at midnight or slightly later when the news goes to press.

The atmosphere of an editorial room is constantly changing. One minute it may be very slow; then a big story breaks, deadlines are being approached--much tension develops just before the paper goes to press. Then, the room becomes a very relaxed place with informality taking over.

There's never a dull day on a daily newspaper. Each day brings new frustrations, new problems, new challenges, and new opportunities. Life never gets monotonous. One actually looks forward to coming to work, knowing full well that the work day is sure to produce a surprise, a laugh, a thrill, a crisis, a problem, a good deed, or a few stinkers. It's a busy and eventful life (33:5).

The same may be true of the weekly where one person is likely to do a great many more varied tasks in publishing each week's edition. Staab (33:1) says:

Newspapermen and women must start from scratch every day to create a brand new, interesting, and informative product. I know of no business where there is such a
TABLE II

AVERAGE STARTING SALARIES OF REPORTERS AND NEWS STAFFMEN
AT THE STATE LEVEL (BASED ON THEIR SALARY SCALES)
AS REPORTED BY EDITORS AND STATION MANAGERS
OF WASHINGTON STATE

<table>
<thead>
<tr>
<th>Employers</th>
<th>Approximate Average Salary (Monthly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Managing Editors</td>
<td>$300-$325</td>
</tr>
<tr>
<td>Weekly Managing Editors</td>
<td>$300-$325</td>
</tr>
<tr>
<td>Radio Station Managers</td>
<td>$350-$425</td>
</tr>
<tr>
<td>Television Station Managers</td>
<td>$550-$600</td>
</tr>
</tbody>
</table>

These are only approximate averages as few employers have a set beginning salary. It varies with an individual's qualifications. Some starting salaries will be lower, others much higher. In some cases, employers will start their employees on lower salaries with rapid pay increases while others start theirs on higher salaries with less frequent pay boosts.
need for talent, skill, intelligence, perception, split-second timing and teamwork.

Newspaper work is an excellent vocation for anyone who can and wants to use his head. But, a good newspaperman must also be versatile. He must be able to cover the five-alarm fire or the governor's budget message. He must know a great deal about consumer economics to handle both stories intelligently (17:1).

Frank H. Bartholomew, president of United Press International, says that a good newspaperman:

- - - is curious about people and all the things in the world about him. He is interested in what people do and say and why. He enjoys reading because this enlarges his world of experience and knowledge. He has a desire to express himself in words and is willing to work hard to learn how to write clearly (17:8).

Opportunities lie mainly in one of three areas on newspapers--editorial, business, or mechanical departments (20:5). From the editorial side, the following persons are usually hired to put out the paper--copyreaders, reporters, head copyreader, news editor, city editor, state editor, wire editor, farm editor, and editors of the financial, feature, society, women's, sports and editorial pages, as well as a Sunday editor, editorial writer, managing editor, and editor (19:5-9). On smaller papers many of these may be combined or eliminated.

Reporters are hired as beat reporters; legmen; rewrite men; general assignment reporters; specialists in
the areas of business, science, labor, politics, etc.; special feature writers; critic writers of drama, art, music, or books; and as correspondents.

One of the most important jobs is that of the copyreader—usually a person who has worked his way up the line through proof of careful, rapid work. The copyreader has the job of making the story readable for all levels of intelligence, of keeping the story brief, and of guarding against libel. He carefully checks every story before it goes to press (8). He must also be able to write a headline quickly, accurately, and neatly.

In addition to writing stories, positions are available to journalists with training in advertising and circulation methods (9:12). There are a variety of jobs available for persons with many different interests and talents.

II. DAILIES

Of the 25 daily newspapers now being published in the state, the daily circulation ranges from 4200 copies to 195,000. Sunday circulation is considerably higher on some papers. This is true because many of the dailies do not print Sunday editions. Consequently, many readers will purchase large city Sunday editions, boosting their circulation.
During the past few years many dailies have either gone out of business or have merged with others. The high cost of operation, the reluctance of business men to advertise more extensively, and competition from other newspapers have been major causes of concern or trouble.

**Opportunities**

Even with the decrease in the number of dailies published, positions are still opening up for competent men and women. More than 1400 persons are employed by 14 of these newspapers, not including the daily with the largest circulation in the state. Of this total, about 22 per cent are on the editorial staff, 17 per cent with advertising, and another 32 per cent with the composition of the paper. The others are employed in the circulation and accounting departments. In addition, hundreds of office workers, delivery people, and other employees are hired.

Between 1950 and 1956 some 70 new reporters were added to 12 staffs. Of this total, 62 (89 per cent) were college-trained. The others were either self-trained or had gained their experience elsewhere. Between 1956 and 1959, an additional 30 were hired. Better than 90 per cent of these were college-trained. Most managing editors will not venture a guess as to their employment needs between 1959 and 1965, although most of them indicate they
will be hiring considerably more than they did between 1950 and 1959.

One must remember that some of these replacements will be caused by retirement, others by personnel changes from one job to another, and still others by the need for additional staff members. Some rapidly growing population areas in the state have already started increasing their staff loads as their circulations have risen.

Training

In hiring reporters, all these editors favor a journalism school graduate from a school with a reputation for training good journalists. Two editors claim that they might possibly hire the "right" individual who has specialized in liberal arts. Here, a person's intelligence, experiences, and ambitions might come into play. The majority of employers, however, want only professionally-trained people. Others try to hire journalism students as office boys, thus keeping a check on them as prospective staff members. Some dailies use journalism students during summer months to fill vacancies of vacationing staff personnel, thereby securing first-hand information as to an individual's adaptability for newspaper work.

Most newspapers are not large or financially sound enough to offer their own training programs—journalism
schools must be relied upon to do this. One editor feels that relatively few non-college graduates possess the fundamentals or the work habits to justify the time and expense of on-the-job training. Editors seem to agree that journalism schools, getting consistently better, are turning out better-prepared products. The non-college graduate hardly stands a chance for employment on the daily according to information compiled by the writer through the use of a questionnaire. See Table III, page 29.

Salaries

At the present time the weekly pay for beginning reporters varies from $65-$80. By 1965, some editors predict salaries will be up 30 per cent or more. Pay increases are available for the competent staff member who is ambitious, well trained to do many tasks, and willing to work. Some newspapers have no established beginning pay schedule, literally allowing the reporter to determine his own starting salary in accordance with the training and past experience he has acquired.

The outlook for the advertiser apparently seems better. At the present time, however, pay scales are relatively the same. The need for better advertising techniques calls for more highly qualified men; consequently,
TABLE III

TRAINING DESIRED BY WASHINGTON STATE EDITORS AND STATION MANAGERS WHEN HIRING NEW EMPLOYEES

<table>
<thead>
<tr>
<th>Response to question</th>
<th>Weekly Editors</th>
<th>Daily Editors</th>
<th>Radio Station Managers</th>
<th>T. V. Station Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of journalism graduate</td>
<td>56</td>
<td>13</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>A little college journalism training</td>
<td>11</td>
<td>2</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>One specialized in liberal arts</td>
<td>18</td>
<td>2</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Communications school grad with radio and T. V. work</td>
<td>-</td>
<td>-</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>A little college radio and T. V. training</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Non-college grad</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>High school grad for in-service training</td>
<td>11</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

Many of the respondents indicated they might hire persons from more than one of these categories, depending upon the individual's personal characteristics.
higher salaries are demanded. One editor expects a 60 per cent increase in 1965 over the 1959 scale.

Qualifications

Of the reporters now on the job, about 80 per cent have had extensive journalistic training. Real "old timers" in the field lower the percentage as many of them received on-the-job training years ago. Advertisers, in the past, have not been required to have such extensive training. Only about 50 per cent have had quite a large amount of technical training. The others have either had some training in advertising or have been trained on the job. Editors are confident that this picture is also changing.

"Get some journalism training while in high school" is the advice of daily editors. Eighty-five per cent urge students to gain the fundamentals of journalism while yet in high school. It not only tests one's aptitude for journalism, but aids in college courses if journalism is properly taught at the high school level. Emphasis should be placed on good English usage and on spelling. The student who can budget his time while in high school to get a broad education and to study journalism too is well off.

All the editors feel prospective journalism majors should work on their high school papers, provided the paper
is at least semi-professionally handled and follows good journalistic style. Such an experience gives the student a feel of the technical aspects of the field, acquaints him with the tools of the profession, and if properly advised and published, develops his interest in newspaper work early in life.

In preparation for college journalism training, editors feel that English, civics, typing, economics, history, and journalism training are mandatory. The area of science rates well above average. Surprisingly enough, all but two feel that photography should be taken in high school. This area of concentration quite often enables a student to earn his way through college by taking pictures for college and other publications.

Perhaps because dailies are most often located in metropolitan areas, the need for agriculture, industrial arts, and home economics is not considered necessary. Only one person felt that foreign language is necessary, and only two people felt that shorthand would help on the job or in college training. For a more comprehensive picture of recommended courses, see Table IV, page 32.

The person planning to specialize in advertising, farm news, homemaking, construction, the fine arts, or other particular areas of newswriting would naturally want a fundamental command of these subjects in high school as
TABLE IV

COURSES RECOMMENDED FOR HIGH SCHOOL JOURNALISTS INTERESTED IN PURSUING A CAREER IN JOURNALISM

(BY PER CENT)

<table>
<thead>
<tr>
<th></th>
<th>Weekly Editors</th>
<th>Daily Editors</th>
<th>Radio Station Managers</th>
<th>T. V. Station Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>23</td>
<td>9</td>
<td>29</td>
<td>--</td>
</tr>
<tr>
<td>Art</td>
<td>31</td>
<td>18</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Civics</td>
<td>83</td>
<td>100</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>Economics</td>
<td>75</td>
<td>91</td>
<td>79</td>
<td>67</td>
</tr>
<tr>
<td>English</td>
<td>92</td>
<td>100</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>32</td>
<td>9</td>
<td>69</td>
<td>84</td>
</tr>
<tr>
<td>History</td>
<td>77</td>
<td>91</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td>Home Economics</td>
<td>8</td>
<td>--</td>
<td>12</td>
<td>--</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>11</td>
<td>--</td>
<td>8</td>
<td>--</td>
</tr>
<tr>
<td>Journalism</td>
<td>81</td>
<td>82</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44</td>
<td>45</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Music</td>
<td>12</td>
<td>--</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Photography</td>
<td>75</td>
<td>91</td>
<td>25</td>
<td>67</td>
</tr>
<tr>
<td>Radio</td>
<td>23</td>
<td>--</td>
<td>81</td>
<td>67</td>
</tr>
<tr>
<td>Science</td>
<td>41</td>
<td>73</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>Shorthand</td>
<td>44</td>
<td>18</td>
<td>54</td>
<td>50</td>
</tr>
<tr>
<td>Sociology</td>
<td>41</td>
<td>36</td>
<td>35</td>
<td>33</td>
</tr>
<tr>
<td>Secretarial</td>
<td>20</td>
<td>--</td>
<td>21</td>
<td>--</td>
</tr>
<tr>
<td>Speech and Drama</td>
<td>33</td>
<td>9</td>
<td>79</td>
<td>84</td>
</tr>
<tr>
<td>Typing</td>
<td>96</td>
<td>91</td>
<td>94</td>
<td>84</td>
</tr>
<tr>
<td>Psychology</td>
<td>41</td>
<td>45</td>
<td>48</td>
<td>17</td>
</tr>
</tbody>
</table>
well as in college.

Editors who manage small dailies strongly recommend this medium of journalism over all others. They feel that working on the small daily is far more rewarding than working on the metropolitan daily. A person learns more on the small daily than he does on the metropolitan. As one editor says, "Small dailies are excellent training schools."

What Journalists Say

"The most important things I look for in an employee are ambition, drive, a nose for news, and a the-devil-with-it attitude about regular hours. Any man who watches the clock has no place in modern newspaper work in small towns," says one daily editor. He goes on to say, "All reporters should know photography composition. Anyone can click a shutter, but they should know composition—one center of interest, no one looking into the camera, etc."

Another editor has this to say:

Journalism is a field in which more dedicated workers are needed. Today's criterion is first, "What do I get?" and not "What can I give?" Like preaching and teaching, newspaper work is often limited in material rewards, with rich returns in satisfactions for good performance. If more people with genuine talent take up this work and prepare to do a maximum job, the material rewards should improve. There must be more young people with both ability and desire who could succeed in the field, provided they had greater
encouragement to get into the field. The newspaper profession has been less than outstanding in selling itself to young people for careers. There is a mutual need and the sooner it is understood and promoted, the better for the masses whom the press seeks to inform, entertain, and even educate.

Mr. J. J. Contris of the Daily Olympian wants this in a staff member:

It is my belief that to be a journalist of proper stature and responsibility an individual must sop up every bit of knowledge he can cram into his head during his schooling and ever after. He can never know enough about the manswarm about which he'll be writing. His education in depth, provided through his avid study of man's efforts through the centuries, should give him the desire to play a major role in making the American reader the most enlightened and best informed in the world. His education in depth, too, will give him the ability to interpret, explain, comment and direct. I can't see the good of a highly-skilled technician who is afraid of tackling basic ideas and concepts when they show up in municipal, civic, educational, or just plain human affairs. And our journalists today--too many of them, I'm afraid, are just that, afraid to help readers tackle the basic and sometimes tragically important issues of community, state, and nation. What I'm trying to say, I'm afraid, is that only the truly dedicated to the sometimes frightening job of educating mankind after the years of formal education are over can be journalists. Find them, keep them.

The following advice comes from John J. Colburn, managing editor of the Richmond, Virginia, Times-Dispatch:

Go to college. Concentrate on liberal arts your first two years. The subject emphasis should be on English, history, math and a foreign language. Later get a good taste of economics, philosophy and political science. Meantime, write, write and write. Write letters. Write digests of 100-150 words of your required reading. They will help you organize your thoughts, discipline your comprehension ability. Read newspapers. Note how they cover speeches. Write
summaries of your class lectures in newspaper style. None of this work will be wasted if you decide on some other career (17:2).

III. WEEKLIES

One segment of journalism in the state showing periods of ups and downs is that of the weekly newspaper. Some areas of the state are showing great booms in circulation and staff enlargements while other sections find the small weekly gradually going out of business due to the high cost of publication.

All of the approximately 180 weekly newspapers in the state were not contacted in this survey. Of the 78 editors answering, the largest circulation was 42,000 and the smallest 400 copies weekly. The average weekly circulation is about 5400 copies, the mean circulation, 2500.

Opportunities

Slightly more than 500 people are used in publishing these 78 newspapers, or an average of slightly more than six persons to each paper. However, many of these papers are getting along with the aid of only two or three persons. Interesting enough, many of these are family projects with the husband and wife, and perhaps a child or two, doing all the work from editing, gathering the advertising, to printing.
The weekly using the most employees in its production requires the services of 28 full-time employees. This same paper predicts that by 1965 its staff will be at least doubled. This is true of several newspapers, especially in the Seattle area. Some of the smaller papers expect as much as a 400 per cent increase in staff. Only three editors think they will have fewer employees by 1965. Two of these are planning to go out of business before that time. The biggest staff increases are expected in the area around Seattle--Kirkland, Bellevue, Burien, and Highline--where population shifts are great, in the Moses Lake area, and around Chelan.

Salaries

Salaries paid to beginning reporters of the weeklies vary from $50 weekly to as much as $110 or slightly more. Advertising employees receive basically the same beginning minimum wage but the maximum beginning wage may be as high as $125 a week. The salary outlook for the future is very unpredictable. Many expect to pay their beginning employees what they are paying them today while others expect tremendous pay boosts for beginning workers.

Training

Between 1950 and 1958, 93 new reporters were hired on these 78 papers. Sixty-one per cent of these were
college trained in journalism and the others had no college training in journalism. Employment figures show that about 70 per cent of those hired between 1957 and 1959 were college-trained in journalism. They predict that an even higher percentage of college-trained people will be hired between 1959 and 1965.

At the present time, one may find many newspapers where none of the staff members have had any professional training. Some have learned the trade through their fathers, others have gotten in-service training elsewhere. Many editors prefer to get their new employees through this latter method. On the other hand, many editors have staffs composed completely of those who have had extensive journalism training in a college or university.

Most weekly editors, however, feel that journalism training should start in the high school. The student with high school training in journalism has a much clearer concept of his field when he goes to college. Misfits can be weeded out of journalism in high school. Since the ability to interview and recognize copy-potential takes years, students should start learning it in high school. One editor says, "Journalism is a way of life--not a profession in the accepted sense--young people who show an active interest during their high school years just normally 'gravitate' to journalism as a profession."
Other recommendations were made by weekly editors. Students should learn to write directly on the typewriter, instead of writing first in long-hand and then copying material. The more background experience a student can get in high school, the easier it will be for him in college, but one must remember that poor instruction is worse than none at all. High school journalism training should start with grammar and spelling, intelligent reading, and interest in current affairs; weakness in these is a handicap at the college level.

Others feel considerably different about it. Several feel that a trade such as newspaper work could best be learned by practice in a newspaper office. One person feels that students are not ready for journalism training at the high school level. Another feels that too many gossip-type things are being run and not enough training is being given to straight news work in many high schools. The majority feel that much emphasis should be put upon the student's learning to express himself clearly and concisely with proper use of grammar, proper spelling, and with correct journalistic style.

Qualifications

Typing ranks as the most important subject a high school student interested in a journalistic career can
study. Next in rank are English, civics, journalism, history, economics, and photography in that order. Almost 75 per cent of these editors feel that a knowledge of photography is important. For additional information see Table IV, page 32.

Others feel that a specific course in spelling should be offered. Mathematics and bookkeeping are offered as suggestions for training in accuracy. College preparatory courses should be considered essential. If a student wishes to specialize in a field of journalism, he had better know a little bit about everything and a lot about his chosen field. He must know how to find out what he needs to know.

Weeklies, especially in the farming areas, recommend courses in agriculture, home economics, and other less-selected areas of study recommended by editors of dailies.

Every single questionnaire respondent gave a reason as to why students should work on their high school papers. Not only does it engender enthusiasm but it can also be a real learning situation if a good instructor is available. But the school must get away from making work on the paper only an easy, good-time course. Newspaper men are eager to back a school paper which offers training in the fundamentals of newspaper writing, good typography, and business.

The student interested in eventually working on a
weekly paper has his best chance of employment if he attends a school of journalism upon graduation from high school. Fifty-six editors say they prefer to hire a journalism school graduate over any other. However, several editors say they would still prefer to hire a person for in-service training. The person with a good liberal arts education also stands some chance of receiving employment on the weekly.

Several small-town editors prefer to hire local people for in-service training because such know the community and surrounding area better than an outsider.

Weekly newspaper editors are sold on their work. The large majority of them would strongly recommend this medium of journalism for their sons or daughters. As one person says, it not only offers a better income, but greater recognition and better hours. Another claims that the "genuine rewards can be immense, even if the returns are small." If weekly newspaper work was not recommended for their off-spring, the next favored choice was the field of public relations, mainly because of the salaries in that field. See Table VI, page 66.

**Weekly Editors' Advice to Students**

These bits of information have been given by the editors to aid high school students in planning a future in journalism:
Al Sneed, vice-president of the *Highline Times*, Burien, Washington, says:

Writing is the smallest and most unimportant part of a good weekly. The various other jobs in this field have a better future. We can hire any number of people who can write; but there are ad sales jobs going begging at $125 per week and up. The best of all possible employees is the one who can both "sell and tell them." For that kind of person this field is unlimited.

Roy D. Craft, editor-publisher of the *Skamania County Pioneer*, Stevenson, Washington, comments:

The best advice to give anyone who truly wants to be a newspaperman is to start being one—high school paper, volunteer work on his local weekly or community newspaper, volunteer work (if necessary) on his local daily if there is one. He can supplement his formal training by milking the brains of the working editors who will be glad to give him the time if his interest is sincere. I've known more than one young reporter who got his job by hanging around, showing interest, and learning the peculiarities of a particular paper. Then when a job opened up, he just slipped into it naturally.

William R. Lewis, co-publisher of the *Lynden Tribune*, believes that if a student likes people, is interested in writing, public relations, or advertising, he should, if possible, attend a journalism school and take a variety of jobs in the summers on a weekly or daily newspaper or with a radio station, to try to find out which he likes best.

Another publisher, Harold S. Zimmerman, of the *Camas-Washougal Post-Record*, Camas, Washington, says:

People going into this field must realize that part
of their reward is in the work itself, its satisfac-
tions, its challenges, its pressures. Newspapering
offers the whole world as your field; it opens all
doors; it makes possible tremendous service to your
fellowmen. But it is also a frustrating, unappreci-
ated, underpaid, tedious, demanding, and at times
discouraging profession. Each week, though, is a
new opportunity, for a new product is to be manu-
factured. And perhaps this time it will be better;
people will come and praise your work. Then life is
worth living again.

Anyone interested in the weekly field should have
some knowledge of the "back shop." This is the belief of
H. J. Christensen, publisher of the Sumas-Everson News.
He also warns that the majority of weeklies cannot afford
only desk help. In some shops, the editor not only sells,
but can step in and don an apron when an emergency arises.
He handles the camera work and knows how to lay out an ad.

Janette Andrews, co-owner of the Sumner News Index,
advises students that they should not apply for a job by
telling their possible boss they "just want experience."
Quite often that story will close the door before the
interview gets started.

Vern D. Matthews, Quincy Valley Post-Register owner,
says:

Although I certainly do not intend to stay in the
small weekly field all of my life, I would never trade
a week of it these last eight years for any other
experience. From here, I feel that I can go into a
dozen or more different types of employment, not all
necessarily related with newspaper work, at an advan-
tage over most other persons who might be seeking
the same position. I've received a general, over-all
education during these last eight years that few persons can challenge. I would most certainly encourage any youngster, so inclined, to enter the University of Washington School of Communications.

"Above all, concentrate on accuracy of names, spelling, and grammar—all this should be done at the high school level," advises J. E. Flaherty, publisher of the South District Journal, Seattle.
CHAPTER IV

PLANNING A CAREER IN RADIO AND TELEVISION

Contrary to the belief that television is replacing radio is the fact that better than a 200 per cent increase in the number of radio stations took place between 1947 and 1957. During 1947, 1167 radio stations were operating in the United States; ten years later, 3504 stations were broadcasting. During that same period of time the number of operating television stations jumped from 7 to 511. An additional 141 radio and 120 television stations were authorized, but not yet on the air in 1957 (36:2).

The 1959 year-end figures of the Federal Communications Commission show that approximately 3500 AM radio and 825 FM radio stations have been authorized to broadcast. Some 665 FM radio and 3450 AM radio stations are now in operation. At the end of 1959, 670 commercial and 60 educational television stations held authorizations. More than 500 of the commercial and 45 of the educational stations were in operation at that time (13:3).

The August 3, 1959, edition of the Seattle Post Intelligencer (30:2) carried an article reporting that 86 per cent of all American households now own at least one television set, while 8 per cent have two or more. This is a 3 per cent increase over 1958. The Northwest area
has the highest television ownership record--92 per cent of the homes in the Northwest have at least one television set.

The United States radio industry now owns about one half of the total number of radio transmitters in the world. Although television has taken many ears away from the radio set, the average family still listens about 21 hours a week. Nearly every home in the United States has at least one radio set and 40 per cent of the homes have two or more sets. In addition, 37 million sets are installed in automobiles, where Americans are increasingly listening to broadcasts despite the fact that television has taken over in the home (37:119).

It is believed that the biggest expansion in new television stations is over. The biggest increase in television stations beginning production took place between 1953 and 1954, when the number of operating stations jumped from 273 to 567 (16:519). Since that time, such a large increase has not been seen.

Starting salaries in radio and television are generally about the same as those on newspapers. However, in radio and television, the rewards for exceptional talent often are reflected in sharply rising income quite unlike that of other types of employment. Creative ability brings the highest financial rewards, and compensation levels for
executive positions are considerably above the average (2:5).

About 10,000 staff announcers were employed in radio and television broadcasting stations in mid-1956 (38:561). Announcers are generally known as staff announcers, sports announcers, newscasters, news analysts, or commercial announcers (36:7-9).

I. RADIO

For men and women in journalism, there is a widening job opportunity in radio broadcasting, but the field is limited and calls for highly specialized skills. In broad terms, the journalistic aspirant to a radio calling has four main fields among which to choose: news writing, news editing, news broadcasting, and monitoring (9:26).

With some 75 radio stations in operation in the state, employment in radio work is relatively plentiful. With the advent of television, radio station personnel has decreased to some degree, but many new stations are still being heard on the air for the first time. Of the 54 station managers who replied to this questionnaire, 18 indicated that their stations had begun operation since 1950; two of them were first heard over the air in 1958.

Of those replying, about 75 per cent (39) were affiliated with some network. Only 13 were not. Several
stations were operating on as little as 250 watts in a small listening area, while the five largest stations were operating on 50,000 watts. The majority, however, operate on 1000 or 5000 watts.

Almost all of these stations hire at least one person to gather, write, and report the news. The average (of those reporting) is about two persons per station handling the news. Most of the stations have the use of press services which transmit state and national news each day by wire, keeping the listeners aware of the latest developments as the news is reported by staff announcers.

The hours of operation for each of the stations vary considerably. Five of these stations operate on a 24-hour-a-day basis. The average number of operating hours per station is between 17-18 hours daily. A number of these stations, particularly the newer and smaller ones, are forced to operate only between the hours of sunrise and sunset in order to avoid skywave interference. This is enforced by the Federal Communications Commission.

For the newsman who enjoys knowing that he will not have to get up early or have to work late at night, stations which operate only during daylight are popular.

Fifty-two stations in this state hire more than 730 persons to handle the business of their stations. This is an average of about 14 persons to a station, although one
station gets along with only three employees while another employs 80. This is the exception, however, as the next largest payroll contains only 40 names.

Even though many station managers would not predict the number of new news staff employees they expect to hire between 1959 and 1965, 46 of the stations predicted they would collectively hire 141 or more. On the average this would amount to about three new news staff employees per station.

Training

Forty-nine of the 52 feel that formal journalism training is necessary in order to do radio and television news gathering and/or reporting. Only two persons feel that journalism training should not start in high school. One person feels that the course is very helpful at either level, if the difference between newspaper and radio writing is made clear. See Table V, page 49.

Another says that the trainee should be impressed that his big training comes on the job--covering news. He should be impressed with the need for speed in covering and editing news. Others consider a background in evaluating news--learning to be aware of the world about him--invaluable to the would-be reporter. Journalism training for radio and television should emphasize writing for the
## TABLE V

HOW WASHINGTON JOURNALISM LEADERS FEEL ABOUT THE IMPORTANCE OF RADIO PRODUCTION AND BROADCASTING COURSES, AND JOURNALISM TRAINING IN HIGH SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RADIO STATION MANAGERS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism training</td>
<td>49</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Radio production and broadcasting course</td>
<td>48</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>TELEVISION STATION MANAGERS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism training</td>
<td>6</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Radio production and broadcasting course</td>
<td>6</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>
spoken word, rather than a literary style to be read.

Work on the high school paper is a valuable experience for the aspiring journalist according to 48 of the 52 station managers. Three were definitely against it and one was unsure of its benefits.

A course in radio production and broadcasting in high school is just as valuable as working on the high school paper, according to the managers.

Students planning to go into radio news work should study typing, English, and journalism in high school. The managers also rate radio production, speech, economics, civics, foreign language, shorthand, and science as important studies. At least 50 per cent of them feel that the above are good courses. Least important are courses in industrial arts, home economics, secretarial science, and art. Other suggestions are courses in creative writing, anthropology, political science, and spelling. Athletics are suggested for the person interested in sports writing. For other results see Table IV, page 32.

In hiring a member of the news staff, a graduate of a school of journalism is most often preferred; however, closely behind is a graduate of a school of communications with radio and television training. People with a liberal arts degree or with little or no college training stand little chance of being hired unless they are exceptional
human beings.

The individual who can operate his own controls, as well as announce and perhaps even do some writing, is highly desired by managers of small radio stations throughout the country which must keep operating costs to a minimum.

Salaries

Salaries vary from $250 to $550 a month for the beginner in news writing. Most beginners receive between $350 and $425. By 1965, station managers predict that all beginners will start with at least a $300 salary and that the average salary will be around $450. Many would not predict the future employment or salary status.

Larger stations tend to hire more professionally-trained persons. This is true partly because the smaller stations cannot afford to pay a top person, nor is the outstanding journalist likely to be content in a small station, usually located in a smaller town or community.

Radio men, like newspaper and television men, are partial to their work. In recommending a career for their sons in journalism, the largest majority recommend radio. The television medium is second in popularity, followed by public relations and the small daily. Only two would recommend some other line of work than journalism.
What Journalists Say

These feelings were expressed in regard to hiring a news staff person. "I want a fast accurate newshound." "Give me an educated man who likes to know why—I'll teach him radio." "In this age, college training is more necessary than ever before." "I would like a man with a broad educational base, and enough journalism training to find his way to the city hall."

To want to be a newsman is the important thing. To want to do something, is the quality employers look for—and hardly find. Next is the desire to bring the local news alive through tapes and on-the-spot reporting. Don't write the news, talk it. Get the local people on the air.

"Broad training and experience are best. Too much specialization is almost as bad as no training."

No amount of schooling, short of experience, can provide a person with reason, sound judgment, and the constant reminder to double check information that may require such confirmation.

"Get as broad an education as possible in school. Then get as much broad experience as possible and the larger operations will come looking for you."

II. TELEVISION

With 14 television stations in operation in Washington state during the 1958 year, many people have been given job opportunities. The oldest station in the state (KING, Seattle) began operation in 1948. The most recent
station included in the survey was established in 1958. During this period, other stations broadcast for periods of time but went off the air because of financial difficulty. Since 1958, several other stations have begun operation bringing the total number of operating television stations in this state to 16.

The largest stations operate on 316,000 watts, while one is operating on only 30,000. The majority operate on 100,000 watts. Of the seven stations making a reply, four are network affiliates and three are not.

Of the stations replying, the average employment per station is about 57 persons. They all predict an increase in staff size by 1965, some as much as double.

**Training**

All of the interviewees feel that journalism training is necessary to do radio and television newswriting, and they unanimously agree that this training should start in the high school.

They also agree wholeheartedly that an aspiring journalist should work on his high school paper and if possible should take a course in radio production and broadcasting while in high school.

Courses in English, history, journalism, speech, typing, and foreign language are considered the best
courses for a high school student interested in journalism. Other important ones are civics, economics, photography, radio, and science. See Table IV, page 32.

When hiring a member of the news staff, a graduate of a school of journalism is preferred, although a graduate of a school of communications with radio and television training is a close second choice.

Salaries

Salaries for the beginning news staff member now are generally anywhere from $500-$600 monthly. By 1965, station managers all predict a fairly large increase but will not venture to say how much. One station expects to hire as many as 15 new staff members between now and 1965. Many of the others would make no prediction because they have not been operating long enough to see any significant trends.

"Television is the best field of journalism" is the most popular feeling of television men. They also consider public relations as a good vocation—both are growing very rapidly in demand for journalists and both offer good salaries.

Opportunities

While networks are very important to the television industry, there will eventually be more jobs at local
stations than at networks. Moreover, it is usually easier to start at a local station than at a network (1:1).

Television's greatest creative need is for good writers. . . . Television writing is a special kind of writing; it makes special demands on writers. As a general rule, the video writer cannot use as many changes of scene as the motion picture writer. He is much more limited in his choice of locales; he has to tell his story with less characters and in much less time—usually within a half hour (1:1-2).

The would-be staff writer should get a grounding in the ABC's of journalism, for in many stations he will also have to plan and write interviews and edit and write news programs. He must be quick, accurate, brief, and concise in order to make up a news program covering the highlights which can be found in a daily newspaper and to get it into the home as quickly as possible.

At smaller stations the staff writer can expect to be called upon to announce or sell or direct, in addition to his writing assignments. But he will be training himself for higher-paid writing jobs, perhaps as a specialist writing commercial copy with an advertising agency, or as a dramatic writer for network programs (1:2).

The big money for television writers goes to those men and women preparing program and advertising copy for the large nationally broadcasted programs. These positions are open to those who have thoroughly proven themselves first in less important positions. No student fresh out of
college should plan for one of these positions as his first. He should learn the ropes of a local station before setting out for the large city and a network position.

The majority of the local station managers have hired persons with extensive journalism training during the past few years. Some individuals with some schooling in radio and television have been hired, however. The trend seems to be for more highly qualified men and women now that competition is getting keener among stations.
CHAPTER V

OTHER JOURNALISM OPPORTUNITIES

Although the majority of journalism school graduates are swallowed up for work on newspaper, radio, and television staffs, many are demanded by and find their calling in other areas.

Some of the other fields of journalism are advertising, radio continuity writing and reporting, publicity and public relations, independent writing for magazines, and editing and writing for trade journals and house organs (magazines published by a business firm to promote its products or interests) (25:302-3). Other jobs are available in photography and art, circulation, labor and agricultural presses, and free lancing (29).

Still other openings appear for journalists to teach at the high school and college levels, to do research in journalism, to work for religious groups, to do book publishing, science reporting, reporting of labor and sports, and to work for the government (9).

Press associations such as Associated Press and United Press International take some of the more qualified journalists to do wire service writing. Landing a job with a press association involves much competition. The applicant must have proven himself as a competent and
well-above-average writer on a weekly or daily newspaper or as a specialist in some particular field of work. Very seldom, if ever, will a journalism student just out of college be hired as a press correspondent for AP or UPI.

Industry and business have realized the importance of publicity and are hiring competent journalists to do their reporting.

Public Relations

Today more than 500 independent public relations agencies or "shops" are doing business in the United States, and about 2500 social service organizations, religious bodies, and similar groups have public relations directors. Industrial concerns employ about 5000 public relations men (23). In addition, almost every school district in the United States has some person, hired either part time or full time, to report the happenings in the school.

Through the use of public relations men or departments, groups get the best information concerning themselves reported in the local newspapers, over the air, and in other newspapers of the nation. Through the proper use of press releases, written by competent staff members, industries, agencies, government, schools, religious and social groups, and services are able to release the news
about their employees or members which will add prestige to the group and assist those interested in getting a clear picture.

Untruthful or distorted facts and figures are much less likely to appear in print once radio, television, and newspaper people come to rely upon public relations reporters to give the press the "scoop" as soon as it happens.

Thirty per cent of public relations employees are women. In no other area of journalism are women more needed and readily hired. The leading areas for women are department stores and educational public relations (23).

Salaries vary for public relations personnel, but large industries and groups are willing to pay plenty for highly qualified persons. There are some $50,000-plus salaries in public relations for highly skilled technical reporters (24:11).

Advertising

Modern advertising is the most highly competitive field of creative enterprise in the world. Jobs are available in retail and general advertising and for advertising agencies (9:48).

The ability to produce creative designs, paintings, sketches, and the talent to illustrate writing rapidly, simply, and effectively are important.
To be able to write script for television commercials, for products advertised in magazines, newspapers, and over radio is beneficial to a journalist provided his writing is colorful, striking, and easy to understand.

Here, too, some men are able to get into the $50,000 plus income bracket through effective advertising.

**Magazine Writing**

At the present time there are more than 7000 publications classified as magazines (23). There are 54 large magazines with a circulation of between 700,000 and 11 million each (37:118).

With this many magazines in circulation, one would think that it would be relatively simple to land a job on a magazine staff. The opposite is quite the truth. "Only one in fifty seeking jobs on mass magazines actually succeeds in being placed" (23).

There are two principal kinds of magazines in the United States. The first appeals to large audiences and includes such magazines as Reader's Digest, Look, and The Saturday Evening Post. The other, edited for smaller groups, is composed of magazines such as the Washington Education Journal, Educational Forum, and Washington Farmer. For the person wanting to break into magazine work the best place to start is on one of the specialized
magazines, but here he must know a great deal about what he is writing in specialized areas (2:18-19).

**Free Lance Writing**

For the person with journalistic ability who enjoys being his own boss, free lance writing might be the answer. But unless this person is extremely talented he had better not count on this medium for his bread and butter.

Free lance writers may write on any topic--technical, fictional, biographical, scientific, educational, religious, or philosophical. After an article is written and polished, the writer attempts to sell it to either a large national magazine or a specialized one. He will start with the latter, however. Perhaps he will have to try several or maybe a dozen before his article is sold. He may have to rewrite it, condense it, or expand it for a magazine. Quite often he will never sell it. Sometimes he will sell the same material more than once, rewriting it for different markets, slanting it to the needs of various publications with their varieties of readers.

However, once a writer has sold an article, he is likely to be encouraged to write others. Many times the same publisher will buy his work. After he has sold a number of articles, he may recognize an exceptional one and then try to break into the larger magazine category.
There are no established salaries or wages for the free lance writer. Some make thousands of dollars yearly while others go far into debt. Free lance writing is often considered a hobby or pastime for persons holding jobs in many fields. Many use it to augment their incomes.

**Industrial Publications**

Between 6,000 and 10,000 industrial publications known as "house magazines" or "house organs" may be found in the United States (2:19). They are usually small booklets or pamphlets published by big and small business firms to tell their stories to their employees, stockholders, and the general public. Writers for such publications must be well versed in the history, changes, and current happenings and trends of the men with whom and for whom they work. They must "sell" their firm to the public and to the firm's own employees.

**Technical Writing**

Closely tied in with public relations and house magazine work is technical writing. It is writing done in one particular field. Writers must be able to write for people interested in that area, using their language, and also for the lay person using his language.

High salaries are paid men and women who can write on scientific, agricultural, and industrial topics for
industry, and especially for government. Much of this work may be done with top secret developments where the writer is sworn to secrecy on some observations and has to be extremely careful of what he has printed.

A shortage of trained editorial workers continues in the field of agriculture and home economics journalism (10:21).

**Opportunities for Women**

More and more, as women are proving themselves, the field of journalism is opening bigger and brighter horizons for them. In Michigan, women hold three out of every ten journalism jobs and their numbers are increasing (24:5).

About 20 per cent of all editorial staffs are now composed of women. Only a few years ago the ratio was 5 per cent. There are now 30,000 women editors, reporters, and copyreaders on newspaper and magazine staffs (23).

Why this increase? No one seems to know, but these factors might be considered: journalism schools are more willing to admit women students; more and more women are holding down jobs and raising families at the same time; there are not enough men to fill these positions; certain writing requires a woman; and women were hired on publication staffs during the man shortage of World War II, proved their worth and stayed on.
Women are used mainly as society editors or writers and as women's page editors or reporters. Some, however, are hired for general reporting and some even break into the top editorial positions through hard work and persistent effort.

Iona Logie (22:162-3) offers these hints for women:

1. Play fair.
2. Reconcile yourself to working twice as hard as the men around you.
3. Keep up your appearance.
4. Develop as many of the "perfect" reporter's traits as you possibly can.

Bartholomew (17:10) claims that women lack some of the mobility of men, both before and after marriage. Most people are reluctant to send women off by themselves in the early morning hours or to cover a dangerous assignment. He also claims that some hardships a man might shrug off wouldn't be fitting for a woman. These factors, coupled with women abandoning their careers for marriage, tend to make employers hire only the exceptional woman applicant.

Other areas are open to women, some of which lend themselves nicely for the woman looking for a part-time job. Other positions include being children's page editor, editorial and column writer, literary and dramatic reviewer, make-up editor (especially on magazines), trade journal editor or writer, fashion editor, city editor on small town daily or weekly, editor of rotogravure section, magazine editor, editor of specialized department on a
newspaper or magazine, cartoonist, artist, photographer, free lance writer, or newspaper librarian (29).

The magazine field has been termed a better field than the newspaper field for women to get started in (23).

Although journalism is still considered a man's world, the woman is rapidly stepping in to claim her share of the profession.

A girl may not have an equal chance to succeed. But there certainly is room in our business--plenty of room--for the young woman who wants to work hard; avoid prattling and office politics; forget the production of the great American novel and vow to write simply, hard; approach her work seriously and not consider it a temporary break between college and maternity (17:19).

For recommendations of journalism men in selecting fields of journalism, see Table VI, page 66.
### TABLE VI

**FIELDS JOURNALISM MEN WOULD RECOMMEND IF THEY HAD SONS INTERESTED IN JOURNALISM WORK**

<table>
<thead>
<tr>
<th>Media</th>
<th>Weekly Editors</th>
<th>Daily Editors</th>
<th>Radio Station Managers</th>
<th>T. V. Station Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Number of responses)</td>
<td>75</td>
<td>11</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td>Weekly Newspaper</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Small Daily</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>Metropolitan Daily</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Radio</td>
<td>1</td>
<td>-</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Television</td>
<td>7</td>
<td>1</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>16</td>
<td>1</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Magazine</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Some other line of work</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

In some instances the interviewee selected more than one medium when he felt one was as good as the other.
CHAPTER VI

WHAT JOURNALISM SCHOOL LEADERS SAY

On the national scene, job opportunities far outnumber the supply of journalism graduates available. In a survey by Charles T. Duncan (4:12) conducted during the fall of 1957, 80 of the 85 journalism schools contacted reported "more jobs open than graduates available," one reported the reverse situation, and four said the situation was "approximately in balance." One school reported a 10-1 ratio of job offers over graduates. The area of the school and the reputation of its training has much to do with its ratio. The most reputable schools naturally are generally overflooded with requests for their graduates.

There has been a cry for more journalists for many years. The cry for journalists was heavy in 1936 and has been since. In 1936, one director of a Western school said, "During the past year the calls for graduates have been so great that they are embarrassing us." Another school in the South reported it had "three times as many requests for men as we have graduates to fill the positions." But it was more difficult to place women then (29:9-14). Over the years, even though more graduates are being turned out, new and expanded sources of employment--
the advent of television, growth of newspapers and radio stations, the growing popularity of firms to hire public relations men and women, expanded magazine outlets, and a host of other factors--have continued to beg for journalism school graduates.

Newspapers continue to be the major consumers of journalism school graduates. Out of 76 schools reporting in a national survey, 51 ranked daily newspapers first in demand for editorial graduates; 8 listed weeklies first; 4, public relations; 3, magazines; 1 each, television and other. Advertising graduates were listed first in demand by 34 dailies, 9 weeklies, 6 agencies, and 4 others (21:16).

In another national survey of leading journalism schools conducted in 1957, only two schools reported that the number of their graduates was in balance with the job opportunities--74 said they had more job opportunities than graduates. Not one said there were more graduates than job openings (21:15).

On the national scene it is estimated that the average weekly wage accepted by the whole 1958 crop of graduates was $99 (7:2). Reports from 85 journalism schools show that the number of graduates increased 5.4% over 1956, and the average starting salaries for men increased from $316 to $342 from 1956 to 1957 (4:12).
In a survey by Austin (7:2), of 146 newspapers answering questionnaires, slightly more than half of them employ editors or reporters making more than $10,000 each year. Very few beginners start out in this bracket, however.

**Straight From the Leaders' Mouths**

Journalism leaders from the eleven major colleges and universities contacted feel that the future in journalism is bright. Not one person contacted gave a negative reply or denied this fact. In contrast, they feel that the field is expanding, many positions are open, opportunities are plentiful.

C. T. Duncan, University of Oregon, said:

As far as I can see, there will always be a demand for intelligent, able and well-educated men and women in all, or nearly all, phases of journalistic work, with much opportunity for advancement for the person who has the interest, the energy, and the willingness to do a little more than is expected.

Henry Ladd Smith, University of Washington director of communications, feels that the newspaper is a contracting industry; that there are fewer each year, but that it is still an encouraging picture.

"Society's need for competent journalists was never greater," is the feeling of Ralph O. Nagziger, University of Wisconsin School of Journalism director.

Robert L. Jones, school of journalism director at
the University of Minnesota, reports that requests for college-trained journalists continue to outrun the supply very greatly, that opportunities in the several media and in allied fields of public relations and advertising are on the increase.

"Don't let anybody kid you into believing that the journalism field is overcrowded and that those who work there are underpaid," warns Frank W. Rucker, director of placement, School of Journalism, University of Missouri.

In 1957, 428 openings were listed by firms seeking the services of the University of Missouri's graduates, according to Rucker. Ninety of these were with small dailies, 50 with large dailies, 40 with weeklies, 50 with business firms and industries, 45 with high schools and colleges as teachers and publicity directors, 52 with radio and television stations, 40 with house organs, magazines, and trade journals, 13 with advertising agencies, and 40 in other fields. Rucker reported:

These position offerings came from 41 of the 49 states, the District of Columbia, and one foreign country. Starting salaries ranged from $70 to $105 per week for men and from $65 to $90 for women. Rapid advancement usually was promised for those who proved their efficiency.

High School Training

The majority of these journalism leaders feel that students interested in journalism should work on a high
school paper. Others qualified this by saying "yes" if the student became motivated by such an experience or if the school has a competent journalism teacher.

High school students MUST have training in civics, English and history. This was agreed upon by all interviewed. All but one feel that science and typing are musts. Training in economics, foreign language, journalism, and mathematics is felt essential by 70 per cent margins or better. Only 40 per cent regard shorthand as essential. They favor a good liberal arts and general education over a specialized area of study. The journalism area desired will influence some course selections. For example, the person interested in radio and television work is more likely to study speech and drama than is the person interested in advertising or reporting.

Henry Ladd Smith feels that the ability to write clearly can best be learned at the high school level, and that a good journalism advisor can be a great boon. Others feel such an experience gives students an opportunity to test their talents and ambition before launching upon such a course of study in college.

College Training

For training, an accredited school of journalism is most highly recommended by these men. They strongly
agree that a good background in the liberal arts is highly important. The number of courses studied in journalism is not as important to them as the content, philosophy of the journalism school, and the caliber of its faculty.

History, economics, literature, political science, the humanities, sociology, and psychology were cited as possible college minors for the journalism student. Naturally, these would depend upon the areas of journalism a person is most interested in or upon his lack of knowledge in a particular area. Practical experience on publications is felt to be highly beneficial for a better understanding of journalism phases.

Opportunities

The opinion of these men is that the weekly or small daily offers the best future at the present time. Their reasoning is based partially upon the fact that these jobs are most easily obtained, give the greatest amount of diversity, require more knowledge of varied skills, and because of their smaller scale, offer training in more areas, thus adding variety to the journalist's work.

These men seem to feel that the area of radio and television work is less desirable than some of the other areas of journalism. However, the primary factor governing the selection of a career chosen by any journalist is that
it fits his interests and talents.

The field of advertising is given preference over reporting because of the higher income. Again, natural abilities and individual interests can be the decisive factor. Job availability is better for men and women interested in advertising--more opportunities await advertising men and women than reporters at the present time.

Philosophies Given

Philosophically speaking, these comments are given to high school students interested in journalism by this nation's leading journalism school heads:

"Become an educated man or woman first. Learn to write clearly. Major in journalism later."--Edward Barrett, Columbia University.

Write, write, write--develop the habit of being curious to obtain information and impart it accurately. If you are interested in journalism as a life profession and are willing to train yourself for efficiency, the field is wide open for you and the rewards are more satisfying than those to be found in most professions. Great are the opportunities for important personal contacts, interesting experiences, and the general growth in knowledge. A person can hardly go amiss with a journalism education. It is a good foundation preparation for positions in many fields besides journalism. None is more fascinating and rewarding, however, than a responsible position on a newspaper.--Frank Rucker, University of Missouri.

"Obtain a broad background in high school--learn grammar, spelling, vocabulary, organization. Study as much as you have time for."--Fred Whiting, Northwestern U.
Get the best education your high school offers, including a foreign language, if possible. Be interested in what's going on in your community, your nation, and the world. Develop your taste for good reading and practice endlessly to improve your writing. Reading and writing—they're everything to the journalist. If you're on the school paper or yearbook, do the best job you can and have pride in the knowledge that you're taking part in one of the worthiest activities, but don't expect to learn all there is to know about journalism while you're still in high school. That won't come even in college.--C. T. Duncan, University of Oregon.

"Study and analyze your local newspaper."--J. S. Del Porto, Boston University.

Enrich yourselves with your studies—add to your knowledge in academic fields by extensive and intensive study; read everything possible; keep notes on what you read, upon your experiences and ideas.--J. O'Sullivan, Marquette University.

"Work, study, and enjoy yourself in your job—it is fascinating."--W. C. Clark, Syracuse University.

Realize that the best journalist is one whose breadth and depth of knowledge and experience is greatest. This means that the top-flight journalist must be well educated and must continue to learn and develop after his formal schooling ends.--Robert L. Jones, University of Minnesota.

The foregoing comments were received through personal letters received from each of the men.
CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

In counseling a student into the writing or publishing phase of journalism, the teacher or counselor should, first of all, make sure the student is able to write interesting copy rapidly and accurately with respect to spelling, grammar, and facts. The student should be interested in a wide range of general information and should be able to carry on conversations on varied topics with all kinds of people such as politicians, businessmen, and labor leaders in order to draw out information for a story. In other words, he should have a "nose for news" (34:301).

Other qualifications include physical health and fitness because of the irregular hours of work and the necessity of working under pressure in order to meet deadlines and to cover such stories as fires, riots, flu epidemics, and floods. Good mental health is a necessity; ethical character is important to go along with a personality which is friendly, cheerful, optimistic, tactful, and courteous. Interested journalists must be able to get along well with all kinds of people and must have fact-finding ability (40). Above all, they must have a
fondness for ferreting out the who, why, when, where, what, and how of such events as come within their province (26:9).

Starting salaries are low generally but vary with the size of the publication or station and the section of the country, large city publications paying more than small publications in rural areas, television stations and larger radio stations paying more than smaller ones (6:9). See Table II, page 23, for a picture of beginning salaries for Washington state journalists.

The student interested in journalism should interview himself. Some questions he might ask himself are these: What can I do best? What subjects have I liked in school? What are some of my personal traits? What are my leisure time activities? What casual work experience have I had? Would I rather work with people, with tools, or with things? Do I like selling? and What preparation have I had that is worth money to an employer (18:125)?

Students should begin their preparation for college training in journalism at the high school level by working on high school newspaper and yearbook staffs. Most editors and station managers feel that such an experience is highly beneficial for future success. See Table VII, page 77, and Table VIII, page 78. Students should get a background in such courses as civics, economics, English, history
TABLE VII
HOW JOURNALISM LEADERS FEEL ABOUT ASPIRING JOURNALISTS WORKING ON HIGH SCHOOL NEWSPAPERS

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily editors</td>
<td>11</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Weekly editors</td>
<td>65</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Radio station managers</td>
<td>48</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>T. V. station managers</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Many of those replying with "maybe" did give qualifying answers; mainly, that if a competent advisor was in charge, then they would recommend work on a high school newspaper.
### TABLE VIII
HOW JOURNALISM LEADERS FEEL ABOUT HIGH SCHOOL JOURNALISM TRAINING

<table>
<thead>
<tr>
<th></th>
<th>Should Start in High School</th>
<th>Should Not Start in High School</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily editors</td>
<td>11</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Weekly editors</td>
<td>65</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Radio station managers</td>
<td>47</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>T. V. station managers</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
journalism, and typing. Other highly beneficial courses are foreign language, mathematics, photography, science, shorthand, sociology, and psychology. See Table IV, page 32.

Although scholarship monies have not been too readily available in the past, more and more money is being made available to qualified high school graduates who have good academic records, journalistic ability, and leadership qualities. Some of these stipends have been established on the national level, others on the state, and the majority of them on the individual college level.

Many journalism students earn their way through college, either fully or partially, through employment on newspapers or radio or television stations while attending college.

The areas of specialization chosen by a journalism student, entirely up to the student himself, is a matter of personal ambition, interest, and desire. The majority of journalists fresh out of college do begin work on newspapers. It was estimated that of approximately 60,000 editors and reporters employed in the printing and publishing industry in 1950, about 50 per cent were newspaper reporters (38:185).

The student of journalism should know these qualities the seasoned newspaperman looks for in the reporter.
The following points represent the attributes of the successful reporter, as given by 45 newspapermen who have had successful careers on large papers for periods ranging from 11 to 51 years: (1) accuracy, (2) recognition of a story, and (3) full and proper handling of the story (8).

In landing the first job the applicant should not rely on a letter of application; he should make personal contacts or use his college or other placement services. He should go through guilds, such as the American Newspaper Guild placement office. This office sends lists of applicants and their qualifications to newspapers and trade journals throughout the United States. If possible, he should join organizations (such as Sigma Delta Chi or Theta Sigma Phi) where he can meet top men in the field (31:6-7).

One should not be too particular about the first job. If he works hard and proves himself, he can readily advance to other jobs.

Shorthand and typewriting can be the extras to help one land a job on a daily. They are the "foot in the door" according to the Long Island University Department of Journalism (23). Without typing, one can hardly succeed in journalism; the faster and more accurately one can type, the better off he is.

The student who is going to succeed in journalism
is the one who will continually try to better himself. As Sugarman (35:25) says, "Like athletic attainment, writing is increased by exercise. The more one writes, the greater becomes his skill."

II. CONCLUSIONS

From the material contained in this report, several conclusions can be made. There is a large demand for journalists in this state and throughout the United States. There are plenty of job openings, and journalism men say this trend will continue for many years until enough journalism graduates are turned out to meet the demand. Contrary to the pattern of a few years ago, employers do not want employees without journalism training. Most of them do not have the time to give in-service training although a few of them still do train their own employees. Because interpretative reporting, or reporting in depth, is vital to today's journalism, college training is essential to aspirants.

Starting salaries continue to rise slowly but do lag far behind those of engineering, accounting, sales, and general business (11:467-71). This is exactly the picture on the state level. Salaries are best in this state for television and radio personnel, public relations men and women, and daily newspaper employees. Although
few editors or station managers will predict the salary for beginners in 1965, almost all of them expect an increase, some of them as much as a 25 or 35 per cent rise.

It has been estimated that about 10 per cent of the people in journalism earn over $10,000 annually. Top salaries run to several times that figure. There are some $50,000-plus salaries in advertising and public relations. Even a reporter or two and some editors and syndicated writers get into that bracket (24:11).

Opportunities are good for women as well as for men. The woman who is willing to excel and stand up to a man's job will oftentimes succeed. Many women hold top editorial positions, although most women will find their calling in society, fashions, or fine arts reporting and broadcasting.

Most employers want college-trained personnel with a good foundation in journalism, the liberal arts, and humanities. High school students should definitely take a college-preparatory course if they are interested in pursuing journalism as a career.

The newspaper--daily first and weekly second--continues to be the number one employer by a wide margin. Public relations holds third place (2:469-71).

If every newspaper in the United States would encourage one additional student each year to major in
journalism in a good college or university, the number of journalism graduates would be doubled in a few years (21:16).

These facts will prove that for high school students interested in journalism, the field is still wide open, opportunities are found in many areas, salaries are improving, and personal pleasures are great.
BIBLIOGRAPHY
BIBLIOGRAPHICAL ENTRIES


322 Fourth Street, N. E.
Auburn, Washington
October 27, 1958

Managing Editor
Kirkland Sentinel
Kirkland, Washington

Dear Sir:

As a teacher of high school journalism I am becoming more and more aware of the problem facing the newspaper, radio, television, and business men of today—the scarcity of young people interested in journalism as a career.

In order that high school journalism students throughout the state may know what the future holds for them in the field, I am writing a thesis on the subject as a part of the requirement for the Master of Education degree from Central Washington College of Education.

Your contribution will help furnish high school students the information which they need to plan intelligently for their life work.

I am enclosing a self-addressed stamped envelope for your convenience. Your cooperation will be greatly appreciated. I am sure you will recognize how important this is to the young people considering journalistic careers—and to the newspapers, radios and T.V.s, as well as businesses that need them.

Sincerely yours,

Paul Lambertsen

Enclosures

(SAMPLE LETTER)
SURVEY REGARDING FUTURE JOURNALISM OPPORTUNITIES
FOR HIGH SCHOOL STUDENTS OF TODAY

1. Is your paper a daily?____, or a weekly?____

2. Approximate circulation?________________________

3. Number of staff members:______
   - Editorial staff ____
   - Advertising staff ____
   - Acct'g Dept. Employees____
   - Circulation Dept. ____
   - Number of persons employed in the composing and press rooms____

4. What would you estimate the size of your staff to be by 1965?____

5. Do you feel that journalism training should start in the high school? yes____ no____ Why:________________________
   ____________________________________________________________________________

6. Do you feel it is valuable for an aspiring journalist to work on high school papers? yes____ no____
   Why:________________________________________________________________________

7. In which subjects or subject areas do you feel high school journalists should have training? Please check.
   - agriculture ____
   - home ec. ____
   - radio ____
   - civics ____
   - ind. arts ____
   - science ____
   - economics ____
   - journalism ____
   - shorthand ____
   - English ____
   - mathematics ____
   - sociology ____
   - foreign lang. ____
   - music ____
   - secretarial ____
   - history ____
   - photography ____
   - course ____
   - art ____
   - psychology ____
   - speech and drama ____
   - typing ____

Comments or other courses you recommend:________________________
8. In hiring a reporter which would you prefer?
   a. a graduate of a school of journalism____
   b. one who has taken a little journalism training____
   c. one who has specialized in liberal arts____
   d. a non-college graduate____
   e. a high school graduate for in-service training____

   Why:____________________________________________________
   _______________________________________________________
   _______________________________________________________

9. What is the starting salary of your beginning reporters now?__________

   What do you expect the salary of your beginning reporters to be by 1965?__________

   What is the starting salary of your beginning employees in advertising?__________

   What do you anticipate the salary to be in this area by 1965?__________

10. Approximately how many new reporters (those beginning in the field) did you hire between 1950-56?__________
     college trained____ no experience____

     Between 1956 and now?____ college trained____
                        no experience____

     How many do you expect to hire between now and 1965?____

11. If you had a son interested in journalism work, which field would you recommend for him?
   weekly newspaper ____ Comments:_______
   small daily ____
   metropolitan daily ____
   radio ____
   television ____
   public relations ____
   magazine ____
   some other line of work ____
12. What percentage (approximately) of those working in reporting and advertising before being employed by you had: (This is for beginning employees with no actual experience as employees on other commercial newspapers)

<table>
<thead>
<tr>
<th>Reporters</th>
<th>Ad Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>extensive schooling in journalism</td>
<td>______</td>
</tr>
<tr>
<td>some schooling in journalism</td>
<td>______</td>
</tr>
<tr>
<td>little schooling in journalism</td>
<td>______</td>
</tr>
<tr>
<td>no schooling in journalism</td>
<td>______</td>
</tr>
</tbody>
</table>

13. Any additional information which you feel might be of value in this survey will certainly be appreciated. Please place your comments below:

Name of newspaper________________________ City_________
Population of city__________ Your name:________________
Position:______________________
APPENDIX C
SURVEY REGARDING FUTURE JOURNALISM OPPORTUNITIES
IN RADIO AND TELEVISION WORK
FOR HIGH SCHOOL STUDENTS OF TODAY

1. What is the authorized power of your station? ____ watts
   Over how wide an area can your signal be picked up?
   ____ radius miles
   Are you a network affiliate? yes ____ no ____
   Are you an AM or FM station? ________
   In what year did you begin operation? _____

2. What is the number of news staff members hired by your station (this includes local, regional, national news, and sports writers and announcers)? ________

3. What are the operating hours of your station?
   From ___ a.m. to ___ p.m.

4. What is the total number of persons on your staff?
   (This includes everyone who has any direct part in your operation (announcers, technicians, secretaries, advertising personnel, etc.) ________

5. What would you estimate the size of your news staff to be by 1965? ________

6. Do you feel journalism training is necessary to do radio and TV news? ________
   Do you feel that journalism training should start in the high school? ________
   Comments: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Do you feel it is valuable for an aspiring journalist to work on his high school paper? yes ____ no ____

8. Do you feel it is valuable for an aspiring journalist to take a course in radio production and broadcasting in high school, if it is available? ________
9. In which subjects or subject areas do you feel high school journalists should have training?

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>agriculture</td>
<td></td>
<td>mathematics</td>
<td></td>
</tr>
<tr>
<td>art</td>
<td></td>
<td>music</td>
<td></td>
</tr>
<tr>
<td>civics</td>
<td></td>
<td>photography</td>
<td></td>
</tr>
<tr>
<td>economics</td>
<td></td>
<td>radio</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>science</td>
<td></td>
</tr>
<tr>
<td>foreign lang.</td>
<td></td>
<td>shorthand</td>
<td></td>
</tr>
<tr>
<td>history</td>
<td></td>
<td>sociology</td>
<td></td>
</tr>
<tr>
<td>home economics</td>
<td></td>
<td>secretarial course</td>
<td></td>
</tr>
<tr>
<td>industrial arts</td>
<td></td>
<td>speech and drama</td>
<td></td>
</tr>
<tr>
<td>journalism</td>
<td></td>
<td>typing</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments or other courses you recommend:________________________

10. In hiring a member of the news staff which would you prefer?
   a. a graduate of a school of journalism___
   b. one who has taken a little college journalism training___
   c. one who has specialized in liberal arts___
   d. a graduate of a school of communications with radio and television training___
   e. one who has taken a little college radio and television training___
   f. a non-college graduate___
   g. a high school graduate for in-service training___

Why?__________________________________________________________

11. What is the average salary range of your starting news staff members now?______

What do you expect the salary range to be by 1965?______

12. How many new staff members (those beginning in the field) have you hired from 1950-1956?______ Between 1956 and now______

How many do you anticipate hiring between now and 1965?______
13. If you had a son interested in journalism work, which field would you recommend for him?

weekly newspaper
small daily
metropolitan daily
radio
television
public relations
magazine
some other line of work

Comments

14. What percentage (approximately) of those working in reporting and writing before being employed by you had: (This is for beginning employees with no actual experience as employees on other commercial radio or television stations)

extensive schooling in radio and television
extensive schooling in journalism
some schooling in radio and television
little or no schooling in radio and television
some schooling in journalism
little or no schooling in journalism

15. Any additional information which you feel might be of value in this survey will certainly be appreciated:
Please place your comments below:

Name of radio or TV station
City
Population of city
Your name:
Position:
JOURNALISM VOCATIONAL QUESTIONNAIRE

1. Do you feel the field of journalism is a good one to enter—that the future in this field is bright?  yes____ no____  Why?

2. Do you feel it is important for a high school student interested in journalism to work on his high school paper?  yes____ no____  Why?

3. What type of college would you recommend for an interested student of journalism?

4. If a student majors in journalism, what minors would you suggest?

5. What branch of journalism offers the best future as far as you are concerned and can judge?
   a. weekly newspaper  ____  Why?
   b. small daily  ____  Why?
   c. metropolitan daily  ____
   d. radio  ____
   e. television  ____
   f. public relations  ____
   g. magazine work  ____

6. In which subjects or subject areas do you feel high school journalists should have training?
   agriculture  ____  mathematics  ____
   civics  ____  music  ____
   economics  ____  photography  ____
   English  ____  psychology  ____
   foreign lang.  ____  radio  ____
   history  ____  science  ____
   art  ____  shorthand  ____
   home economics  ____  sociology  ____
   industrial arts  ____  secretarial course  ____
   journalism  ____  speech and drama  ____
   typing  ____
7. In newspaper work, which offers the best opportunities—reporting or advertising?

8. If you had a bit of philosophy for high school students interested in journalism, what would it be?

9. Your name:

School of Journalism:

Brief sketch of your career in the field (positions held, etc.):

Any additional comments: