A STUDY OF THE ATTITUDES OF JOURNALISM STUDENTS IN DALLAS HIGH SCHOOLS TOWARD JOURNALISM CAREERS

THESIS

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

BY

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Cates, Judy M., *A Study of the Attitudes of Journalism Students In Dallas High Schools Toward Journalism Careers.*

Master of Arts (Journalism), December, 1976, 86 pages, 17 tables, 10 illustrations, bibliography, 14 titles.

The purpose of this study was to examine the attitudes of journalism students in Dallas high schools toward the meanings and images of journalism careers.

Eleven out of eighteen Dallas high schools participated. A total of 211 respondents, 145 females and 66 males, completed the questionnaire.

The first part of the analysis involved the comparison through percentage tables illustrating the similarities and differences of the groups.

The second part of the analysis involved the semantic differential scales and the mean profile comparisons for the groups.

Although the seven branches of journalism did differ significantly from one another, the male and female subjects did not differ significantly in their meanings of the concepts.
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CHAPTER I

INTRODUCTION

Every year, thousands of students select journalism as a career after they are graduated from high schools. Enrollment in journalism programs in four-year colleges has steadily increased from 1965 to 1975. Enrollment rose from 15,820 in 1964 to 55,078 in 1974, an increase of 248.1 per cent.¹

In 1974, 55,078 students listed journalism as their major, showing an increase of 6,751 students, 13.8 per cent over the 1973 total.²

The growth rate of 1973, in comparison to 1972, was 48,327 journalism majors, or 15.9 per cent. For 1972, the growth rate was 13.6 per cent; for 1971, 10.8 per cent; and for 1970, 5.9 per cent.³

Enrollment at the University of Texas exceeded 2,500 majors in 1975. The University of Texas' new journalism

¹Paul V. Peterson, "55,000 Mark Surpassed," Journalism Educator, XXIX (Winter, 1975), No. 4, 3.

²Ibid.

³Ibid.
complex is so crowded that instructors share cramped office space. In fighting against such growths, the University of Missouri's journalism department raised its entrance requirements, but the enrollment grew 25 per cent anyway.

Investigative reporting that brought the Watergate affair to a climax appears to have inspired the enrollment increase. Before the Watergate scandal, the old impressions of muckrakers and foreign correspondents had begun to decline. By 1976, however, some of the glamour, excitement, and fame returned to journalism, attracting more students to the field.

Many journalism educators and newspaper editors say that journalism is viewed as a high-status profession by young people. Thomas Engleman, executive director of the Newspaper Fund, said journalism schools across the nation have more honor students than ever before, and that journalism attracts the kind of students who normally enter fields of law or medicine.

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6Ibid., p. 12.

7Ibid.
Most editors, columnists, specialists, and editorial writers were once reporters. Many of the most seasoned, most dedicated members of newspaper staffs are reporters and will remain reporters by choice.8

The individual suited by temperament and talent to be a competent newsman will find the work immensely satisfying. High among such satisfactions will be a sense of direct personal usefulness in a vital profession; an atmosphere of being "on the inside" of news and in the confidence of the newsmakers; the opportunity to exercise initiative, independence, and judgment; the gratification of seeing the results of one's work in print almost immediately; and the constant no-two-days-alike variety.9

Thus, it seems that, in a changing world, journalism would provide ideal career opportunities for young people.

In view of its popularity among college students, it would be interesting to examine high school students' attitudes toward careers in journalism. Because of such popularity, high school students associate the word "newspaper" with the word "reporter," one who personifies the newspaper.

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9Ibid., p. 13.
The reporter's job captures the imagination and excitement of the field. Of all the jobs, the newspaper reporter is the closest to the up-to-date coverage of the news in everyday situations.

Statement of the Problem

The problem was to examine the attitudes of journalism students in Dallas high schools toward the meanings and images of journalism careers. The measurements of the kind of image a student has about the concept of journalism will illustrate the reasons some high school graduates are inclined to go into some field of journalism. The field of journalism can include all facets of communication in the mass media: public relations, advertising, newspaper, photo-journalism, radio-television, magazine writing, and free-lance writing. High school journalism training provides the basic elements necessary to test hypotheses concerning the extent to which this training influences student career choices.

Purpose of the Study

An attempt was made to find reasons for the interest or motivation of high school journalism students. The purposes of the study were
1. To compare differences in reasons given by male and female high school students in their selection of a career in journalism.

2. To examine the influence exerted on high school students in their choice of a career in journalism.

3. To examine the reasons for students' choice of journalism as a career.

4. To compare male and female high school students on their attitudes toward journalism.

Hypotheses

The following hypotheses were tested in this survey:

1. In the selection of a career in journalism, there is no significant difference in the reasons given by male and female students who indicate a preference for journalism as a career.

2. Students are significantly influenced by the attitudes of their journalism teachers and sponsors in their choice of careers in journalism.

3. Students show greater interest in print media than in electronic media.

4. Students who plan to work in journalism tend to have a positive attitude toward journalism.
5. There is no significant difference between male and female groups in judging the same journalistic concepts.

Related Studies

Journalism has existed in the nation's public school curricula for more than sixty years. It was first introduced as a solution to the problem of motivation for English composition about 1910. Students were encouraged to express their thoughts and to write creatively for student publications. The first known high school journalism class was begun in 1912 in Salina, Kansas.

In a survey of literature, little research has been conducted toward the meaning or images of journalism among high school students. Until 1930, when it became a separate field of study, journalism writing was similar to creative writing or English composition.

In 1953, Robert Cranford found that students of mass communication thought the word "journalism" suggested duties concerning gathering, processing, and dissemination of information. The sample for this study comprised 518 males

10 Alan Scott, "Some Information Regarding High School Journalism," Scholastic Activities, XX (March, 1960), 204.
11 Ibid.
and 518 females. An overwhelming majority of students (96.2 per cent) indicated that newspaper work came first to their minds when they thought of the word "journalism." Other listings were magazine writing, 40.4 per cent, and creative writing, 24.0 per cent. Television was rated lowest with 4.0 per cent of the students relating it to "journalism."

Cranford's survey shows that "a far greater number of high school seniors associated journalism with work such as editing, reporting, writing news, writing articles for magazines, writing sports, and writing headlines."\(^{13}\) Thirteen per cent of the respondents said, however, that jobs suggested by the term included bookkeeping, clerical, and office duties. Journalism was rated the third most lucrative career field, with engineering first, business second, agriculture fourth, medicine fifth, law sixth, and teaching seventh. Of those who expected to make careers in journalism, 76.9 per cent said they were selecting that field because they liked journalism and either believed or knew from experience that they would enjoy the work.\(^{14}\)

In regard to the sources of their ideas about journalism careers, 46.7 per cent of the respondents said their

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\(^{13}\) Ibid., p. 493.

\(^{14}\) Ibid., p. 495.
impressions came from reading newspapers and magazines and listening to radio and television; 42.9 per cent got their impressions from school courses that required writing; and others listed reading literature about journalism experience on the school newspaper, movies, radio, television plays about journalism and talking with faculty advisors, teachers, and journalists. From these listings, courses requiring writing appeared to have influenced the greatest number, 27.7 per cent.

Another study of high school student attitudes in connection with Cranford's study revealed a similar trend among that age group. In the 1958 Columbia University Press Conference, Samuel Lubell conducted a trial-run survey of the careers these high school males and females intended to follow. His study involved 150 delegates who were queried as to their choice of vocation.

Sixty-one per cent had no intention of making journalism a career. Twenty-nine per cent said that they planned to make it a career. The students surveyed rated the field of journalism as low-ranking in pay, prestige, and security. Other results from this study were 28.3 per cent of the students

who wanted to go into the field of journalism preferred newspaper work; 21.1 per cent preferred free-lance writing; 18.6 per cent preferred magazine work as a career; and 8 per cent preferred the fields of advertising, public relations, and radio-television.

In the same study, it was found that journalism was regarded as low paying, lacking in prestige, and not conducive to a good family life, compared to some other professions. But the respondents did consider journalism to be an interesting field and useful to society despite some drawbacks.

Two years later, William I. Hill of The Associated Press reported in the AP Log that high school editors placed journalism eighth as a career choice.

In 1960, Penn T. Kimball and Samuel Lubell conducted a follow-up survey, confirming the findings in Lubell's study of 1958, "High School Students' Attitudes Toward Journalism as a Career." The second study revealed differences between boys' and girls' preferences in various professions. A

16 Ibid.


18 Penn T. Kimball and Samuel Lubell, "High School Students' Attitudes Toward Journalism as a Career: Part II," Journalism Quarterly, XXXVII (Summer, 1960), 413-422.
survey of 1,500 boys and girls active on high school publications throughout the country showed that 21 per cent intended to make journalism a lifetime career. However, there was no significant difference between boys' and girls' perceptions of journalism. The respondents did rank it first in "interest of work" and high in "usefulness to society," but rated it low in prestige, financial reward, family life, and economic security.

Other studies revealed similar trends among high school students. In 1965, Patrick Kennedy found that a strong high school journalism program and the influence of the daily or weekly community newspaper apparently played roles in the development of journalism career interest.

In this study, more than three of four of the selected respondents said that they had considered a career as a newspaper reporter but regarded a reporter's prestige as very low.

In 1966, Robert Prentiss found that high school students working on publications ranked newspaper journalism poor in salary, economic security, prestige, power, and regular

19 Ibid.

The respondents rated journalism as interesting work, as doing what one likes best, and as most important in career selection, adding that this was what was so attractive about newspaper journalism.\textsuperscript{22}

In 1971, Michael Jerry Goodman, in his master's thesis at California State College, found that an overall journalism student's reaction generally reflected a distrust of objective news and expressed strong support for partisan journalism. Goodman's study found that liberals tended toward reporting careers and conservatives tended toward career preferences in public relations and advertising.\textsuperscript{23}

Attitudes of the teacher and/or sponsor are relayed to students, whether intentionally or not. If a teacher's responsibility is, as Senator William Fulbright of Arkansas said, "to shape the minds and hearts of our children," then is the teacher in charge not responsible for students' responses or lack of response to journalism or any other

\begin{itemize}
  \item[\textsuperscript{22}] Ibid.
\end{itemize}
Kennedy's study indicated that the influence of an experienced teacher is evident. For example, when asked who urged them to join the school newspaper staff, students named the journalism teacher by a three-to-one margin.

Methodology

The data were gathered through a self-administered questionnaire consisting of eight questions and twelve semantic differential scales for seven concepts. The questionnaire was mailed to eleven out of eighteen high schools in the Dallas Independent School District in April 1976. The journalism teacher and/or sponsor administered the questionnaire to the students in advanced journalism classes. Upon student completion, the teacher and/or sponsor collected the questionnaires and returned them by mail.

The first part of the questionnaire consisted of eight questions concerning motivation in taking journalism, journalism experience and reasons for their choice of journalism as a career.

24 Yvonne H. King, "Attitudes Toward Journalism: Journalism Teachers and/or Publications Advisers and Students in West Virginia High Schools (9-12, 10-12)," Journalism Abstracts, (1963), pp. 54-55.

The eight questions were analyzed through the use of percentage tables. Each question was taken separately to show the subjects' impressions of journalism. Percentage of each question was computed.

The formulation of the seven-point semantic differential scales and instructions followed closely Charles E. Osgood's recommendations. The purpose of such scales was to measure the meanings of certain concepts by having the students judge against a series of descriptive scales.

Seven concepts about journalism branches were selected to represent the more popular branches of the profession. These concepts included newspaper, advertising, photo-journalism, public relations, radio-television, free-lance writing, and magazine writing.

Each differential scale was on a separate sheet of paper. The raw data obtained with the semantic differential were a collection of check marks against bipolar scales.

The twelve pairs of adjectives used in the bipolar scales were selected to represent each of the three factors: evaluation, potency, and activity factors. These scales were chosen from Osgood's Thesaurus study, according to their

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loading factor analysis.\textsuperscript{27} Four scales were selected to represent each of three factors. The order of the scales was determined by random selection. The bipolar adjectives for the scales were alternated in polarity direction, e.g., exciting-calm but slow-fast.

The analysis for the semantic differential scales was to compare the two groups on the seven branches of journalism. Comparisons were made to the mean profiles that represented the mean ratings on each of the twelve scales given in each of the seven concepts.

After the data were collected, the scale ratings were scored by attributing the values of 1 to 7 to the seven positions given on the scale. The number "4" denoted neutrality. Thus, the numbers larger than "4" denoted positive judgments and the numbers smaller than "4" denoted negative judgments.

To summarize a large mass of data, the means were derived by summing the scores on each scale and averaging them for the total number of males and the total number of females. This procedure was repeated for each of the twelve scales. For each of the seven branches of journalism, a diagram was presented to compare visually the judgments of the two sex

\textsuperscript{27}Ibid.
groups for each concept. The total subject factor scores of the concepts and of the male and female subjects were summed and averaged over the total subjects to produce the three factor scores for the concept.

To measure the linear distance between concepts, the distance between each pair of points in the semantic space was examined. The distance measurement was called the D-formula. The D-formula method was used to examine the relationship among the concepts in terms of proximity. The D-formula is a generalized distance formula of solid geometry:

$$D_{i1} = \sqrt{\sum_j d_{i1}^2}$$

$D_{i1}$ is the linear distance between the points in the semantic space that represents the two concepts, $i$ and $l$. The difference between the coordinates $i$ and $l$ is symbolized by $d_{i1}$.

Limitations

The findings of this study reflected only the population from which the survey was taken. It could not be used to

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28 Ibid., p. 91.
29 Ibid.
30 Ibid.
generalize the characteristics of high school journalism students throughout the state or nation.

The semantic differential scales used in this project were limited to the three factors: evaluation, potency, and activity. Thus, the analysis in this study was limited to these three factors.

In this survey, the students' replies were treated anonymously, since school and student names were not important to the study.
CHAPTER II

Questionnaire Analysis

The primary purpose of this study was to measure attitudes of journalism students in Dallas high schools toward journalism careers. In the analysis of data, positive and negative results were developed to discover the advantages and disadvantages of journalism as a career.

Of the eighteen high schools in Dallas, eleven agreed to participate in the survey. A total of 211 respondents--145 females and 66 males--completed the questionnaire.

The raw scores were coded, keypunched, and tabulated on computers at the Computer Center at North Texas State University.

In this chapter, emphasis was placed on the motivation in taking journalism, journalism experience, and reasons for choosing journalism as a career. The comparison between male and female groups was made through percentage tables to illustrate visually the similarities and differences between the groups.
The two groups were compared to test Hypothesis One, that in the selection of a career in journalism, there is no significant difference in the reasons given by male and female students who indicate a preference for journalism as a career; Hypothesis Two, that students are significantly influenced by the attitudes of their journalism teachers and sponsors in their choice of careers in journalism; Hypothesis Three, that students show greater interest in print media than in electronic media; and Hypothesis Four, that students who plan to work in journalism have a positive attitude toward journalism.

A far greater percentage of high school students associated journalism with print media--newspaper, magazine writing, free-lance writing, and advertising--than in the electronic media--radio and television.

Of the 66 male respondents, 51.5 per cent listed magazine and 45.5 per cent listed newspaper as the two jobs closely associated with journalism. Of the 145 female respondents, 49.7 per cent listed magazine and 45.5 per cent listed newspaper as the two jobs closely associated with journalism.

Table I presents the type of journalism experience of the male and female subjects shown in percentage.
### TABLE I

WHAT KIND OF JOBS COME TO YOUR MIND WHEN YOU THINK OF THE WORD "JOURNALISM"?

<table>
<thead>
<tr>
<th>FIELDS OF JOURNALISM</th>
<th>PER CENT OF SELECTION BY SEX</th>
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<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Magazine</td>
<td>51.5</td>
</tr>
<tr>
<td>2. Newspaper</td>
<td>45.5</td>
</tr>
<tr>
<td>3. Creative writing</td>
<td>13.6</td>
</tr>
<tr>
<td>4. Photography</td>
<td>1.5</td>
</tr>
<tr>
<td>5. Office work</td>
<td>4.6</td>
</tr>
<tr>
<td>6. Radio</td>
<td>6.1</td>
</tr>
<tr>
<td>7. Advertising</td>
<td>9.1</td>
</tr>
<tr>
<td>8. Television</td>
<td>13.6</td>
</tr>
</tbody>
</table>

For the electronic branches of journalism, 13.6 per cent of the males chose television and 6.1 per cent chose radio, whereas 15.9 per cent of the female respondents chose television and 1.4 per cent chose radio.

Other responses listed low were photography by 1.5 per cent of the male and 7.6 per cent of the female subjects,
advertising by 9.1 per cent of the male and 11.3 per cent of the female subjects, and creative writing by 13.6 per cent of the male and 8.3 per cent of the female subjects.

Table II presents the types of motivations of the male and female subjects shown in percentage.

TABLE II
WHAT MOTIVATED YOU TO STUDY JOURNALISM?

<table>
<thead>
<tr>
<th>SOURCES OF INFLUENCE</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Teacher influence</td>
<td>9.1</td>
</tr>
<tr>
<td>2. Classmate influence</td>
<td>4.6</td>
</tr>
<tr>
<td>3. Thought it would be a &quot;blow-off&quot; course</td>
<td>7.6</td>
</tr>
<tr>
<td>4. To work on newspaper</td>
<td>24.2</td>
</tr>
<tr>
<td>5. Thought it would be interesting</td>
<td>30.3</td>
</tr>
<tr>
<td>6. Preparation for a career</td>
<td>10.6</td>
</tr>
<tr>
<td>7. Others</td>
<td>10.6</td>
</tr>
</tbody>
</table>

As the reasons for motivation in taking journalism, 30.3 per cent of the males and 31.0 per cent of the females
said they took journalism because they thought it would be interesting; and 10.6 per cent of the males and 19.3 per cent of the females thought it would be preparation for a career.

Concerning student and teacher influences, however, 9.1 per cent of the males and 8.3 per cent of the females said they were influenced by teachers, and 4.6 per cent of the males and 6.9 per cent of the females said they were influenced by their classmates. Of the respondents, 7.6 per cent of the males and 1.4 per cent of the females considered taking journalism as an easy "blow-off" course.

Several of the male and female subjects had various other reasons for taking journalism in high school. Of the total respondents, 10.6 per cent of the males and 11.7 per cent of the females had these comments about motivation to study journalism:

"Counselor influence."

"I have always had an interest in writing and got in the class because I love to write."

"Partly teacher influence plus I thought it would be interesting and rewarding even if I chose not to enter a journalism career."
"Thought it would be a way I could develop my own creative writing ability."

"Needed the credit."

Although many reasons were given for becoming interested in journalism, student experience in journalism was limited.

Table III presents the type of journalism experiences of the male and female subjects shown in percentage.

**TABLE III**

**JOURNALISM EXPERIENCE**

<table>
<thead>
<tr>
<th>TYPE OF EXPERIENCE</th>
<th>PER CENT OF SELECTION BY SEX</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. High school newspaper</td>
<td>86.4</td>
</tr>
<tr>
<td>2. High school annual</td>
<td>7.6</td>
</tr>
<tr>
<td>3. Local newspaper</td>
<td>3.0</td>
</tr>
<tr>
<td>4. Local radio station</td>
<td>1.5</td>
</tr>
<tr>
<td>5. Club reporter</td>
<td>3.0</td>
</tr>
<tr>
<td>6. Others</td>
<td>6.1</td>
</tr>
</tbody>
</table>
Of the 211 respondents, 86.4 per cent of the males and 82.8 per cent of the females gained their journalism experience through the high school newspaper. The high school annual was listed by 7.6 per cent of the males and 11.7 per cent of the females as being a journalism experience.

A small per cent of the two groups gained experience outside the high school. Of the total respondents, 1.5 per cent of the males received journalism experience from the local radio station, whereas 3.0 per cent of the males and 1.4 per cent of the females received experience from local newspapers.

Several students had other journalism experiences that helped to develop their interests in journalism. These experiences, listed by 6.1 per cent of the males and 9.0 per cent of the females, comprised junior high newspapers, literary magazines, church newspapers, and city magazines.

Communication career choices were broken down into nine fields of interest for this study: television, advertising, radio, public relations, free-lance writing, journalism education, photography, magazine, and newspaper.

Of the total respondents, 45.5 per cent of the males and 52.4 per cent of the females elected not to pursue a career in journalism.
For those who would pursue a career in journalism, television was the leading career choice by 18.2 per cent of the males and 9.0 per cent of the females.

Other selected career choices included newspaper, chosen by 12.1 per cent of the males and 8.3 per cent of the females; magazine, 6.1 per cent of the males and 5.5 per cent of the females; and free-lance writing, 7.6 per cent of the males and 6.2 per cent of the females.

Table IV presents the types of journalism careers selected by the male and female subjects shown in percentage.

The career choices that were ranked low by the respondents included journalism education, chosen by 1.6 per cent of the males and 3.5 per cent of the females; advertising, by 3.0 per cent of the males and 2.1 per cent of the females; and radio, by 3.0 per cent of the males and 2.8 per cent of the females.

The two careers that were least popular with the female respondents were public relations and photography.

Other careers listed by the respondents included creative writing, science journalism, printing, and teaching.

Those planning a career in journalism said they made the decision because of the "association with interesting
people." Of the total number of respondents, 25.8 per cent of the males and 20.7 per cent of the females listed this type of association as the reason for selecting a career in journalism.

TABLE IV
CAREER PURSUITS IN JOURNALISM

<table>
<thead>
<tr>
<th>TYPE OF CAREER</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Television</td>
<td>18.2</td>
</tr>
<tr>
<td>2. Advertising</td>
<td>3.0</td>
</tr>
<tr>
<td>3. Radio</td>
<td>3.0</td>
</tr>
<tr>
<td>4. Public relations</td>
<td>0.0</td>
</tr>
<tr>
<td>5. Free-lance writing</td>
<td>7.6</td>
</tr>
<tr>
<td>6. Journalism education</td>
<td>1.5</td>
</tr>
<tr>
<td>7. Photography</td>
<td>0.0</td>
</tr>
<tr>
<td>8. Magazine</td>
<td>6.1</td>
</tr>
<tr>
<td>9. Newspaper</td>
<td>12.1</td>
</tr>
<tr>
<td>10. Others</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Table V presents the type of reasons for choosing a career in journalism of the male and female subjects shown in percentage.

**TABLE V**

**WHY DO YOU PLAN TO WORK IN THE FIELD OF JOURNALISM?**

<table>
<thead>
<tr>
<th>REASONS FOR CHOOSING A CAREER IN JOURNALISM</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Association with interesting people</td>
<td>25.8</td>
</tr>
<tr>
<td>2. Ability to write</td>
<td>18.2</td>
</tr>
<tr>
<td>3. Curiosity about people</td>
<td>1.5</td>
</tr>
<tr>
<td>4. Available salary</td>
<td>1.5</td>
</tr>
<tr>
<td>5. Ability to advance quickly</td>
<td>6.1</td>
</tr>
<tr>
<td>6. Others</td>
<td>4.6</td>
</tr>
</tbody>
</table>

The "ability to write" was listed by 18.2 per cent of the males and 12.4 per cent of the females as another reason to enter into the field of journalism.

Two rather less positive reasons for entering the field of journalism were "available salary," by 1.6 per cent of
the males and no response by the females and "ability to advance quickly," by 6.1 per cent of the males and 4.5 per cent of the females.

Of the respondents, 4.6 per cent of the males and 6.9 per cent of the females gave other reasons concerning journalism work:

"I get great satisfaction out of composing a good piece of journalism."

"I don't want to sit behind a desk all of my life."

"Unlimited opportunities."

"Like to work with people."

"Meeting people."

Presumably, these reasons, both personal and career-oriented, would most positively motivate and encourage high school students to choose a field of journalism.

Those high school students planning a career in journalism expressed their aspirations in terms of personal satisfactions. "Seeing your story in print" was the most satisfying feature of journalism listed by 57.6 per cent of the males and 46.9 per cent of the females.

Table VI presents the type of personal satisfaction of the male and female subjects shown in percentage.
TABLE VI
WHAT ASPECTS OF JOURNALISM COURSES GIVE YOU SATISFACTION?

<table>
<thead>
<tr>
<th>SOURCES OF SATISFACTION</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. By-line</td>
<td>7.6</td>
</tr>
<tr>
<td>2. Meeting people</td>
<td>31.8</td>
</tr>
<tr>
<td>3. &quot;Scoop&quot; on news</td>
<td>13.6</td>
</tr>
<tr>
<td>4. Seeing your story in print</td>
<td>57.6</td>
</tr>
<tr>
<td>5. Credits and grades</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Of the total respondents, 31.8 per cent of the males and 49.0 per cent of the females said their satisfaction in journalism was in "meeting people." Of the respondents, 7.6 per cent of the males and 7.6 per cent of the females listed "by-lines" as a means of obtaining personal satisfaction.

Of the subjects who said they were interested in journalism as a high school course, 9.1 per cent of the males and 14.5 per cent of the females listed "credits and grades" as a means of satisfaction.
In connection with the desire of "seeing your story in print," journalism students expressed a strong opinion about its "excitement" and "interest" as a profession.

Of these respondents, 65.6 per cent of the males and 54.5 per cent of the females listed journalism as an interesting profession; and 15.2 per cent of the males and 23.4 per cent of the females listed it as exciting.

Table VII presents the type of opinions of journalism as a profession of the male and female subjects shown in percentage.

### TABLE VII

**JOURNALISM AS A PROFESSION**

<table>
<thead>
<tr>
<th>TYPES OF OPINIONS</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Interesting</td>
<td>65.1</td>
</tr>
<tr>
<td>2. Financially rewarding</td>
<td>4.6</td>
</tr>
<tr>
<td>3. Stimulating</td>
<td>4.6</td>
</tr>
<tr>
<td>4. Exciting</td>
<td>15.1</td>
</tr>
<tr>
<td>5. Others</td>
<td>9.1</td>
</tr>
</tbody>
</table>
However, 4.5 per cent of the males and 1.4 per cent of the females considered a profession in journalism as "financially rewarding."

Several students had other opinions about journalism as a profession. Some of the comments were:

"Fascination and curiosity about people."

"Hard, with unusual working hours."

"Tedious and boring."

Journalism as a career was favorably ranked in comparison to other professions by the male and female subjects.

Table VIII presents the type of ranking of professional careers of the male subjects shown in percentage.

TABLE VIII
RANK THE SIX OCCUPATIONS IN ORDER OF IMPORTANCE TO YOU

<table>
<thead>
<tr>
<th>TYPE OF PROFESSION</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>1. Medical doctor</td>
<td>34.8</td>
</tr>
<tr>
<td>2. Lawyer</td>
<td>30.3</td>
</tr>
<tr>
<td>3. Journalist</td>
<td>27.3</td>
</tr>
<tr>
<td>4. Teacher</td>
<td>27.3</td>
</tr>
<tr>
<td>5. Engineer</td>
<td>24.2</td>
</tr>
<tr>
<td>6. Farmer</td>
<td>40.9</td>
</tr>
</tbody>
</table>
Of the male respondents, 34.8 per cent ranked medical doctor as the leading profession and 30.3 per cent ranked lawyer as the second leading profession.

At the bottom of the career scale, 40.9 per cent of the males ranked farming as the least interesting profession.

Journalist was ranked third by 27.3 per cent of the male respondents, which was higher than the rankings of teacher and engineer.

Table IX presents the type of ranking of professional careers of the female subjects shown in percentage.

TABLE IX
RANK THE SIX OCCUPATIONS IN ORDER OF IMPORTANCE TO YOU

<table>
<thead>
<tr>
<th>TYPE OF PROFESSION</th>
<th>PER CENT OF SELECTION BY SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td></td>
</tr>
<tr>
<td>1. Medical doctor</td>
<td>47.6</td>
</tr>
<tr>
<td>2. Lawyer</td>
<td>36.5</td>
</tr>
<tr>
<td>3. Teacher</td>
<td>20.0</td>
</tr>
<tr>
<td>4. Journalist</td>
<td>21.4</td>
</tr>
<tr>
<td>5. Engineer</td>
<td>31.7</td>
</tr>
<tr>
<td>6. Farmer</td>
<td>43.4</td>
</tr>
</tbody>
</table>
Similar responses came from the female group. Medical doctor was ranked as the leading profession by 47.6 per cent of the females, and lawyer was ranked as the second leading profession by 36.5 per cent.

At the bottom of the career scale, farming was ranked as the least important profession by 43.4 per cent of the females.

Journalist was ranked fourth by 21.4 per cent of the females.

It was concluded that (a) Both sex groups considered magazine and newspaper as the jobs most closely associated with journalism; (b) Respondents received their knowledge of the field through high school newspapers and annuals; (c) Students were motivated to study journalism for its interest and excitement; (d) Both groups said their satisfaction from journalism came from seeing their stories in print and meeting people; and (e) Journalism was ranked by the male and female groups as being third in career occupations.

The data in this study tend to support the hypotheses (a) that there is no significant difference in the reasons given by male and female students who indicated a preference for journalism as a career; (b) that students show greater interest in print media than in electronic media; and
(c) that students who plan to work in journalism have a positive attitude toward journalism. The hypothesis that stated students would be significantly influenced by the attitudes of the journalism teachers and sponsors in their choice of careers in journalism was rejected.
CHAPTER III

SEMANTIC DIFFERENTIAL ANALYSIS

To analyze the semantic differential scales of the seven branches of journalism, comparisons were made of the mean profiles for the male and female groups. This would represent the average rating on each of the twelve scales of each of the seven concepts. The means were derived by summing the scores of each scale and averaging with the total number of males and the total number of females. For each of the seven concepts of journalism, the average ratings were illustrated in charts to compare visually the judgments of the two sex groups for each concept. This comparison between male and female groups was to test Hypothesis Five, that there is no significant difference between male and female groups in judging the same journalistic concept.

This chapter presents the factor score tables that include the mean ratings of each factor, evaluation, potency, and activity of the seven concepts. Four scales were chosen to represent each of the three factors, from Osgood's Thesaurus study. The factor loadings of these scales are presented in Table X.
The male and female groups judged each concept on the scale of what it meant to them: extremely related, closely related, slightly related, or neutral. The direction in which they checked the concept depended on which bipolar adjective seemed most characteristic to the concept.

### TABLE X

**FACTOR ANALYSIS**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>intelligent-unintelligent</td>
</tr>
<tr>
<td></td>
<td>unimportant-important</td>
</tr>
<tr>
<td></td>
<td>good-bad</td>
</tr>
<tr>
<td></td>
<td>harmful-beneficial</td>
</tr>
<tr>
<td>Potency</td>
<td>feminine-masculine</td>
</tr>
<tr>
<td></td>
<td>strong-weak</td>
</tr>
<tr>
<td></td>
<td>prohibitive-permissive</td>
</tr>
<tr>
<td></td>
<td>potent-impotent</td>
</tr>
<tr>
<td>Activity</td>
<td>easy-difficult</td>
</tr>
<tr>
<td></td>
<td>exciting-calm</td>
</tr>
<tr>
<td></td>
<td>slow-fast</td>
</tr>
<tr>
<td></td>
<td>passive-active</td>
</tr>
</tbody>
</table>

**Mean Profiles**

The mean profiles of the average scale ratings by the male and female groups are illustrated in Figure 1.

For the concept of "advertising," Figure 1 shows that male and female groups did not differ much in their scale ratings. The profiles show slightly related differences to each other.
The subjects judged the concept as slightly intelligent (5.33-5.60), beneficial (5.77-5.80), and active (5.33-5.22). They perceived it as quite important (6.19-6.13), but they remained neutral on judging the concept as exciting-calm (4.10-4.89), as slow-fast (4.22-4.47), as prohibitive-permissive (4.87-4.82), and neither as feminine nor masculine (4.04-3.82).
The mean judgments by the two groups on the concept "photography" are presented in Figure 2.

Fig. 2--Mean profiles for male and female groups on the concept "photography."

The subjects differed in the scale ratings, although the female group showed slightly more positive judgments than the male group on most of the twelve scales.

They judged the concept as quite important (6.16-6.47) and good (5.77-6.38), and better than "newspaper work."
They rated the concept as quite active (5.63-6.05) and beneficial (5.98-6.02).

The two groups remained neutral on judging the concept as feminine-masculine (4.16-4.00), but judged "photography" as slightly difficult (3.57-3.64).

Figure 3 illustrates the mean judgments on the concept "free-lance writing."

---

Fig. 3--Mean profiles for male and female groups on the concept "free-lance writing."
The two groups rated the concept as quite important (5.50-5.74), active (5.03-5.15), intelligent (5.66-5.69), and beneficial (5.31-5.59).

The subjects remained neutral on judging the concept as feminine-masculine (4.03-4.17) and as slow-fast (4.27-4.24), but judged "free-lance writing" as slightly difficult (3.69-3.86). The male and female subjects judged "free-lance writing" less favorably than the other concepts on most of the twelve scales.

The mean judgments by the two groups on the concept "public relations" are presented in Figure 4.

The subjects showed a slight difference in rating the concept "public relations." However, the female subjects were more favorable than the male subjects on most of the scales.

The respondents judged the concept as extremely important (5.77-6.22), but slightly good (5.47-5.95), active (5.10-5.73), intelligent (5.51-5.72), beneficial (5.36-5.84), and potent (4.95-5.09).

The subjects remained neutral on feminine-masculine (4.15-4.00) and prohibitive-permissive (4.60-4.95), but judged the concept as slightly difficult (3.47-3.77).
Fig. 4--Mean profiles of male and female groups on the concept "public relations."

Figure 5 presents the mean profiles for the concept "newspaper" as judged by the male and female subjects. The mean profiles on "newspaper" judged by the subjects were quite close to each other. They judged the concept as quite good (5.36-6.28), important (6.05-6.48), intelligent (5.74-6.09), and beneficial (5.54-6.02).
However, the concept was considered slightly difficult (3.43-3.68), but fast (4.80-5.64), active (5.57-5.96), strong (5.25-5.97), and potent (5.24-5.31).

Figure 6 represents the mean profiles for the concept "radio-television" as judged by the male and female subjects. The male and female subjects did not differ much in judging the concept "radio-television." The female subjects
rated the concept more favorably than the male subjects on most of the scales.

It was rated as quite exciting (5.63-6.11), fast (5.54-6.06), good (5.50-6.29), important (5.84-6.20), and slightly difficult (3.19-3.79).

The mean judgments by the groups on the concept "magazine writing" are presented in Figure 7. For this concept,
the male and female subjects judged the concept as quite good (5.18-6.03) and important (5.28-6.00).

\[ \text{easy: } \begin{array}{cccccc} & & & & & \text{difficult} \\ \text{feminine: } & & & & & \text{masculine} \\ \text{exciting: } & & & & & \text{calm} \\ \text{slow: } & & & & & \text{fast} \\ \text{good: } & & & & & \text{bad} \\ \text{unimportant: } & & & & & \text{important} \\ \text{passive: } & & & & & \text{active} \\ \text{intelligent: } & & & & & \text{unintelligent} \\ \text{strong: } & & & & & \text{weak} \\ \text{harmful: } & & & & & \text{beneficial} \\ \text{prohibitive: } & & & & & \text{permissive} \\ \text{potent: } & & & & & \text{impotent} \end{array} \]

----- Male  ----- Female

Fig. 7--Mean profiles for male and female groups on the concept "magazine writing."

It was viewed as slightly exciting (5.19-5.69), intelligent (5.75-5.99), strong (5.01-5.46), and beneficial (5.33-5.72). However, the subjects judged the concept as slightly difficult (3.63-3.33) and feminine (3.78-3.78).

The female subjects rated "magazine writing" more favorably than the male subjects on most of the scales.
Factor Scores

In order to study the characteristics of the factor scores of the seven concepts, scores for the evaluation (E), potency (P), and activity (A) factors were computed.

To obtain the three factor scores for the twelve scales of each concept, the scores on the scales were summed and averaged to represent the subjects' judgment on each of the seven concepts.

Table XI presents the abbreviations of the seven concepts used in this study.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>AD</td>
</tr>
<tr>
<td>Photography</td>
<td>PH</td>
</tr>
<tr>
<td>Feature Writing</td>
<td>FW</td>
</tr>
<tr>
<td>Public Relations</td>
<td>PR</td>
</tr>
<tr>
<td>Newspaper</td>
<td>NP</td>
</tr>
<tr>
<td>Radio-televison</td>
<td>TV</td>
</tr>
<tr>
<td>Magazine writing</td>
<td>MW</td>
</tr>
</tbody>
</table>

The male and female subjects, with similar factor scores, did not differ very much in their judgments of the seven concepts.
Table XII presents the factor scores of the male subjects.

### TABLE XII
FACTOR SCORES OF THE CONCEPTS
FOR THE MALE SUBJECTS

<table>
<thead>
<tr>
<th>Factors</th>
<th>AD</th>
<th>PH</th>
<th>FW</th>
<th>PR</th>
<th>NP</th>
<th>TV</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>22.4</td>
<td>23.4</td>
<td>21.6</td>
<td>22.1</td>
<td>22.7</td>
<td>22.2</td>
<td>21.6</td>
</tr>
<tr>
<td>P</td>
<td>19.1</td>
<td>19.3</td>
<td>19.1</td>
<td>18.8</td>
<td>19.4</td>
<td>19.8</td>
<td>18.5</td>
</tr>
<tr>
<td>A</td>
<td>17.7</td>
<td>19.9</td>
<td>17.9</td>
<td>17.5</td>
<td>19.1</td>
<td>20.0</td>
<td>18.0</td>
</tr>
</tbody>
</table>

The factor scores for the male subjects showed that the evaluation factor scores on all of the seven concepts were more positive than the potency factor scores and the activity factor scores. Therefore, the male subjects viewed the seven branches of journalism as being extremely valuable, quite potent, and slightly active in their meanings.

Table XIII presents the factor scores of the female subjects in the sample.

Similar to the male factor scores, the evaluation factor scores by the female subjects on all of the seven concepts
were more positive than the potency factor scores and the activity factor scores. The female subjects viewed the seven concepts as extremely valuable and quite potent and active.

On the evaluation factor, the male and female subjects judged "photography" and "newspaper" as the most valuable branches, with "radio-television" and "photography" the most potent journalism branches. The male subjects judged "magazine writing" as the least valuable branch of journalism, whereas the female subjects judged "free-lance writing" as the least valuable.

On the activity factor, both groups ranked "radio-television" as the most active branch of journalism, whereas
the male subjects judged "public relations" as the least active and the female subjects judged "advertising" as the least active.

Table XIV presents the total factor scores of the seven branches of journalism.

<table>
<thead>
<tr>
<th>Factors</th>
<th>AD</th>
<th>PH</th>
<th>FW</th>
<th>PR</th>
<th>NP</th>
<th>TV</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>22.7</td>
<td>24.1</td>
<td>22.1</td>
<td>22.9</td>
<td>23.8</td>
<td>23.2</td>
<td>20.6</td>
</tr>
<tr>
<td>P</td>
<td>19.1</td>
<td>19.9</td>
<td>19.3</td>
<td>19.3</td>
<td>19.8</td>
<td>20.0</td>
<td>19.0</td>
</tr>
<tr>
<td>A</td>
<td>18.1</td>
<td>20.3</td>
<td>18.3</td>
<td>19.0</td>
<td>20.1</td>
<td>21.0</td>
<td>18.9</td>
</tr>
</tbody>
</table>

On the evaluation factor, "photography" and "newspaper" were judged as the most valuable branches of journalism (24.1-23.8) and "radio-television" (23.2) and "public relations" (22.9) as quite valuable.

However, "advertising" (22.7) and "free-lance writing" (22.1) were judged by both groups as being less valuable. "Magazine writing" (20.6) was judged as the least valuable.
On the potency factor, "radio-television," "photography," and "newspaper" were judged as the most potent branches of journalism (20.0-19.8) and "magazine writing" (19.0) the least potent.

On the activity factor, "radio-television" and "newspaper" were judged for the most active branch of journalism (21.0-20.3). "Free-lance writing" and "advertising" were judged by the total subjects as the least active (18.3-18.1).

It was concluded that both groups perceived "photography" and "newspaper" as the most valuable, the most potent, and the most active, and "radio-television" as quite valuable, potent, and active.

It was concluded that "magazine writing" (20.1) was perceived as the least valuable and the least potent (19.0) and "free-lance writing" the least active (18.3). "Advertising" was considered the least potent (19.1) and the least active (18.1).

The hypothesis that there is no significant difference between male and female groups in judging the same journalistic concept was supported.
CHAPTER IV
LINEAR COMPARISON BETWEEN GROUPS

To examine the relationships among the seven concepts in terms of proximity, the distance between the concepts was calculated. This calculation expressed semantic similarities in measurement of relation that takes into account the profile covariation and the discrepancies between the means of the profiles.

Such a measure was provided by the generalized distance formula of solid geometry:

\[ D_{i1} = \sqrt{\sum d_{il}^2} \]

where \( D_{i1} \) is the linear distance between the points in the semantic space representing concepts \( i \) and \( l \), and \( d_{il} \) is the algebraic difference between the coordinates \( i \) and \( l \) on the same dimension or factor, \( j \).\(^1\) The \( D \) was applied in the comparison of two groups of subjects, males and females, and of the total subjects on how similarly they perceived the same concept.

For example, the distance between the concepts "advertising" and "photography" could be found by taking the difference between the two concept scores on each of the three factors, squaring the difference, summing the squares, and taking the square root of the sum.\(^2\)

For the male subjects in this study, the comparison between the concepts "advertising" and "photography" was

\[
(17.7-19.9)^2 + (19.1-19.3)^2 + (22.4-23.4)^2 = 5.67, \text{ the } D^2. 
\]

The square root of this value is 2.4, or the distance.

Table XV presents the D-scores for the male subjects in this study.

To illustrate the male distance for the seven concepts, Figure 8 indicates the model representing the relationships of the D-scores among the seven concepts in relation to their projections on the scales.

The base of the projection for each of the seven concepts extends downward to the plane that gives the ratings on the scales good-bad, evaluation factor, and strong-weak, potency factor. The length of the projection from the concept to the plane gives the rating of the concept on the active-passive scale, activity factor, a solid projection

\(^2\)Ibid.
TABLE XV

DISTANCES BETWEEN CONCEPTS
FOR THE MALE SUBJECTS

<table>
<thead>
<tr>
<th></th>
<th>AD</th>
<th>PH</th>
<th>FW</th>
<th>PR</th>
<th>NP</th>
<th>TV</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>2.4</td>
<td>0.8</td>
<td>0.4</td>
<td>1.5</td>
<td>2.4</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>PH</td>
<td></td>
<td>2.6</td>
<td>2.7</td>
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</table>

indicating a rating toward the active end and a broken projection indicating a rating toward the passive end of the scale.\(^3\)

This model is constructed because the grouping of the seven concepts, including their distances and arrangements, can be illustrated to interpret the concepts more easily and clearly.

\(^3\)Ibid., p. 114.
Fig. 8--Model of the semantic spaces for male subjects.
The male subjects perceived that all seven concepts were more positive in the evaluation scores than in the potency scores and the activity scores.

The concepts "photography," "newspaper," "advertising," "radio-television," and "public relations" formed a cluster both in the semantic space model and in the D-scores. The male subjects perceived these concepts as the most valuable branches of journalism and "radio-television" as the most active branch of journalism. They, however, considered "magazine writing" and "free-lance writing" as the least valuable and "public relations" as the least active.

"Photography" was perceived by the male subjects as the most valuable and the most potent of the seven branches of journalism.

Similar to the scores of the male subjects, the female subjects produced D-scores and a semantic space model closely related to each other. The females perceived all seven concepts as more positive in the evaluation scores than in the potency scores or in the activity scores.

In Table XVI, the D-scores represent the distances between the seven concepts as perceived by the female subjects in this study.
TABLE XVI
DISTANCES BETWEEN CONCEPTS
FOR THE FEMALE SUBJECTS

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</thead>
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<tr>
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<td>PR</td>
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To illustrate the female distance for the concepts, Figure 9 indicates the model representing the relationships of the D-scores among the seven concepts in relation to their projections on the scales.

The concepts "newspaper," "radio-television," "public relations," "photography," and "magazine writing" formed a cluster both in the semantic space model and in the D-scores.

The female subjects considered the concepts "newspaper," "photography," and "radio-television" as the extremely
Fig. 9--Model of the semantic spaces for female subjects.
valuable branches of journalism and "public relations" and "magazine writing" as quite valuable.

"Free-lance writing" was considered the least valuable branch of journalism by the female subjects.

"Photography" and "radio-television" were considered the most potent journalism branches; and "radio-television" was considered the most active branch of journalism, and "advertising" the least active.

The female subjects perceived "photography" and "newspaper" as the most valuable, most potent, and most active concepts of the seven branches of journalism.

In Table XVII, the D-scores represent the distances between the seven concepts as perceived by the total subjects in this study.

To illustrate the total distance for the seven concepts, Figure 10 indicates the model representing the relationships of the D-scores among the concepts in relation to their projections on the scales.

In this semantic space model and in the D-scores, the concepts "photography," "newspaper," "radio-television," and "public relations" formed one cluster. These concepts were considered by the total subjects as the more valuable branches of journalism.
"Radio-television," "photography," and "newspaper" were considered the most potent and the most active branches of journalism.

"Free-lance writing" and "advertising" formed another cluster and were perceived by the total subjects as the least valuable, the least potent, and the least active of the seven concepts.

"Photography" and "newspaper" were considered the most valuable, the most potent, and the most active branch of journalism and "radio-television" as quite valuable and most active.
Fig. 10--Model of the semantic spaces for total subjects.
"Magazine writing" was considered one of the least potent concepts in journalism.

It was concluded that no significant difference existed between male and female groups in judging the same journalistic concept, illustrated both in the semantic space models and in the D-scores.

It was found that with both groups, "photography," "newspaper," and "radio-television" were rated as the more "journalistic" news-oriented occupations that deal with up-to-date coverage of news in everyday situations.

It found that "magazine writing," "free-lance writing," and "advertising" were rated as the "nonjournalistic" news-oriented occupations. It was perceived by the total subjects that these concepts did not deal with up-to-date coverage of the news in everyday situations.

It was concluded, therefore, that male and female subjects considered "journalistic" concepts as more valuable and more active than the "nonjournalistic" concepts.

The total subjects perceived the seven concepts of journalism as more positive in evaluation and in potency and less positive in activity.
CHAPTER V

FINDINGS AND CONCLUSIONS

The purpose of this study was designed to examine the attitudes of journalism students in Dallas high schools toward the meanings and images of journalism careers. The selected group of journalism students comprised 66 males and 145 females from eleven of the eighteen high schools in Dallas.

To examine the meanings and images of journalism, semantic differential scales, consisting of evaluation, potency, and activity dimensions, and a questionnaire were used.

The study was designed to test five hypotheses: Hypothesis One, that in the selection of a career in journalism, there is no significant difference in the reasons given by male and female students who indicated a preference for journalism as a career; Hypothesis Two, that students are significantly influenced by the attitudes of their journalism teachers and sponsors in their choice of careers in journalism; Hypothesis Three, that students show a greater interest in print media than in electronic media; Hypothesis
Four, that students who plan to work in journalism tend to have a positive attitude toward journalism; and Hypothesis Five, that there is no significant difference between male and female groups in judging the same journalistic concept.

For the first part of the analysis, emphasis was on motivation in taking journalism, journalism experience, and reasons for their choice of journalism as a career. In this analysis, positive and negative results were developed to discover the strong and weak features of as a career. The comparisons between the male and female groups were through percentage tables to illustrate similarities and differences between the groups.

For the second part of the analysis, emphasis was on the semantic differential scales of the seven branches of journalism to compare the mean profiles for the male and female groups. In judging the seven journalistic concepts, the factor scores that included the mean ratings of each factor, evaluation, potency, and activity, were tested. This represented the average rating on each of the twelve scales of the seven concepts. These twelve scales were chosen from Osgood's recommendations.

Hypothesis One, that in the selection of a career in journalism, there would be no significant difference in the
reasons given by male and female students who indicated a preference for journalism as a career, was supported.

This hypothesis was tested by means of percentages from the questionnaires in student selections of a career in journalism. The communications career choices were broken down into nine fields of interest: television, advertising, radio, public relations, free-lance writing, journalism education, photography, magazine writing, and newspaper. From the total respondents, 18.2 per cent of the males and 9.0 per cent of the females elected to pursue a career in television.

However, 45.4 per cent of the males and 52.4 per cent of the females elected not to pursue a career in journalism.

For those who plan a career in journalism, the most common reason was the "association with interesting people," listed by 25.8 per cent of the males and 22.7 per cent of the females. Another reason for planning a career in journalism was the "ability to write," by 18.2 per cent of the males and 12.4 per cent of the females.

High school students who planned a career in journalism expressed their aspirations in terms of personal satisfaction. "Seeing your story in print" was the most satisfying feature of journalism, listed by 57.6 per cent of the males and
46.9 per cent of the females. Of the total respondents, 31.8 per cent of the males and 49.0 per cent of the females considered their satisfactions in journalism were in "meeting people."

In this combination of personal satisfactions, the journalism students expressed a stronger opinion toward its excitement and interest as a profession.

Hypothesis Two, that students are significantly influenced by the attitudes of their journalism teachers and sponsors in their choice of careers in journalism, was rejected.

This hypothesis was tested by means of a question in the questionnaire. As motivation for taking journalism, 30.3 per cent of the males and 31.0 per cent of the females thought it would be interesting. Another motivation was preparation for a career, listed by 10.6 per cent of the males and 19.3 per cent of the females.

Concerning influences, however, 9.1 per cent of the males and 8.3 per cent of the females listed influence by teachers, and 4.5 per cent of the males and 6.9 per cent of the females listed influence by classmates.

Several of the male and female subjects had other reasons for taking journalism in high school. Some of these
reasons, expressed by 10.6 per cent of the males and 11.7 per cent of the females, were counselor influence, an interest in writing, development of a creative writing ability, and personal interest.

Hypothesis Three, that stated that students show a greater interest in print media than in electronic media, was supported.

This hypothesis was tested both in the questionnaire and in the semantic differential scales.

A far greater percentage of high school journalism students associated journalism with work in the print medium than in the electronic medium. The two jobs most closely related to journalism were "magazine writing" and "newspaper." From the total respondents, 51.5 per cent of the males and 50.0 per cent of the females ranked "magazine writing" and 45.4 per cent of the males and 45.5 per cent of the females ranked "newspaper" as the fields related to journalism.

For the electronic branches of journalism, 13.6 per cent of the males and 15.9 per cent of the females ranked "television" and 6.1 per cent of the males and 1.4 per cent of the females ranked "radio" as the fields associated to journalism.
However, in the mean judgments on both mean profiles and factor scores, the print medium and the electronic medium were considered equally valuable, potent, and active.

The electronic medium, "radio-television," was considered by both groups as quite valuable, most potent, and most active.

"Newspaper" and "photography" were considered most valuable, potent, and active, and "public relations" more valuable.

The concepts "photography," "newspaper," and "radio-television" were rated by the total subjects as being the more "journalistic" news-oriented fields that deal with up-to-date coverage of news in everyday situations.

Therefore, it was concluded that the total subjects related more to journalism through the print medium than through the electronic medium, but both media were considered as valuable, potent, and active branches of journalism.

Hypothesis Four, which stated that students who plan to work in journalism tend to have a positive attitude toward journalism, was supported.

Those students who planned to pursue a career in journalism stated they had made that decision because of "the
association with interesting people." Other positive reasons for planning a career in journalism were "the ability to write," "curiosity about people," "unlimited opportunities," and "working with people."

These reasons, both personal and career oriented, would most positively motivate and encourage high school students to choose a field of journalism over other careers, according to this study.

Hypothesis Five, that in the selection of a career in journalism, there is no significant difference between male and female groups in judging the same journalistic concept, was supported.

The locations of the meanings of the seven branches of journalism were illustrated in a semantic space by means of geometric models. The subjects' images of these seven branches of journalism were illustrated in terms of the mean judgments on both mean profiles and factor scores. Male and female subjects considered that the seven branches of journalism were more positive on the evaluation and potency factors and less positive on the activity factors. The total subjects viewed the seven concepts as more valuable and potent and less active in their meanings.
Among both groups, "photography" and "newspaper" were judged most valuable, most potent, and most active and "radio-television" quite valuable, most potent, and most active.

"Magazine writing" was judged by the total subjects least potent, and "free-lance writing" least active and least valuable. "Advertising" was rated by the male and female subjects least valuable, least potent, and least active.

In the analysis of semantic space distance in regard to the relationships among the seven concepts, the hypothesis was supported.

In the semantic space model and in the D-scores, the concepts "photography," "newspaper," "radio-television," and "public relations" were considered by the total subjects as the more valuable branches of journalism. "Radio-television," "photography," and "newspaper" were considered most potent and most active.

"Photography" and "newspaper" were considered most valuable, most potent, and most active, and "radio-television" quite valuable, most potent, and most active.

The analysis clearly isolated two clusters of concepts in the semantic models. The concepts "photography," "newspaper,"
"radio-television," and "public relations" formed one cluster, in accordance with their evaluation factors.

"Free-lance writing," "advertising," and "magazine writing" formed another cluster and were perceived by the total subjects as least valuable, least potent, and least active among the seven concepts.

The concepts "photography," "newspaper," and "radio-television" were rated by the male and female subjects as being the more "journalistic" news-oriented occupations that deal with up-to-date coverage of news in everyday situations.

It was concluded that "magazine writing," "free-lance writing," and "advertising" were rated by the total subjects as being the "nonjournalistic" news-oriented occupations. The subjects perceived that these concepts did not deal with up-to-date coverage of the news in everyday situations.

The male and female subjects, therefore, considered the "journalistic" concepts as more valuable and more active than the "nonjournalistic" concepts because of the relationship to news in everyday situations.

Although the seven branches of journalism did differ significantly from one another, the male and female subjects
did not significantly differ in their meanings and images of the concepts of journalism.

In conclusion, the findings of this study reflected only the population of journalism high school students in Dallas high schools. With only 211 respondents participating in this survey, the results of this study do not apply to the images of the seven branches of journalism as perceived by high school journalism students throughout the state or nation.

The semantic differential scales used in this study were limited to the three factors: evaluation, potency, and activity, as developed by Charles E. Osgood. A further study, not limited to three factors, could produce a better study with greater scale dimensions and meanings.

However, the semantic differential scales, mean profiles, factor scores, and questionnaire proved very useful as a means of examining attitudes of high school journalism students toward the meanings and images of journalism careers.

Because of the increased enrollment in journalism programs in four-year colleges and universities, it is the recommendation from this study that high school journalism departments consider participating in internship programs
for the journalism students. This would enable the students to be introduced to journalism as a working occupation, rather than just as an academic discipline. Not only would this aid the student in making the definite decision of selecting journalism as a profession, but also would enable him to decide what field of journalism is most suitable for him.

Another recommendation is that more emphasis be placed on free-lance writing, advertising, and magazine writing as fields of study in high school journalism curriculum. Students need to be aware of these fields in order to obtain a complete journalism education in high school.
April 5, 1976

Dear Publications Adviser and/or Journalism Teacher:

As a part of my required work for a master's degree in journalism from North Texas State University, I am conducting a survey of journalism education in the Dallas Independent School District.

I am aware of the tight schedule you must have this time of year. Being a journalism teacher at Plano Senior High School, I realize spare time is limited. I would appreciate deeply your participation in this survey.

My study involves measuring the attitudes of high school students toward journalism careers. I would like to ask for your assistance in filling out the information card attached concerning your classes. Please return it as soon as possible.

You will be receiving student questionnaires for the number of students enrolled in your advanced journalism classes. Please ask the students to fill them out. A self-addressed stamped envelope is enclosed. Please return them to me as soon as possible.

I appreciate your assistance in this matter. If I can be of any help to you in the future, please do not hesitate to ask. Thank you.

Sincerely,

Judy Cates

Enclosure

JC/cal
A STUDY OF THE ATTITUDES OF JOURNALISM STUDENTS IN DALLAS HIGH SCHOOLS TOWARD JOURNALISM CAREERS

Instruction

In order to understand the present situation of journalism careers, it is necessary to test attitudes toward journalism in high schools. This study will try to determine why some high school journalism students, upon graduation, are inclined to go into journalism and others are not.

The survey consists of two parts:

Part I contains eight questions dealing with journalism careers, related experiences, and student motivations. Read each question carefully before making your selection. Do not omit any question.

Part II contains descriptive scales to measure the seven branches of journalism. Each scale should be judged separately from and independent of the other scales. Do not omit any scale. Be sure to mark each scale.

After you have completed this survey, please return it to your teacher. Thank you for your cooperation.
Part I
Questionnaire

Sex: Male _____ Female _____

1. What kind of jobs come to your mind when you think of the word "journalism"? (Check only two.)

[ ] magazine
[ ] newspaper
[ ] creative writing
[ ] photography
[ ] office work
[ ] radio
[ ] advertising
[ ] television

2. What motivated you to study journalism? (Check one.)

[ ] teacher influence
[ ] classmate influence
[ ] thought it would be a "blow-off" course
[ ] to work on newspaper
[ ] thought it would be interesting
[ ] preparation for a career
[ ] other (Give a reason if you check here.) ____________

3. Check your journalism experience.

[ ] high school newspaper
[ ] high school annual
[ ] local newspaper
[ ] local radio station
[ ] club reporter
[ ] other (State where you worked.) ____________________
4a. Do you plan to pursue a career in journalism?
   ___yes ___no

b. If yes, in what field? (Check one.)
   ___television
   ___advertising
   ___radio
   ___public relations
   ___free-lance writing
   ___journalism education
   ___photography
   ___magazine
   ___newspaper
   ___other (Specify) _____

5. Why do you plan to work in the field of journalism?
   (Check one.)
   ___association with interesting people
   ___ability to write
   ___curiosity about people
   ___available salary
   ___ability to advance quickly
   ___other (Specify) _______________________

6. What aspects of journalism courses give you satisfaction?
   ___by-lines
   ___meeting people
   ___"scoop" on news
   ___seeing your story in print
   ___credits and grades

7. Do you think a profession in journalism is? (Check one.)
   ___interesting
   ___financially rewarding
   ___stimulating
   ___exciting
   ___others (Specify) _______________________
   _______________________

______________________
8. Below are six occupations. Rank them in order of importance to you.

_____ lawyer

_____ farmer

_____ journalist

_____ teacher

_____ engineer

_____ medical doctor
Part II

Instructions

The purpose of this survey is to measure and evaluate the meaning of the eight branches of journalism by having the student judge them by scales consisting of descriptive poles. Please make your judgment of each scale on the basis of what it means to you.

The following survey consists of eight different concepts that you are to judge. Please study the example given before going on.

For example:

If you feel that the concept listed at the top of the page is *very closely related* to one end of the scale, mark that scale:

good: _X:_:_:_:_:_:_:_:_:bad

or

good: _:_:_:_:_:_:_:_:_:X:bad

If the concept is *closely related* to one end of the scale, mark that scale:

good: _:_:_:_:_:_:_:_:_:_:_:_:_:_:_:_:bad

or

good: _:_:_:_:_:_:_:_:_:_:_:_:_:_:_:_X:_:_:_:_:bad
If the concept is *slightly related* to one of the scales, mark that scale:

good: ___: ___: X: ___: ___: ___: ___: bad

or

good: ___: ___: ___: ___: ___: X: ___: ___: ___: bad

If the concept is *neutral* to the scale, mark that scale:

good: ___: ___: ___: ___: ___: X: ___: ___: ___: bad

Of course, the direction toward which you check depends on which word seems most characteristic to the concept, listed at the top of the page, you are judging.

**Remember:**

1. Mark the scales in the middle of the space provided, not on the boundaries. Example:

   THIS IS CORRECT  X: ___: ___: ___:

   THIS IS INCORRECT ___: ___: ___: X

2. DO NOT OMIT ANY. Be sure you mark each scale.

3. Only use one mark for each scale. Do not relate one scale to another. Make sure that each scale is being judged separately and independently from the other scales.

After you are finished, please give your work to your teacher. Thank you for your cooperation.
Advertising

easy: __:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__,__:
difficult

feminine: __:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__,__:

masculine

exciting: __:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__,__:
calm

fast

good: __:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__,__:

bad

important

active

unintelligent

weak

beneficial

permissive

impotent
Photography

Free-Lance Writing

easy: __:__:__:__:__:__:__:__:difficult
feminine: __:__:__:__:__:__:__:__:masculine
exciting: __:__:__:__:__:__:__:__:calm
slow: __:__:__:__:__:__:__:__:fast
good: __:__:__:__:__:__:__:__:bad
unimportant: __:__:__:__:__:__:__:__:important
passive: __:__:__:__:__:__:__:__:active
intelligent: __:__:__:__:__:__:__:__:unintelligent
strong: __:__:__:__:__:__:__:__:weak
harmful: __:__:__:__:__:__:__:__:beneficial
prohibitive: __:__:__:__:__:__:__:__:permissive
potent: __:__:__:__:__:__:__:__:impotent
Public Relations

easy:  difficult
feminine:  masculine
exciting:  calm
slow:  fast
good:  bad
unimportant:  important
passive:  active
intelligent:  unintelligent
strong:  weak
harmful:  beneficial
prohibitive:  permissive
potent:  impotent
Newspaper

|-------|-----------|-----------|-------|-------|-------------|----------|--------------|--------|----------|------------|--------|

: difficult
: masculine
: calm
: fast
: bad
: important
: active
: unintelligent
: weak
: beneficial
: permissive
: impotent
Radio/Television

easy:____:____:____:____:____:____:____:____:difficult
feminine:____:____:____:____:____:____:____:____:masculine
exciting:____:____:____:____:____:____:____:____:calm
slow:____:____:____:____:____:____:____:____:fast
good:____:____:____:____:____:____:____:____:bad
unimportant:____:____:____:____:____:____:____:____:important
passive:____:____:____:____:____:____:____:____:active
intelligent:____:____:____:____:____:____:____:____:unintelligent
strong:____:____:____:____:____:____:____:____:weak
harmful:____:____:____:____:____:____:____:____:beneficial
prohibitive:____:____:____:____:____:____:____:____:permissive
potent:____:____:____:____:____:____:____:____:impotent
Magazine Writing

easy: ______: ______: ______: ______: ______: ______: ______: difficult
feminine: ______: ______: ______: ______: ______: ______: ______: masculine
exciting: ______: ______: ______: ______: ______: ______: ______: calm
slow: ______: ______: ______: ______: ______: ______: ______: fast
good: ______: ______: ______: ______: ______: ______: ______: bad
unimportant: ______: ______: ______: ______: ______: ______: ______: important
passive: ______: ______: ______: ______: ______: ______: ______: active
intelligent: ______: ______: ______: ______: ______: ______: ______: unintelligent
strong: ______: ______: ______: ______: ______: ______: ______: weak
harmful: ______: ______: ______: ______: ______: ______: ______: beneficial
prohibitive: ______: ______: ______: ______: ______: ______: ______: permissive
potent: ______: ______: ______: ______: ______: ______: ______: impotent
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