

training process and consciously makes his choices concerning the proposed arsenal of ways to achieve the goals of sex education. The task of the teacher is the construction of such a concept of studies, which would cause emotional factor, openness of the teacher and his judgment in this situation are the most important for this process.

As revealed, analyzed methods of sex education are aimed at students' mastering modern knowledge, skills and attitudes of sex-stuying nature of the sexual-experience decision-making in relation to persons of the other sex and efficient resolution of the problems encountered in the process of interpersonal relationships. An important factor in this favor is creativity in teaching the public around the EU to improve the already recognized in the practice of sexual education of students and implementing new, innovative methods, forms and means of instruction and education of the younger generation.

Key words: *sex education, education institutions, students, methods of sex education, countries of European Union.*

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PECULIARITIES OF JOURNALISM EDUCATION IN THE USA AND CANADA: THE WAY FROM CRAFT TO PROFESSION

The article dwells upon the stages of journalism education development in the USA and Canada. It traces back the history of the first journalism schools and how the profession of a journalist emerges at the university level. The article also describes attempts to launch educational programs for printers and publishers and explains the most significant reasons for the failure of this experiment: the first one is because of the lack of funding and another one is the contradictory attitude of professional community toward the idea of journalism education.

The main part is focused on the features of journalism education in the USA. It informs about the first well known journalism school at the University of Missouri in 1908 and various theories of American scholars concerning journalism. It is necessary to emphasize the fact that the emergence of Bachelor, Master and Ph. Degrees in the USA universities played a key role in journalism education. The article also shows the ways how journalism moves from craft to profession and difficulties which it faces up.

In contrast to the USA, the article provides the specific peculiarities of journalism education in Canada. It is determined that Canada takes the Anglo-American tradition of journalism but it also has some distinguished features. It is found out that the journalism education was developed much more slowly by comparison to the USA. Besides differences some similarities are defined: like in the USA there are the stages of moving journalism from craft to profession, some drawbacks in working out curricula, lacking of funding etc. Another fact typical for both is based on the lack of establishment of vocational journalism trainings and courses which will give more chances to obtain professional knowledge, skills and qualifications.

It was pointed out that the tendencies in higher education reforming of Canada and the USA are distinguished including higher education on a large scale; increased requirements for quality education and active participation in the improvement of curriculum. Taking into account the information said above, it is found out that social changes which occur in both countries influence the journalism education and need to be further researched.

Key words: *USA, Canada, journalism schools, higher education, journalism education, craft, profession, reforming of education.*

Introduction. For many years journalism has been considered only as a craft not a profession. It was under doubt if people should study journalism at some institutions in order to work in that field. We know a lot of famous journalists such as Teofast Ronodo, Joseph Addison, Richard Stil, Mykola Novykov, Myhaylo Drahomanov, etc. who didn't have any journalism education. And it's necessary to note that well established university schools of journalism in the USA and Canada continue to be viewed skeptically by some academics and journalism practitioners. In addition, journalism faculties are divided between professors who are identified with the practice of journalism and those who are identified with the university and its traditions of teaching and research. The debate between journalism educators led to the question: "Should journalism education exist at all?" The answer is: "Yes, it should exist". But the manner and method of its existence need to be considered. The solution to that problem lies in providing more practical and professional skills, trainings and courses in the sphere of journalism.

The analysis of research work and publications. The problem of development of journalism education in higher education institutions of the USA and Canada was the object of research for both native and foreign scientists: M. Borovyk, M. Varvartseva, L. Vynar, R. Zorivchak, V. Shklyar, O. Hrytsenko, A. Zhukovksyy, etc. The most fundamental research in the sphere of reforming journalism education was done by D. H. Weaver, G. C. Wilhoit, J. Mirando, J. Pulitzer, B. Medsger (USA), P. Knox, A. Goodrum, T. J. Scanlon, M. Edge, P. Johansen (Canada), etc.

The aim of the article is to investigate the peculiarities, content and ways of journalism education reforming in the USA and Canada.

The methods of research: **1) theoretical:** *bibliographical* method of investigating sources about the given problem of research, *content analysis* of journalism education in the USA and Canada, *comparative* method based on common and distinctive features of preparing journalists in both countries; **2) empirical:** *method of rating* which helps to define the amount of students learning journalism in the USA and Canada, *method of interview* talking and writing e-mails to staff in order to get certain information about the curriculum, courses, trainings provided for journalists.

Research results. It is significant to emphasize the idea that journalism has been always defined by a series of institutional constraints: the state, the party system, societal changes and the influence of technological innovation. These factors have interacted throughout the development of American and Canadian journalism to form the style, social status, standards, and freedom of journalists. According to Betty Medsger journalism education was first created to accomplish two interrelated goals: to improve the minds of journalists and to improve the image of journalism [1, 206–208].

Researching the history of journalism education in the USA, scientists David Hugh Weaver and G. Cleveland Wilhoit divided it into four periods, with the first extending from the *1700s to the 1860s* [10, p. 20–24]. It was found out by the authors that most American journalists learned their trade through long apprenticeships. And at that time journalism was related more to the printing trade in contrast to the more intellectual pursuit of language study. It was known that people who entered this field got the nickname “printer’s devils” because the job was very dirty and unpleasant [4, 93–94]. Parcell notes that some apprentices became master printers and were able not only to set copy in type but to write advertisements, broadsides and other pieces to sell in the shop. It was also noted by the author that apprentices working under master printers might gain writing experience by composing short pieces for a paper and carrying with them the writing style [7, 4–6].

The second period of U.S. journalism education, extended from *the 1860s to the 1920*, following Weaver and Wilhoit’s division, brought more formal instruction in higher education. During that time journalism started to move from craft to profession and Matthew F. Jacobs views three factors that influenced this process: 1) the consequence of division of labor caused by massive industrialization that occurred in the U.S. society with editors and publishers; 2) the emergence of a new scientific positivism and the ideal of objectivity; 3) the reforming impulse of the progressive Era. It’s determined that the combination of these factors greatly affected the creation of first journalism school in the USA and in the world in the University of Missouri in 1908 [6, 537–538]. This period is also characterized by the introduction of various courses in journalism such as the fundamentals of printing at Kansas State College, course in the History of journalism (the University of Missouri), course called Materials of Journalism, showing practical procedure [9, 77]. Other public colleges including Iowa State University (1892), Indiana University (1893), University of Kansas (1894), University of Michigan (1895) and the University of Nebraska (1898) also suggested journalism courses. In 1871 according to Mirando, Yale provided students with the opportunity to study and discuss journalistic trends in literature and history on a regular schedule. The first degree in journalism was offered by another Ivy League school, Cornell University, in 1875. The University of Pennsylvania developed the first organized comprehensive curriculum in journalism held by prestigious Wharton school of Business [9, 78].

It’s necessary to point out that by the turn of the twentieth century “the time was ripe for journalism education”. Labor had become more specialized and the reporter’s work emerged as specialized needs and activities. According to Marianne Salcetti the training of reporters occurred within university classrooms and emphasized intellectual and ethical skills [8, 55–57].

The great impetus for journalistic instruction in the institutions of higher learning was made by Joseph Pulitzer in 1903, which raised journalism education

from just an idea to a full-fledged movement. He suggested professional training for newspaper work and widespread program for humanitarian education [11, 94–96]. It was found out that in Columbia University the curriculum was based on social sciences and ignored business aspect of newspaper and was close to Pulitzer's idea. Opposite to Pulitzer, Dr. Eliot prepared the courses for the business department of a newspaper including such subjects: newspaper administration, the law of journalism, ethics of journalism, and history of journalism, ethics of journalism, and the literary form of newspapers and background courses concerned with journalism.

Taking into consideration all information above, by 1934 there were 455 collegiate institutions in the U.S. offering journalism instruction and 812 teachers of journalism throughout the country. Credit for this period of rapid growth was due to the establishment of the first recognized school of journalism at the University of Missouri and Pulitzer's ideas. Finally, Willard G. Bleyer at the University of Wisconsin created separated journalism departments within colleges of liberal arts. The fusion of journalism and mass communication came later, approximately in the 1940s. No less important, is the organization of the American Association of Schools and Departments of Journalism, the Association for Education in Journalism and Mass Communications, supporting groups and professional associations with the aim to strengthen journalism place in higher education [10, 42].

The third period of journalism timeline extending nearly from 1920 to the 1940. At this time the U.S. saw journalism programs established on a much firmer basis [10, 42–43]. By the 1920 the number of colleges offering journalism courses had risen to 131; by 1936 despite financial conditions brought by the Great Depression, 532 colleges had courses in journalism [9, 210–213]. Mirando notes that about 1,000 college students got Bachelor's degrees in journalism between 1909 and 1918, increasing to 5,000 graduates between 1918 and 1928 and to about 14,000 between 1928 and 1938 [9, 79].

It's important to notice that all programs that were established at this time were designed around the Missouri concept of professional skills or Pulitzer-Bleyer concept of studying the press in society. The most predominant approach was emphasizing on specialized training in journalism [9, 211]. William Bleyer played the key role in journalism education because he created doctoral programs in political science, sociology and history.

The final period of U.S. journalism education due to Weaver and Wilhoit's timeline extending from the 1940s to the present. It started with the establishment of a journalism research division at the University of Minnesota in 1944. The authors note that a lot of institutions established their own doctoral programs and they were typically run by faculty members who had gained their degrees in sociology, psychology, or political science. To conclude,

we can say that all periods of journalism education development in U.S. were specific and led the profession of a journalist to the higher level.

In contrast to U.S., journalism education in Canada is not so developed and lags behind both in history and numbers. Each stage seems to have come roughly a half century later. It is essential to outline the fact that, on the one hand, the history of Canadian journalism shares Anglo-American tradition, and on the other hand it differs from the U.S. in one way: while journalism schools in the U.S. existed all over the century, journalism schools in Canada – Ryerson, Western Ontario, and Carleton were only established at the end of the World War II. Marc Edge pointed out that the first university-level schools of journalism in Canada did not open until the late 1940, and until the mid-1970s there were only three four-year journalism programs in the subject, all located in the dominant province of Ontario. University teaching of the subject did not reach Canada's west coast (British Columbia) until the late 1990s, despite the promise of a graduate school they were dating to 1980. Even in the third millennium when journalism education had finally spread from coast to coast in Canada, the number of university programs could be still counted on the fingers of two hands [3, 10–12].

Investigating the history of journalism education development in Canada, Johansen and Dornan divided it into three waves characterized by special events. The first wave is concerned with the development of full programs on several Canadian campuses with the American impetus of professionalization, but this only took place close to the end of the World War II [5, 65–72]. It is significant to emphasize that during that period Carleton College (now Carleton University) in Ottawa created its journalism department in 1945, the first in Canada. It was unique for including a considerable mass communication component. By the spring of 1946, Carleton awarded its first six degrees; three of those six were Canada's first Bachelors of Journalism. An undergraduate program in communication studies was added in 1977, a Master's program was introduced in 1991, and since 1997 Carleton has offered a Ph.D. program in the subject [2, 125–137]. The University of Western Ontario followed Carleton, and also in 1945 Ryerson Polytechnic University established journalism instruction in printing and graphic arts department. Wilfred Eggleston is considered to be a key figure of that time, because he was the first founder and director of Canada first journalism school and drew up a program of studies which led to the degree of Bachelor of Journalism. According to Johansen and Dornan the final event of the first wave is associated with Ryerson Institute of Technology (now Ryerson University), in Toronto. From its origins Ryerson Institute was oriented toward printing instruction in Graphic Arts, and within a decade the program was exclusively focused on journalism. No less important fact is that a separated journalism department was created in Ryerson, offering its two-year program; in 1972 Ryerson became a degree-granting institution and introduced a Bachelor of Applied arts program. Its curriculum is devoted to skillful training,

except for courses on such standard subjects as Media Law and Ethics, Covering Diversity and Newsroom Leadership.

The second wave according to authors refers to the late 1970s, when Concordia University in Montreal began offering a degree in journalism in the province of Quebec. By the end of that decade, four journalism schools had opened on Canada's east coast, at the University of King's College in Halifax, and in western Canada, at the University of Regina. These schools brought degree programs and caused the explosive growth in student numbers.

The final third wave of growth dates back to the mid-1990s where four English-language degree level programs were established and 30 programs were found at the University level. This infrastructure was reflected not only by government's role but also by the influence of Britain which suggested more vocational approach in journalism education [5, 73–75].

Summing up, we can note that during journalism education development three components were defined: news production practices, the media's historic place in social and political life, and liberal education across academic disciplines. All three elements were included into Canadian journalism undergraduate programs.

Conclusions. Journalism education in the USA and Canada have passed a difficult way of its formation: moving from universal journalism of the XVIII century, being complicated, divided into different branches during the XX century and again coming back to the universal journalism but based on digital platform.

While investigating journalism education in the USA and Canada, it was found out three main distinct characteristics between Canadian journalism education and American: the first one consists in greater curricular differentiation in the United States programs; another one is the type of academic unit within journalism study, and the last one is based on the absence of a national accreditation system in Canada.

Concerning future perspective of research we can note that all the time journalism education in Canada and the USA is in the process of reforming. That's why changes, correction and improvements must be investigated and introduced to curricula which will provide balance between theoretical and practical knowledge, abilities and skills which are required in modern system.

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АНОТАЦІЯ

Грицко Х. Особливості розвитку журналістської освіти у США та Канаді: шлях від ремесла до професії.

У статті розглянуто етапи розвитку журналістської освіти у вишах США та Канади. Також проаналізовано погляди науковців обох країн щодо підготовки майбутнього фахівця в галузі журналістики. Чітко простежено кроки проходження журналістики від ремесла до професії. В основній частині висвітлено спільні та відмінні риси, виявлено певні недоліки в розробці навчальних програм для курсу журналістів. Не менш важливим є той факт, що постійне реформування освіти сприяє покращенню та вдосконаленню підготовки спеціалістів у даній галузі.

Ключові слова: США, Канада, школи журналістики, вища освіта, ремесло, професія, реформування освіти.

РЕЗЮМЕ

Грицко Х. Особенности развития журналистского образования в США и Канаде: путь от ремесла к профессии.

В статье рассмотрены этапы развития журналистского образования в вузах США и Канады. Также проанализированы взгляды ученых двух стран относительно подготовки будущего специалиста в области журналистики. Четко прослеживаются шаги прохождения журналистики от ремесла к профессии. В основной части освещены общие и отличительные черты, выявлены определенные недостатки в разработке учебных программ для курса журналистов. Не менее важным фактом указано, что постоянное реформирование образования способствует улучшению и совершенствованию подготовки специалистов в данной области.

Ключевые слова: США, Канада, школы журналистики, высшее образование, ремесло, профессия, реформирование образования.

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ПРОФЕСІЙНА ПІДГОТОВКА МАГІСТРІВ ГУМАНІТАРНИХ НАУК З ЛІНГВІСТИКИ В ЄДИНБУРЗЬКОМУ УНІВЕРСИТЕТІ

У статті обґрунтовано процес професійної підготовки магістрів гуманітарних наук з лінгвістики на прикладі Единбурзького університету. Автором проаналізовано структурно-організаційний та змістовий компонент освітньої програми «Лінгвістика (з відзнакою)»; охарактеризовано стратегії навчання і