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THE EDITORIAL TREATMENT OF MAJOR PROBLEMS
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CHAPTER I
DEFINITION OF THE PROBLEM

Statement of Purpose

It was the purpose of this study to examine the editorial contents of a small number of widely read American newspapers with a view to an analysis of their treatment of major problems in education during the years 1945 through 1949. Answers were sought to the following questions concerning editorials in these papers:

1. How much attention is given in editorials to education?
2. How much attention is given in editorials on education to major problems in education?
3. What problems in education in America are treated in the editorial columns of these newspapers?
4. What are the positions taken by editorial writers when dealing with major problems in American education?
5. What agreement is there between the contentions of newspaper editors on major problems in education and points of view accepted by recognized groups in American education?
6. Are propaganda methods used by editorial writers in interpreting educational problems to the American people?

Approach to the Problem

The normative survey method was the research technique utilized in this investigation. The data analyzed were found in editorials drawn from selected daily newspapers of the United States.

In studying the role of editorials in interpreting education to the American public, primary sources--editorials themselves--were used. The major emphasis of the study was upon a survey of the contents of editorials during the years 1945 through 1949. No attempt was made to measure the possible effects of these contents.

Justification for This Study

This investigation is justified for the following reasons: (1) It is important for people in education to know what newspaper editors are saying about them and their problems. (2) The editorial treatment of educational problems in American newspapers contains information which has implications for the directing and planning of future schools. (3) This study is needed to supplement previous research on the relationship of newspaper editorials to public education.

Importance of knowledge about what newspaper editors are saying concerning education.-- In recent years professional literature read by teachers and administrators of American schools has constantly pointed out the need for closer relations between school people and the various groups which make up the social order. Raup writes:

It is the writer's interest for the profession that it shall be able to know what any particular organized interest means in American society. When an organized group becomes active, the educator needs something more than the mere answers to questions of opportunistic strategy. He needs rather to sense what the group stands for, where it is going, how it would direct American culture if leeway were given. The teacher, the administrator, the board, and every citizen interested in education achieves educational statesmanship just in the degree that passing events of pressure and influence are related to a growing and inclusive long-term program of social good.¹

Ideas that flow daily through American channels of communication are immense in quantity. One place where comment about education is recorded before the American people is in the editorial column of the daily newspapers. An analysis of editorial comments in American newspapers concerning education should reveal to school people what

¹ Bruce Raup, Education and Organized Interests in America, p.1 New York: G. P. Putnam's Sons, 1936.

newspaper editors are saying about them. An analysis of prevailing points of view in newspaper editorials might well be an incentive to greater effort toward identification of the forces which are currently favorable, or unfavorable, to public education.

Information with implications for future schools in the editorial treatment of educational problems.-- A spectator of the American scene during the past dozen or more years cannot help being aware of conflicting forces and tremendous changes. In speaking of present day conflicts in connection with problems in American education, Miller says, "Hence the American educator in the year 1949 is caught in a tension of forces which play upon him with peculiar severity because upon the schools converge the issues of civilization."² Constructive criticism from any and all sources should enable American schools to be of greater service in filling the needs of the American people, to whom they have been traditionally responsible.

²Perry Miller, "Education Under Cross Fire," Years of The Modern, p. 199. Edited by John W. Chase. New York: Longmans Green and Company, 1949.

How best can the schools serve? Does public opinion as it may be indicated by newspaper editorials favor American education? Do public relations contacts of schools need to be planned to combat loss of public faith and support due to the effects of newspaper editorials? Are there trends of thought during the post-war adjustment period which should be incorporated in plans being made by school people for the future? Have insecurity and hysteria on the part of the American people during the post-war adjustment period threatened academic freedom, adequate financial support, and public confidence in the value of education? These questions and others similar to them need answers in the light of every bit of evidence that can be assembled.

Research needed.-- Recently the content of newspapers and periodicals has become an area for increased social research. During the second World War newly developed techniques resulted in the procurement of data from writings previously unanalyzed.³ At present there appears to be no study in which these newer techniques have been applied

³Harold D. Lasswell, Nathan Leites, and Associates, Language of Politics. New York: George W. Stewart, Publisher, Inc., 1949. Pp. 398.

toward the analysis of newspaper editorials from educators' points of view.

Limitations of the Study

In this investigation a small part of the mass communications system of America was studied from the perspective of an accepted institution--the American public school. The normative survey technique was utilized in this study. The fact that newspaper editorials are but a segment of the daily expression of thought in the country must be considered a limitation of this study. Harold Lasswell makes the statement, "The science of communication may be on the way to providing men with one of the forms of knowledge about themselves--about their ways of acting in concert--without which there can be no dependable basis for congenial relationships."⁴ This study was undertaken with the hope that other persons might be led to investigate further the various media of communication.

In the process of analyzing various points of view held about major problems of education, there is a constant temptation to ascribe motives or identify forces. There is always a desire to name persons and groups who might

⁴Bruce Lannes Smith, Harold D. Lasswell, and Ralph O. Casey, Propaganda, Communication, and Public Opinion, p. 74. Princeton: Princeton University Press, 1946.

have been directly involved in the contentions expressed by newspaper editors. This study avoids such efforts. Regardless of contentions brought to light, the identification of groups holding different points of view is not attempted. It might be possible for another study to identify groups on the American scene which hold points of view similar to contentions supported by American newspaper editors.

In the reading of modern newspapers, it is quite clear that letters to the editors bear a close relationship to editorial columns of these papers. Editors constantly refer to letters from readers in their editorials. Not having qualified as editorials, according to the definition of the term "editorial" as used in this study, these letters were not included for review or analysis.

Widely varying points of view are held regarding the value and power of the American press. A limitation to the investigation appears in the attitudes that various individuals hold toward newspapers. The editorial pages of the ten newspapers surveyed can not be considered exclusive expressions of opinion. No claim is made that newspaper editorials are greatly significant in moulding the thoughts

and opinions of the American public. No assumptions are made about the attention given editorials by readers of city papers. The fact editorials continue to be printed suggests that such expression is noticed. Lack of identification of interests, motives, and desires of the reading public may be a further limitation of the study.

Finally, by limiting the choice of newspapers to ten of the largest papers in the country, a decidedly urban slant in choice of editorial matter is secured. Not only are the newspapers large city publications, but they represent only a comparatively small geographical area as far as their distribution is concerned. Two of the papers, the New York Times and the Chicago Tribune, reportedly have large extra-urban circulation, but the other eight papers are not widely circulated. Another study might well analyze the treatment of education in the editorial columns of smaller rural newspapers.

Definition of Terms

Editorial contention.-- Use of the term, "editorial contention," was limited to a purpose unique in this study. Where used, "editorial contention" referred to the central

thought of each newspaper editorial. In a sense, the term is synonymous with "generalization" where the primary message contained in a newspaper editorial is summarized as a single statement.

Educational problem.-- The Dictionary of Education refers to a problem as "any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking..."⁵ In referring to an "educational problem," or, similarly, "a problem in education," it is intended that an area of perplexing situations be considered under a single heading. The "area" which is involved, however, includes situations which have some common element of concern in American education today. An example of one educational problem is "international education." This problem includes teacher exchange, student exchange, and activities of groups like the United Nations Educational, Scientific, and Cultural Organization and the World Order of the Teaching Profession.

Newspaper editorials.-- An "editorial" is generally considered to be an expression of opinion on matters of

⁵ Carter V. Good, Editor, Dictionary of Education, p. 309. New York: McGraw-Hill Book Co., Inc., 1945.

public interest, which appears on the masthead page of a newspaper. Occasionally, an editor may place an editorial in a special location to draw attention to it, but it is recognized as expression of opinion by the editor.

Points of view expressed by recognized groups in American education.-- In connection with each of nine major problems in American education, a published statement expressing a point of view was desired at one point in this study. Accordingly, resolutions, reports, legislative actions, and other official publications of organized groups within the field of American education were reviewed. Concise and direct statements on each of various problems in education which had been officially released for public record by prominent groups were considered as "points of view expressed by recognized groups in American education." No effort was made to include a comprehensive review of all points of view on any problem. Each group whose statement was selected was recognized for its prestige and position in education and its nationwide membership.

Propaganda.-- The best definition for this term is probably that of the Institute for Propaganda Analysis. The definition is as follows:

...propaganda is expression of opinion or action by individuals or groups deliberately designed to influence opinions or actions of other individuals or groups with reference to predetermined ends.

The same source adds several statements to explain further the nature of propaganda and the propagandist. It says:

Thus propaganda differs from scientific analysis. The propagandist is trying to "put something across", good or bad, whereas the scientist is trying to discover truth and fact.⁶

Propaganda techniques.-- A number of methods have been used by propagandists as they have attempted to shape public opinion. Seven basic techniques or methods were selected in connection with propaganda analysis in this study. Terms identifying these techniques are defined by the Institute for Propaganda Analysis as follows:

1. The Name-Calling Device.-- a device to make us form a judgment without examining the evidence upon which it is based.

2. The Glittering Generalities Device.-- a device by which the propagandist identifies his program with virtue by use of "virtue words."

3. The Transfer Device.-- a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept.

4. The Testimonial Device.-- a device to make us

⁶Institute For Propaganda Analysis, Propaganda Analysis, p. 1. New York: Institute For Propaganda Analysis, 1938.

accept anything from a patent medicine or a cigarette to a program of national policy. In this device the propagandist makes use of testimonials. "I have tried it so I know."

5. The Plain Folks Device.-- a device used by politicians, labor leaders, business men, and even by ministers and educators, to win our confidence by appearing to be people just like ourselves- "just plain folks among the neighbors."

6. The Card Stacking Device.-- a device in which the propagandist employs all the arts of deception to win our support for himself, his group, nation, race, policy, practice, belief or ideal. He stacks the cards against the truth.

7. The Band Wagon Device.-- a device to make us follow the crowd, to accept the propagandist's program en masse. Here his theme is: "Everybody's doing it."⁷

Chapter Summary

The purpose of this study has been stated in this chapter in terms of a search for answers to six questions concerning American education and newspaper editorials during the years 1945 through 1949. The six questions involved editorial attention to education, editorial attention to major problems in education, positions taken by editors on major problems in education, agreement of

⁷Ibid., pp. 5-7.

editors with educators and the use of propaganda methods by editors. ~~The method of research used is the normative survey technique.~~ The investigation is justified because (1) it is important for people in education to know what newspaper editors are saying about them and their problems, (2) editorial treatment of problems in American education contains information which has implications for future schools, and (3) further study is needed to supplement earlier research into the newspaper editorial-education relationship.

Limitations of the study include the fact that only a sample of mass communications is studied, that not all editorial expression of an editor is contained within the material classified as editorials, and that points of view toward American newspapers generally affect the attitude that individuals hold toward research in the field. Definitions are given in the chapter for the terms, "editorial contention," "educational problem," "newspaper editorial," "points of view expressed by recognized groups in American education," "propaganda," and "propaganda usage."

Chapters II ~~and III~~, which follow, present a review of the literature surrounding newspaper editorials and education. Chapter III gives the general pattern of the study.

education, and give the general pattern of the study.

Chapter IV is devoted to review of the procedures followed before the data are analyzed for the answers they provide to questions raised in the investigation. Three chapters, V, VI, and VII, present the results of the various analyses carried out on the data. Chapter VIII is a presentation of the major conclusions and the implications and recommendations recognized in the results of the analyses.

CHAPTER II

SETTING OF THE STUDY

Newspaper editorials are, and have been, the concern of many individuals and groups. Their influence is studied, measured, condemned, and praised. They are journalistic in nature, politically and socially significant to social scientists, and an important factor in the public relations programs of countless organizations and institutions. They touch the lives of uncounted millions of people daily. All things being considered, however, it may be held that they have been the source of comparatively little data for systematic scholarly research.

This chapter presents an examination of the newspaper editorial as it has been studied by the political scientist, the journalist, the educator, and the students of a new field, namely, mass communications. Various individuals are recognized for their study of newspaper editorials and related problems. The nature of the research and literature which surround the educator-editorial relationship will be reviewed in the sections which follow.

Newspaper Editorials and the Political Scientists

Concern for public opinion.-- Political scientists have indicated a long and continued interest in "public opinion." Late in the year of 1948, an American presidential election precipitated a sudden and strong demand for appraisal by social scientists of the field of "public opinion." Not since 1936, when a nationally-known magazine, The Literary Digest, was caught in a bad case of misjudgment in the public opinion field, had such a strong interest in the matter been apparent. The result of the 1948 election was "The Iowa Conference on Attitude and Opinion Research," which highlighted the concern of social scientists for analysis and measurement of public opinion. In a statement regarding the aim of that conference it is said:

In a democracy, public opinion, expressing common attitudes widely held, is basic to effective self-government and to the general functioning of organized mass society.

Techniques for the ascertainment of attitudes so held are the concern of social science.¹

¹Norman C. Meier and Harold W. Saunders, Editors, The Polls And Public Opinion, p. iii. New York: Henry Holt and Company, Inc., 1949.

Students in the social sciences have reflected the interest of contemporary men in a problem which has gradually developed as men have become more and more aware of the significance of rational minds in a population. Childs points out that the writings of Rousseau, Jacques Necker, Jeremy Bentham, and Hegel have treated public opinion as directly related to the question of the competence of the masses to reflect, judge, or act intelligently.² Childs credits Palmer with the "best, concise summary of the evolution of the concept" of public opinion.³ Childs also states:

It was not until the eighteenth century, however, that the term "public opinion" was subjected to systematic analysis and treatment. During the seventeenth and eighteenth centuries such writers as Voltaire, Hobbes, Locke, and Hume paid tribute to the power of public opinion. But it was the period of the French Revolution, and more particularly the writings of Rousseau, to which we must turn for the first careful discussions of the subject. Hobbes spoke of the world as being governed by opinion;

²Harwood L. Childs, An Introduction To Public Opinion, pp. 35-37. New York: John Wiley & Sons, Inc., 1940.

³Ibid., p. 143.

Locke used opinion as one of his three categories of law; and Hume gave expression to the classic statement that "It is...on opinion only that government is founded; and this maxim extends to the most despotic and most military governments, as well as to the most free and most popular."⁴

In more recent times A. F. Bentley inspired considerable interest in pressure groups and public opinion by treating the problem in 1908.⁵ Smith has identified de Tocqueville as one of the early distinguished scholars of press influence.⁶ One of the first American writers to attempt definition of public opinion was James Bryce who defined it in terms of a view "supposed to be held by the bulk of the people."⁷ A former president of Harvard University, A. Lawrence Lowell, wrote one of the most influential treatises of its day on public opinion.⁸

⁴Ibid., p. 35.

⁵Ibid., p. 37.

⁶Charles W. Smith, Jr., Public Opinion in a Democracy, p. 84. New York: Prentice-Hall, Inc., 1939.

⁷James Bryce, Modern Democracies, Volume I, pp. 153-154. New York: Macmillan Company, 1921.

⁸A. Lawrence Lowell, Public Opinion in War and Peace. Cambridge: Harvard University, 1923. Pp. 302.

The relationship between public opinion and law was the particular concern of Dicey.⁹ Of all contemporary writers on the subject of public opinion, Lippman is probably the best known.¹⁰ In 1937 a periodical, The Public Opinion Quarterly, began the systematic publication of research and thought in the field of public opinion.

Constantly increased complexity in the modes and processes of modern life have further extended study of public opinion in recent times. The struggle of ideas in connection with warfare in both world wars has stimulated study of the problem. At the present time the writings of Lippmann,¹¹ Berelson,¹² Lasswell,¹³

⁹Albert Venn Dicey, Lectures on the Relation between Law and Public Opinion in England in the Nineteenth Century. London and New York: Macmillan Company, 1905. Pp. 503.

¹⁰Walter Lippmann, Public Opinion. New York: Harcourt, Brace, 1922. Pp. 427.

¹¹Ibid.

¹²Douglas Waples, Editor, Print, Radio, And Film In A Democracy. Chicago: The University Of Chicago Press, 1942. Pp. xiv / 197.

¹³Ibid.

Casey,¹⁴ Childs,¹⁵ Cantril,¹⁶ and others illustrate how widely the matter has interested sociologists, psychologists, statisticians, and modern economic and commercial researchers.

Editorial effect on public opinion.-- The relationship of newspaper editorials to public opinion has proved to be reciprocal. Each of these forces has an effect on the other that defies accurate measurement. A study by Gosnell which utilized the statistical procedure of factor analysis is outstanding, but hardly conclusive. Gosnell found that four newspapers in the Chicago area bore a definite relationship to public opinion in connection with only four of many identifiable problems.¹⁷ Berelson, who has become a prominent student of the effects of various communicative

¹⁴Ralph D. Casey, "Propaganda and Public Opinion," War In The Modern World. New York: Random House, 1940. Pp. 572.

¹⁵Op. cit.

¹⁶Hadley Cantril, Gauging Public Opinion. Princeton: Princeton University Press, 1944. Pp. xiv / 318.

¹⁷Harold Foote Gosnell and Margaret J. Schmidt, "Relation of the Press to Voting in Chicago," Journalism Quarterly, 13 (June, 1936), 129-148.

media on public opinion, summarized the frustration that is apparent in the field. He says: "Some kinds of communication on some kinds of issues, brought to the attention of some kinds of people under some kinds of conditions have some kinds of effects."¹⁸

Conclusions in the literature on newspapers and public opinion have been drawn quite consistently from the data regarding newspaper support and voter support of political candidates. It has been pointed out that, since the year 1924, more and more newspaper support has been evident for candidates rejected by voters in presidential elections. Writing in connection with these conclusions, Berelson says:

Does this mean that the newspaper has no influence? Of course it does not. Influence does not mean correspondence; newspapers can influence public opinion without determining it completely. Newspapers, and other mediums of mass communication influence public opinion, but so do other factors.¹⁹

¹⁸Wilbur Schramm, Editor, Communications In Modern Society, p. 172. Urbana: University of Illinois Press, 1948.

¹⁹Douglas Waples, Editor, Print, Radio, And Film In Democracy. Ten papers read before the Sixth Annual Institute of the Graduate Library School, The University of Chicago-- August 4-9, 1941. Chicago: The University of Chicago Press, 1942. Pp. xiv / 197.

During World War II, the United States government supported an Experimental Division for the Study of War Time Communications which studied the effects of all mass media, including the newspaper. The research of this office involved more experimentation with techniques than actual measurement of effect on public opinion. There appears to be increased interest in these newer techniques, as evidenced by the writings of Lasswell,²⁰ Mott,²¹ Casey,²² Nafziger,²³ and others.

²⁰Harold D. Lasswell, Nathan Leites, and Associates, Language Of Politics. New York: George W. Stewart, Publisher, Inc., 1949. Pp. vii / 398.

²¹Frank Luther Mott, "Trends In Newspaper Content," Mass Communications, pp. 337-345. Edited by Wilbur Schramm. Urbana: University of Illinois Press, 1949.

²²Ralph D. Casey, "Pressure Groups and the Press," The Polls And Public Opinion, pp. 124-139. Edited by Norman C. Meier and Harold W. Saunders. New York: Henry Holt and Company, 1949.

²³Ralph O. Nafziger, "Applied Research: Journalism," The Polls And Public Opinion, pp. 84-91. Edited by Norman C. Meier and Harold W. Saunders. New York: Henry Holt and Company, 1949.

Newspaper Editorials and the Journalists

Journalistic interest in editorials.-- A considerable body of research and report has accumulated in the literature of journalism. The material carries a strong journalistic emphasis; there is comparatively little effort to analyze editorial content from the perspective of other than journalistic interests. Newspaper editorials have received a fair share of the attention devoted to problems of journalism.

The function, impact, and structure of editorials have been of interest over a long period of time. Waldrop has written one of the leading textbooks of journalism dealing with the problem of editorial writing.²⁴ A widely known bibliography dealing with modern mass media lists considerable writing by men like Charles Merz of the New York Times, Roscoe Ellard of the Columbia University School of Journalism, Robert Brown of Editor and Publisher magazine, and Frederic E. Merwin of the Rutgers University

²⁴A. Gayle Waldrop, Editor And Editorial Writer. New York: Rinehart & Company, Inc., 1948. Pp. xiv / 465.

School of Journalism.²⁵ A significant study by Rand in 1941 indicated that, while 78.9 per cent of a particular reading population glanced at editorials in selected newspapers, only 18.8 per cent read them.²⁶ A study by Mott reported little variation in the amount of space devoted to editorials by selected newspapers between 1910 and 1940.²⁷ Other studies dealt with changes in editorial policy, with trends in editorial style, and with historical aspects of editorial writing.

Development of an editorial writer's code.-- In 1949 the National Conference of Editorial Writers adopted the first code of ethics ever reported for the guidance of editorial writers. The major injunctions contained in the code are as follows:

1. The editorial writer should present facts honestly and fully. It is dishonest and unworthy of him to base an editorial on half-truth. He should never consciously mislead a reader, distort a situation, or place any person in a false light.

²⁵Bruce Lannes Smith, Harold D. Lasswell, and Ralph D. Casey, Propaganda, Communication, and Public Opinion. Princeton: Princeton University Press, 1946. Pp. ix / 435.

²⁶R. E. Wolseley and Laurence R. Campbell, Exploring Journalism, p. 244. New York: Prentice-Hall, Inc., 1946.

²⁷Op. cit., p. 340.

2. The editorial writer should draw objective conclusions from the stated facts, basing them upon the weight of evidence and upon his considered concept of the greatest good.

3. The editorial writer should never be motivated by personal interest, nor use his influence to seek special favors for himself or for others. He should hold himself above any possible taint of corruption, whatever its source.

4. The editorial writer should realize that he is not infallible. Therefore, so far as it is in his power, he should give a voice to those who disagree with him-- in a public letters column and by other suitable devices.

5. The editorial writer should regularly review his own conclusions in the light of all obtainable information. He should never hesitate to correct them should he find them to be based on previous misconceptions.

6. The editorial writer should have the courage of well-founded conviction and a democratic philosophy of life. He should never write or publish anything that goes against his conscience. Many editorial pages are the products of more than one mind, however, and sound collective judgment can be achieved only through sound individual judgments. Therefore, thoughtful individual opinions should be respected.

7. The editorial writer should support his colleagues in their adherence to the highest standards of professional integrity. His reputation is their reputation, and theirs is his.²⁸

²⁸George L. Bird and Frederic E. Merwin, Editors, The Press And Society, pp. 343-344. New York: Prentice-Hall, Inc., 1951.

Newspaper Editorials and American Educators

Newspapers and public relations of the schools.---

American newspapers have come to play an important role in the interpretation of the public school to the public. Most educators have been aware of the press in this connection.

Tyler points this fact out as follows:

During the past century public education has become professionalized, and with the growth of cities it has become increasingly organized and specialized. This professionalization tends to separate teachers and school officers from the lay public. Educators have developed a technical terminology of their own. They have devised techniques and programs which are new and which require some background to understand. In the meantime our citizens continue to think of the school as it was when they were school children. Changing educational responsibilities and corresponding changes in the means of education frequently seem foreign and unnecessary to the public. If the school departs too far from public understanding, it loses public support. Many school officers have been conscious of this problem and have set up programs of public relations.²⁹

In 1923, a short monograph by Hines and Jones presented the case for more publicity for the public schools. The authors recognized the need for a well-considered program of public relations. They said, "To keep the public supplied

²⁹Douglas Waples, Editor, Print, Radio, And Film In A Democracy. Ten papers read before the Sixth Annual Institute of the Graduate Library School, The University of Chicago-- August 4-9, 1941. Chicago: The University of Chicago Press, 1942. Pp. xiv / 197.

with truthful facts about the schools is, doubtless, the greatest need for school publicity."³⁰ Grinnell, writing during the depression "thirties," also dwelt on the need for real effort by the school's personnel toward maintaining good public relations. He says:

Moreover, it can come only through winning the public, not simply to the cause of the public schools, but to a warm support of every facet of the modern, intricate, school structure. In the long run the school will win if it proves its oneness with the cause of the whole group.³¹

At least two yearbooks of well-known groups in education have emphasized recent concern for public relations on the part of educators. The 1949 yearbook of the Department of Elementary School Principals of the National Education Association dealt with this topic.³² In 1950 the American Association of School Administrators devoted its yearbook,

³⁰Harlan Cameron Hines and Robinsin G. Jones, Public School Publicity, pp. 49-50. New York: The Macmillan Co., 1923.

³¹J. Erle Grinnell, Interpreting The Public Schools, p. 22. New York: McGraw-Hill Book Co., Inc., 1937.

³²National Education Association, The Public and The Elementary School. Twenty-eighth yearbook of the Department of Elementary School Principals. Washington: National Education Association, 1949. Pp. 347.

Public Relations For America's Schools, to the same problem.³³

"Freedom" as a common concern.-- Defense of individual rights to freedom of expression and open channels of communication where ideas are concerned have been common concerns of educator and journalist. At times throughout the history of the United States both journalist and educator have fought battles for what each has conceived as defense of his rights. The literature which treats these battles does not include evidence that educator and journalist have seen their problem as a common one.

In 1942 a Commission on Freedom of the Press was formed under the leadership of Robert M. Hutchins of the University of Chicago. Its avowed purpose was to deal "with the responsibilities of the owners and managers of the press to their consciences and the common good for the formation of public opinion."³⁴ Throughout the work of the Commission

³³National Education Association, Public Relations For America's Schools. Twenty-eighth yearbook of the American Association of School Administrators. Washington: National Education Association, 1950. Pp. 497.

³⁴The Commission On Freedom Of The Press, A Free And Responsible Press, p. vi. Chicago: The University of Chicago Press, 1947.

and its published works there appears the theme that the American press has not been adequate or fair under the "freedom of the press" concept. The Commission implied that the American press had acted to deny opportunity of expression to citizens, had failed to provide adequate service in the communication of ideas, and had been guilty of practices not approved by society. A book by Hocking³⁵ laid down a framework of principles for the press. Volumes by Chafee summarized the work of the Commission in analyzing conditions involving the press and society.³⁶ The work of the Commission was challenged by many representatives of the press, who saw in the publications of the Commission the spectre of interference with the freedom of the press on the part of individuals and the government. Prejudice and the Press, by Frank Hughes, was written to give the opposite point of view.³⁷

³⁵William Ernest Hocking, Freedom Of The Press. Chicago: The University of Chicago Press, 1947.

³⁶Zechariah Chaffee, Jr., Government and Mass Communications, Volumes I and II. Chicago: The University Of Chicago Press, 1947. Pp. 830.

³⁷Frank Hughes, Prejudice And The Press. New York: The Devin-Adair Company, Publishers, 1950. Pp. xi / 642.

The work of the Commission on Freedom of the Press has been viewed by some as a failure of educators to understand the rights of the press. There are other writers who imply that the editors of America have not been aware that their concern for freedom is shared by educators in regard to academic freedom. In writing about the failure of the press to uphold ideas of freedom for others than itself, Irion says:

Newspaper publishers undoubtedly believe in press freedom for the commercial press (if not for competitors such as handbills and the like). Their concern for freedom of expression for others is, however, rather limited. Newspapers inveigh against censorship of the commercial press; on the other hand newspapers assume for themselves the right to censor textbooks that deal with advertising in other than favorable terms.³⁸

Attacks on the public schools.-- The period following World War II, from 1945 through 1949, was one of considerable unrest in all society. American schools and educators shared the consequences of the unrest. School people in general became quite concerned over what they referred to as "attacks on education."

American newspapers were caught between the forces that were represented as attackers and attacked in public

³⁸Frederick C. Irion, Public Opinion And Propaganda, p. 115. New York: Thomas Y. Crowell Co., 1950.

education. No evidence has been reported concerning the partiality or impartiality of the press in the attacks of the post-war period.

One instance where American newspapers did make a concerted and organized attack on American education through their editorial columns is reported in the literature. Irion describes the situation as follows:

The most spectacular campaign yet conducted against what the press considers undesirable textbooks probably came in 1940 with the newspapers of the nation united against the works by Harold Rugg of Teachers College, Columbia University. City after city, largely through the instigation of newspaper publishers, dropped the Rugg books.³⁹

In contrast to the above report, there appeared to be no instances where newspapers made a concerted effort to counterattack the forces which sought out public schools for attack.

Previous Research

Two significant studies have been concerned with the relationship between newspaper editorials and education. The first study was completed by Charles R. Foster in 1937 as a doctoral dissertation at Harvard University. Foster

³⁹Op. cit., p. 115.

examined the content of newspaper editorials which appeared in a selected list of twenty-five American newspapers during the depression years of 1930 to 1935. He analyzed the nature of topics discussed by editors during that period. He described the contents of the editorials and classified them under ten descriptive topics. The general conclusion of his study was that much effort is needed on the part of newspaper editors and public school personnel to promote better mutual understanding. Foster did not raise any questions about the identity of forces which were responsible for trends in editorial content, nor did he attempt to evaluate editorials beyond judging rather arbitrarily whether they were favorable, neutral, or unfavorable to education.

In regard to the function of editorial comment, Foster concludes that there is a need for the following:

1. thoughtful study of the function of schools
2. acceptance of a larger part in the interpretation of the function of schools
3. better understanding of educational aims
4. effort to learn more about the schools
5. greater effort to keep abreast of educational change

6. promotion of healthy criticism of the schools
7. formulation of healthy attitudes toward teachers and teacher problems
8. editorial zeal in defense of teachers
9. militant allegiance to the principles of academic freedom
10. more attention to the educational level containing the greatest number of people
11. more help in evaluating the economic problems of the schools
12. more conscious effort to avoid adult bias.

Concerning the part to be played by organized education,

Foster concludes that there is a need for:

1. cultivation of alertness to the public viewpoint
2. willingness to study and evaluate according to criticism
3. encouragement of criticism
4. greater effort in the dispensation of reliable information about the schools
5. cultivation of more friendly relations with the press
6. greater collective effort on the part of all school

personnel toward dissemination of views

7. bringing all levels of society into educational activities.⁴⁰

Foster's conclusions have received considerable attention by students of mass communications.

The second significant study concerned with the relationship of editorials to education was that of Rhodes R. Stabley. In a dissertation completed at the University of Pennsylvania in 1941, Stabley followed the pattern of the Foster study, but concerned himself with editorial content of the years 1910 to 1937. He drew conclusions about the relationship between attitudes found in newspaper editorials and four external factors. The factors are:

1. sub-periods--political, social--involved in the time span of the study
2. sections of the country represented
3. political affiliations of the papers
4. control changes of these papers.

Stabley presented conclusions which appear to be important to the purposes of this study. They are as follows:

⁴⁰Charles R. Foster, Editorial Treatment of Education In The American Press. Cambridge: Harvard University Press, 1938. Pp. 303.

1. Educational matters receive less than three per cent of editorial space when total editorial output is considered.
2. Three-fourths of all editorials are favorable to education.
3. Administration and finance are the most criticized topics.
4. The factors of time, section of country, politics, and change of ownership exert an effect on editorial treatment of education.
5. Editors often take wrong positions on educational questions because they lack adequate information.
6. Newspapers are considerably more positive in statement of opinion and decision than are educators themselves.
7. Editorialists are careless in differentiation between problems that require analysis and problems that permit decision.
8. Attitudes held by editorial writers tend to persist over a period of time, which probably indicates "dictated policy" rather than openmindedness on educational matters.

9. Amount of attention paid to educational matters depends on the extent to which other matters take the interest of the editors.⁴¹

Conclusions of the study reported by Stabley are quite consistent with those reported by Foster.

Newspapers and Mass Communications

Scope of mass communications.-- Within the present decade the field of mass communications has become an area of concern for study and research. In a sense, this area is a specialized interest in the social sciences. It does have an intimate relationship to public opinion and human behavior. In another sense, it is a development in the language or communicative arts field. It is essentially related to the effective structuring of ideas, to the organization of thought for communication to masses of people, and to the relationship of all forms of public expression to society in general.

In describing the nature of the activities currently

⁴¹Rhodes R. Stabley, Newspaper Editorials on American Education. Philadelphia: University of Pennsylvania, 1941. Pp. 283.

observed in the field of mass communications, Berelson says:

As examples, one can cite propositions about the self-selection of communication exposure, the spiral of the reinforcing effects of communications upon social structure, the development of the control structure of the media, particular patterns of content emphasis in the media, and the relationship between the mass media on the one hand and small groups and personal conversation on the other.⁴²

In the "Foreword" of his text dealing with mass communications, published in 1949, Schramm says:

There has not appeared, however, and probably will not for some time appear, any integrated introduction to mass communications for persons who would like to study them through the windows of the social sciences. This volume has been designed to meet part of the need for such an introduction. By bringing together anthropologists, psychologists, sociologists, political scientists, economists, and media men, it has attempted to combine diversity of approach with unity of target.⁴³

Schramm thus summarized the interest in the new field.

Mass communications currently includes problems of radio, television, motion pictures, press, and other

⁴²Norman C. Meier and Harold W. Saunders, Editors, The Polls And Public Opinion, pp. 58-59. New York: Henry Holt and Company, Inc., 1949.

⁴³Wilbur Schramm, Editor, Mass Communications, p. vii. Urbana: The University of Illinois Press, 1949.

miscellaneous matters. Research is included dealing with the polling of public opinion by such students as Roper, Gallup, and Hooper.⁴⁴ Recently, research in the make-up of the television audience as far as sex, group structure, socio-economic interest, and even age are concerned has developed. Propaganda analysis has also been included. Lasswell,⁴⁵ Casey,⁴⁶ Schramm,⁴⁷ Lazarsfeld,⁴⁸ Berelson,⁴⁹

⁴⁴Norman C. Meier and Harold W. Saunders, Editors, The Polls And Public Opinion. New York: Henry Holt and Company, Inc., 1949. Pp. x / 355.

⁴⁵Bruce Lannes Smith, Harold D. Lasswell, and Ralph D. Casey, Propaganda, Communication, and Public Opinion. Princeton: Princeton University Press, 1946. Pp. ix / 435.

⁴⁶Ibid.

⁴⁷Wilbur Schramm, Editor, Communications In Modern Society, Fifteen studies of the mass media prepared for the University of Illinois Institute of Communications Research. Urbana: University of Illinois Press, 1948. Pp. vi / 252.

⁴⁸Paul F. Lazarsfeld, Bernard Berelson, and Hazel Gaudet, The People's Choice. New York: Columbia University Press, 1948. Pp. xxxiii / 178.

⁴⁹Ibid.

and Waples⁵⁰ have written extensively on mass communications. Two significant studies by Berelson and Waples were described by them in 1941.⁵¹

Educators and mass communications.-- Educators have shown increased interest in mass communications in recent years. Brameld says:

Nor can we dispute the fact that the newspaper, magazine, photograph, motion picture, radio, and now television are in largest part rigidly controlled by forces benefiting by as wide a disparity as possible between mass comprehension and social import. So dexterously indeed do they now manipulate the average mind that one may even inquire whether they are not, in actuality, perhaps more determinative of popular attitudes and habits than is the whole of organized formal education.⁵²

⁵⁰Douglas Waples, Editor, Print, Radio, And Film In A Democracy. Ten papers read before the Sixth Annual Institute of the Graduate Library School, The University of Chicago--August 4-9, 1941. Chicago: The University of Chicago Press, 1942. Pp. xiv / 197.

⁵¹Douglas Waples and Bernard Berelson, Public Communications and Public Opinions, and What the Voters Were Told. Chicago: Graduate Library School, University of Chicago, 1941. Pp. 76 and 77.

⁵²Theodore Brameld, Ends and Means in Education: A Midcentury Appraisal. New York: Harper & Brothers, 1950. Pp. xii / 244.

In 1950 the National Council of Teachers of English published a research report by the National Conference on Research in English. It was called Education and the Mass Media of Communication. In a chapter of the report DeBoer summarized the role of newspapers as part of the mass media which had effects upon children. DeBoer included an excellent bibliography of one hundred items where the newspaper-education relationship was treated.⁵³ Every item in this bibliography emphasized the intimate relationship existing between education and print, radio, television, and other media. An older treatise which emphasized the interest of educators in adult reading as a phase of mass communications was that of Gray and Monroe.⁵⁴

In recent years text-books have been published on the subject of mass communications. A text edited by Lyman Bryson appeared in 1948 which presented the points of view of men from many fields toward the problem of effective

⁵³The National Conference On Research In English, Education and The Mass Media of Communication, pp. 4-38. U. S. A.: National Conference of Teachers of English, 1950.

⁵⁴William Scott Gray and Ruth Monroe, The Reading Interests and Habits of Adults. New York: The Macmillan Company, 1929. Pp. 305.

communication of ideas. Another book, Communicating Ideas To The Public, by Fitzgerald appeared in 1950 to present the important aspects of idea transmission as significant to specialists in public relations.⁵⁵ In 1951 Miller published a text dealing with the psychology of modern mass communications.⁵⁶ The text, Language and Communication, treated modern approaches to the study of communicative behavior. These texts, along with many new studies under way, promise widespread interest in the field of mass communications in the future.

Chapter Summary

In this chapter newspaper editorials were reported as having significance in connection with (1) the study of public opinion, (2) the effect of editorials on public opinion, (3) the relationships between educators and journalists, and (4) recent interest in mass communications.

⁵⁵Stephen E. Fitzgerald, Communicating Ideas To The Public. New York: Funk & Wagnalls Company, 1950. Pp. xv / 267.

⁵⁶George A. Miller, Language and Communication. New York: McGraw-Hill Book Company, Inc., 1951. Pp. xiii / 298.

Public opinion was described as a concern of political scientists for several centuries. Texts that have been written point out that comparatively little research took place before recent times. The significant research which was completed by the United States Government Experimental Division for the Study of War Time Communications emphasized the effort that is currently being made to perfect techniques of measuring public opinion.

The effect of editorials on public opinion was reported as reciprocal. Journalists and other writers have noted a declining influence of newspaper and editorial influence. Studies by Rand and Mott dealt with the significance of the editorial in modern life. Adoption by the National Conference of Editorial Writers of an editorial writer's code was reported for the year 1949.

In connection with the educator-editor relationship, much attention, but little research, has been devoted to the effects of editorials on public relations of the school. Two previous studies of editorial comment on education in American newspapers were those of Foster and Stabley. Both men found need for better relationships between the press and education. One major attack on public education

by newspapers was reported in the literature.

Finally, educators and social scientists were reported as having interest and concern in the field of mass communications. The area appeared in the literature as one having much promise for future study. Newspaper editorials were reported as having direct bearing on the study of mass communications.

Two chapters which follow contain an outline of the procedures which were followed in the development of the study, and report the preliminary steps which preceded detailed analyses of selected newspaper editorials.

CHAPTER III

GENERAL PATTERN OF THE STUDY

A series of sequential steps related to the questions raised in the study were followed in the development of the study. Chapter III is a preview of the procedure followed in studying the editorial content of selected American newspapers in their treatment of education during the years 1945 through 1949.

This chapter explains the methods used in the selection of major problems of education, the selection of the newspapers, the recording of the data, and the analyses of the editorials for interest in education, editorial position, editorial agreement with educators, and use of propaganda. A complete analysis of an editorial is presented as a pattern for the procedure used throughout the study.

Selection of Major Problems

The first step in development of the study involved selection of major problems in education during the years 1945 through 1949. As a means of establishing these problems, three yearbooks which reviewed trends and events were surveyed. In each of these yearbooks the section

dealing with education was examined. Only problems listed for more than a single year were selected from any one of the yearbooks. Further, only problems which were included in more than one of the yearbooks were selected. Yearbooks used as sources for major problems were those which have been on a "continuation basis" in most college and public libraries in the country. "Continuation basis" means that standing orders are placed by librarians for shipment of the books upon publication. It further implies that they have been found to be reliable references for individuals who use library resources for accurate and up-to-date information.

Selection of Newspapers

A list of leading newspapers in America, in terms of circulation for 1949, was obtained from the 1949 Ayer Directory of Newspapers and Periodicals.¹ It was considered likely that duplication of control, or identical chain affiliation, would result in similarity of editorial

¹J. Percy H. Johnson, Editor, Directory of Newspapers and Periodicals. Philadelphia: N. W. Ayer and Sons, 1949. Pp. 1424.

policy for certain papers among those with greatest circulation. To insure against this possibility, choice of papers was so made from the list of leading papers that duplication of control was avoided.

In selecting newspapers for the purposes of the investigation, circulation data for Sunday editions were not considered. The choice was made on the basis of six-day circulation figures. One reason for this criterion was the fact that not all of the papers published Sunday editions. A second reason was that Sunday circulation figures differed greatly from those of the rest of the week. Use of six-day circulation figures prevailed for all the papers reviewed.

Recording the Data

The daily editions, exclusive of Sunday, of each of the ten newspapers were scanned. An item count was made of the total number of editorials on all subjects for every issue of each paper. The newspaper files of various city and university libraries were utilized as the source of the editorials. A 35 mm. camera was set up so that every editorial dealing with an educational matter could

be recorded easily for careful analyses at a later time.

Analyses of Editorial Interest in Education

Editorial interest in all problems in education.-- As soon as all editorials dealing with education had been recorded, conclusions were drawn concerning editorial interest in education. This was done through comparison of the total number of editorials dealing with education with the total number of editorials in all papers. Further, the number of editorials dealing with education in each paper was compared with the total number of editorials printed by each paper. A conclusion was then drawn concerning editorial interest in education for each newspaper.

Each newspaper was ranked according to the proportion of the total number of editorials which it devoted to education.

Editorial interest in major problems in education.-- A break-down of the total number of editorials on education revealed editorial interest both in major problems and in other than major problems. The total number of editorials dealing with major problems was compared with the total number of editorials on all educational matters. Similar

comparisons were made among the number of editorials devoted to each of the major problems. Conclusions were drawn from the ranks attained by the problems on the basis of the number of editorials devoted to each problem.

Newspapers were also ranked according to the number of editorials devoted to major problems in education.

Editorial interest in other than major problems.-- A list was made of all problems which received more than one per cent of the total number of editorials on education in all papers. After the major problems were omitted from the list, the remaining problems were listed. This list of problems, other than those of the group of major problems, provided an answer to one of the major questions raised in the study.

Analyses of Editorial Treatment

Editorials analyzed for editorial positions.-- Each editorial dealing with a major problem was reviewed to determine whether an editor was approving or disapproving a condition he viewed in education. Judgment was made, not on the basis of whether an editor approved or disapproved educators' positions, but solely according to

the frame of mind with which he approached each major problem. An editorial in which an editor expressed approval of some condition in education was counted among those written in an approving or positive vein. An editorial in which an editor expressed disapproval of some condition in education was counted among those written in a disapproving or negative vein. From the point of view of an educator faced with public relations and newspaper interpretation, it was desired that a conclusion be drawn concerning the general inclination of editors in writing editorials. It was hoped that editors would generally seek out conditions which they could approve, and both newspapers and major problems were ranked according to the number of editorials which expressed approval of conditions viewed.

An editorial in which an editor expressed both approval and disapproval of conditions involving a major problem in education was considered as being indefinite. Similarly, an editorial in which neither approval nor disapproval of conditions in education was expressed was considered indefinite. An editorial in which an explanation was made or exposition was evident was also considered indefinite. No attempt was made to record favorableness or unfavorableness

to educators' positions on major problems.

Editorials analyzed for comprehensiveness of treatment.-- An editorial contention, or central thought, was drawn from each editorial dealing with a major problem. A specialized technique developed during the second World War was used. The technique, as applied in convicting persons guilty of sedition, consisted of isolating generalizations, or "contentions" from the writings of these people, as indicators of their positions on various problems. Conviction of William Dudley Pelley for sedition was accomplished during the second World War by federal attorneys who proved that the themes of a publication which he edited were in agreement with the themes of Nazi propagandists. "Content analysis," as Lasswell refers to it, was also used in establishing proof of the alien status for Friedrich Auhagen and Transocean G.m.b.H., a news agency. Both Auhagen and Transocean G.m.b.H. had failed to register as foreign agents, as provided for in the McCormack Act. The procedure that was utilized in connection with these certain cases has been standardized as "quantitative studies of content" in a recent book dealing with studies in

quantitative semantics by Lasswell and others.² In this study, the contentions of newspaper editors were taken from their editorials as indicators of their points of view on each of the major problems.

The total number of contentions were recorded for each problem from all newspapers. Ranks were then established for each problem according to the number of contentions it received from all newspapers. The number of different contentions for each problem was considered to be an approximation of the breadth of coverage or comprehensiveness of treatment that each problem received.

The total number of contentions was also recorded for each problem for each newspaper. Ranks were established for each of the newspapers according to the numbers of contentions each carried on major problems.

Analyses for editorial agreement with educators.--

Each major problem listed in the yearbooks as previously described was stated as a question. An accepted position as stated for a well-known group in American education was

²Harold D. Lasswell, Nathan Leites, and Associates, Language Of Politics, pp. 173-232. New York: George W. Stewart, Publisher, Inc., 1949.

then found for each major problem.

To establish an accepted position for each of the major problems, literature of the field was reviewed for published research, parliamentary resolutions, committee reports, and conference results. A concise and direct statement for each major problem was extracted from the published material of some one of several groups known for educational leadership. An effort was made to select each statement from a widely circulated publication of these well-recognized groups. Each position was stated, together with the source from which it was taken. It was then possible to compare editorial contentions with these stated positions, or points of view, and make a judgment as to their agreement. This was done and the results were recorded.

Three judgments were possible when editorial contentions were compared with accepted points of view of well-known educational groups. These were: (1) in agreement, (2) in disagreement, and (3) indefinite. Certain conditions led to judgments of editorials as indefinite. In scattered instances editorial contentions in newspapers did not answer directly the questions raised in connection with

the major problems. Most often in connection with "higher education," the contentions of editors were only distantly related to the question. An example of this is, "What should be done to enable American colleges and universities to meet the needs of the people of the United States for higher education?" In this case, judgment was practically impossible. Contentions were adjudged to be indefinite when this condition existed.

Beliefs expressed by editors as contentions were not always clearly stated. At times, for example, an editor would agree with an accepted point of view of educators and then add a qualifying condition through the use of "but" or "if." In a sense, the editor's contention was ambivalent and judgment as to agreement or disagreement was impossible.

Finally, in a few scattered cases editorial comment was so rambling or disjointed as to make selection of a clearly stated contention impossible. These few cases added to the above conditions meant a group of contentions where agreement and disagreement could not be determined and the indefinite category seemed appropriate.

Statements of record as official pronouncements of

various recognized groups in American education were not all-inclusive of divergent points of view. Each statement, however, merited respect as being that of an organization with nation-wide recognition.

When the accepted positions of educational groups had been stated, editorial contentions were compared with them and judged as being in agreement, in disagreement, or indefinite. A count was made of the contentions found to be in agreement. The count was tabulated first, by newspapers, and second, by major problems. Conclusions were drawn concerning the per cent of editorial contentions in each newspaper in agreement with educators. Papers were ranked accordingly. Similarly, each problem was ranked according to the number of contentions in all papers treating it that were found to be in agreement with accepted points of view of educators. Ranks were established for the major problems accordingly.

Analyses for use of propaganda.-- Each editorial dealing with a major problem was reviewed for evidence of the use of propaganda methods. Rigorous application was made of the criteria which recognized seven techniques. The propaganda techniques were those of the "name calling,"

"glittering generalities," "transfer," "testimonial," "plain folks," "card stacking," and "band wagon" devices. A count was made of the number of times the use of propaganda appeared in editorials for each of the newspapers and for each of the major problems.

Sample Analysis of a Newspaper Editorial

During September of 1949, the New York Daily News, the nation's largest newspaper in terms of daily circulation, printed an editorial which it titled "Be Kind To Commies Week." The editorial is reproduced in full below, and a sample analysis is made of it as an indication of the procedure followed throughout the study.

Be Kind To Commies Week

It has been common knowledge for years that New York City's public school system is infested with a powerful and active minority of Communist teachers. These persons do everything their fertile little brains can think of to sell the youngsters on the idea that the United States Government is no damn good and should be kicked out and replaced by a Soviet clique as soon as possible.

At its 1949 session, the New York Legislature enacted the Feinberg Law, which is designed to root Communists out of the state's public school system in so far as is humanly possible. This law--long overdue, if you ask us, was carefully drawn up, with a view of hitting the guilty and

missing the innocent. The Feinberg statute was to begin operating with the opening of the schools this week.

However, the Communists induced State Supreme Court Justice William J. Murray of Troy to issue an order Tuesday delaying enforcement of the Feinberg law for a while. The order directs the Board of Regents to show cause on September 23 why they should not be permanently restrained from doing what the anti-Red teacher law tells them to do. The Communist plea is that the new legislation is unconstitutional.

Really, isn't this a case of super kindness to Communists? This traitor party has been given every courtesy and consideration in the trial of its 11 top fuehrers before Federal Judge Medina in Manhattan. Reds' civil rights are carefully guarded by police at such things as Robeson's rallies. Now they get extra tenderness from a New York Court judge, instead of having to wait until an actual case involving the Feinberg Law's constitutionality comes up for a fair trial on specific concrete issues.

Let's hope that Americans won't continue being kind to Communists too long--meaning until these rats overturn the Government at Washington between a couple of days and proceed to abolish everybody's rights, liberties, and privileges except their own.

Newspaper.-- New York Daily News.

Major problem treated.-- Academic freedom.

Editorial position.-- Disapproval of a condition in American education as viewed by the editor. (Judgment as to disapproval here rested entirely upon consideration of the tenor of the entire editorial, rather than upon a single sentence, or upon the effect of the editorial upon the writer.)

Editorial contention.-- The Feinberg Law in New York

State to prevent Communist teachers from teaching should be enforced without delay over the question of its constitutionality.

Nature of agreement with accepted points of view in American education.-- In disagreement with educators because it supports legislation which imposes restrictions on teachers not imposed on all citizens. Judgment of disagreement here rested entirely upon comparison of the editorial contention expressed by the editorial with the particular point of view expressed by the American Association of University Professors. It is not to be inferred from the judgment that the writer disagrees, or agrees, with either the contention of the editor or the accepted point of view of the particular educational group.

Use of propaganda.-- The use of propaganda is evident in this editorial. The techniques used are those of "name calling" and "card stacking."

One sentence, "These persons do everything their fertile little brains can think of to sell the youngsters on the idea that the United States Government is no damn good and should be kicked out and replaced by a Soviet clique as soon as possible" is an example of "name calling" because

the writer uses the words "Soviet clique" to turn reader attitude toward acceptance of his point of view. In the words of the Institute for Propaganda Analysis, "Use of bad names without presentation of their essential meaning without all their pertinent implications, comprises perhaps the most common of all propaganda devices."³ "Soviet clique" can be regarded as an illustration of this sort of thing. The Institute describes such methods in another way by saying, "In the Name Calling and Glittering Generalities devices, words are used to stir up our emotions and to befog our thinking. In one device 'bad words' are used to make us mad; in the other 'good words' are used to make us glad."⁴

A second illustration of the use of propaganda technique is that of "card stacking." Judgment of this use is based on analysis of the sentence, "Let's hope that Americans won't continue being kind to Communists too long--meaning

³Institute For Propaganda Analysis, Propaganda Analysis, p. 5. New York: Institute For Propaganda Analysis, 1938.

⁴Ibid., p. 6.

until these rats overturn the Government at Washington between a couple of days and proceed to abolish everybody's rights, liberties, and privileges except their own." The sentence appears in the editorial disapproving delay in the imposition of legislative restrictions on teachers. As the Institute for Propaganda Analysis states it, "'Card Stacking' is a device in which the propagandist employs all the arts of deception to win our support for himself, his group, nation, race, policy, practice, belief or ideal. He stacks the cards against the truth. He uses underemphasis and overemphasis to dodge issues and evade facts. He resorts to lies, censorship and distortion. He omits facts. He offers false testimony."⁵ The sentence, as quoted from the editorial, is designed to overemphasize a matter to the end that readers would be inclined to forget that constitutional rights of citizens and teachers need protection.

Chapter Summary

The various procedures which were carried out, and

⁵Ibid., p. 6.

which formed the general pattern of the study, were described in this chapter. The means by which major problems were selected, newspapers were chosen, and editorials were recorded for study were reviewed here. Details concerning the analyses of editorials for interest in education, for editorial position, for agreement with educators, and for use of propaganda were also presented. Finally, an illustration of the pattern of the complete treatment afforded each editorial was given in the sample treatment of an actual newspaper editorial.

The chapter which follows gives the results of certain steps which were preliminary to the various analyses carried out in the investigation.

CHAPTER IV

STEPS PRELIMINARY TO ANALYSIS OF EDITORIALS

This chapter will be concerned with a report of the selection of ten American newspapers for the source of data used in the study. These ten papers were the New York Daily News, the New York Mirror, the Chicago Tribune, the Philadelphia Bulletin, the Philadelphia Inquirer, the Chicago Sun-Times, the New York Times, the Chicago Daily News, the Detroit News, and the Los Angeles Times. Further, it reports on the selection of nine major problems in education, "academic freedom," "federal aid to education," "higher education," "increased school enrollments," "international education," "teacher personnel," "adequate school facilities," "religion and education," and "veteran education," from lists published in yearbooks. The foregoing problems which were in topical form in the yearbooks are restated in the form of questions. Accepted points of view on each of the major problems as published by well-known groups in American education are reproduced to the end that comparisons may later be made between them and the contentions of newspaper editors.

In short, the details of the preliminary work which

preceded analysis of any of the data found in newspaper editorials are reported here.

American Newspapers in Mass Communications

Selection of newspapers.-- A list of the leading newspapers in America in terms of circulation for 1949 was obtained from the 1949 Ayer Directory of Newspapers and Periodicals.¹ The fourteen largest papers, the daily circulation figures exclusive of Sunday for each, and data concerning control of each are given in Table 1.

Hearst chain affiliations were stated for four out of the fourteen largest newspapers. It was considered likely that editorial policies in these papers would be similar. To insure against predominance of editorials by writers of a single newspaper chain, choice of papers was made from the list of largest papers, avoiding duplication of control. As a result, three Hearst newspapers, the New York Journal-American, the Chicago Herald-American, and the Detroit Times, were omitted. The Chicago Daily News

¹J. Percy H. Johnson, Editor, Directory of Newspapers and Periodicals. Philadelphia: N. W. Ayer and Sons, 1949. Pp. 1424.

TABLE 1

CIRCULATION FIGURES AND CHAIN AFFILIATIONS OF THE
FOURTEEN LARGEST AMERICAN NEWSPAPERS IN 1949*

Name of Newspaper	Affiliation	Circulation
1. <u>New York Daily News</u>	Independent	2,329,272
2. <u>New York Mirror</u>	Hearst	1,079,978
3. <u>Chicago Tribune</u>	Independent	982,238
4. <u>Philadelphia Bulletin</u> ...	Independent	716,451
5. <u>New York Journal-American</u>	Hearst	700,722
6. <u>Philadelphia Inquirer</u> ...	Independent	674,529
7. <u>Chicago Sun-Times</u>	Independent	643,389
8. <u>New York Times</u>	Independent	541,269
9. <u>Chicago Herald-American</u> .	Hearst	536,994
10. <u>Chicago Daily News</u>	Knight	496,007
11. <u>Detroit News</u>	Independent	432,112
12. <u>Detroit Free Press</u>	Knight	422,797
13. <u>Detroit Times</u>	Hearst	421,215
14. <u>Los Angeles Times</u>	Independent	412,319

*J. Percy H. Johnson, Editor, Directory of Newspapers and Periodicals, pp. 1175-1199. Philadelphia: N. W. Ayer and Sons, 1949.

and the Detroit Free Press were affiliates of the Knight chain. The latter paper, as the smaller of the two, was omitted.

The newspapers which were finally used as the source of editorials for review were the New York Daily News, the New York Mirror, the Chicago Tribune, the Philadelphia Bulletin, the Philadelphia Inquirer, the Chicago Sun-Times, the New York Times, the Chicago Daily News, the Detroit News, and the Los Angeles Times.

Each of the papers in this list was independent of all others in the list in terms of ownership or control, so far as could be ascertained for the years 1945 through 1949. Total circulation of the ten papers for the year 1949 was given in the Ayer Directory as 8,308,564 papers for week days, exclusive of Sunday.² Sunday papers were not included in the editorial analyses completed in the study.

Geographically, the ten newspapers covered major metropolitan areas of the United States. At least one paper was selected from each of the five largest cities

²Ibid., pp. 1175-1199.

of the country. Three newspapers in the list are published in New York, three in Chicago, two in Philadelphia, and one each in Detroit and Los Angeles.

Editorials dealing with education.-- After selection of the papers in which editorial comment on educational problems was to be reviewed, editorials were gathered from each newspaper for study. When the investigation was undertaken, it was assumed that all newspapers would have to be reviewed in their original printed form as found in bound volumes in various libraries of the country. During the time that the research was under way a development occurred which promises to make future study of newspapers much easier. This development was the wide use of microfilm by means of which newspapers are photographed in entirety on film that may be stored with great facility and read from special reading machines.

All of the Chicago newspapers were read from microfilm copies in the Chicago Public Library. Editorials for all but nineteen months of the Los Angeles Times were read from microfilm copies. These were borrowed in an inter-library loan to the library of Western Michigan College from the University of Missouri. The missing nineteen months were

read from original copies of the Los Angeles Times in the University of Chicago Library. While editorials in the New York Times were being read from original bound volumes in the libraries of the University of West Virginia and the University of Notre Dame, microfilm copies began to appear in many public libraries. The Kalamazoo Public Library furnished microfilm volumes of the New York Times for the year 1949. All other papers were found in bound volumes in public libraries of the cities in which they were published.

At present, library administrators do not wish to loan their microfilm volumes of newspapers for use outside of their respective libraries. The hazards of mail and express shipment appear to be too great. Further, back issues of newspapers are in constant demand for many purposes, including stock market, race track, and legal research. In most libraries the equipment for reading microfilm is in constant use.

No difficulty was encountered in making photographic copies of newspaper editorials from bound volumes of original papers. Difficulty resulted where copies were attempted from the microfilm versions of the editorials.

Accordingly, photographic copies on 35 mm. film were made of only the New York, Philadelphia, Detroit, and Los Angeles newspaper editorials, while the rest were reviewed directly from microfilm copies.

Major Problems in Education

Yearbooks reviewed.-- Three well-known yearbooks were reviewed for the problems listed by them as being of major concern in education for the years 1945 through 1949. The yearbooks which were used were the following:

Britannica Book Of The Year

The New International Yearbook

The Americana Annual.

Each of these three yearbooks fulfilled the requirements which were established as criteria for their selection. They were all on "continuation basis" in a college library. They were all published during the years covered by the study. Each one included a section dealing with education. Contributing authors of the sections concerning education in the above yearbooks are well-known in America and England. Contributors whose reviews appeared in the yearbooks from which major problems were taken were Charles H. Judd, I. L. Kandel, Harold C. Dent, Harold Benjamin, Edward Alvey, Jr.

and William W. Brickman.

Major problems selected.-- The three yearbooks from which the master list of problems in education was compiled showed considerable agreement in the nature of their selections. In all cases, problems were stated in the yearbooks as headings or topics rather than as questions. Accordingly, the list of educational problems drawn from the yearbooks appeared in the form of topics. The list is as follows:

1. Academic Freedom
2. Federal Aid To Education
3. Higher Education
4. Increased School Enrollments
5. International Education
6. Teacher Personnel (salaries and recruitment)
7. Provision for Adequate School Facilities
8. Religion and Education
9. Veteran Education
10. Universal Military Training
11. The Harvard Report (general education)
12. Vocational Education
13. Discrimination, or Equalization of Educational Opportunity.

When the list was limited to topics which appeared in two or more yearbooks for two or more consecutive years, only the first nine of the thirteen topics met the criteria.

Topics which identified significant problems of education for all of the years covered by the study were as follows:

1. Veteran Education
2. International Education
3. Teacher Personnel (salaries and recruitment)
4. Higher Education.

Considerable interrelationship was evident between the problems of "higher education" and "veteran education." In several cases, the impact of large veteran enrollments in colleges and universities brought about the problems faced by institutions of higher learning.

Topics which identified significant problems in education for the years 1947 through 1949 were as follows:

5. Increased School Enrollments
6. Federal Aid to Education.

Topics which appeared in the yearbooks to identify

significant problems in education for the years 1948 and 1949 were as follows:

7. Religion and Education
8. Provision of Adequate School Facilities
9. Academic Freedom (including loyalty oaths and the menace of Communist teachers).

Some compromise was made in the differences which appeared among the yearbooks as their various editors viewed major problems. Selection of the problems listed was not influenced entirely by significance of the problems to educators alone, but by certain unknown considerations. Such matters as the amount of controversy noted during the year in public discussions and in lay periodicals, or recency of an interest as shown by public concern, may have influenced editors in their selections.

Problems selected by the editors were an arbitrary choice which caused some problems to be viewed in relation to the particular organization chosen by yearbook editors. "Religion and education," for example, was chosen to cover a phase of public education which might be viewed by some educators as "curriculum." The same might be true for "international education." In another sense, the "value and significance of education" might have been chosen by yearbook editors to cover several of the problems listed. The final choice of

the problems was in terms of the approach of yearbook editors to educational problems during the years 1945 through 1949, rather than in terms of any choice that the writer may have made.

Major problems restated in question form.-- The major problems in American education were restated in the form of questions, consistent with the nature of the problems listed in the yearbooks from which they were chosen. The topics are stated as questions as follows:

1. What should be done to maintain academic freedom for teachers in the schools of the United States?
2. What should be done to provide adequate school facilities in the United States?
3. What should be the nature of federal aid to education in the United States?
4. What should be done to enable American colleges and universities to meet the needs of the people of the United States for higher education?
5. What should be done in the United States to provide for the international exchange of scholars and learning?

6. What should be done to meet the needs in education created by increased school enrollments in the United States?

7. What should be the relationship of religion to public school education in the United States?

8. What should be done to provide an adequate supply of qualified teachers for the schools of the United States?

9. What should be done to provide for the education of veterans of World War II?

Only those editorials which answered the above questions directly were analyzed for agreement with accepted points of view of recognized groups in education.

Selection of Accepted Points of View

Obviously, there are many points of view in the field of education on every major problem. The task of selecting an accepted point of view for each major problem of education required that a clear statement of belief which had been published by a respected group within the field of education be found. An accepted point of view on each of the nine major problems in American education and the source of that point of view for each problem are given

in the following paragraphs.

Academic freedom.-- The statement by the American Association of University Professors on this problem is as follows:

In the light of present facts, it is the unanimous opinion of the active members of Committee A that there is nothing now apparent in reference to the Communist party in the United States, or to international conditions, that calls for a departure from the principles of freedom and tenure by which the Association has been guided throughout its history. On the basis of those principles, this Association regards any attempt to subject college teachers to civic limitations not imposed upon other citizens as a threat against the academic profession, and against the society which that profession serves.³

Adequate school facilities.-- The following statement by the National Education Association was chosen for this problem:

First, each community should make sure that it has accurate information as to just what additional school housing facilities it needs at the present time (and will need during the next few years) and when and where the additional housing must be provided.

Second, the people of the community should be told of these needs as clearly and as convincingly as possible.

Third, priorities for the various projects should be established, and sites acquired as soon as possible for the construction projects that are most urgent.

³"Report Of Committee A For 1947," American Association Of University Professors Bulletin, 34 (Spring, 1948), 128.

Fourth, local financial conditions should be thoroughly and accurately explored to ascertain how far the community can go on its own resources in providing the school buildings that it needs.

Fifth, the possibilities of obtaining state aid should be explored.

Finally, different styles of architecture and different types of construction should be carefully evaluated by the professional staff and the board of education to make sure that new buildings are wisely planned, first of all, in terms of their educational use, and, next, in terms of the maximum economy.⁴

Federal aid to education.-- Another statement by the National Education Association was used for this problem as follows:

Congress should provide federal aid without federal control to assist the states in more nearly equalizing educational opportunity through public elementary and public secondary schools in the United States.⁵

Higher education.-- The following statement on this problem is by the President's Commission on Higher Education:

⁴National Education Association, Research Division, "School Housing Needs In City School Systems," Research Bulletin of the National Education Association, 26 (December, 1948), 165.

⁵National Education Association, Legislative Policy For The N. E. A., pp. 115-116. N. E. A. Handbook and Manual for 1947-1948. Washington: National Education Association, 1947.

It is the responsibility of the community, at the local State, and National levels, to guarantee that financial barriers do not prevent any able and otherwise qualified young person from receiving the opportunity for higher education. There must be developed in this country the widespread realization that money expended for education is the wisest and soundest of investments in the national interest. The democratic community cannot tolerate a society based upon education for the well-to-do alone. If college opportunities are restricted to those in the higher income brackets, the way is open to the creation and perpetuation of a class society which has no place in the American way of life.⁶

International education.-- The Committee On International Relations Of The National Education Association published the following statement on this problem:

Unesco is devoted to formulating and carrying out on a world-wide scale a positive program for promotion of international understanding through education. At the first General Conference, held in Paris in November and December, 1946, and at the second General Conference, held in Mexico City in November and December, 1947, many activities and projects were planned as means for enlisting the nations and peoples of the world in cooperative undertakings to make education "a powerful force for achieving international understanding and world peace." Among these activities and projects, most of which at this writing are still in the beginning stage, are the following: a world wide attack on illiteracy and development of improved standards and methods for "fundamental education"; educational reconstruction in war devastated countries; international seminars for teachers;

⁶Higher Education For American Democracy, 1947. A Report Of The President's Commission On Higher Education, Vol. 2. Washington: U. S. Government Printing Office, December, 1947. Pp. 23.

collection, study and improvement of textbooks and teaching materials, particularly those which relate to international understanding; survey of methods and materials used in teaching about the United Nations; and facilitation of the international exchange of students, teachers, scientists and books.

Unesco offers a direct means through which the power of education may be channeled for the gradual achievement of its over all objective..... Every person has a part to play in promoting the purposes of Unesco, but because of the nature of the job to be done an extraordinarily large responsibility rests upon the members of the teaching profession.⁷

Increased school enrollments.-- On this problem this statement was made by The Educational Policies Commission:

The Educational Policies Commission recommends:

That careful surveys be made everywhere, so that building shortages and shortages in personnel may be made known and remedied.

That the public "pitch in" with the teaching profession to eliminate make-shift expedients, such as overcrowding the schools and assigning too large a class to any one teacher, curtailing the school day by operating schools on double shifts, like factories, and by employing teachers, whose qualifications aren't up to snuff.⁸

⁷The Committee On International Relations Of The National Education Association, Education For International Understanding In American Schools. A joint report of the Association for Supervision and Curriculum Development and the National Council for the Social Studies. Washington: National Education Association, 1948. Pp. 241

⁸National Education Association, Committee On Religion And Education, Report Of The Educational Policies Commission. As found in "You Can Expect A Bigger Crop Of America's Most Valuable Product--Children," Michigan Education Journal, 27 (February, 1940), 350.

Teacher personnel.-- A statement by the Educational Policies Commission on this problem is as follows:

The Educational Policies Commission recommends:

That to win more teachers for the schools, both the standards and salaries of teaching should be raised, especially in the cases of elementary teachers, which, says the commission, should be as high as those of secondary-school teachers.⁹

Religion and education.-- The following statement by the American Council On Education was chosen for this problem:

Holding to the principle of the separation of church and state in America, we nevertheless deplore what we consider a strained application of that principle in our school system. We are unable to believe that a school which accepts responsibility for bringing its students into full possession of their cultural heritage can be considered to have performed its task if it leaves them without a knowledge of the role of religion in our history, its relation to other phases of the culture, and the ways in which the religious life of the American Community is expressed. An educated person cannot be religiously illiterate.¹⁰

Veteran education.-- A statement by the Work Conference of the National Education Association on Educational Programs for Veterans is:

⁹Op. cit.

¹⁰The Relation Of Religion To Public Education, Vol. 1
Washington: American Council On Education, 1947. Pp. vii / 34.

We believe that the basic purpose of Public Law 346 is to promote the general welfare by offsetting the harmful effects of the war on the educational equipment of the American people. The law confers substantial educational benefits upon veterans and there is no question but that a grateful country should extend to these men and women every possible assistance in re-establishing themselves in civilian life. In the long run, however, we believe that the effects of the law will be judged by its success in equalizing education opportunities and lifting the levels of education among the American people.¹¹

Each statement of a well known group appeared to be explicit and forthright. In a single case, that of the statement by the American Association of University Professors dealing with loyalty oaths, an interpretation appears necessary to broaden or to clarify the basis upon which comparisons were made with editorials. The statement of this group was construed as meaning that all conditions and restrictions which set apart teachers as needing special treatment were not to be approved. Judgment of editorial agreement with educators appeared to be more accurate under the broadened interpretation. All other statements were accepted as published.

¹¹Education For Victory. Preliminary Report of the Work Conference on Educational Program for Veterans, Vol. 3, No. 18. Washington: U. S. Office of Education, March, 1945. Pp. 32.

None of the points of view as stated is to be considered inclusive or exclusive. None is necessarily the point of view of the writer. With the possible exception of the statement on "academic freedom," each point of view appeared quite consistent with positions taken on major problems by several well-known groups in education.

In the case of the statement of the American Association of University Professors on "academic freedom," another expression was widely quoted during the years 1945 through 1949. The statement from a resolution of the Representative Assembly of the National Education Association reads as follows:

Members of the Communist Party shall not be employed in the American schools. Such membership involves adherence to doctrines and discipline completely inconsistent with the principles of freedom on which American education depends. Such membership and the accompanying surrender of intellectual integrity render an individual unfit to discharge the duties of a teacher in this country.

At the same time we condemn the careless, incorrect, and unjust use of such words as "Red" and "Communist" to attack teachers and other persons who in point of fact are not Communists, but who merely have views different from those of their accusers. The whole spirit of free American education will be subverted unless teachers are free to think for themselves.^{11a}

Because the statement of the National Education Association was considered as somewhat less specific on the matter of "academic freedom," the statement of the American Association of University Professors was preferred and used accordingly.

^{11a}National Education Association, NEA Handbook, p. 392. Washington D. C.: National Education Association, 1949.

Chapter Summary

A description of the various steps which preceded the analysis of editorial data in selected American newspapers was presented in this chapter.

A list of the largest American newspapers in terms of circulation figures was prepared from the data in the 1949 edition of the Ayer Directory of Newspapers and Periodicals.¹² The papers were ranked according to circulation figures. From a list of the fourteen largest newspapers, ten papers were selected for review. Each of these ten papers was independent of all of the others chosen in terms of ownership or chain affiliation. These ten selected papers included the New York Daily News, the New York Mirror, the Chicago Tribune, the Philadelphia Bulletin, the Philadelphia Inquirer, the Chicago Sun-Times, the New York Times, the Chicago Daily News, the Detroit News, and the Los Angeles Times.

Each editorial in these ten papers during the years 1945 through 1949 was then scanned. Each editorial dealing

¹²J. Percy H. Johnson, Editor, Directory of Newspapers and Periodicals, pp. 1175-1199. Philadelphia: N. W. Ayer and Sons, 1949.

with education was read and either photographed from bound newspaper volumes on 35 mm. film or studied and analyzed from microfilm volumes in libraries of the country.

Three yearbooks, namely, the Britannica Book Of The Year, The New International Yearbook, and The Americana Annual were read for the educational matters they listed as major problems of education during the years 1945 through 1949. From all problems listed in the yearbooks, only those problems were selected which were listed in more than one yearbook for more than a single year. The nine major problems in the final list were "academic freedom," "federal aid to education," "higher education," "increased school enrollments," "international education," "teacher personnel," "adequate school facilities," "religion and education," and "veteran education." Each problem was then stated in the form of a question.

The final step which preceded detailed analysis of the editorials dealing with nine major problems in education in the ten selected newspapers was the selection from educational literature of a statement or accepted point of view of a well-known group for each problem. These points

of view were those of the American Association of University Professors, the National Education Association, the President's Commission on Higher Education, the Committee On International Relations Of The National Education Association, The Educational Policies Commission, the American Council On Education, and the Work Conference of the National Education Association on Educational Program for Veterans.

After these preliminary steps were completed, detailed analyses were made of all editorials on major problems in education. Results of these analyses, as they answered the first three major questions raised in the investigation, are reported in Chapter V which follows.

CHAPTER V

EDITORIAL ATTENTION TO PROBLEMS IN AMERICAN EDUCATION 1945--1949

This chapter gives the answers to the first three major questions raised in connection with the study.

These questions were as follows:

1. How much attention is given in editorials to education?
2. How much attention is given in editorials on education to major problems in education?
3. What problems in education in America are treated in the editorial columns of these newspapers?

The data are presented in terms of distribution of all editorials printed in the ten newspapers studied during the years 1945 through 1949, of editorials on education, whether dealing with major problems or not, and of editorials dealing with major problems in education. Evidence is included on the relative attention given in different years to educational problems and the relative attention to the various other problems treated in the editorials.

Analyses of Total Editorial Content

Editorial attention to all matters of public concern.--

A total of 61,694 editorials were published in the ten newspapers covered by the study during the years 1945 through 1949. A summary compilation of the total count of editorials which appeared in each of the papers for each of the years 1945 through 1949 is contained in Table 2.

For the most part, the editorial count of the various newspapers remained fairly constant during the five years 1945 through 1949. Exceptions were the Chicago Sun-Times, in which both ownership and format were changed during that period, the Los Angeles Times, in which the 1945 total of editorials printed was approximately 200 higher than that for any of the other years, and the New York Daily News, in which the 1945 editorial count increased yearly to a total approximately 200 editorials more in 1949 than in 1945.

Notice should be taken of the fact that the Chicago Sun-Times appeared during the period covered by the study, as a result of the absorption of the Chicago Times by the Chicago Sun in 1948. The Chicago Sun was considered the parent paper and the editorial count of that paper was

TABLE 2

TOTAL NUMBER OF EDITORIALS WHICH APPEARED IN TEN SELECTED
NEWSPAPERS DURING 1945--1949

Name Of Paper	Number Of Editorials					Five Year Total
	1945	1946	1947	1948	1949	
<u>New York</u> <u>Daily News</u>	412	468	568	618	627	2693
<u>New York</u> <u>Daily Mirror</u> ..	377	364	356	370	399	1866
<u>New York</u> <u>Times</u>	2941	2026	2022	2008	2018	10,115
<u>Chicago</u> <u>Tribune</u>	1093	1204	1221	1169	1291	5978
<u>Chicago</u> <u>Sun-Times</u>	1454	1346	610	587	628	4625
<u>Chicago</u> <u>Daily News</u>	1426	1404	1151	901	1243	6125
<u>Philadelphia</u> <u>Inquirer</u>	1531	1506	1490	1505	1514	7546
<u>Philadelphia</u> <u>Bulletin</u>	2183	2218	2136	2089	2180	10,806
<u>Detroit</u> <u>News</u>	1296	1363	1444	1429	1376	6908
<u>Los Angeles</u> <u>Times</u>	1221	982	931	912	986	5032
Total	13,034	12,881	11,929	11,588	12,262	61,694

included in the total compilation of editorials for the Chicago Sun-Times.

For a short time during the years 1948 and 1949, editors of the Chicago Daily News carried out a practice of placing some editorial comment without special headings in a column called, "As We See It." Where this occurred, each editorial treating a different topic under the above heading was counted separately both for total editorial count and for educational matters. The latter condition did not materially affect the final results of these tabulations.

Editorial attention to matters concerning education.--
Out of the 61,694 editorials printed by all papers for the five-year period, a total of 1470 editorials concerned education. This was 2.38 per cent of the total number of editorials. Table 3 contains a year-by-year count of editorials dealing with education for each of the ten newspapers.

Seventeen problems in education received more than one per cent of the total editorial content of the ten newspapers for the years 1945 through 1949. Table 4 contains a list of these seventeen problems in order of the per cent of the total number of editorials on education which were devoted to each problem.

TABLE 3

NUMBER OF EDITORIALS ON EDUCATION WHICH APPEARED IN TEN
SELECTED NEWSPAPERS DURING 1945--1949

Name Of Paper	Number Of Editorials					Five Year Total
	1945	1946	1947	1948	1949	
<u>New York Times</u>	48	54	46	54	88	290
<u>Philadelphia Bulletin</u>	48	65	79	44	46	282
<u>Chicago Sun-Times</u>	49	84	20	17	27	197
<u>Chicago Daily News</u>	39	60	28	22	27	176
<u>Philadelphia Inquirer</u>	15	34	40	49	34	172
<u>Chicago Tribune</u>	14	18	21	28	34	115
<u>Detroit News</u>	15	14	26	21	28	104
<u>Los Angeles Times</u>	19	14	13	19	24	89
<u>New York Daily News</u>	1	1	7	12	5	26
<u>New York Daily Mirror</u> ...	3	2	4	5	5	19
Total	251	346	284	271	318	1470

TABLE 4

SEVENTEEN PROBLEMS IN AMERICAN EDUCATION RANKED ACCORDING
TO EDITORIAL INTEREST DURING 1945 THROUGH 1949

Problem	Per Cent Of Total Editorials	Rank
Higher Education	15.9	1
Criticism of Local School Administration	10.0	2
Adequate School Facilities	8.3	3
Academic Freedom	6.0	4.5
Teacher Personnel	6.0	4.5
Veteran Education	4.0	6
Tributes and Commendation	3.1	7
Special School Provisions for Child Welfare	3.0	8
Athletics	2.6	9
International Education	2.2	10
Federal Aid to Education	2.0	11
Subjects of the School Curriculum	1.8	12
Adult Education	1.5	13.5
Value and Significance of Education	1.5	13.5
Religion and Education	1.0	16
School Lunches	1.0	16
Increased School Enrollments	1.0	16

As the study progressed, a special condition arose which reduced the editorial count of one of the ten newspapers from a six-day count to a five-day count. Editors of the Los Angeles Times consistently used their editorial space on Monday of each week for letters from readers. While it could be held that letters from readers appeared at the option of Times editors, the nature of the material was such that it could not be classified as editorial matter as the latter was defined in Chapter I. The tabulation of these letters was ignored in the editorial count for the Los Angeles Times.

Analyses of Editorials on Education

Editorials on major problems.-- All of the editorials which dealt with educational matters were reviewed for the purpose of establishing an approximation of the frequency with which each major problem was treated. Of the 61,694 editorials which appeared in all ten newspapers during the years 1945 through 1949, 1470 editorials treated some phase of American education. Of these 1470 editorials, only 676 editorials treated the nine major problems as listed in the

preceding chapter. Miscellaneous matters, most often of a localized or general nature, were discussed in the remaining 794 editorials. Table 5 gives the total count of editorials on major problems in education for each of the ten newspapers for each of the five years covered by the study.

No editorials were counted more than once. Where an occasional problem of classification arose, the headline of the editorial was used as the final criterion of classification. In some instances, statements like "teacher salaries are inadequate" or "school enrollments have been increasing" were included in editorials treating a different problem. The count as given includes only editorials devoted to educational matters.

When the total number of editorials treating major problems in American education for all ten newspapers was broken down to indicate the distribution of editorial attention to each of the nine major problems, several significant observations emerged. Table 6 shows the number of editorials devoted to each of nine major problems in American education by each of ten newspapers during the years 1945 through 1949. Some important conclusions are drawn

TABLE 5

NUMBER OF EDITORIALS ON MAJOR PROBLEMS IN EDUCATION
IN TEN SELECTED AMERICAN NEWSPAPERS FOR EACH OF THE
YEARS 1945--1949

Paper	1945	1946	1947	1948	1949	Total
<u>New York Times</u>	24	28	28	18	60	158
<u>Philadelphia Bulletin</u>	27	30	40	22	32	151
<u>Philadelphia Inquirer</u>	7	19	24	22	22	94
<u>Chicago Tribune</u>	2	7	14	17	22	62
<u>Chicago Sun-Times</u>	19	15	3	7	17	61
<u>Detroit News</u>	9	8	13	3	15	48
<u>Chicago Daily News</u>	11	4	5	5	16	41
<u>Los Angeles Times</u>	5	6	6	12	11	40
<u>New York Daily News</u>	0	0	4	4	3	11
<u>New York Daily Mirror</u>	0	0	2	3	5	10
Total	104	117	139	113	203	676

TABLE 6

NUMBER OF EDITORIALS ON EACH MAJOR PROBLEM IN EDUCATION IN TEN
SELECTED AMERICAN NEWSPAPERS DURING 1945--1949

Major Problem	<u>New York Daily News</u>	<u>New York Daily Mirror</u>	<u>New York Times</u>	<u>Chicago Tribune</u>	<u>Chicago Sun-Times</u>
Higher Education ..	3	2	75	20	21
Adequate School Facilities	0	0	23	4	10
Academic Freedom	5	6	13	12	10
Teacher Personnel	2	1	17	6	12
Veteran Education	0	0	8	3	1
International Education	0	0	14	4	1
Federal Aid	1	1	5	9	2
Religion and Education	0	0	1	4	4
Increased School Enrollments	0	0	2	0	0
Total	11	10	158	62	61

TABLE 6 (Continued)

Major Problem In Education	Chicago Daily News	Philadelphia Inquirer	Philadelphia Bulletin	Detroit News	Los Angeles Times	Total
Higher Education	11	30	38	16	15	231
Adequate School Facilities	10	15	43	7	8	120
Academic Freedom	2	7	11	15	7	88
Teacher Personnel	7	17	16	5	4	87
Veteran Education	5	14	22	2	3	58
International Education	0	4	6	1	2	32
Federal Aid	2	0	9	0	1	30
Religion and Education	4	1	1	1	0	16
Increased School Enrollments	0	6	5	1	0	14
Total	41	94	151	48	40	676

from this table.

Conclusions regarding editorial treatment of major problems.--- The conclusions are as follows:

1. Of 1470 editorials on educational matters in all ten newspapers, 676 editorials, or 45.9 per cent, were devoted to major problems. Considerable variation was observed when editorial treatment of major problems in education was reviewed for each paper individually. Data summarized in Table 7 indicate these variations. The Philadelphia Inquirer, which ranked first in number of editorials on major problems, devoted 54.7 per cent of its editorials on education to major problems. The Chicago Daily News, which ranked last, devoted 23.3 per cent of its educational editorials to major problems.

2. There was wide variation from paper to paper in the attention paid to major problems in American education during the five-year period. Each major problem received varying degrees of attention from the various newspapers, with some problems being completely ignored by some papers and being given considerable attention by other papers. Every newspaper carried some editorial comment on "academic freedom," but only two newspapers devoted editorial space

TABLE 7

PROPORTION OF EDITORIALS ON EDUCATION DEVOTED TO MAJOR PROBLEMS
BY EACH OF TEN SELECTED NEWSPAPERS DURING 1945--1949

Paper	Total Editorials On Education	Editorials On Major Problems	Per Cent
<u>Philadelphia Inquirer</u>	172	94	54.7
<u>Chicago Tribune</u>	115	62	53.0
<u>New York Daily Mirror</u>	19	10	52.6
<u>New York Times</u>	290	158	51.0
<u>Detroit News</u>	104	48	46.1
<u>Philadelphia Bulletin</u>	282	151	46.4
<u>Los Angeles Times</u>	89	40	45.0
<u>New York Daily News</u>	26	11	42.3
<u>Chicago Sun-Times</u>	197	61	31.0
<u>Chicago Daily News</u>	176	41	23.3

to comment on "increased public school enrollments."

"Religion and education" drew comparatively little editorial comment, while some phase of "higher education" drew comment from every newspaper reviewed.

On the basis of editorial count, some topics or problems in education received disproportionate treatment from the newspapers when year-by-year significance was considered. In order of frequency of editorial comment, problems of education were treated as follows:

- Higher Education
- Adequate School Facilities
- Academic Freedom
- Teacher Personnel
- Veteran Education
- International Education
- Federal Aid to Education
- Religion and Education
- Increased School Enrollments.

It was natural to assume that the problems in education which were of major concern over the greater number of years would receive attention in the greater number of editorials. This did not prove to be the case. Problems

which became very important only in the later years covered in the study ranked second and third in amount of attention on the basis of total count.

3. Not all newspaper editors considered all major problems in education worthy of editorial comment. Only two papers, the New York Times and the Philadelphia Bulletin, contained editorial comment on all problems considered in the study. The Chicago Tribune contained editorial comment on every problem except "increased school enrollments." The New York Daily Mirror and the New York Daily News omitted editorial comment on as many as five of the major problems.

4. Tables 8 and 9 are based upon Table 3 and Table 5, respectively. While the total editorial count in most papers was showing a slight decrease (Table 8), a considerable increase was taking place in editorial attention to major problems of American education (Table 9).

Analyses of Other Than Major Problems

One of the questions raised in the study involved the identity of the problems in education in America which were treated by editors of selected newspapers during 1945

TABLE 8

TOTAL NUMBER OF EDITORIALS IN EACH NEWSPAPER IN 1945 COMPARED WITH THE TOTAL NUMBER OF EDITORIALS IN EACH NEWSPAPER IN 1949

Paper	Number Of Editorials		Per Cent Of	
	1945	1949	Increase	Decrease
<u>New York Daily News</u>	412	627	52	
<u>New York Daily Mirror</u>	377	399	5	
<u>New York Times</u>	2041	2018		1
<u>Chicago Tribune</u>	1093	1291	8	
<u>Chicago Sun-Times</u>	1454	628		57
<u>Chicago Daily News</u>	1426	1243		13
<u>Philadelphia Inquirer</u>	1531	1514		2
<u>Philadelphia Bulletin</u>	2183	2180		1
<u>Detroit News</u>	1296	1376	6	
<u>Los Angeles Times</u>	1221	986		20

TABLE 9

NUMBER OF EDITORIALS ON MAJOR PROBLEMS IN EACH NEWSPAPER IN
1945 COMPARED WITH THE NUMBER OF EDITORIALS ON MAJOR PROBLEMS
IN EACH NEWSPAPER IN 1949

Paper	Editorials On Major Problems		Increase	Decrease
	1945	1949		
<u>New York Daily News</u>	0	3	3	
<u>New York Daily Mirror</u> ...	0	5	5	
<u>New York Times</u> .	24	60	36	
<u>Chicago Tribune</u>	2	22	20	
<u>Chicago Sun-Times</u>	19	17		2
<u>Chicago Daily News</u>	11	16	5	
<u>Philadelphia Inquirer</u>	7	22	15	
<u>Philadelphia Bulletin</u>	27	32	5	
<u>Detroit News</u> ...	9	15	6	
<u>Los Angeles Times</u>	5	11	6	

through 1949. As shown in Table 4, seventeen problems in American education received more than one per cent of all the editorials printed in ten selected newspapers during the five-year period. All of the nine major problems were within this list. In the ten selected newspapers, topics for editorials were not limited to major problems as these problems were defined in this study. Newspaper editors were inclined to rank various other problems ahead of some of the selected major problems for significance in their respective areas of circulation. Eight problems other than those listed in the yearbooks as being of major significance were also included in the list of seventeen problems receiving more than one per cent of all editorials printed in the ten papers during the five years.

Ranked according to the number of editorials devoted to them, these problems were: "criticism of local school administration," "tributes and commendations," "special school provisions for child welfare," "athletics," "subjects of the school curriculum," "adult education," "value and significance of education," and "school lunches." Many of the editorials devoted to these problems reflected the urgent local problems of the particular city in which they were published.

Table 10 shows these problems ranked according to the frequency of appearance of each problem in the ten newspapers.

Chapter Summary

Ten American newspapers devoted 1470 editorials to educational matters during the years 1945 through 1949. During this period these same ten newspapers printed a total of 61,694 editorials. Thus, 2.38 per cent of the total number of editorials in these papers dealt with education.

Of the 1470 editorials dealing with education in the ten newspapers studied, approximately 45.9 per cent, less than half, were devoted to major problems in education. The number was 676 editorials. In contrast, 794 editorials, or 54.1 per cent, were devoted to other than major problems. The conclusion based on these data was that editors of the ten newspapers studied were more interested in minor concerns than they were in major problems.

Analysis as to the nature of the problems treated by newspapers revealed that seventeen problems received more than one per cent of the total number of editorials printed.

TABLE 10

EIGHT OTHER THAN MAJOR PROBLEMS RANKED ACCORDING TO
FREQUENCY OF APPEARANCE IN TEN SELECTED NEWSPAPERS

Problem	Rank Among All Problems	Rank Among Other Than Major Problems
Criticism Of Local School Administration ...	2	1
Tributes And Commendations	7	2
Special School Provisions For Child Welfare	8	3
Athletics	9	4
Subjects Of The School Curriculum	12	5
Adult Education	13.5	6.5
Value And Significance Of Education	13.5	6.5
School Lunches	16	8

The nine major problems, "academic freedom," "federal aid to education," "higher education," "increased school enrollments," "international education," "teacher personnel," "adequate school facilities," "religion and education," and "veteran education," were among the seventeen. Eight other problems, of other than major problem status, received attention from the ten newspapers. They were, in order of significance as judged by the number of editorials concerned with each, as follows: "criticism of local school administration," "tributes and commendations," "special school provisions for child welfare," "athletics," "subjects of the school curriculum," "adult education," "value and significance of education," and "school lunches."

These data answered the first three major questions raised in the study. Three more questions await answers from further analyses of the data.

CHAPTER VI

ANALYSES OF EDITORIAL TREATMENT OF EDUCATION: COMPARATIVE DATA FOR EACH OF TEN NEWSPAPERS

The purpose of this chapter is to present an analysis of the editorial treatment given by each of ten prominent newspapers to major problems in education. The analysis is based upon a study of the 676 editorials appearing in the years 1945 through 1949 which dealt with major problems in education.

Data are presented in this chapter to provide answers to the following questions:

1. What interest is shown by each of the ten newspapers in educational problems, as indicated by the number of editorials devoted to problems in education?
2. What interest is shown by each of the ten newspapers in major problems in education?
3. What interest is shown by each of the ten newspapers in other than major problems?
4. What positions are taken by editorial writers in each of these newspapers on major problems in education?
5. To what extent do editorial writers agree with accepted points of view in American education?
6. To what extent are propaganda methods used by editorial writers of each of the ten newspapers?

These data are reported first, in terms of each newspaper taken by itself, and second, in terms of comparison among the ten newspapers. Most of the data are of such a nature that the papers appear in a rank order under the questions asked and rank order is a part of the comparisons presented for the papers.

The number of editorials devoted to educational matters is generally assumed to be a criterion of the interest of editors in education. Distinction is made between major problems and other than major problems on the basis of the judgment of editors of American yearbooks, rather than local interest, amount of reaction on the part of readers, or similar considerations. The titles of all editorials on major problems in education, their dates of publication, and the positions taken by editors in each are given in Tables 29 through 38, pages 267-290, in the Appendix. Every editorial is numbered consecutively as it appears in these tables and is referred to by its number throughout this chapter. Each editorial contention for each newspaper is presented in this chapter. The number which follows the statement of each contention identifies the editorial which is the source of this contention. The nature of agreement

of each contention with an accepted position of a well-known group in American education is shown by the use of a plus sign (+) to show agreement, a minus sign (-) to show disagreement, and a question mark (?) to show an indefinite position or one in neither agreement nor disagreement. These signs are placed directly following the number of the editorial from which each contention was drawn.

An analysis of the combined editorial content of the ten newspapers on each of nine major problems and the comparative data on each of these problems are presented in Chapter VII.

New York Daily News

Editorials printed, 1945--1949.--In 1949 the New York Daily News ranked first in size among all newspapers in America. Its daily circulation, exclusive of Sunday editions, was in excess of two million papers. It was a tabloid paper throughout the years 1945 through 1949. The Daily News consistently devoted one column of a two-column editorial page to its editorials, except on a few occasions when editorials appeared elsewhere.

During the five-year period from 1945 through 1949 the

Daily News published 2693 editorials, of which twenty-six were devoted to educational matters. Of these twenty-six editorials on education, only eleven contained contentions on major problems of education.

Not all of the nine major problems of education were treated by the New York Daily News during the five-year period. Four problems were considered, and all but one of these four problems were considered more than once. "Federal aid" was treated but once during the five-year period. "Academic freedom" was treated on five occasions.

Positions taken.--Four editorials dealing with major problems of education during the five years from 1945 through 1949 were written so as to indicate approval of conditions in education. A disapproving or negative attitude was expressed on three occasions. In four editorials the expression of the editors was indefinite. No strong trend toward approval or disapproval of conditions viewed in connection with major problems in American education was apparent in the editorial treatment of these problems by Daily News editors.

Other problems treated.--One problem which drew comment from editors of the Daily News on more than a single occasion

was "progressive education." Three editorials were devoted to denunciatory criticism of this educational theory. With the exception of unclassified and facetious comment, one editorial each was devoted to "curriculum," "teaching of history," "driver training," "educators and universal military training," and in "tribute and commendation."

Use of propaganda.--Analysis of propaganda techniques in connection with the editorials of the New York Daily News proved to be difficult. One reason for the difficulty lay in the rather loose rhetorical style of the editorials. Ordinarily, introduction of irrelevant or unrelated, though firmly held, opinions in connection with a given topic may be classed as "card-stacking." The Daily News, for example, in presenting an editorial on "federal aid" included another blast at "progressive education." Editorial comment in that case read as follows:

We think the cautious and carefully framed Taft bill deserves, at least, Congress' serious consideration.

In which connection, readers may remember some recent editorials in this space on--

PROGRESSIVE EDUCATION

--in the primary schools' bottom grades, and how some of our readers felt about it. To put the matter mildly, they felt uneasy, resentful, and afraid their children were

not learning anything.¹

The nature and format of the above editorial have been reproduced as accurately as possible to show how difficult the problem was made by rhetorical style. In the editorial it was assumed that many readers were opposed to so-called "progressive education;" and thus, the introduction of that matter became an illustration of "card-stacking" in which somewhat unrelated material is introduced to make a feeling of antagonism on one topic carry its effect over to another topic.

In an editorial on May 8, 1947, editorial comment was as follows:

Considerable numbers of school teachers, for one example, are peddling Red Propaganda to the kids. If any investigators doubt this, we suggest that they query the American Legion and the newspapers.²

Expression in this editorial was a combination of the "name-calling" and "testimonial" devices. It was considered evidence of propaganda usage because (1) the term "Red Propaganda" was considered reflective or inflammatory

¹"U. S. Cash For Schools." An editorial published in the New York Daily News, March 29, 1948.

²"Reds on City Payrolls." An editorial published by the New York Daily News, May 8, 1947.

to the extent that it turned the attitude of readers toward the editor's point of view, and (2) it was implied that the American Legion, which is respected by many public citizens, was reliably informed and willing to testify.

While other editorials contained much rhetorical looseness and expressions bordering on propaganda, no other use of propaganda was found.

Editorial contentions on major problems.-- Seven contentions regarding the questions on major problems in education were drawn from the Daily News editorials. These seven contentions are listed below.

Academic Freedom:

1. Loyalty oaths in the University of California should be required without apology on the part of university officials. (10) (-)

2. The Feinberg Law in New York State to prevent Communist teachers from teaching should be enforced without delay over the question of its constitutionality. (11) (-)

3. The American Legion is to be commended for its efforts to prevent communist teaching in American schools. (8) (?)

Federal Aid:

4. "Federal dough" is likely to bring with it interference in school affairs by federal bureaucrats, but the problems of the poor states need cautious and careful consideration by Congress. (5) (?)

Teacher Personnel:

5. Teachers deserve the pay increases given them by Governor Dewey and the state legislature. (2) (+)

6. Higher salaries for teachers are deserved except in the cases of some teachers who strike or are communistic. (1) (?)

Veteran Education:

7. Any emergency measures required to get student veterans started on their college educations should be approved. (4) (+)

Review of the seven contentions of the New York Daily News made apparent the fact that no contention was presented more than once. The fact that editors did not undertake an editorial campaign for any particular theme indicated lack of strong conviction about any one of the major problems. Four editorials of those dealing with major problems of education were so distantly related to the problems as to be disregarded when contentions were drawn. Three of them dealt with "higher education." One which treated "academic freedom" dealt with the resignation of Studebaker from the United States Office of Education.

Agreement of contentions with educators' points of view.--Two contentions concerned with "academic freedom", numbers one and two, were in essential disagreement with an accepted point of view in education, as this point of

view was stated in Chapter II. Three contentions were in neither outright agreement nor disagreement when analyzed. Two contentions, one dealing with "veteran education" and the other dealing with "teacher personnel," were in essential agreement with a stated point of view on American education. Data concerning contentions for each major problem and agreement or disagreement with an accepted point of view in American education are summarized in Table 11. On the basis of this evidence, New York Daily News editors were shown to be rather evenly divided in their agreement or disagreement with educators during the five-year period.

General conclusions.-- New York Daily News editorials did not provide comprehensive treatment of all major problems in education. Attention to educational matters was generally confined to disagreement with educators over progressive education and academic freedom, only the latter being listed among major problems. The role of the Daily News in interpretation of education to the American public was not a good one when it was analyzed for use of propaganda and breadth of coverage on the problems treated. In consideration of the fact that the New York Daily News ranked far ahead of all other papers in the nation in size

TABLE II

NUMBER OF CONTENTIONS IN EDITORIALS OF THE NEW YORK DAILY NEWS IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom....	3	0	2	1
Federal Aid	1	0	0	1
Teacher Personnel..	2	1	0	1
Veteran Education..	1	1	0	0
Total	7	2	2	3

of circulation, it may be concluded that educators generally cannot count on serious and enlightened support from this source.

Editorial comment of the paper was generally of such a nature that educators may be justified in raising certain questions about it. These questions are:

1. Why did editors of the Daily News choose particular groups outside of education as authoritative sources of data for editorial comment?

2. What motives led the editors to criticize progressive education derogatorily and to approve restrictions on academic freedom?

There was no editorial campaign on any issue for which educators might have liked help in interpreting education to New York citizens. Finally, there were no instances where educators might have been led to recognize and commend the services of this newspaper to the cause of American education.

New York Daily Mirror

The New York Daily Mirror, the largest paper in the Hearst newspaper chain, ranked as the second largest paper in the United States in terms of circulation figures in

1949. With the exception of Sundays, daily circulation of the Daily Mirror was slightly over a million papers. The paper had a tabloid format throughout the years covered by the study.

Editorials printed, 1945--1949.--With rare exceptions, the Daily Mirror published one editorial in each daily issue. There were several occasions during the five-year period when an editorial appeared on a page other than the editorial page. None of these was on major problems of education. Each editorial required approximately an entire column of a two column tabloid page. Daily Mirror editorials were quite striking in make-up because lower-case type was alternated with bold-faced type in many cases. Paragraphs were generally quite short, sometimes consisting of only a single sentence. At times sentences appeared to be inserted into editorials without any concern as to whether or not the reader could see the relationship of the sentence to the theme of the editorial.

During the five-year period, 1945 through 1949, the Daily Mirror published 1866 editorials, of which only nineteen dealt with educational matters. No editorials treated major problems of education during the years 1945 and 1946.

Approximately one per cent of all the editorials of the Mirror were devoted to educational matters. Of the nineteen editorials on education, only ten which appeared during 1947, 1948, and 1949 were concerned with major problems.

Study of these ten editorials on major problems in education indicated that the Mirror editors were more concerned with the problem of "academic freedom" and its relation to communism than with any other of the major problems. Reference was made to communism in seven of the ten editorials. In every case in which "academic freedom" was treated, it was in connection with communism. It appeared that editors of the Mirror believed that communism and progressive teaching were rampant in American education.

Only three other major problems besides "academic freedom" were treated editorially by the New York Daily Mirror during the five-year period. They were "federal aid," "higher education," and "teacher personnel." Two editorials were written on "higher education" while one editorial each was devoted to "federal aid" and "teacher personnel."

Other problems treated.--Two editorials of the Daily Mirror were devoted to tributes. Both tributes were to individuals rather than institutions or miscellaneous educa-

tional services. Two editorials contained suggestions on curriculum content. Three editorials were appeals to citizens to pay more attention to schools, with intimations both explicit and implied that all was not well in them. Two editorials implied that "progressive education" was a menace in schools.

Use of propaganda.--Editors of the Daily Mirror appeared to be more inclined to the use of propaganda techniques in their editorials than any other paper reviewed in the study. Illustrations of the use of propaganda techniques in editorials of the Mirror and the source of the illustration are as follows:

1. Name-calling:

U.S. Project--3R's

The very hullabaloo for federalization is a slanted, biased, and lying slander of our school systems.

Congress is apparently going to scotch a grandiose federal education plan this session. This is all to the good. Washington is too big for our own good already. We need no Marshall Plan for our schools.

2. Name-calling:

Academic Freedom

If the professors' trade union boycotts the University of Washington, American parents ought to withdraw their children from any university which has business with that union.

Do we go after the professors?
No! They enjoy "academic freedom"--the freedom to corrupt.

The University of Washington is to be congratulated on its courage. Its example should be followed throughout our country.

3. Card-stacking, name calling, glittering generality:

In Retrospect

A mother at a recent meeting described how a professor of sociology in one of our universities told his students small boy dirty stories, and how he made slurring and sacrilegious remarks offensive to Christians.

Should the mother demand, as she has been advised to do, that he be fired for indecent conduct he will immediately invoke the no longer novel plea of "academic freedom," and the association of university professors, or whatever trade union he belongs to, will come to his support.

4. Name-calling, card-stacking:

Bad Teaching

It is because in so many of our schools, American history, biography and literature are not taught at all.

They teach a jumble called social science.

That includes all the world, usually--a melange of history, geography, economics, sociology and mere gossip, in which the United States may be used as an example.

It makes teaching easy for the teacher to do it that way; it makes learning harder for the pupil because he wonders what it's all about.

During the past 30 years, many American teachers have been Marxists and Internationalists.

5. Name-calling, card-stacking:

Higher Education

In all this education porkbarrel, it is interesting that the emphasis is on quantity rather than quality--as if there were not too many overeducated townsmen running around trying to avoid honest work.

College education has become a magic phrase. The degree is worshiped [sic] in itself.

6. Name-calling, card-stacking:

Our School Teachers

Parents are unwilling to pay more to have their children's minds corrupted and distorted by Communist teachers.

Editorial contentions on major problems.--More difficulty was encountered in drawing main contentions from the editorials of the Daily Mirror than from any other of the ten newspapers reviewed. The rhetorical style of the editors of the Mirror appeared to be more a rambling harangue on a topic than a clear expression of opinion. Editorial contentions of the Daily Mirror are as follows:

Academic Freedom:

1. The concept of "academic freedom" held by professors and teachers is bad because it means that Communist teachers may be allowed to destroy America. (17) (-)

2. Effective teaching of democracy and legislation to prevent Communist teachers from teaching are necessary to combat communism in our schools. (18) (?)

3. General Eisenhower has made a fine statement on "academic freedom." (16) (✓)

4. If America permitted professors all the latitude they wanted under the guise of "academic freedom," our schools and colleges would have to be abandoned to academic anarchy. (21) (-)

5. The American people are tired of having all kinds of bad people hide behind "academic freedom." (18) (?)

Federal Aid:

6. The hullabaloo about federal aid to education is bad because it would mean federal administration policy and propaganda dictated from Washington, and it is slanted, biased, and lying slander of our school systems. (20) (-)

Higher Education:

7. The Report of the President's Commission on Higher Education is based on platitudes and false assumptions about the value and purpose of education. (13) (14) (-)

Teacher Personnel:

8. Teachers should be paid more even though a small number of Communist teachers cause the American people to distrust school-teachers. (12) (?)

Agreement of contentions with educators' points of view.--

On the basis of eight contentions drawn from ten editorials in the Daily Mirror it appeared that the paper was quite antagonistic toward points of view which have had wide acceptance in the field of education. One contention alone paid respect to a forthright and agreeable statement by

General Eisenhower, but not without comment which implied that American schools had many Communist teachers. At any rate, the editors of the Mirror were ready to challenge points of view held by educators. A summary of the data on agreement and disagreement of the contentions of the editors of this paper with accepted points of view in American education is given in Table 12.

General conclusions.--Editorial treatment of American education in the New York Daily Mirror during the years 1945 through 1949 was characterized by poor treatment of very restricted coverage of major problems. Its limited consideration of problems in education was, in a sense, the most satisfactory aspect of its service to educators in interpretation of educational and school problems. There was very little editorial comment in the New York Daily Mirror that might have led to praise and commendation from educators for that particular member of the Hearst chain. The lack of confidence displayed in the integrity of educators and the ability of teachers to meet and master problems in their own field, as shown in the Mirror editorials on "academic freedom," and "progressive education," is not conducive to good relations between editors and educators. Editorials

TABLE 12

NUMBER OF CONTENTIONS IN EDITORIALS OF THE NEW YORK DAILY MIRROR IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom.....	5	1	2	2
Federal Aid.	1	0	1	0
Higher Education...	1	0	1	0
Teacher Personnel...	1	0	0	1
Total	8	1	4	3

of the Mirror also presented evidence that editors of this paper believed education and educators were strongly entrenched pressure groups in American society, a position that needed challenge rather than interpretation.

The question of motives of editors in attacking progressive education and in calling for restrictions on academic freedom, which was raised concerning the New York Daily News, should also be raised concerning editorials in the Daily Mirror. Four other questions about this paper may well be raised by educators. They are:

1. Were editorials of the New York Daily Mirror written to conform to a policy dictated by the Hearst chain for all its papers throughout the United States?

2. Why were editors of this newspaper so lacking in respect for the integrity and professional stature of American educators?

3. Why did editors make no effort to use available data like that concerning equalization of educational opportunity and population mobility among states in discussing, for example, federal aid to education?

4. What effect did strong disagreement with accepted points of view of educators have upon reader interest in editorials or circulation figures of the Daily Mirror?

If an assumption were made that editorial comment in this newspaper, the largest paper of the Hearst chain, was similar to that carried in the coast-to-coast network of newspapers controlled by that organization, the implications in its treatment of education would be obvious. It would appear that educators should survey critically the presentation of public school education and current educational problems by the Hearst chain of newspapers.

There was little effort on the part of Mirror editors to stimulate thinking about major problems in education. Every contention was made with an effort at authority which was attested to by the Biblical quotation which appeared in the masthead over every editorial. It read, "Ye shall know the truth, and the truth shall make you free."-- John viii, 32.

Chicago Tribune

Editorials printed, 1945--1949.--Throughout the years covered by the study the Chicago Tribune held first position in circulation size in cities outside the city of New York. In 1949 its circulation figures indicated a distribution of close to a million copies daily, exclusive of the Sunday

edition. During the five-year period from 1945 through 1949, the Tribune published 5978 editorials, of which 115, or a little less than two per cent, were devoted to problems in education. Of the 115 editorials devoted to problems in education, 58 treated major problems in American education. Approximately one-half of the editorials of the Chicago Tribune on education during the five-year period were on major problems.

Positions taken.--During the five-year period covered by this study, editors of the Chicago Tribune were inclined to take a disapproving attitude when writing of conditions in education. In twenty-nine out of sixty-two editorials, or in forty-seven per cent of the editorials devoted to major problems in education, disapproval was expressed. In fourteen, or twenty-three per cent of Tribune editorials, approval of conditions was expressed, while nineteen editorials, thirty per cent of the total, were indefinite in position.

Other problems treated.-- Along with other Chicago newspapers, the Tribune engaged in an editorial campaign against alleged bad practices of the Chicago school administration. Whether or not newspaper criticism had a part in

the ousting of Superintendent Johnson and members of his school board, it should be noted that the Tribune devoted twelve editorials to "criticism of local school administration." Various other problems had the following numbers of editorials devoted to them:

Athletics---4 editorials
 Student conduct---2 editorials
 Discrimination and prejudice---2 editorials
 Curriculum content---2 editorials.

Among miscellaneous problems receiving attention in a single editorial were:

Child care and nursery centers
 Organized labor and education
 Comic books
 Better speech
 Proposed school legislation.

Use of propaganda methods.--Editors of the Chicago Tribune came close to the use of propaganda techniques at times, but rigid application of criteria upon which propaganda detection was based kept the count of actual cases of propaganda down. From analyses of the various editorials it appeared that every form of inference short of outright card-stacking was attempted. One example of this sort of thing is as follows:

Misplaced Emphasis

Sen. Byrd of Virginia has declared his opposition

to the proposed 300 million dollar aid to education bill on the grounds that it could "open a Pandora's box of expense" and lead to burocratic (sic) control of the schools. To hear proponents of federal aid to education, all that is necessary is to start shoveling the money out from Washington to raise up a generation of knee pants geniuses.

At another point in the same editorial the editors stated as follows:

We take this to mean that the art of pageantry would be introduced into the curriculum if the government has its way, so that eventually the advanced agent for the circus would require a Ph.D.

Statements like those above infer that federal aid was undesirable. In a sense, Tribune editors made rather clever use of "reductio ad absurdum" to win support for their contention, but avoided outright "card-stacking." Some of the same technique was noted in another editorial as follows:

Government By Mob

As matters stand, the youngsters of Oglesby have been taught that the way to get what you want from government is to organize a mob and threaten public officials with violence until they yield to you.

In another instance the editors of the Tribune discussed the stand of the National Education Association on Communist teachers. Although approving, in general, the stand of the N.E.A., the editors commented as follows:

The N.E.A. And The Reds

The convention of the National Education Association, the powerful teachers' lobby, has voted that members

of the Communist party shall not be employed as teachers in American schools.

The reference to the N.E.A. as "the powerful teachers' lobby" borders on "name-calling" from the point of view of a loyal member of that organization, yet really avoids that classification as far as propaganda analysis is concerned. With the exception of these editorials, no evidence of propaganda was found.

Editorial contentions on major problems.--Editorial contentions of the Chicago Tribune on major problems in American education during the five-year period covered by the study were devoted to eight major problems. No contentions were expressed by Tribune editors on "increased school enrollments." Contentions expressed in the Tribune are as follows:

Academic Freedom:

1. General Eisenhower and the Educational Policies Commission are right in holding that Communists should not teach. (73) (+)
2. The N.E.A. should be commended for taking a stand against Communist teachers but not for its refusal to discourage internationalism. (79) (?)
3. College professors do not understand communism. (65) (-)
4. A law is needed to protect academic freedom from labor union interference. (28) (-)

5. Something needs to be done to prevent Rugg and the American Education Fellowship from teaching youth all the wrongs in the American economic system. (43) (-)

6. Jewish people should not be permitted to interfere with the teaching of Dickens' novels. (66) (+)

7. American teachers should examine the communist code for teachers in Europe. (68) (?)

Adequate School Facilities:

8. Needs for school buildings as shown by the New York Times survey should not make people think that federal aid is the answer. (69) (-)

9. Temporary buildings should be placed where study shows that population shifts may occur. (55) (+)

10. State support of education based on state-wide per child minimum expenditure is wrong because Chicago would pay more than it received. (58) (-)

11. The legislature should permit tax rates to be raised at the option of local voters. (23) (+)

Federal Aid:

12. Federal aid to education is to be disapproved because the state will lose more than it gains. (53) (56) (72) (-)

13. Census Bureau statistics refute claims about illiteracy made by proponents of federal aid. (57) (-)

14. Federal aid, McGrath, and the United States Office of Education need to be discredited. (71) (-)

15. The Senate should not appropriate money for health exams and medical services for school children. (25) (-)

16. If the N.E.A. were really concerned over needy areas in the United States, it would oppose the Marshall Plan. (50) (-)

17. There is no reason for support from the federal government for colleges. (49) (-)

Higher Education:

18. Higher education has been proved significant but not through federal control. (63) (-)

19. Private schools should not be subsidized by the federal government. (63) (-)

20. Colleges need financial help but not from the government. (40) (?)

21. Colleges are obligated to those from whom they accept support. (59) (60) (?)

22. Endowment support of colleges is drying up. (54) (61) (?)

23. The Negro College Fund deserves support. (39) (+)

24. State politicians and the Army should study crowded housing conditions around colleges. (26) (+)

25. Two state universities will bring trouble. (78) (-)

26. University administrators should not "farm out" students in crowded college areas. (30) (?)

27. Higher education should be made available to all who are capable of it. (47) (+)

28. A state that can appropriate money for rabbit shepherds and fish ponds should not plead poverty when a medical program needs support. (41) (+)

29. Temporary facilities may well be utilized for higher education. (29) (+)

International Education:

30. United Nations proposals are a "hollow fraud."
(36) (*)

31. Exchange teachers with Latin America countries
is to be recommended. (24) (+)

32. Americans in Germany are symbols of everything
hateful. (38) (-)

Religion and Education:

33. Americans do not oppose religious education, but
they do not wish to pay for it in public schools. (32) (+)

34. Religion should be kept apart from government.
(25) (+)

35. The Champaign decision should be approved as keep-
ing federal government out of local problems. (60) (?)

36. The Supreme Court decision in the New Jersey case
menaced the barrier between church and state. (33) (+)

Teacher Personnel:

37. Teachers deserve higher pay but should not try to
get it by striking. (46) (31) (?)

38. Teachers trained elsewhere should help Chicago
alleviate a teacher shortage. (52) (22) (+)

39. Under the guise of achieving better salaries and
schools, the N.E.A. has been telling teachers what they
should believe on political and economic issues. (42) (-)

Veteran Education:

40. Veteran students need to be alert to red front
groups. (45) (?)

41. The V.A. should pay tuition claims of state
schools and universities. (83) (82) (?)

A total of forty-one contentions were drawn from the

sixty-two editorials of the Chicago Tribune during the five-year period. Only six of the contentions were expressed more than once. Only one topic, "federal aid," received more than two editorials devoted to it. Fifty editorials were required for the forty-one contentions. Twelve editorials dealt with major problems in education in a facetious or superficial way. References to student conduct, news reports of college or university activity, mainly in connection with "higher education," were evidence of editorials of this kind.

Agreement of contentions with educators' points of view.-- Analysis of the contentions drawn from the editorials of the Chicago Tribune dealing with major problems in education during the years 1945 through 1949 resulted in rather an even distribution among agreement, disagreement, and contentions which expressed neither agreement nor disagreement. Fourteen contentions were in agreement with accepted points of view within the field of American education. Ten expressed neither agreement nor disagreement. Seventeen, or approximately forty per cent, of the editorial contentions of the Tribune for the five-year period covered by the study were in disagreement with points of

view expressed by recognized groups in American education. The number of contentions expressed by Tribune editors for each of the nine major problems and the distribution of agreement and disagreement with educators' points of view are summarized in Table 13.

General conclusions.-- Chicago Tribune editors expressed convictions concerning education in extremely forthright fashion. Coverage of issues was wide and strongly worded. Educators need to expect that whenever educational issues get caught in political crossfire, editors of the Tribune will attack those issues with fervor. Evidence indicated also that editors of the Tribune failed to see the relationship between integrity for educators in meeting their own professional problems and desire on the part of the press for freedom from restraint by society. The comparatively large number of contentions in this paper which were in disagreement with educators' points of view indicated that educators as a group were considered by editors as powerful enough to affect Tribune circulation adversely through public opinion.

Contentions on education of Tribune editors fitted a persistent pattern in many cases. Editors used educa-

TABLE 13

NUMBER OF CONTENTIONS IN EDITORIALS OF THE CHICAGO TRIBUNE
IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW
IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom	7	2	3	2
Adequate School Facilities ...	4	2	2	0
Federal Aid ..	6	0	6	0
Higher Education	12	5	4	3
International Education	3	1	2	0
Religion and Education	4	3	0	1
Teacher Personnel	3	1	1	1
Veteran Education	2	0	0	2
Total	41	14	18	9

tional problems as a basis for denunciation of the federal government in Washington, internationalism, or what they referred to as bureaucracy. On the basis of the paper's contentions, it may be said that educators need to expect that problems in education will be treated with strong political bias on the part of Tribune editors. When that occurred in its editorials, the presence of strong political feeling often left much to be desired in the way of fair treatment of educational problems. Editors did not hesitate to refer to a report like that of a President's Commission on Higher Education or the data published by the N.E.A. on equalization of educational opportunity among states in antagonistic fashion. In a sense, however, the willingness of Tribune editors to refer in any manner to court decisions, conferences, or research reports involving education was commendable, whether educators liked their treatment or not.

Philadelphia Bulletin

As the third largest independent newspaper in the United States in terms of circulation figures for 1949, the Philadelphia Bulletin also enjoyed the position of

fourth largest paper in the nation in that year. Its published daily circulation figures, with the exception of Sunday, were in excess of seven hundred thousand papers.

Editorials printed, 1945--1949.--During the five-year period from 1945 through 1949, the Philadelphia Bulletin carried 10,806 editorials. Of these, 282 editorials dealt with problems in education. Of the 282 editorials on all problems in education, a total of 145 editorials were on major problems in education. The Bulletin maintained the most consistent number of editorials on education throughout the five-year period of all papers reviewed. It was one of only three of the ten papers to have a smaller number of editorials devoted to educational matters in 1949 than in 1945.

Positions taken.--Approximately forty-five per cent of the editorials in the Philadelphia Bulletin which dealt with major problems in American education during the years 1945 through 1949 were written by editors so as to express neither approval nor disapproval of conditions they viewed in regard to these problems. In other words, sixty-eight of the one hundred fifty-one editorials expressed both approval and disapproval, or were indefinite in their treat-

ment of major educational problems. Approximately forty per cent, or fifty-seven editorials, were written to express approval of educational conditions as viewed by Bulletin editors. Twenty-six editorials were expressions of disapproval of these conditions. On the basis of the evidence regarding positions taken by editors of the Philadelphia Bulletin during the years covered by the study, it appears that caution was a part of editorial policy where educational matters were concerned, lest readers be offended by strong positions on certain problems.

Other problems treated.--Editors of the Philadelphia Bulletin gave attention to a wide variety of topics concerning education during the years 1945 through 1949. Eleven editorials were devoted to criticism of local school administrative practices, mainly in connection with what the editors called "mass-promotion" policies. Other problems to which more than one editorial were devoted are listed as follows:

Tributes to educators and educational groups--- 9 editorials
 Adult education---8 editorials
 College athletics---7 editorials
 Public school curriculum---5 editorials
 School children's bus fares---4 editorials
 Special problems of children---4 editorials
 School lunches---2 editorials

Care of child health---2 editorials
 Children's books and reading---2 editorials
 Scientific age education---2 editorials
 Value and significance of education---2 editorials.

A single editorial was devoted to each of nineteen topics as follows:

Education of parents
 Labor at school
 Business and education
 Camps and colleges
 Child care and nursery schools
 Graduates and jobs
 Compulsory attendance
 Broader minds
 High cost of research
 Children's toys
 Universal military training and teachers
 Responsibility for children
 More adequate education for all
 Mathematics and taxes
 School machine shop
 Revising texts
 Safety of school children
 Teacher-pupil relations
 Education and industry (visitation).

Use of propaganda methods.--No use of propaganda techniques appeared in the editorial treatment of major problems in American education by the Philadelphia Bulletin during the years 1945 through 1949.

Editorial contentions.--Within the editorials devoted to major problems in education by the Philadelphia Bulletin during the five years covered in the study were seventy-eight contentions. These seventy-eight contentions are as

follows:

Academic Freedom:

1. Legislation against Communist teachers is permissible because the courts have been vigilant in protecting the innocent. (213) (-)

2. It is difficult to see why teachers oppose loyalty oaths. (211) (-)

3. The University of Oregon has raised an old issue in dismissing a professor for unorthodox views. (208) (?)

4. Loyalty oaths should be approved. (216) (-)

5. Communist teachers should not be allowed to teach. (225) (?)

6. The claim of teachers that political activity is not related to teaching is not to be accepted. (232) (-)

7. New York City was right in holding that intolerance was not fit excuse for dismissing a teacher. (125) (?)

8. Students have no right to force a college to dismiss an instructor by communistic tactics. (214) (?)

Adequate School Facilities:

9. Schools must have more money to do a good job of education. (195) (+)

10. Local school boards must have more adequate means of getting the money they need for schools. (106) (108) (113) (114) (115) (116) (117) (119) (120) (138) (152) (175) (176) (179) (209) (211) (212) (215) (217) (+)

11. Per capita cost in Philadelphia schools is so low as to raise the question of neglect. (209) (+)

12. A wage tax should be considered as a means of raising money for schools. (178) (+)

13. Business taxes are more adequate source of school revenue than per capita taxes. (157) (?)

14. If taxes were levied only on parents citizens could assume that children were educated only for parents and such is not the case. (177) (?)

15. New taxes for school support might as well be accepted by citizens. (174) (+)

16. City school finances have been snarled by the indefinite program of the legislature. (153) (156) (?)

17. Good schools should be considered part of the value of good real estate. (200) (+)

18. California has done well to increase teachers' salaries and raise state aid to pay the bill. (137) (+)

19. State equalization board should publish data on school support by various counties. (196) (+)

20. Larger school appropriations are needed to provide for smaller classes, special teachers, and larger school buildings. (203) (165) (+)

21. Equal educational opportunity will not come until deliberate efforts are made toward it. (144) (+)

22. Rural schools should have the aid that will raise them from half-starved conditions. (143) (+)

23. Mass education concepts have caused serious problems of school support and pupil promotion. (155) (?)

24. People have come to see better education as the product of school consolidation. (151) (+)

25. All children, including the handicapped, are entitled to equal opportunity in education according to their need. (87) (+)

26. There are too many bad conditions in the schools. (168) (?)

27. There is little to do but bear hardship where high costs preclude new school buildings. (122) (-)

Federal Aid:

28. Federal aid appears to be the only way of alleviating deplorable conditions in southern schools. (185) (+)

29. The Taft bill is based on the idea that every American child is entitled to equal educational opportunity. (189) (+)

30. It is not wise to wait for federal aid in building local schools. (183) (?)

31. Compromise should be possible so that federal aid will reach deserving school children. (226) (+)

32. Obstructionists should not be permitted to kill federal aid in the House Committee. (193) (+)

33. There is need of federal aid, but schools must be protected from federal bureaucracy. (223) (?)

34. The federal government has a responsibility to help colleges augment their facilities. (105) (107) (+)

Higher Education:

35. The drive for funds for Negro colleges deserves support. (89) (+)

36. Temporary college facilities should be established. (112) (118) (+)

37. Colleges should not expand more than is practical. (123) (?)

38. The state university facilities should be expanded. (201) (+)

39. It may be better for colleges to run businesses than merely to clip coupons. (172) (?)

40. Off campus centers for universities are a good idea. (161) (+)
41. Off campus centers for universities have both advantages and disadvantages. (163) (?)
42. The thinking of citizens should be geared to permanent large college enrollments. (169) (+)
43. Whether or not college educations are worthwhile is an unanswered question. (167) (?)
44. Higher education should be based on ability rather than opportunity. (85) (127) (129) (111) (+)
45. Two-year colleges are of assistance to those who might not ordinarily attain college educations. (142) (+)
46. Parents should petition the legislature to provide educational opportunity for deserving college students. (198) (+)
47. Increased tuition rates are working hardships on college students. (129) (162) (+)
48. Study should be made of the necessity of financial aid to budding scientists. (181) (+)
49. Regional colleges are a good idea in the south, but segregation is not. (202) (+)
50. Tuition raises have not kept pace with increased college costs nor deterred students from college. (159) (?)
51. It is the duty of the state to provide a good program of medical education. (210) (+)

International Education:

52. Foreign students should be able to live as comfortably here as in Russia. (173) (+)
53. America needs to be concerned with educating the Germans. (91) (92) (+)

54. In teaching Germans what democracy means we may learn more about it ourselves. (95) (?)

55. British efforts to encourage exchange teachers is to be approved. (136) (+)

Increased School Enrollments:

56. The city must hurry in provision of facilities for future increased enrollments. (185) (+)

Religion and Education:

57. Justice Jackson agrees with McCollum decision but dissents in exact implications of the Court decision. (188) (+)

Teacher Personnel:

58. It is difficult to determine the effect of increased teacher pay upon the school budget. (199) (?)

59. The state legislature has a responsibility toward increasing teacher pay. (133) (135) (+)

60. Foreign education needs attention but so does American education where teachers are underpaid. (104) (+)

61. Teacher salaries are important but so is community satisfaction with promotion policies. (157) (158) (?)

62. Needed increases in rural teacher pay should not be disproportionate to rural incomes. (146) (?)

63. Teacher strikes are unwise for a local board can do nothing. (130) (?)

64. The school board is right in waiving retirement policy to alleviate teacher shortages. (141) (?)

65. Teachers are too loyal to strike, but increased resignations must be feared. (120) (?)

66. Higher salaries for teachers should mean better trained pupils. (149) (+)

67. Rural schools have to depend on teachers who will accept seclusion with books as well as a low salary. (128) (?)

Veteran Education:

68. Veterans are entitled to special provision for their education. (97) (+)

69. Veterans should become doctors and dentists under the G.I. bill. (99) (+)

70. It is difficult to decide whether or not to charge veterans extra for special provisions made for them. (121) (?)

71. College education facilities should be provided in Europe for veterans. (94) (+)

72. Federal government help should be provided colleges which provide for veterans. (110) (+)

73. Rehabilitation efforts by veterans to college life are interesting to watch. (101) (?)

74. Veterans are having a good effect on college campuses. (206) (+)

75. The Veterans' Administration has a difficult task in drawing the line between legitimate education and wasting of time. (230) (?)

76. Changes should be made in laws to provide only for constructive education. (182) (?)

77. Higher allowances should be paid college veterans. (160) (+)

78. Congress did well to increase veteran allowances, but it cannot cut budgets that way. (184) (?)

The largest number of editorials devoted to any single contention appeared in the Philadelphia Bulletin. Nineteen

editorials were published in support of the contention which held that local school boards in Pennsylvania needed more adequate means of getting money they needed for their schools. Ten contentions were made at least twice. With these exceptions, no other contention was repeated by editors of the Bulletin.

Agreement of contentions with educators' points of view.--Forty-four contentions of the Philadelphia Bulletin on major problems in education during the five years were in agreement with accepted points of view from the field of American education. Twenty-nine contentions neither agreed nor disagreed with educators' points of view. Five contentions, mainly in connection with "academic freedom," were in essential disagreement with points of view by American educational groups. The distribution of contentions for the Bulletin according to major problems in education and a summary of the count for agreement and disagreement with accepted points of view are given in Table 14. On the basis of the evidence, editors of the Philadelphia Bulletin appeared willing to lend support to educators in their interpretation of their problems to the public except where the problems of "loyalty oaths" and "academic freedom" were involved.

TABLE 14

NUMBER OF CONTENTIONS IN EDITORIALS OF THE PHILADELPHIA
BULLETIN IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS
 OF VIEW IN AMERICAN EDUCATION

Major Problem	Total Con- tentions	In Agreement	In Dis- agreement	In Neither Agreement Nor Dis- agreement
Academic Freedom	8	0	4	4
Adequate School Facilities ...	19	13	1	5
Federal Aid ..	7	5	0	2
Higher Education	17	12	0	5
International Education	4	3	0	1
Increased School Enrollments ..	1	1	0	0
Religion and Education	1	1	0	0
Teacher Personnel	10	3	0	7
Veteran Education	11	6	0	5
Total	78	44	5	29

General conclusions.-- Editorials which dealt with education in the Philadelphia Bulletin during the years 1945 through 1949 were generally of service to educators in interpreting education to the public. A wide range of topics was treated. In agreement with educators, and in general position taken toward educational problems, the editors of the Bulletin served education well. The editors of this paper deserve commendation for willingness to write on the real issues within major problems, as educators are concerned with them, rather than on generalities or superficial, unimportant aspects of major problems in education.

Special recognition from educators is due editors of the Bulletin for their campaign for an adequate tax structure as a basis for school support. Similarly, the wide range of problems treated was a commendable service of the paper in the interpretation of education to the people of Philadelphia.

Philadelphia Inquirer

As the sixth largest newspaper in the United States in terms of weekday circulation figures for 1949, the Philadelphia Inquirer reported a daily circulation of under seven

hundred thousand papers for that year. The paper also ranked as the fourth largest independent paper in the nation in 1949. With the Philadelphia Bulletin, the Inquirer shares the bulk of the daily newspaper circulation of Philadelphia.

Editorials printed, 1945--1949.--During the five-year period covered by the study, the Philadelphia Inquirer published 7546 editorials. One hundred seventy-two of these were on educational matters. Ninety-four, or a little more than one-half of the editorials on education, dealt with major problems.

Positions taken.--Editors of the Philadelphia Inquirer gave little indication of either strong approval or disapproval of conditions in education in their editorials during the five-year period. Thirty-five editorials were considered to be expressions of approval of conditions involving major problems in American education. Thirty-five editorials also expressed disapproval of conditions as viewed by editors of this particular paper. Twenty-four editorials were either quite neutral, with no revelation of position, or an effort was made by the editors both to approve and disapprove what they noted. On the basis of the evidence, no

judgment could be made in terms of tendency toward either approval or disapproval on the part of editors of the Philadelphia Inquirer of educational conditions during the years 1945 through 1949.

Other problems treated.--A wide variety of problems other than those listed in the study as of major significance were treated by editors of the Philadelphia Inquirer during the five years 1945 through 1949. A greater number of editorials were devoted to topics related to "child welfare" in the Inquirer than in any other paper reviewed.

Under the general problem of "child welfare" the Inquirer dealt with the various phases of the problem as follows:

Health services of the schools---6 editorials
 Dental programs of schools---2 editorials
 Physical impairments of school children---3 editorials
 Health inspections in schools---2 editorials
 Undernourished children---1 editorial

A second general topic with several related phases which came in for considerable editorial treatment by the Inquirer was the problem of the "school curriculum." Aside from criticism of the mass promotion system, which was generally tied in with "adequate school facilities" under a major problem, other topics were treated as follows:

Spelling---3 editorials
 Civics---2 editorials
 Arithmetic---2 editorials
 Modern school curricula---2 editorials
 History---2 editorials
 Literature---1 editorial
 English usage---2 editorials
 The three R's---1 editorial

Various other problems receiving attention in several editorials each are:

Mass promotions---5 editorials
 Athletics---5 editorials
 Safety measures for school children---5 editorials
 The old and new in education---4 editorials
 Value and significance of education---4 editorials
 School children's bus fares---4 editorials
 Adult education---4 editorials
 Child care and nursery centers---4 editorials
 Physical protection for abused school children---3 editorials
 Parental responsibility for children---3 editorials
 Petrillo and education---3 editorials
 Science students---2 editorials
 Textbook shortages---2 editorials
 Teacher pensions---2 editorials
 College graduates---2 editorials
 Pupil-teacher relations---2 editorials
 Lack of fundamental skill learning in children---2 editorials

A single editorial was devoted to the following problems:

Teacher tensions
 Audio-visual aids
 Delinquent children
 Waste in government spending for education
 Teachers on weekends
 Pupil personality problems
 Education and divorce

School lunches
 War on prejudice
 Labor strikes on school projects
 Visiting schools
 Report cards
 A college teacher.

Use of propaganda methods.-- There was no evidence of the use of propaganda methods in the editorials of the Philadelphia Inquirer during the period studied.

Editorial contentions on major problems.-- One major problem received no editorial attention from editors of the Inquirer during the five-year period covered in the study. There were no contentions on "religion and education" during the period. Editorial contentions of the Philadelphia Inquirer are as follows:

Academic Freedom:

1. The University of Washington did well in dismissing Communist professors but only because membership in the party was proved. (307) (?)

2. Harvard University has supported the right of professors to teach without restriction. (323) (+)

3. The Educational Policies Commission has taken a good approach to the problem of fellow travelers in education. (321) (+)

4. The N.E.A. policy of promoting education as a means of opposing the Reds is good. (312) (+)

5. College presidents have the right to be in politics. (298) (+)

Adequate School Facilities:

6. A taxpayer group is wrong in opposing tax proposals for education. (302) (+)
7. Financial difficulties of poor districts deserve attention from the state. (301) (304) (+)
8. School appropriations should not be delayed by the legislature. (313) (+)
9. Financial needs of schools can be stated in more compelling terms. (316) (+)
10. Tax support is needed for schools, but not by business-destroying measures. (317) (?)
11. Philadelphia school expenses need investigation. (318) (+)
12. Costs of education are increasing, but unessential features need elimination. (293) (?)
13. More effort is needed on the part of citizens if schools are to have adequate support. (259) (284) (297) (+)
14. There are too many unsafe schools in the city. (292) (+)
15. Connecticut has done well to close poor schools. (326) (+)

Federal Aid:

16. Federal aid is acceptable, but local measures are necessary to alleviate crowded school troubles. (293) (+)
17. President Truman is right in holding that expenditures for education are too low. (299) (+)
18. Superintendent Stoddard is right in calling for federal aid to meet anticipated school enrollments. (295) (+)

Higher Education:

19. College facilities need to be studied for better service to the public. (271) (237) (+)
20. College expansion into emergency facilities is good but there is danger of poor teaching. (249) (278) (+)
21. Educators should assume the responsibility of providing housing for college students. (245) (?)
22. Colleges should farm out students only to uncrowded colleges. (244) (+)
23. If money can be found, city college needs should be met. (263) (?)
24. College buildings should not be kept as firetraps for tradition's sake. (309) (+)
25. The Negro College Fund should be supported. (269) (295) (+)
26. College entry rules should be rigidly established. (243) (?)
27. Trends toward college education for youth are good, but not on the basis of the "white collar" concept. (327) (?)
28. Needs of high schools should be met before suggestions of the President's Commission on Higher Education are followed. (286) (?)
29. Scholarships should be distributed to get deserving young people into college. (308) (+)
30. Endowments should be maintained to prevent federal encroachment upon college privileges. (277) (322) (?)
31. The University of Pennsylvania's facilities should be expanded. (257) (+)
32. Vocational on-the-job training should be used to avoid difficulties noted in the Report of the President's Commission on Higher Education. (266) (+)

33. Efforts to meet the needs of crowded colleges have been inadequate. (274) (+)

Increased School Enrollments:

34. Steps should be taken immediately to prepare for anticipated enrollments. (286) (+)

35. Schools should have smaller enrollments in classes. (285) (+)

36. Half-day classes should be abandoned as experiments. (306) (311) (+)

37. First class teachers and enough classrooms are necessary to meet increased enrollments. (302) (+)

38. Increased school enrollments demand better primary teachers. (255) (+)

International Education:

39. The UNESCO program to teach millions to read is commendable. (239) (+)

40. Exchange education is a good idea, but the results are questionable. (273) (?)

41. There should be more students abroad at government expense. (240) (254) (296) (+)

Teacher Personnel:

42. Colleges and universities are not providing enough trained teachers. (291) (+)

43. Teacher college enrollments have dropped due to bad morale among teachers. (297) (+)

44. The American School Administrators' Association has shown that action is needed more than words in getting more teachers. (314) (-)

45. Better teachers are needed in the lower grades. (275) (-)

46. There are too many teachers for secondary schools. (299) (+)

47. More pay, more supplies, and additional teachers are needed in our schools. (260) (+)

48. Teachers deserve better pay, but they should not strike to get it. (265) (?)

49. New taxes are needed to increase teacher pay. (271) (272) (+)

50. A program is needed to recruit good teachers. (258) (+)

51. Citizens are too apathetic about the current shortage of teachers. (261) (+)

52. Teachers should not be drafted. (253) (+)

Veteran Education:

53. Veterans should teach. (320) (+)

54. G.I. Legislation has done well in providing for a basic education for veterans. (328) (+)

55. Adequate educational opportunities should be supplied veterans. (262) (277) (242) (-)

56. Veterans have adjusted to college well, but colleges have not served them well. (250) (?)

57. Veterans need protection from unreliable schools. (238) (+)

58. Means should be found to prevent veterans from abuse of G.I. privileges. (252) (?)

59. More adequate housing should be provided for veterans in college. (241) (+)

60. Colleges will probably continue to be crowded so veterans might as well adjust. (256) (?)

61. The V.A. should speed up processing veterans' checks. (267) (+)

Ten contentions were supported by more than a single editorial. No contention was supported more than three times.

Agreement of contentions with educators' points of view.-- Not one editorial of the Philadelphia Inquirer on major problems of education appeared in outright disagreement with accepted points of view of educators. Only eleven contentions were considered to be neither in agreement nor disagreement. Fifty editorial contentions were devoted to expressions of agreement with the accepted points of view of various groups in the field of American education. The number of contentions and their agreement or disagreement with educators' points of view are shown in Table 15.

General conclusions.-- Editorials in the Philadelphia Inquirer revealed willingness on the part of editors to cooperate with educators in exploring educational problems. Inquirer editorials were printed on all major problems. They treated problems broadly. Many of their statements agreed with educators' points of view. When disagreement with educators was evident, it appeared to be supported by considered opinion. The Philadelphia Inquirer was of consider-

TABLE 15

NUMBER OF CONTENTIONS IN EDITORIALS OF THE PHILADELPHIA INQUIRER IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom	5	4	0	1
Adequate School Facilities ...	10	8	0	2
Federal Aid ..	3	3	0	0
Higher Education	15	9	0	6
International Education	3	2	0	1
Increased School Enrollments ..	5	5	0	0
Teacher Personnel	11	10	0	1
Veteran Education	9	6	0	3
Total	61	47	0	14

able service to educators in interpreting education to the American public during the years 1945 through 1949. Editors deserved commendation for their efforts.

Chicago Sun-Times

The Chicago Sun-Times was the newest, in terms of years of publication, of the newspapers reviewed in the study. During the five-year period from 1945 through 1949, the Chicago Sun merged with the Chicago Times to become the Chicago Sun-Times. The merger accounts for the name of the paper as the Chicago Sun-Times. During the five-year period the paper also changed from the usual newspaper size page to tabloid size. Circulation figures for the year 1949 placed the newspaper in seventh place among newspapers in the country, according to size.

Editorials printed, 1945--1949.--Because the control of the paper and its editorial policy remained with the ownership of the original Chicago Sun, the latter paper was used as the source of editorials on education for 1945, 1946, and part of 1947. The change of ownership as well as the change of format caused a considerable drop in the number of editorials published per day and per year during

the five-year period. The change also tended to distort the statistics regarding attention paid to educational matters during the period.

During the five-year period the Chicago Sun-Times published a total of 4625 editorials. One hundred twenty-seven were concerned with education. Of these sixty-one dealt with major problems in education. Fewer than one-third of the editorials dealing with educational matters in the Chicago Sun-Times dealt with major problems. The comparatively small proportion in this respect was due to a large number of editorials which appeared in the Sun-Times dealing with alleged corrupt practices and political chicanery in Chicago schools. / It should be noted that the period during which these editorials appeared coincided with the Johnson administration which was finally ousted from Chicago schools.

Positions taken.-- From the evidence, it appeared that editors of the Chicago Sun and Sun-Times were inclined to express approval of conditions they viewed in connection with major problems in education. Twenty-nine editorials approved these conditions. Seventeen editorials expressed disapproval of these conditions. Fourteen editorials were

indefinite in that a neutral position was taken, or both approval and disapproval of conditions in education were expressed.

Other problems treated.--Mention was made of the large number of editorials which the Sun-Times devoted to denunciatory criticism of the Johnson administration in Chicago schools. Seventy-three editorials treated this problem. No other paper devoted as many editorials to any problem as the Sun-Times did to this one. Other problems which received attention and the number of editorials in which they were treated are as follows:

School lunches---10 editorials
 Child care and nursery schools---3 editorials
 Athletics---3 editorials
 Value and significance of education---3 editorials
 P.T.A. ---3 editorials
 Equality of educational opportunity---3 editorials
 Adult education---2 editorials
 Literature and school curriculum---1 editorial
 Advice to voters---1 editorial
 Clean kids---1 editorial
 Delinquent youth---1 editorial
 Army films for schools---1 editorial
 Old and new in education---1 editorial.

Use of propaganda methods.--No evidence was found to indicate that propaganda techniques were employed by editors of the Chicago Sun-Times in their treatment of major problems in American education during the five years

covered by the study.

Editorial contentions on major problems.--Editors of the Chicago Sun-Times expressed opinion on eight of the nine major problems in education during the period covered by the study. No contention appeared on the problem of "increased school enrollments." At least one contention appeared on each of the other major problems. Contentions of the Chicago Sun-Times are as follows:

Academic Freedom:

1. General Eisenhower's statement on teaching the facts of communism is commendable. (370) (+)
2. University officials are wrong in dismissing an instructor for political activity. (361) (+)
3. Legislation in Illinois to establish a little Dies Committee would be a menace to academic freedom and the rights of all citizens. (365) (+)
4. Efforts of the state legislature to interfere with teachers is bad. (376) (377) (378) (380) (+)
5. The statement by Chicago teachers on differences between communism and Americanism is well made. (371) (+)
6. The statement of Phi Beta Kappa against loyalty oaths for teachers is well made. (385) (+)

Adequate School Facilities:

7. Taxpayers Federation should not be allowed to delay appropriations for education. (333) (+)
8. Reorganization of school districts to provide more adequate education is good. (341) (346) (+)

9. Legislation to permit adjustment of tax rates for education above legal maximums where assessed valuations have been kept low is advisable. (338) (+)

10. City schools should have more state aid if adequate education is to be maintained. (363) (372) (+)

11. Admission of trailer camp children in all schools is consistent with provisions of the Northwest Ordinance. (387) (+)

12. Increased state aid should go to increase teacher salaries, reduce class loads, and adjust inequities in salary schedules. (384) (+)

Federal Aid:

13. Federal aid should be enacted because the nation has a stake in the education of all citizens. (370) (+)

14. Ickes is right in contending that tidelands oil should go for educational purposes. (375) (+)

Higher Education:

15. City colleges should be locally controlled and supported to render the best service. (329) (336) (+)

16. University authorities have failed to establish adequate selective admissions programs. (351) (353) (?)

17. The State University should help provide for higher education by maintaining a branch at Navy Pier. (359) (+)

18. College presidents have done well to consider a program of providing equality of educational opportunity. (389) (+)

19. Thorough study of methods to make higher education more available in America is advisable. (355) (364) (+)

20. A college deserves credit for making low-priced education more easily available regardless of race, creed, or color. (334) (388) (+)

21. The Negro College Fund deserves support from citizens. (379) (+)

22. Illinois should support the call of the President's Commission on Higher Education and establish a Fair Educational Practices Act. (374) (+)

23. More state support should be extended to the State University. (357) (358) (373) (+)

International Education:

24. Expansion of American universities into branches abroad is recommended. (345) (+)

Religion and Education:

25. The Supreme court was right in denying state support to schools of particular churches. (347) (368) (+)

26. Religious instruction should not be given in public schools. (339) (350) (+)

Teacher Personnel:

27. Because good teachers are essential in our schools, teachers should be paid more money. (332) (+)

28. Teachers deserve respect from citizens, that makes them feel like examples of our way of life, rather than victims of it. (376) (+)

29. Teacher pay is not commensurate with service performed. (356) (361) (+)

30. Teachers are not getting a fair share of the funds dispersed for education. (349) (+)

31. Parents should study school conditions to help teachers get better pay. (386) (+)

32. Teacher shortages in Chicago should be alleviated by importing trained teachers. (330) (+)

Veteran Education:

33. Efforts of the school board to meet special requirements of veterans is good. (343) (+)

Eleven contentions were supported by more than a single editorial. Only one contentions was made in more than two editorials. Thirty-three contentions were drawn from sixty-one editorials.

Agreement of contentions with educators' points of view.-- On the basis of the agreement with accepted points of view within the field of American education, the Chicago Sun-Times was in essential agreement with educators during the five-year period. Thirty-two out of thirty-three editorial contentions of the Sun-Times were in agreement with accepted points of view. Only one contention was expressed which was in neither agreement nor disagreement with accepted points of view from the field of American education. There were no editorial contentions of the Chicago Sun-Times which disagreed with beliefs held by well known groups in the field of education. A summary of contentions expressed by editors of the Sun-Times for each major problem, as well as the distribution of agreement and disagreement for those contentions, are found in Table 16.

General conclusions.-- Editors of the Chicago Sun-Times

TABLE 16

NUMBER OF CONTENTIONS IN EDITORIALS OF THE CHICAGO SUN-TIMES
IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW
IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom	6	6	0	0
Adequate School Facilities ...	6	6	0	0
Federal Aid ..	2	2	0	0
Higher Education	9	8	0	1
International Education	1	1	0	0
Religion and Education	2	2	0	0
Teacher Personnel	6	6	0	0
Veteran Education	1	1	0	0
Total	33	32	0	1

established a remarkable record of support and agreement with educators in their editorials during the years 1945 through 1949. They were not outstanding in volume, however. Comment was forthright and honestly stated. Educators need to commend the editors of this paper for their service to education in explaining issues, and for their tendency to seek out wholesome conditions which they could approve.

New York Times

According to circulation figures of American newspapers in 1949, the New York Times was the eighth largest paper in the country with a circulation in excess of a half million.

Editorials printed, 1945--1949.-- In the five-year period included in this study the New York Times published 10,115 editorials, of which 290, or approximately 2.9 per cent, were devoted to education. Of these 290, 158 editorials were devoted specifically to major problems in education.

Positions taken.-- One hundred eighteen editorials out of a total of 158 editorials in the New York Times dealing

with major problems in education during the years 1945 through 1949 expressed approval of conditions in American education. Twelve editorials which appeared during the same period were expressions of disapproval of these conditions. Twenty-eight editorials expressed neither approval nor disapproval of educational conditions. Times editors were inclined to include reports of activities in various fields of education in editorial columns and these reports did not reveal the editors' positions, as they were expository in style. The foregoing evidence indicated that Times editors generally approved conditions which they viewed in regard to major problems in American education.

Other problems treated.-- Forty-nine editorials of the New York Times during the years 1945 through 1949 were devoted to "tributes and commendations." This particular paper was outstanding among the ten papers in this respect. Tributes to individuals in the field of education were counted more often in Times editorials than were commendations of the activities of educators, institutions, and miscellaneous groups in education.

In connection with another problem, that of "libraries

and librarians," the New York Times included ten editorials. The question of whether or not "libraries and librarians" was really an educational matter was raised by the fact that in the city of New York the administration of libraries and public schools appeared to be closely related and was treated as such by Times editors.

Other subjects which were given attention in a smaller number of editorials during the five years covered in the study were as follows:

Public school activities---9 editorials
 Equality of educational opportunity---8 editorials
 Value and significance of education---7 editorials
 School use of community resources---7 editorials
 Scholarship programs---5 editorials
 Special problems of school administration---5 editorials
 State Board of Regents---5 editorials
 Safety of school children---4 editorials
 Audio-visual aids---4 editorials
 Jury duty for teachers---3 editorials
 Nursery and play schools---3 editorials
 Student activities---3 editorials
 Teaching of reading and literature---3 editorials
 Rural education---3 editorials
 Athletics---3 editorials
 Foreign colleges---2 editorials
 Driver training---2 editorials
 Adult education---2 editorials
 Liberal arts education---2 editorials
 Teaching of law---2 editorials.

One editorial each was devoted to problems as follows:

High school drop-outs
 Advice to graduates
 Books for children
 Reorganizing secondary schools

War diplomas
Teachers and the atom
Air age education
Schools of Russia
Cooperative education
Hot weather camps
Vocational education
Comic books
Little red school-house
Women at Harvard
Wives and mothers in school.

The conclusion may be drawn that editors of the New York Times were concerned with a wide variety of educational matter other than major problems during the years 1945 through 1949.

Use of propaganda methods.--No evidence was found to indicate that propaganda techniques were employed by editors of the New York Times in their treatment of major problems in American education during the five years covered by the study.

Editorial contentions on major problems.--Sixty-six contentions on major problems of education appeared in the 158 editorials of the New York Times during the years 1945 through 1949. Editors of the Times were inclined to include laudatory comment on the accomplishments of schools and colleges, which, though related to "higher education," did not reveal contentions in connection with questions

asked concerning major problems in American education. Thus, editorials of commendation accounted for a large number of editorials which did not appear among contentions. Contentions of the New York Times are as follows:

Academic Freedom:

1. Loyalty oaths are discriminatory because the real test of a Communist is his behavior. (534) (+)

2. There is as much danger in policing the mind as there is in communism. (528) (+)

3. The stand of the National Education Association on communism is more realistic than that of the American Association of University Professors. (524) (?)

4. The Education Policies Commission has made a fine statement in holding that facts of communism should be taught but not advocated. (517) (+)

5. Anyone who would be subversive would not hesitate to sign or take a loyalty oath. (519) (+)

6. A continued ban on The Nation from New York City schools is unjustified. (515) (+)

7. School boards are justified in preventing the teaching of prejudice to children. (419) (?)

Adequate School Facilities:

8. More effort is needed to provide school buildings. (439) (+)

9. Debts incurred by school districts in building schools should be exempt from tax limitations. (542) (+)

10. New York City should halt neglect of old school buildings. (523) (+)

11. Temporary school buildings should be constructed where study indicates it to be wise. (490) (507) (537) (+)

12. State aid should be withheld in school districts which fail to meet local obligations. (547) (526) (?)

13. School budgets have increased considerably in recent years. (487) (+)

14. The plight of public schools should be studied so improvements may keep them strong. (445) (461) (465) (466) (469) (+)

15. State aid money should be more equitably distributed. (491) (+)

Federal Aid:

16. Federal aid should be enacted by Congress. (453) (513) (+)

17. Higher salaries for teachers calls for federal aid. (429) (+)

18. Federal aid is justified because it is the humane and democratic way to equalize educational opportunity. (515) (+)

19. Equalization of educational opportunity is needed, but federal aid may not be the answer. (486) (?)

20. Federal aid should not be allowed to replace local responsibility. (511) (?)

Higher Education:

21. Needs for a state university should be studied and argument over administration ended. (503) (495) (+)

22. New York State should have a state university. (478) (422) (+)

23. A scholarship plan is needed for college students. (412) (+)

24. Local college facilities should be expanded. (427) (428) (499) (+)
25. Colleges face a big problem because of crowded conditions. (454) (+)
26. Emergency facilities are needed for college educations. (430) (457) (459) (+)
27. Two-year colleges deserve more attention from the public. (471) (444) (530) (+)
28. Free tuition for all and scholarships for needy should be a practice of City College. (543) (+)
29. The Report of the President's Commission on Higher Education deserves study. (467) (+)
30. Educational opportunity needs to be extended to more deserving students in the state. (532) (+)
31. Interstate cooperation in higher education offers many advantages. (541) (+)
32. Carnegie Foundation is to be commended for vitalizing education in the South. (423) (+)
33. The drive for funds for Negro colleges deserves support. (392) (449) (514) (+)
34. The Harvard Report has much significance for higher education. (401) (?)
35. Contributions of colleges of higher education have been significant. (390) (433) (449) (450) (493) (518) (393) (435) (+)

International Education:

36. Educational and cultural interchange should prevent an intellectual curtain around the United States. (416) (+)
37. The federal government should extend financial aid to foreign students. (420) (422) (462) (492) (+)

38. American citizens should support foreign colleges.
(416) (452) (391) (+)

39. Action of the United Nations in seeking international cooperation in writing history texts is good.
(409) (+)

40. Exchange teacher plans are good but probably too ambitious. (394) (?)

41. Exchange of students is one way to a warless world. (408) (+)

42. Establishment of a "World Order of the Teaching Profession" is a good move. (424) (+)

43. Latin American schools are in a position to help exchange students. (398) (+)

44. American students should cooperate in setting up Student Exchange programs. (474) (+)

45. American scholarships should be given to foreign scholars. (402) (+)

Increased School Enrollments:

46. A great surge is coming in school populations.
(475) (479) (480) (+)

47. School facilities must be expanded to meet the needs of increased school enrollments. (482) (484) (529)
(+)

Religion and Education:

48. Government money may be used for the benefit of children but not for organized religious groups. (525) (+)

Teacher Personnel:

49. Figures released by the U.S. Office of Education indicate a world-wide shortage of teachers. (403) (+)

50. An increasing shortage of teachers is indicated by statistics on teacher supply. (425) (+)

51. City College teachers should have the same pension and salary rights as teachers in state colleges. (509) (+)

52. A new kind of salesmanship of dignity and respect should be tried to recruit teachers. (498) (+)

53. Substantial pay increases are the cornerstone of improvement in the teaching profession. (427) (425) (454) (+)

54. Study of teacher salaries and the ability of the state to pay them is recommended. (436) (+)

55. More pay is needed for teachers, but a special session of the legislature is not justified for the purpose. (434) (?)

56. Action to increase teacher pay deserves commendation. (432) (447) (+)

57. Jobs outside the profession are necessary for teachers but should not be approved. (440) (?)

58. Teachers deserve higher pay but they should not strike to get it. (443) (446) (456) (?)

59. Unqualified teachers are a reproach to America. (455) (+)

60. Budget planning time is the opportune moment to consider teacher pay. (449) (?)

Veteran Education:

61. Veterans have done well on college campuses. (406) (417) (+)

62. Federal assistance should be given colleges serving veterans. (421) (+)

63. Emergency measures are needed to meet the needs of veterans in colleges. (420) (+)

64. Veterans need to beware disreputable schools.
(473) (476) (?)

65. All college facilities should be made available
to veterans. (415) (+)

The above list of contentions shows that the New York Times carried contentions on every one of the major problems considered in the study. Twenty-two contentions were made in more than one editorial. Contention Number 35, which involved the services to America of colleges and universities, received attention in eight editorials.

Agreement of contentions with educators' points of view.-- Fifty-three contentions of the New York Times during the years 1945 through 1949 which dealt with major problems in American education were in essential agreement with points of view held in the field of education. In twelve contentions the editors of the Times were in neither agreement nor disagreement with accepted points of view of American educators. None of the sixty-five contentions of the Times during the five-year period was in outright disagreement with accepted points of view in American education. The evidence indicates a rather fine record of service to American education in the interpretation of major problems in education to the public. A summary of conten-

tions under each major problem and the distribution of contentions in agreement and disagreement for the New York Times are shown in Table 17.

General conclusions.-- The record of the New York Times was superior to all other papers reviewed when analyzed for over-all service to education in its editorials during the years 1945 through 1949. Generally, scholarship was more evident in the breadth of contentions it held, in the range of topics it treated, and the effort it made to include significant facts. In connection with the survey of the adequacy of American school facilities by its education editor, Dr. Fine, the paper stood alone, above all other papers studied. Editors were objective and detached in their comments. Educators were not assumed to be incompetent, wrong, or incapable. The number of tributes to and commendations for educators in the paper was outstanding. The editors of the Times deserve praise for their services to education during the post-war period studied.

Chicago Daily News

The Chicago Daily News ranked as tenth in the nation

TABLE 17

NUMBER OF CONTENTIONS IN EDITORIALS OF THE NEW YORK TIMES IN
 AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW IN
 AMERICAN EDUCATION

Major Problem	Total Con- tentions	In Agreement	In Dis- agreement	In Neither Agreement Nor Dis- agreement
Academic Freedom	7	5	0	2
Adequate School Facilities ...	8	7	0	1
Federal Aid ..	5	3	0	2
Higher Education	15	14	0	1
International Education	10	9	0	1
Increased School Enrollments ..	2	2	0	0
Religion and Education	1	1	0	0
Teacher Personnel	12	8	0	1
Veteran Education	5	4	0	1
Total	65	53	0	12

and third in Chicago according to daily circulation figures for 1949. The paper is a tabloid. (Never was)

Editorials printed, 1945-1949.--During the years 1945 through 1949, the Chicago Daily News printed 6125 editorials of which forty-one, or less than .7 per cent, were devoted to major problems in American education. During the five-year period, the News, like other Chicago papers reviewed in the study, engaged in an editorial campaign of denunciation of the Johnson regime in Chicago schools. As a result, a considerable number of editorials in this paper dealt with problems other than major problems, as the term "major problems" has been defined in this study. Two major problems in American education received no attention from the editors of the Chicago Daily News. "Increased school enrollments" and "international education" were not considered editorially. Eleven editorials were devoted to "higher education" to give that problem first place among the problems treated.

Positions taken.--Seventeen of the forty-one editorials dealing with major problems of education in the Daily News during the five years reviewed expressed approval of conditions noted in education. Twelve editorials

How to study
Nursing education
Student conduct.

Use of propaganda methods.--No evidence of the use of propaganda techniques by editors of the Chicago Daily News when treating major problems in education was found in the editorials for the five-year period.

Editorial contentions on major problems.--Contentions on all but two major problems were drawn from the editorials of the Chicago Daily News for the five-year period. Editors did not comment on the problems of "increased school enrollments" and "international education." Contentions of the Chicago Daily News are as follows:

Academic Freedom:

1. Action of the University of Washington in dismissing Communist professors from its staff is to be approved. (579) (?)

Adequate School Facilities:

2. Everything possible must be done to help schools meet their needs. (587) (+)

3. The Fine study (N.Y. Times) is proof of the need of schools for better facilities. (567) (+)

4. School building needs are a local responsibility. (572) (?)

5. The city's school building program is a real dilemma where needed building must be delayed. (573) (?)

6. A program for spending \$30,000,000 on school buildings should be given careful study. (560) (+)

7. Legislation setting standards for schools getting state aid is a good way to get rid of impractical, small one-room schools. (566) (557) (+)

8. The state legislature should not delay state aid appropriations. (565) (584) (+)

9. Money appropriated for schools by the state legislature is needed, but solvency of the state budget is also important. (563) (580) (?)

10. The Chicago situation where the city council must appropriate money without control over its expenditure is ridiculous. (571) (?)

Federal Aid:

11. The cost of federal aid to education is small compared to results achieved by it. (570) (+)

12. The full significance of the question of federal aid is not realized by citizens. (586) (+)

Higher Education:

13. The Illinois legislature should not enlarge Southern Illinois University to compete with the University of Illinois. (568) (582) (-)

14. The state should take over city college. (574) (553) (+)

15. Budgetary requirements of the University of Illinois should be met to make it strong. (551) (+)

16. College enrollments are increasing as more students seek higher education. (588) (+)

17. It is good to see colleges filled to capacity in America. (558) (+)

18. Roosevelt College has rendered a great service to Chicago by placing a college education within reach of all who wish it without discrimination. (581) (+)

Religion and Education:

19. The Illinois Supreme Court is right in denying the McCollum Appeal, but not if it is to force a child to receive alien religious instruction. (576) (+)

20. Part-time religious instruction in the Champaign schools is not consistent with American tradition of religious freedom. (556) (+)

21. The United States Supreme Court has properly reversed the Illinois Court decision re: McCollum case. (569) (+)

Teacher Personnel:

22. Chicago teachers should not strike to attain pay raises. (573) (?)

23. Teacher pay increases are needed, but teachers should be careful how they get them. (562) (?)

24. Legislation setting up a minimum salary for teachers should be signed by the Governor. (554) (+)

25. Teachers trained outside of Chicago should be employed to alleviate the shortage in the city. (550) (+)

26. The school board and Superintendent Hunt should find money to raise teacher pay. (565) (+)

Veteran Education:

27. Veteran students are making a good record in college. (552) (+)

28. Navy Pier should go to the University of Illinois for veteran education facilities. (561) (+)

29. The war department should not compete for housing in a crowded college area. (559) (+)

30. Legislation is needed for the regulation of trade schools attended by veterans and others. (585) (+)

Agreement of contentions with educators' points of view.-- Analysis of the contentions of the Chicago Daily News indicates rather close agreement with accepted points of view held within the field of American education during the five years from 1945 through 1949. The only case where the News was in disagreement was in the instance in which it opposed expansion of facilities at Southern Illinois University for more adequate education of Illinois youth. In seven cases contentions of the News were indefinite so that agreement or disagreement was not clearly established. A summary of contentions under each major problem and the distribution of contentions in agreement and disagreement for the Daily News are shown in Table 18.

General conclusions.-- When its editorial comment on education during 1945 through 1949 is reviewed, the Chicago Daily News should be viewed by educators as outstanding in neither service nor disservice to the cause of public education. Generally, its positions were not strongly held nor questionable with regard to motives. The volume was not great and coverage in terms of the number of contentions per problem or number of editorials per problem was

TABLE 18

NUMBER OF CONTENTIONS IN EDITORIALS OF THE CHICAGO DAILY NEWS
IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW
IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Dis-agreement	In Neither Agreement Nor Dis-agreement
Academic Freedom	1	0	0	1
Adequate School Facilities ...	9	5	0	4
Federal Aid ..	1	1	0	0
Higher Education	7	6	1	0
Religion and Education	2	2	0	0
Teacher Personnel	5	3	0	2
Veteran Education	4	4	0	0
Total	29	21	1	7

not among either the highest or the lowest of the papers studied. If the paper were considered representative of the Knight chain, no strongly held positions on problems in education would be considered characteristic of that newspaper chain group.

Detroit News

The Detroit News was the only newspaper reviewed from the city of Detroit. Two other large newspapers published in that city are part of chain newspaper organizations identified as publishers of other papers reviewed in the study. In 1949 the News ranked as the eleventh largest paper of the country in terms of circulation figures with a daily circulation of over four hundred thousand papers, exclusive of Sunday.

Editorials printed, 1945--1949.--During the five-year period covered in the study, the Detroit News published a total of 6908 editorials. Of this number, 103 editorials treated educational matters. Fewer than half of these, forty-eight in number, were devoted to major problems in education. The problem of "federal aid" received no editorial attention from the Detroit News during the five-year

period. The problems of "veteran education," "religion and education," "international education," and "increased school enrollments" received but a single editorial each during the same period. In contrast, "academic freedom" was allotted editorial comment on sixteen occasions. The latter two problems accounted for more than half the editorials devoted to major educational problems during the years 1945 through 1949.

Positions taken.--A majority of editorials in the Detroit News during the years 1945 through 1949 expressed approval of conditions concerning major problems in education. In twenty-seven editorials editors expressed approval of conditions as they saw them. In ten cases disapproval was expressed. Eleven editorials were indefinite in that both approval and disapproval of conditions in American education were expressed, or comment was made in expository or neutral terms.

Use of propaganda methods.--No examples of the use of propaganda methods were found in the editorial treatment of major problems of American education by editors of the Detroit News during the five-year period covered by the study.

Other problems treated.--Editors of the Detroit News did not appear too greatly concerned over any miscellaneous problems during the five-year period covered by the study. The problems, other than the nine major ones chosen from the yearbooks, which received treatment and the number of editorials devoted to each are as follows:

Tributes to individuals and institutions---4 editorials
 Educators and U. M. T.---4 editorials
 Advice to voters---4 editorials
 A local school issue---3 editorials
 Athletics---3 editorials
 Corporal punishment---2 editorials
 Little Red Riding Hood---1 editorial
 Cold London schools---1 editorial
 High school romance---1 editorial
 Adult education---1 editorial
 Comic book defense---1 editorial
 Value and significance of education---1 editorial
 College fraternity activities---1 editorial
 Safety education---1 editorial.

Editorial contentions on major problems.--Within the editorial content of the Detroit News during the five-year period covered by the study, twenty-five editorial contentions were found on major problems of education. These contentions are as follows:

Academic Freedom:

1. All teachers should be required to sign non-Communist oaths. (621) (-)
2. It is difficult to maintain academic freedom where communism is involved. (607) (610) (?)

3. Loyalty oaths should be accepted, but they probably have little value. (628) (-)

4. It is good to see teachers wake up to the menace of communism. (622) (?)

5. The stand of the N.E.A. on Communist teachers should be approved. (630) (627) (+)

6. A university president should be commended for refusing to conduct a witch-hunt. (609) (+)

7. A former Nazi should not be permitted to teach in an American college. (635) (636) (?)

8. There is no place in the schools for labor union propaganda. (619) (?)

Adequate School Facilities:

9. A state-wide referendum should be called to settle the question of reallocation of sales tax funds to municipal and school administrations. (602) (+)

10. Increased school costs need to be studied. (589) (+)

11. Suburban crowded areas need help in meeting increased school costs. (626) (+)

12. Materials and construction for schools should have priority over saloons. (603) (+)

13. Citizens should vote for increased sales tax allotments to schools. (604) (+)

14. Building costs of schools are excessive. (633) (?)

Higher Education:

15. Citizens should support the fund drive for Negro Colleges. (590) (600) (616) (+)

16. State Aid should be extended to a municipal university. (605) (632) (596) (597) (+)

17. Increased state aid should be extended to the state university. (623) (+)

18. It is a good thing when educational institutions take over army and navy property. (592) (599) (601) (+)

International Education:

19. A great Chilean University is an opportunity for exchange students. (594) (+)

Increased School Enrollment:

20. A crisis in school enrollments is about to burst upon us. (598) (+)

Teacher Personnel:

21. Detroit's great school system must not be subject to union dictation. (606) (?)

22. Teachers deserve better pay, but should not get it by striking. (611) (612) (614) (?)

23. The Gallop Poll indicates that most people feel teachers are underpaid. (613) (+)

Veteran Education:

24. More adequate housing for veteran students is necessary. (595) (+)

25. Veteran students have made a good record in college. (618) (+)

No editorial contentions appeared in the News on the problems of "federal aid" and "religion and education." "Academic freedom" received the greatest number of contentions. Seven contentions were made on more than one occasion and eighteen contentions appeared but once.

Agreement of contentions with educators' points of view.--Editorials of the Detroit News were generally in agreement with accepted points of view from the field of education. Sixteen editorials were found to be in essential agreement. Seven were indefinite when compared with educators' points of view, and only two were in essential disagreement with accepted points of view in the field of education. Both of the editorials which disagreed with educators' points of view dealt with academic freedom. These two editorials were "Wrong Teachers," (November 22, 1948) from which "Contention Number 1" was drawn, and "Oaths Taken Lightly," (June 15, 1949) from which "Contention Number 3" was drawn. A summary of the contentions under each major problem and the distribution of contentions in agreement and disagreement with educators' points of view for the Detroit News are shown in Table 19.

General conclusions.--With the exception of their editorials on "academic freedom," the editors of the Detroit News were of comparatively little service to educators in interpreting education during the period studied. In connection with the problem of "academic freedom," editors generally approved restrictions being applied on educators

TABLE 19

NUMBER OF CONTENTIONS IN EDITORIALS OF THE DETROIT NEWS IN
 AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF
 VIEW IN AMERICAN EDUCATION

Major Problems	Total Contentions	In Agreement	In Dis-agreement	In Neither Agreement Nor Dis-agreement
Academic Freedom	8	2	2	4
Adequate School Facilities ...	6	5	0	1
Higher Education	4	4	0	0
International Education	1	1	0	0
Increased School Enrollments ..	1	1	0	0
Teacher Personnel	3	1	0	2
Veteran Education	2	2	0	0
Total	25	16	2	7

(including loyalty oaths) and on the printed material they used in schools. Interest in educational matters was not great except where Detroit politics and Detroit or Michigan school problems, especially those of "higher education," were concerned.

Los Angeles Times

The Los Angeles Times held quite consistently to its position as the largest newspaper west of Chicago throughout the years covered by the study. The Times was a regular-size newspaper with an entire page devoted to editorials, cartoons, and opinions of selected columnists during the years 1945 through 1949.

Editorials printed, 1945-1949.---Approximately four editorials were run each day with the exception of Monday of each week, when as many as fifteen to twenty letters from readers were run in place of editorials. It appeared that the Times encouraged these letters. While letters generally presented both sides of questions, it also appeared that letters were specially selected by Times editors from the many they received to fit a definite editorial policy for the paper. Letters from readers and Sunday editorials were

omitted in analysis of Times editorials.

The total number of editorials printed by the newspaper during the years 1945 through 1949 was 5032, of which forty, or fewer than one per cent, were devoted to major problems in education.

During the five-year period the Los Angeles Times did not carry editorials on the problems of "increased school enrollments" and "religion and education." Sixteen editorials were devoted to the problem of "higher education." Two editorials were devoted to the problem of "international education" and two also to the problem of "veteran education."

Positions taken.--Positions of approval of conditions as noted in the field of education were taken by editors of the Los Angeles Times on only eleven occasions during the five-year period. In contrast, the editors disapproved conditions involving major problems in education on fourteen occasions. Still more numerous than approval or disapproval were indefinite expressions. In fifteen editorials the editors attempted to present both sides of a question or remained uncommitted. On the basis of the evidence, no judgment of position can be made for the Los

Angeles Times for the five-year period beyond noting its evident lack of strong approval of conditions involving major problems in American education.

Other problems treated.--Times editorials treated various other problems in education beside^s the nine major problems during the five-year period covered by the study. These problems and the number of editorials in which each was treated are:

Student conduct---6 editorials
 Tributes to individuals---4 editorials
 Bad effects of progressivism---3 editorials
 Safety-driver training---2 editorials
 Child safety in the streets---2 editorials
 Advice to citizens on school votes---2 editorials
 Value and significance of education---2 editorials
 I.Q.'s---1 editorial
 Navajo education---1 editorial
 School drop-outs---1 editorial
 Education week---1 editorial
 Biased teaching---1 editorial
 Police protection of the schools---1 editorial
 Politics and education---1 editorial
 Organized labor and the school---1 editorial.

Use of propaganda methods.--No evidence of the use of techniques of propaganda was discovered in the editorial treatment of major problems in American education by the Los Angeles Times.

Editorial contentions on major problems.--During the five-year period covered by the study the Los Angeles Times

failed to carry editorials on the subjects of "increased school enrollments" and "religion and education." There were no contentions by editors on these problems. Twenty-seven contentions were drawn from forty editorials involving major problems in education. They are as follows:

Academic Freedom:

1. Educators are wrong in opposing loyalty oaths. (670) (-)
2. The National Education Association is right in holding that Communist teachers should not teach, but teachers should be willing to be good examples and sign loyalty oaths. (672) (?)
3. The "Building America" series selected by educators for the California free textbook list should be excluded because the books "stack the cards" against the United States. (656) (?)
4. American teachers should study the dismissal of Jena University men by Communists to learn what academic freedom really means. (661) (-)
5. Superintendent Stoddard is right in his statement that those who refuse to sign loyalty oaths should resign from school positions. (659) (-)
6. The Communists are stirring up the fuss about the loyalty oath which any professor should be willing to sign. (674) (-)

Adequate School Facilities:

7. Small and weak school districts should be consolidated for improved school financing. (639) (+)
8. The Los Angeles Citizens Budget Committee is right in holding that increases in teacher salaries and

costs for certain special services of the schools should be lopped out of the budget. (673) (-)

9. States should expect to help distressed school districts. (675) (+)

10. Conditions in the schools are bad, but citizens should read Canon Bell's book for evidence that there is too much wasted time in the schools. (671) (668) (-)

11. Trailer people should not be overlooked as school people and taxpayer groups struggle to find more money for schools. (667) (+)

12. Los Angeles schools are crowded, but kindergartens might be omitted to relieve conditions. (655) (-)

Federal Aid:

13. Federal aid is bad because it will result in federal control of the schools. (657) (-)

Higher Education:

14. Colleges that face overcrowded housing might get relief from army facilities. (642) (+)

15. The governor and the legislature should think twice before allowing Los Angeles City College to become a four-year college. (666) (-)

16. The need for expansion of American colleges can best be met by locally controlled junior colleges. (650) (+)

17. The state has done right in helping support a four-year city college, but it is time to study the purpose of the institution carefully. (669) (?)

18. It is now time to consider whether small junior colleges may not take over the job now done by large universities. (651) (+)

19. Californians may expect higher appropriations for education as educational facilities of colleges expand with the population. (645) (-)

20. There is nothing in the Report of the President's Commission on Higher Education that merits support of citizens. (654) (665) (-)

21. If the Report of the President's Commissions were accepted, low standards in state-supported colleges would contrast with standards of small private colleges. (662) (-)

International Education:

22. The United States has not done as well as Russia in subsidizing foreign students. (653) (+)

23. More exchange teachers like Miss Elliot are needed to let our people know how bad our American school programs are. (647) (-)

Teacher Personnel:

24. Buffalo teachers used the wrong technique to attain better salaries. (648) (?)

25. Public Schools Week is a good time to point out to apathetic citizens that 35,000 teachers left the profession last year because of low salaries and lack of public respect. (649) (+)

26. Citizens should face realistically the fact that teaching is a special and exacting profession. (646) (+)

27. Los Angeles citizens need to examine the inefficiency of their schools before raising teacher salaries. (644) (-)

Twenty-nine editorials were required for the twenty-seven contentions; only two contentions were made in more than a single editorial. Eleven editorials, or approximately

ten per cent of the Times editorials, dealt with more irrelevant aspects of major problems of American education. Times editors definitely did not campaign editorially on any issue involving a major problem in education.

Agreement of contentions with educators' points of view.--Evidence concerning the contentions of the Los Angeles Times during the period from 1945 through 1949 indicates no strong tendency toward agreement or disagreement with accepted points of view in American education. Eleven contentions were in essential agreement with points of view held by educators. Thirteen appeared to be in disagreement. Only three contentions were indefinite in that a definite stand was lacking, or that qualities both of agreement and disagreement were expressed in a single contention. A summary of the contentions under each major problem and the distribution of contentions in agreement and disagreement for the Los Angeles Times are shown in Table 20. No conclusion could be drawn regarding the tendency of the Times to support or to attack the points of view of educators.

General conclusions.--The service of the Los Angeles Times in regard to the role of its editorials in inter-

TABLE 20

NUMBER OF CONTENTIONS IN EDITORIALS OF THE LOS ANGELES TIMES
 IN AGREEMENT OR DISAGREEMENT WITH ACCEPTED POINTS OF VIEW
 IN AMERICAN EDUCATION

Major Problem	Total Contentions	In Agreement	In Disagreement	In Neither Agreement Nor Disagreement
Academic Freedom	6	0	4	2
Adequate School Facilities ...	6	3	3	0
Federal Aid ..	1	0	1	0
Higher Education	8	4	3	1
International Education	2	1	1	0
Teacher Personnel	4	2	1	1
Total	27	10	13	4

preting education during the years 1945 through 1949 was open to question by educators. Editors included comment on the political themes of bureaucracy, federal domination, and bad Washington in editorials on education. In these instances the paper was quite similar to the Chicago Tribune and the New York Daily Mirror. As was true of the Tribune also, only rigid imposition of criteria for propaganda analysis kept the Los Angeles Times from being judged guilty of the use of propaganda in its editorials on education. If the data on the editorials of the Los Angeles Times for the five-year period covered by the study are accepted as evidence, educators in the Los Angeles area can count on very little help from the editors of the Times in maintaining effective public relations programs.

Comparative Data for Ten Selected American Newspapers

After the data on editorial treatment of major problems in American education by ten selected American newspapers had been assembled, it was possible to make a comparison of the papers. The comparison showed wide variation among the papers as well as distinctive character-

istics for each.

Editors' interest in all problems of education.--- The Chicago Sun-Times ranked first of the ten papers in the per cent of its editorials devoted to problems in education. It devoted 4.25 per cent of its editorials to these problems. The New York Daily News ranked last with less than one per cent of its editorials devoted to problems in education. Table 21 shows all of the ten papers listed according to the proportion of total editorials devoted to all problems in education. On the basis of an assumption that the number of editorials is a criterion of interest of editors in education, the conclusion is that problems of education are not of very great concern to newspaper editors.

Editors' interest in major problems in education.--- Each newspaper was ranked according to the proportion of its editorials on education devoted to major problems. The Philadelphia Inquirer led all papers in this respect with 54.6 per cent, followed by the New York Times and the New York Daily Mirror. The Chicago Daily News ranked lowest in this regard, with only 23.2 per cent of editorials on education devoted to major problems. Table 22 shows the

TABLE 21

TEN SELECTED NEWSPAPERS LISTED ACCORDING TO PER CENT OF TOTAL EDITORIALS DEVOTED TO ALL PROBLEMS IN EDUCATION

Name of Paper	Per Cent	Rank
<u>Chicago Sun-Times</u>	4.25	1
<u>New York Times</u>	3.26	2
<u>Chicago Daily News</u>	2.87	3
<u>Philadelphia Bulletin</u>	2.60	4
<u>Philadelphia Inquirer</u>	2.24	5
<u>Chicago Tribune</u>	1.92	6
<u>Los Angeles Times</u>	1.76	7
<u>Detroit News</u>	1.52	8
<u>New York Daily Mirror</u>	1.01	9
<u>New York Daily News</u>	0.96	10

ten selected newspapers ranked according to the proportion of editorials on education devoted to major problems.

Editorial interest in other than major problems of education.-- A judgment of editorial interest in other than major problems in education was made on the basis of the number of other than major problems that were treated by each of the ten newspapers. The newspapers were ranked according to the number of topics treated, with first rank going to the paper with the greatest number of other than major problems discussed. No consideration was given to the number of editorials devoted to any one of the minor or local concerns in education. In some cases several dozen editorials were devoted to just one of these minor, or local, problems.

The total number of minor problems treated by the Philadelphia Inquirer was forty-four, which gave the paper first rank. At the other end of the list was the New York Daily Mirror, which treated only four problems other than major problems. Table 23 shows the rank for each of the ten papers studied.

Editorial position on major problems.-- Different American newspapers varied in the positions they took on

TABLE 22

TEN SELECTED NEWSPAPERS LISTED ACCORDING TO PER CENT OF
EDITORIALS ON EDUCATION DEVOTED TO MAJOR PROBLEMS

Name of Paper	Per Cent	Rank
<u>Philadelphia Inquirer</u>	54.6	1
<u>New York Times</u>	54.4	2
<u>New York Daily Mirror</u>	52.7	3
<u>Philadelphia Bulletin</u>	51.4	4
<u>Chicago Tribune</u>	50.4	5
<u>Chicago Sun-Times</u>	47.2	6
<u>Detroit News</u>	46.6	7
<u>Los Angeles Times</u>	44.9	8
<u>New York Daily News</u>	43.1	9
<u>Chicago Daily News</u>	23.2	10

TABLE 23

TEN SELECTED NEWSPAPERS LISTED ACCORDING TO THE NUMBER OF
OTHER THAN MAJOR PROBLEMS IN EDUCATION TREATED

Name of Paper	Problems Treated	Rank
<u>Philadelphia Inquirer</u> ..	44	1
<u>New York Times</u>	37	2
<u>Philadelphia Bulletin</u> ..	32	3
<u>Chicago Daily News</u>	18	4
<u>Los Angeles Times</u>	15	5
<u>Chicago Sun-Times</u>	14	6
<u>Detroit News</u>	13	7
<u>Chicago Tribune</u>	11	8
<u>New York Daily News</u>	6	9
<u>New York Daily Mirror</u> ..	4	10

major problems in education during the years 1945 through 1949. They were ranked for editorial position according to the percentages of their editorials on major problems which expressed approval of conditions viewed in education. The New York Times ranked first in the percentage of its editorials which approved conditions in education with nearly three-fourths of its editorials written to express approval of these conditions. The New York Daily Mirror ranked last with only twenty per cent of its editorials written to express approval of conditions in American education. Seventy per cent of the Mirror's editorials were expressions of disapproval of these conditions. Table 24 shows the ten selected papers ranked for editorial position. It may be concluded that educators need to study further the kinds of conditions which editors approve, or disapprove, and to manage educational publicity accordingly.

Editorial agreement with accepted points of view.--

Study of the data on agreement of contentions made it possible to compare and rank the ten papers in this respect. It was assumed that agreement on the part of editors with educators' points of view was desirable and helpful where public relations of the schools were under consideration. The

TABLE 24

TEN SELECTED NEWSPAPERS LISTED ACCORDING TO EDITORIAL
POSITIONS TAKEN ON CONDITIONS VIEWED
IN AMERICAN EDUCATION

Name of Paper	Per Cent of Editorials Approving Conditions Viewed In Education	Rank
<u>New York Times</u>	73	1
<u>Detroit News</u>	56	2
<u>Chicago Sun-Times</u>	54	3
<u>Chicago Daily News</u> ..	42	4
<u>Philadelphia Inquirer</u>	39	5
<u>Philadelphia Bulletin</u>	38	6
<u>New York Daily News</u> .	36	7
<u>Los Angeles Times</u> ...	35	8
<u>Chicago Tribune</u>	23	9
<u>New York Daily Mirror</u>	20	10

Chicago Sun-Times led the ten papers with a total of thirty-two out of thirty-three editorial contentions, or 96.9 per cent of its contentions agreeing with the accepted points of view of educators. The New York Daily Mirror ranked tenth, with one of its eight contentions, or 12.5 per cent, in agreement with educators. Table 25 summarizes these data and ranks each of the ten newspapers on this basis. American newspapers need to be studied individually for knowledge concerning their agreement with educators. The high level of agreement of editors of papers like the Chicago Sun-Times needs to be recognized and given commendation by educators who are concerned with the public relations programs of their schools.

Use of propaganda.--Use of propaganda did not appear as a consistent practice in editorials devoted to major problems of American education during the years 1945 through 1949. Evidence of propaganda was present only in two New York papers, the Daily News and the Daily Mirror. These two papers were more often in disagreement than agreement with accepted points of view in American education. While no cause and effect relationship can be identified here, it was obvious that the editors of the two papers which

TABLE 25

TEN SELECTED NEWSPAPERS LISTED ACCORDING TO EDITORIAL
 AGREEMENT WITH ACCEPTED POINTS OF VIEW IN THE FIELD OF
 AMERICAN EDUCATION

Name of Paper	Per Cent of Editorial Contentions in Agreement	Rank
<u>Chicago Sun-Times</u>	96.9	1
<u>New York Times</u>	81.5	2
<u>Philadelphia Inquirer</u> .	77.0	3
<u>Chicago Daily News</u>	72.4	4
<u>Detroit News</u>	64.0	5
<u>Philadelphia Bulletin</u> .	56.4	6
<u>Los Angeles Times</u>	37.0	7
<u>Chicago Tribune</u>	34.1	8
<u>New York Daily News</u> . . .	28.5	9
<u>New York Daily Mirror</u> .	12.5	10

agreed least often with educators used propaganda techniques most often. The fact that the two papers also accounted for approximately forty-one per cent of the total circulation of all papers studied makes the condition quite significant. Similarly, the fact that one paper, the Daily Mirror, which used propaganda in its editorials is a member of the Hearst chain also makes the evidence more significant because its editorial policy might be representative of other papers of the chain. Editorials of the Chicago Tribune contained unfair and questionable treatments of educational matters, including the "reductio ad absurdum" technique borrowed from the field of logic to influence opinion to Tribune editors' points of view.

Three editorials of the New York Daily News dealing with "academic freedom" contained use of propaganda methods. Six editorials of the New York Daily Mirror also contained evidence of propaganda. Three of these six editorials, as was true in the Daily News, dealt with "academic freedom." A final observation regarding propaganda indicates that both instances of the use of propaganda and the number of editorials on "academic freedom" increased as the five-year period progressed, and that, if the established trend were to be continued in ensuing years, comment in

three of the largest papers in the nation should be studied carefully by persons interested in the welfare of American education.

Chapter Summary

Analysis of 676 editorials on major problems in education which appeared in the ten leading American newspapers during the years 1945 through 1949 produced answers to certain questions which were raised at the beginning of this chapter. These questions and their answers are as follows:

What interest is shown by each of the ten newspapers in educational problems, as indicated by the number of editorials devoted to problems in education?-- Interest in education as the source of material for editorial comment varied widely among the ten papers studied. The Chicago Sun-Times was the only paper with more than four per cent of its total editorial count devoted to education. Papers which followed, in order, were the New York Times (3.26 per cent), the Chicago Daily News (2.87 per cent), the Philadelphia Bulletin (2.60 per cent), the Philadelphia Inquirer (2.24 per cent), the Chicago Tribune (1.92 per cent), the Los Angeles

Times (1.76 per cent), the Detroit News (1.52 per cent), the New York Daily Mirror (1.01 per cent), and the New York Daily News (.96 per cent). When the data were considered in terms of the many problems in education which concerned Americans during the years 1945 through 1949, the conclusion was that comparatively little interest was shown by the ten newspapers in educational problems during this period.

What interest is shown by each of the ten newspapers in major problems in education?-- When editorials on problems which were rated major concerns of educators, according to year book editors, were selected from total editorial contents, newspaper editors showed variation in their interest. Five papers, the Philadelphia Inquirer, the New York Times, the New York Daily Mirror, the Philadelphia Bulletin, and the Chicago Tribune, devoted slightly more than fifty per cent of all editorials on education to major problems. The Chicago Sun-Times, the Detroit News, the Los Angeles Times, and the New York Daily News followed with between forty and fifty per cent so devoted. The Chicago Daily News, with approximately twenty-three per cent, indicated the least interest in major problems. The average for all papers was approximately forty-seven per

cent. The evidence indicated that the editors of the ten papers studied were somewhat less interested in major problems in education than they were in other problems in education, generally of a more localized nature.

What interest is shown by each of the ten newspapers in other than major problems?-- The Philadelphia Inquirer treated forty-four problems in education which were outside the list of major problems. It was assumed that attention to these problems, mostly of a localized nature, indicated a wide and varied interest of Inquirer editors in education. The New York Times and the Philadelphia Bulletin treated thirty-seven and thirty-two different problems, respectively. The two largest papers of the nation, in terms of circulation, the New York Daily News and the New York Daily Mirror, treated only six and four problems, respectively, out of many possible problems in American education. From the evidence it may be concluded that editors of the ten papers selected for study were distinctly different in the interest they showed in other than major problems. From the particular sampling of American newspapers studied, it is apparent that the interest of editors in other than major problems in education

should be studied on an individualized basis.

What positions are taken by editorial writers in each of these newspapers on major problems in education?--
The positions taken by editors in the ten papers on major problems in education were judged to be expressions of approval of conditions viewed in education, expressions of disapproval of these conditions, or indefinite expressions. Editorials were judged to be indefinite when they expressed neutrality or when two different positions were expressed within a single editorial.

An assumption was made that a position of approval or an attitude which predisposed editors toward search for conditions they could approve in education was desirable regardless of the nature of the problem in education which drew editorial attention. In other words, even where editors approved conditions which educators might have disapproved, their position of approval was considered as desirable.

Editors of the New York Times generally approved conditions in education during the years 1945 through 1949. Approximately three-fourths of their editorials were expressions of approval of conditions in American education. The other papers appeared in order as follows: the Detroit News (56 per cent), the Chicago Sun-Times (54 per cent), the

Chicago Daily News (42 per cent), the Philadelphia Inquirer (39 per cent), the Philadelphia Bulletin (38 per cent), the New York Daily News (36 per cent), the Los Angeles Times (35 per cent), the Chicago Tribune (23 per cent), and the New York Daily Mirror (20 per cent). An average of approximately forty-two per cent of all editorials on major problems in education expressed approval of conditions viewed by editors. From the evidence it was concluded that, when taken as a group, editors of the papers studied were not as inclined to approve conditions they viewed in education as they were to disapprove these conditions or to be indefinite in their positions on these matters.

To what extent do editorial writers agree with accepted points of view in American education?-- The editorial agreement of the ten newspapers with accepted points of view of well-known groups in American education was analyzed by comparing the contentions of editors with statements by educators of their points of view on major problems in education. The assumption was made that newspapers which generally agreed with educators were most helpful in interpreting the points of view of educators to the public.

The Chicago Sun-Times established a commendable record

from the point of view of American educators by publishing 96.9 per cent of its editorial contentions in agreement with selected statements of educators. Other papers and the per cent of their editorial contentions in agreement with educators were the New York Times (81.5 per cent), the Philadelphia Inquirer (77.0 per cent), the Chicago Daily News (72.4 per cent), the Detroit News (64.0 per cent), the Philadelphia Bulletin (56.4 per cent), the Los Angeles Times (37.0 per cent), the Chicago Tribune (34.1 per cent), the New York Daily News (28.5 per cent), and the New York Daily Mirror (12.5 per cent). The conclusion is that educators need to study carefully the editorials of each newspaper to determine on an individual basis the extent of editorial agreement with accepted points of view of well-known groups in American education.

CHAPTER VII

ANALYSES OF EDITORIAL TREATMENT OF EDUCATION: COMPARATIVE DATA ON EACH OF NINE MAJOR PROBLEMS

Editorial comment in selected American newspapers during the years 1945 through 1949 varied widely in the attention devoted to various problems of education. Some problems were treated many times by a single paper as well as by all ten papers studied. Some problems received little attention, and were mentioned in isolated instances only. All problems in education which all editors treated were ranked according to frequency of mention. The list of these problems was then limited to those problems which received more than one per cent of the total number of editorials relating to education in all papers used in this study. There were seventeen of these problems. The seventeen problems included all the nine major problems discussed in Chapter VII, together with eight more, which will be referred to as other than major problems, or problems of minor or local concern.

It is the purpose of this chapter to present data to show the relative interest shown by editorial writers in these seventeen problems in education.

The data will be further analyzed to show more clearly the treatment of the nine major problems in education by all ten large newspapers included in this study. Specifically, answers will be given to these questions:

1. What per cent of the total number of editorials about educational problems was devoted to each major problem?
2. What was the comparative interest shown by all ten newspapers in "major" and "minor" problems?
3. What were the problems on which editors wrote with an approving attitude most frequently?
4. What were the breadth and comprehensiveness of interest in educational problems, as shown by the number of different contentions in each area?
5. To what extent were the writers in all ten papers in agreement with accepted points of view regarding each major problem?
6. To what extent were propaganda devices used by the ten papers in the editorial treatment of each major problem?

Editorial Interest in Problems in Education

Problems of editorial interest.-- Out of many problems

in American education which might have been treated by editors of the ten newspapers studied, seventeen problems received more than one per cent each of the total number of editorials devoted to all educational matters. Nine major problems in American education fell within this list of seventeen problems. The complete list of seventeen problems in American education during the years 1945 through 1949, with the per cent of total editorials given to each, is presented in Table 4.

Out of 1470 editorials on all phases of education, 676 editorials were devoted to major problems. Approximately two hundred editorials, or about fifteen per cent of all editorials devoted to treatment of educational matters, were facetious, irrelevant, or so superficial as to be impossible to classify under problem headings. Approximately five hundred editorials devoted to problems other than major concerns of American education were analyzed to determine interest on the part of newspaper editors.

Comparative interest in major problems.-- "Higher education" received the greatest proportion of the editorials on all problems treated by the newspapers studied. It received attention in 15.9 per cent of all editorials on

education. Other major problems in order of the frequency with which they were treated by editors were "adequate school facilities," "academic freedom," "teacher personnel," "veteran education," "international education," "federal aid," "religion and education," and "increased school enrollments." The frequencies of appearance in editorial comment for all major problems are shown in Table 6. In a sense, when the problems were ranked according to frequency of appearance, they appeared in an order which was an indication of the relative emphasis placed upon them by editorial writers.

Educators have generally been aware of statistics and research on major problems in education. The data concerning rising birth rates, population trends, and human mobility in America are susceptible to accurate compilation. The facts were available during the post war years. Editors might have used more accurate data concerning "increased school enrollments" had they desired. The same was generally true for the problem of "adequate school facilities." The evidence concerning editorial interest in major problems indicates that editors generally ignored problems where accurate data were available in favor of more abstract problems which were related to political issues or problems

with which only small and poorly organized groups were vitally concerned. These conditions give rise to a question concerning editors' knowledge of educational problems which attract readers and increase newspaper circulation.

Comparative rank for other than major problems.-- Eight problems other than major problems in education received at least one per cent each of the total number of editorials on education. In order of frequency of appearance, as shown in Table 26, these problems are "criticism of local school administration," "tributes and commendations," "special school provisions for child welfare," "athletics," "subjects of the school curriculum," "adult education," "value and significance of education," and "school lunches."

All of these problems were approached by editors with emphasis on local conditions. The leading problem, "criticism of local school administration," received disproportionate attention on a geographic basis. Newspapers of Chicago were united in a long and rather bitter campaign of denunciation of the Johnson administration of schools in that city. In a sense, the continuity of editorials dealing with this problem completely overshadowed comment on all other problems in two of the Chicago papers, the

TABLE 26

OTHER THAN MAJOR PROBLEMS IN EDUCATION LISTED ACCORDING
TO FREQUENCY OF APPEARANCE IN EDITORIALS OF TEN SELECTED
NEWSPAPERS DURING 1945 THROUGH 1949

Other Than Major Problem	Frequency Of Appearance
Criticism Of Local School Administration	145
Tributes And Commendations	44
Special School Provisions For Child Welfare	43
Athletics	37
Subjects Of The School Curriculum ...	26
Adult Education	21
Value And Significance Of Education	20
School Lunches	15

Chicago Daily News and the Chicago Sun-Times.

The second of the problems of other than major significance was that of "tribute and commendation." Editorials in this category generally lauded local educators. Editors of the New York Times showed special interest in this kind of editorial. All papers published at least one editorial of this type.

With the exception of "criticism of local school administration," review of editorials on other than major problems indicated more explanatory comment than attack or opinion on crucial issues. There were enough editorials on each of these problems to justify another study of these minor, or local, problems of American education.

Editorial Position Taken on Problems in Education

An answer to the question whether editors customarily viewed educational matters in a positive, or approving, frame of mind was sought. In comparing the various major problems, a list was prepared with the problems in order of frequency with which editorials expressed approval concerning them. First position was given to the problem which received the greatest number of positive or approving

editorials of all editorials on major problems in education. Table 27 contains a summary of these data.

Approximately three times as many editorials were written to express approval of conditions viewed in connection with "higher education" as were written to express approval of any other problem. This evidence indicates that public relations officials of colleges and universities were in a more advantageous position than those of other educational institutions in terms of having editors' cooperation in interpreting their activities to the public. From the evidence, it may be concluded that editors wrote most often about conditions they approved in education in connection with "higher education."

"Adequate school facilities" received the second highest number of editorials which approved conditions as viewed by editors of the ten papers. "Academic freedom," and "veteran education," were listed next, with the same number of editorials approving conditions in regard to these two problems. "Teacher personnel," "international education," "federal aid," "increased school enrollments," and "religion and education" followed in that order. At the end of the list, the problem of "religion and education" was more likely to

TABLE 27

NINE MAJOR PROBLEMS IN EDUCATION LISTED ACCORDING TO THE
NUMBER OF TIMES EACH WAS TREATED WITH APPROVAL IN EDITOR-
IALS OF ALL TEN NEWSPAPERS

Major Problem	Number Of Editorials Treating It With Approval
Higher Education	145
Adequate School Facilities	52
Academic Freedom	31
Veteran Education	31
Teacher Personnel	25
International Education	19
Federal Aid	10
Increased School Enrollments	5
Religion and Education	4

receive editorial approval than other problems. A conclusion, which is justified by contrast between this problem and "higher education," is that a problem area that is most often kept before the public by public relations departments, by prominent educators like college presidents, by illustrious scholars, and by its peculiar contribution to community prestige is more likely to receive editorial approval than one where those conditions do not exist.

In Tables 29 through 38, pp. 267 -290, in the Appendix where all editorials included in the study are listed, a judgment of editorial position is included for every editorial. When these data are summarized for all problems by all editors, a more general answer is obtained for the question concerning editorial positions on the major problems. During the five-year period 1945 through 1949 approximately forty-two per cent of the editorials dealing with major problems in the ten papers were expressions of approval of conditions viewed by editors. Approximately thirty-two per cent were expressions of disapproval of conditions concerning major problems. Approximately twenty-six per cent were judged to be expressions in which editors were indefinite in positions of approval or disapproval of

conditions involving the nine problems. According to the evidence, editors as a group generally approved of conditions in education more often than they disapproved of them during the five-year period covered by the study.

Editorial Contentions on Major Problems in Education

The number of different contentions expressed on any major problem in American education is assumed to be an indication of the breadth or comprehensiveness with which newspapers treated that problem. The number of contentions on "higher education," for example, indicates that editors of the ten papers wrote about many different aspects of this problem in editorials which expressed eighty-nine different contentions on the subject. On the other hand, the two problems with the fewest contentions, "religion and education" and "increased school enrollments," with ten and nine contentions, respectively, were the two problems receiving the least attention in the editorials of the ten newspapers. Some of the newspapers expressed no comment at all on the problem of "increased school enrollments."

Table 28 presents the total number of times editorial contentions were expressed on major problems in ten selected

TABLE 28

AGREEMENT OF EDITORIAL CONTENTIONS ON NINE MAJOR PROBLEMS
IN EDUCATION WITH ACCEPTED POINTS OF VIEW OF WELL-KNOWN
EDUCATIONAL GROUPS

Major Problems	Number Of Contentions In Agreement	Total Contentions	Per Cent Of Contentions In Agreement
Higher Education ...	62	88	70.4
Adequate School Facilities ..	49	68	72.6
Teacher Personnel ...	35	57	61.4
Veteran Education ...	24	35	68.6
Academic Freedom	20	56	35.7
International Education ...	18	24	75.0
Federal Aid .	14	27	51.9
Increased School Enrollments .	9	9	100.0
Religion and Education	9	10	90.0

papers during the years 1945 through 1949. The individual contentions, as expressed by the various papers, were listed previously in Chapter VI.

"Higher education" was considerably ahead of other major problems in the total number of editorial contentions which were expressed concerning it. The problem of "academic freedom" was second. The lowest number of contentions expressed on any one problem was nine contentions from the ten papers on "increased school enrollments." From these data, it appears that certain problems were definitely more interesting to editors than others. However, editorial attention to individual problems varied according to the timeliness of certain matters to the particular years covered by the study. Some problems were treated every year throughout the years 1945 through 1949. Consequently, they received a greater total number of editorials than other problems which were treated editorially during only two or three years of the five-year period.

Editorial Agreement with Educators' Points of View

Editorial contentions of selected newspapers were compared with accepted points of view of well known educational

groups and each problem was listed accordingly. A count was made of the total number of editorial contentions on each problem as well as of the number of contentions which agreed with statements of educators. Table 28 shows these totals for each problem.

"Higher education" led all other problems when compared with them for editorial agreement with educators. This problem and "adequate school facilities," with sixty-two contentions and forty-nine contentions in agreement respectively, accounted for more than half the contentions in which editors were in essential agreement with accepted points of view of well-known educational groups. The problems of "increased school enrollments" and "religion and education" were treated least often in agreement with educators on the same basis.

When the nature of the agreement of editors with educators was studied on the basis of the proportion of total editorials devoted to a particular problem, however, different conclusions are obvious. Editors were one hundred per cent in agreement with educators on the problem of "increased school enrollments," but printed only nine contentions on this problem in the five years. In contrast

with this problem, editors published fifty-six editorials on "academic freedom" of which only thirty-five per cent were in agreement with educators. Listed in order of the proportion of agreement shown by editors, the various problems are as follows:

1. Increased school enrollments
2. Religion and education
3. International education
4. Adequate school facilities
5. Higher education
6. Veteran education
7. Teacher personnel
8. Federal aid
9. Academic freedom.

The proportions on which this list is based are given in terms of per cent in Table 28.

The average for all problems indicates that editors as a whole were approximately 62.6 per cent in agreement with accepted points of view of well-known educational groups.

The data indicate wide variance in the inclination of editors to agree with educators. Evidence is lacking to show why editors were so seldom in agreement with educators on problems like "federal aid" and "academic freedom." These conditions raise questions concerning the motives of editors in agreeing or disagreeing

with educators on various major problems. Educators need to examine critically the condition that exists where editors publish a comparatively large number of contentions on educational problems with which they most often disagree.

Problems Compared for Use of Propaganda

Major problems in education could not be compared in connection with editorial use of propaganda. Only one problem, "academic freedom," was treated in editorials where evidence of propaganda was found. However, certain conditions need to be noted relative to the use of propaganda in connection with this problem. Two newspapers, the New York Daily News and the New York Daily Mirror, which used propaganda methods in their editorials have a combined circulation of approximately forty-one per cent of the total circulation of the papers studied. In addition, one of the papers, the New York Daily Mirror, is a member of the Hearst chain and, consequently, its use of propaganda methods might indicate a much wider use of propaganda than would be assumed from results of this study. When educators note that the two largest papers of the nation use propaganda methods in connection with treatment of the problem

on which editors and educators are in greatest disagreement, they should be more alert to editorial treatment of education in these papers.

Chapter Summary

Nine major problems in American education during the years 1945 through 1949 were compared in the light of the treatment given them by editors of selected newspapers for those years.

Every one of these problems and eight others with a status of other than major concern received attention in approximately one per cent or more of the total number of editorials on education by ten selected newspapers. In order of interest judged on the basis of the per cent of the total number of editorials devoted to them, "higher education," a major problem, ranked above all problems in education. Other major problems listed in order according to the editorial interest shown in them were:

- Adequate school facilities
- Academic freedom
- Teacher personnel
- Veteran education
- International education
- Federal aid
- Religion and education
- Increased school enrollments.

Listed in order of editorials interest shown in them, other than major problems which were given more than one per cent of the total editorials count included:

- Criticism of local administration
- Tributes and commendations
- Child welfare
- Athletics
- School subjects
- Adult education
- Value of education
- School lunches.

Approximately fifteen per cent of all editorials of the papers were superficial or facetious comments which could not be classified.

Rather extreme variance was shown by editors in connection with problems which they viewed in an approving, or positive, frame of mind. On the basis of the total count of editorials which expressed approval of conditions in education, "higher education" was far ahead of all other problems in this respect. Editors generally approved what they viewed with respect to this problem. Listed in order, according to the number of editorials which expressed approval of conditions concerning them, other major problems were:

- Adequate school facilities
- Academic freedom
- Veteran education
- Teacher personnel
- International education

Federal aid
 Increased school enrollments
 Religion and education.

An estimate of the comprehensiveness of editorial treatment of major problems in education was obtained from the total count of editorial contentions expressed in all the papers during the five-year period. There were eighty-eight contentions expressed in the editorials of the ten papers on "higher education" to make it the problem receiving the most comprehensive treatment. Almost ten times as many contentions were expressed on higher education as were expressed on "increased school enrollments," which received the lowest number of contentions, nine in number. The complete list in order was as follows:

Higher education
 Adequate school facilities
 Academic freedom
 Teacher personnel
 Veteran education
 Federal aid
 International education
 Religion and education
 Increased school enrollments.

When the problems were compared according to the total number of editorial contentions in agreement with accepted points of view of well-known groups in American education, "higher education" led the list again. "Adequate school

facilities" was second in the list again, as it was for all treatments. The next five were in this order:

- Teacher personnel
- Veteran education
- Academic freedom
- International education
- Federal aid.

The same number of editorial contentions were expressed on both "increased school enrollments" and "religion and education," which left them to share the bottom of the list of the nine problems.

However, when the number of contentions in agreement was weighed against the total number of contentions for each problem, a different conclusion was reached. On the basis of this comparison the problems appeared in the following order:

- Increased school enrollments
- Religion and education
- International education
- Adequate school facilities
- Higher education
- Veteran education
- Teacher personnel
- Academic freedom.

These findings indicated that editors as a group generally published more editorials treating problems on which they disagreed with educators than they did on those problems on which they most closely agreed with well-known groups in American education.

When the problems were compared for use of propaganda, one problem contrasted with all others. "Academic freedom," the problem on which educators and editors agreed less often, in terms of proportion of editorials expressed in agreement, was treated a number of times through the use of propaganda techniques. The two largest papers of the nation which were among the papers most often in disagreement with educators also contained the most evidence of propaganda.

CHAPTER VIII

SUMMARY AND IMPLICATIONS OF THE STUDY

It was the purpose of this study to examine the editorial contents of a small number of widely read American newspapers with a view to the analysis of their treatment of major problems in education during the years 1945 through 1949. This chapter presents a summary of the procedures followed in the study together with the conclusions and implications drawn from the data. The purpose of the study, its setting, the general pattern followed in its development, and a review of the steps which were preliminary to the analyses of the data are reported. A summary of the significant conclusions drawn from the various analyses which were made is presented. The relationship of the findings of this investigation to previous research, to general practices and attitudes in the editorial treatment of American education, and to the field of mass communications is described. The chapter closes with a presentation of certain implications for further research and for educators.

Summary

The purpose of the study.-- Answers were sought to the following questions concerning editorial treatment of major problems in education in selected American newspapers:

1. How much attention is given in editorials to education?
2. How much attention is given in editorials on education to major problems in education?
3. What problems in education in America are treated in the editorial columns of these newspapers?
4. What are the positions taken by editorial writers when dealing with major problems in American education?
5. What agreement is there between the contentions of newspaper editors on major problems in education and points of view accepted by recognized groups in American education?
6. Are propaganda methods used by editorial writers in interpreting educational problems to the American people?

The study was justified by assumptions that (1) it is important for people in education to know what newspaper editors are saying about them and their problems, (2) editorial treatment of problems in American education contains

information which has implications for future schools, and (3) further research is needed into the newspaper editorial relationship to education and mass communications. Limitations of the study included the fact that only a sample of mass communications was studied, that not all editorial expression of an editor was contained within the material classified as editorials, and the fact that points of view toward American newspapers generally affect the attitude of an individual toward research in the field.

Setting of the study.-- Newspaper editorials were reported as being important in connection with (1) the study of public opinion, (2) the effect of editorials on public opinion, (3) the relationships of educators and journalists, and (4) recent interest in mass communications.

Social scientists, market researchers, and poll takers have studied the field of public opinion intensively. Most of their work is marked by effort to identify significant data and to develop improved techniques for analysis of it. Journalists have studied editorials and public opinion in the light of a reciprocal relationship between them. Research in the field has dealt with the significance of the editorial in newspaper work and in modern life. Two studies

dealt with the editorial-education relationship previously. In these studies Foster (1937) and Stabley (1941) found need for better relationships between the press and education. Recent developments in an area of interest called mass communications have stemmed largely from war-time research into content analysis and the structuring of ideas for effective impact upon the minds of men.

The general pattern of the study.-- A series of sequential steps was followed in the development of the study. In order, these included (1) the choice of newspapers, (2) the selection of major problems in education, (3) the recording of editorials on education, (4) the analyses of editorials for interest in education, for editorial position, for agreement with educators, and for the use of propoganda, and (5) the presentation of implications and conclusions from the data.

Major problems in education selected were those listed by editors of two of three well-known yearbooks, the Americana Annual, the Britannica Book Of The Year, and The New International Yearbook, for more than a single year during the period 1945 through 1949. The choice of the newspapers was made by selecting the ten largest papers in

the United States in 1949 according to circulation figures, avoiding duplication of ownership or chain affiliation. Every editorial for the five-year period was scanned in every paper and those editorials dealing with education which were not in microfilm volumes in libraries were copied on 35 mm. film.

The number of editorials dealing with each problem in education was assumed to be an indication of the extent of interest held by editors, individually and collectively, in it. The count was recorded for all editorials on education, for editorials on major problems, and for other than major problems. Conclusions were drawn from these counts. Every editorial which dealt with a major problem was analyzed to determine whether its writer approved conditions he viewed, disapproved conditions he viewed, or took an indefinite stand concerning them. The count was recorded for these three possible positions and conclusions were drawn for papers and problems.

An editorial contention, or generalization of the editor's point of view, was drawn from each editorial dealing with a major problem in education. Each contention was then compared with a statement of point of view on the same

problem published by a well-known group in American education. A count was made for agreement, disagreement, or indefinite relationship between editorial contention, and the point of view expressed by an educational group and the results were reported according to papers and problems.

Every editorial dealing with a major problem in education was reviewed for evidence of the use of propaganda techniques, and a count was kept according to papers and problems. Conclusions were drawn from these data and reported along with the implications they carried.

Preliminary steps to analyses in the study.-- The ten largest newspapers of the United States in 1949, excluding those which represented a second choice for a particular chain, according to the Ayer Directory of Newspapers and Periodicals for 1949 were, in order, the New York Daily News, the New York Daily Mirror, the Chicago Tribune, the Philadelphia Bulletin, the Philadelphia Inquirer, the Chicago Sun-Times, the New York Times, the Chicago Daily News, the Detroit News, and the Los Angeles Times.¹

¹ J. Percy H. Johnson, Editor, Directory of Newspapers and Periodicals, pp. 1175-1199. Philadelphia: N. W. Ayer and Sons, 1949.

Nine major problems in education were listed in more than one of three well-known yearbooks for more than a single year of the five-year period, 1945 through 1949. They included "academic freedom," "federal aid to education," "higher education," "increased school enrollments," "international education," "teacher personnel," "adequate school facilities," "religion and education," and "veteran education." Each problem was stated as a question and an accepted point of view of a well-known group in education was found for it. Groups whose statements were used as accepted points of view were the American Association of University Professors, the National Education Association, the President's Commission on Higher Education, the Committee on International Relations of the National Education Association, the Educational Policies Commission, the American Council on Education, and the Work Conference of the National Education Association on Educational Programs for Veterans.

Answers to Questions Raised in the Study

Conclusions and answers to questions raised in this study are given as they resulted from analyses of the data.

How much attention is given in editorials to education?-- A total of 61,694 editorials was scanned in the ten newspapers for the five-year period, 1945 through 1949. Of these, 1470 editorials dealt with some phase of education. This was 2.38 per cent of the total number.

Newspapers varied widely in the interest they showed in educational matters. The Chicago Sun-Times led all papers studied with 4.25 per cent of its total count devoted to education, and the New York Daily News showed the least interest with less than one per cent so devoted. The evidence indicated that every paper needed to be studied individually for editorial interest in education.

How much attention is given in editorials on education to major problems in education?-- Of 1470 editorials on education, 676 editorials, or approximately forty-six per cent, were devoted to major problems. The remainder, or approximately fifty-four per cent, was devoted to other than major problems. Editors of the ten papers studied were somewhat less interested in major problems than in other problems.

What problems in education in America are treated in the editorial columns of these papers?-- A total of seventeen problems in education received more than one per cent

each of the total number of editorials devoted to education by the ten newspapers studied. This list of problems included the nine major problems in education and eight other problems. The complete list, with major problems starred, is as follows:

- *1. Higher education
- 2. Criticism of local administration
- *3. Adequate school facilities
- *4. Academic freedom
- *5. Teacher personnel
- *6. Veteran education
- 7. Tributes and commendations
- 8. Special school provisions for child welfare
- 9. Athletics
- *10. International education
- *11. Federal aid to education
- 12. Subjects of the school curriculum
- 13. Adult education
- 14. Value and significance of education
- *15. Religion and education
- 16. School lunches
- *17. Increased school enrollments.

What are the positions taken by editorial writers when dealing with major problems in American education?-- Editors of the New York Times expressed approval of conditions involving major problems in education in approximately three-fourths of their editorials on major problems during the years 1945 through 1949. Other papers appeared in order as follows: the Detroit News, the Chicago Sun-Times, the Chicago Daily News, the Philadelphia Inquirer, the Philadelphia

Bulletin, the New York Daily News, the Los Angeles Times, the Chicago Tribune, and the New York Daily Mirror. The last paper in the list expressed approval of conditions viewed in American education in only about one-fifth of its editorials on major problems.

When the data on editorial positions were summarized for all papers on all problems, the evidence indicated that editors approved of conditions involving major problems in approximately forty-two per cent of their editorials. They disapproved of conditions as they viewed them in approximately thirty-two per cent of their editorials on all major problems. In approximately one-fourth, or about twenty-six per cent, of their combined editorial comment they took indefinite positions in viewing the major problems.

Each major problem was considered in terms of the frequency with which editors of the ten newspapers expressed approval of conditions concerning it. Approximately three times as many editorials were expressions of approval of conditions involving higher education as were expressions of approval of any other major problem. The complete list of major problems, in order of the frequency with which editors approved conditions concerning them, was as follows:

1. Higher education
2. Adequate school facilities
3. Academic freedom
4. Veteran education
5. Teacher personnel
6. International education
7. Federal aid
8. Increased school enrollments
9. Religion and education.

From the evidence it was clear that editors varied among the problems in expression of approval or disapproval of conditions, or in taking an indefinite position concerning a major problem.

What agreement is there between the contentions of newspaper editors on major problems in education and points of view accepted by recognized groups in American education?--

Editorial agreement with educators depended to a large degree on the nature of the problem studied. On the basis of the greatest number of contentions in agreement with educators, editors generally agreed when commenting on "higher education" and "adequate school facilities." Their contentions on these two problems accounted for more than half of the total number of contentions that were in agreement on all problems. In contrast, "increased school enrollments" received the lowest number of contentions expressed in agreement with educators.

When the number of contentions in agreement with educators for each problem was weighed against the total number of contentions for each problem, different conclusions were drawn from these data. The problem of "increased school enrollments," where editors most consistently agreed with educators, received the lowest total number of contentions by all papers combined. Major problems listed in the order of proportion of editorial contentions expressed in agreement with educators were as follows:

1. Increased school enrollments
2. Religion and education
3. International education
4. Adequate school facilities
5. Higher education
6. Veteran education
7. Teacher personnel
8. Federal aid to education
9. Academic freedom.

The proportion of total editorial contentions for all of the papers studied which were in agreement with the accepted points of view of well-known groups in American education was found to be approximately 62.6 per cent.

Are propaganda methods used by editorial writers in interpreting educational problems to the American people?--

Propaganda methods were used by the two largest papers of the United States in editorials dealing with major problems

in education. Propaganda was used most often when treating "academic freedom," the problem with which editors were most in disagreement with educators. The conclusion must be viewed, however, in light of the fact that, although most papers disagreed with educators in calling for restrictions on the academic freedom of teachers, the majority did not use propaganda devices in doing so. The fact remains that the two New York newspapers, the Daily News and the Daily Mirror, which accounted for approximately forty-one per cent of the total circulation of the ten papers studied, used propaganda techniques in disagreeing with educators on the problem of "academic freedom."

Conclusions Relative to Earlier Studies

Two studies, one by Foster in 1937 and the other by Stabley in 1941, preceded this investigation of the newspaper editorial-education relationship.

Foster concluded that editors needed to indicate "more fighting allegiance to the principles of academic freedom." Evidence in this study supports a conclusion that the same was true for editors of the post World War II period. Foster also pointed out that higher education received a dispro-

portionate amount of attention among the problems he studied for the period from 1930 through 1935. The same was true in the present study. Foster found that editors needed to "take steps to learn more about the schools." From the point of view of educators during the 1945 through 1949 period, the same held true. Where Foster concluded that editors generally needed to play a larger part in interpreting American education to the public, some evidence indicated that in recent years editors have come to look upon educators as pressure groups interested in concerns beyond the interpretation of education to citizens.

Foster found approximately three and one-half per cent of the editorials in the twenty-five papers he studied devoted to education. Stabley reported slightly less than three per cent of the editorials in the ten papers he studied concerned with educational matters. In the present study approximately 2.38 per cent of the total editorial count of ten newspapers was devoted to education. The evidence indicates a slight decrease in editorial interest in recent years.

Stabley concluded that editors were generally quite positive and authoritative in their statements about

education. The fact that few editors raised questions in a detached manner, but generally stated their personal contentions with force and confidence, tends to bear out the earlier finding.

A conclusion in the 1941 study was that editors were inclined to write according to dictated policy. In this present study, the presence of certain contentions like "Federal aid to education is bureaucratic," "Labor union practices are bad and should be avoided by educators," and "Truman administration proposals are socialistic" in several of the newspapers gave a similar impression.

One other finding in the Stabley investigation was that editors devoted attention to educational matters when other issues were not of prior concern. No conclusive evidence for that statement was found in this study, but it did appear that editors of leading papers were quite aware of what other editors were writing. There were occasional references to editorial statements in other papers.

In general the conclusions of the present study bore out the findings of the two previous studies.

Conclusions Relative to General Attitudes
and Practices in Editorial Treatment of American Education

Journalism as viewed in the light of conclusions in this investigation is a vast and complicated enterprise. The collection, organization, and distribution of ideas and facts by newspapers are a tremendous service to the American people. Study of the treatment afforded education by leading journalists, namely, the editors of ten large American newspapers, supported certain conclusions concerning their attitudes and practices. These conclusions were as follows:

1. When judged according to the total number of editorials printed on education, the two largest newspapers in the United States, both tabloids, devoted the least attention to educational matters.

2. When judged in terms of the number of problems given treatment and in terms of the number of contentions expressed on any one problem, the two largest newspapers in the United States treated education the most narrowly.

3. When the problem of "academic freedom" was compared to other problems in education, the two largest newspapers in the United States gave disproportionate attention to it. The same two papers generally related "progressive education"

and communism to the problem of "academic freedom."

4. Only the two largest papers used propaganda techniques in their editorials, mainly in connection with "academic freedom."

5. Editors of the ten newspapers generally agreed in the extent of their interest in certain problems in education over others; they generally preferred to comment on problems of theory or opinion where specific data like population trends, or birthrate statistics, were not available.

6. Editors of the ten newspapers generally viewed education in a manner which indicated their independence of particular groups and factions in and out of education, but in turn they held strong convictions regarding political, economic, and social trends which were related to education.

7. None of the editors of the ten papers pointed out a mutual relationship between academic freedom and freedom of the press. A considerable weight of editorial opinion was on the side of those who would impose restrictions upon academic freedom.

8. Editors of the ten papers generally varied their positions among approval, disapproval, and indefinite expressions on conditions concerning major problems in edu-

cation. No strong tendency was observed.

9. Each of the ten selected newspapers was quite individualistic in the nature of its agreement with the accepted points of view of well-known groups in education.

10. Editors who use propoganda methods present no evidence in their editorials which gives the reader a clue to motives for their use of these methods, for their general opposition to unrestricted academic freedom, for their occasional reference to the National Education Association as a pressure group, and for their antagonism to "progressive education."

11. As indicated by the use of readers' letters in place of editorials, and by occasional reference in editorials to readers' expressions, letters from newspaper readers bear a direct relationship to editorial comment and editorial policy.

Conclusions Relative to Mass Communications

The editorial contents of American newspapers were found to have a tremendous amount of material deserving of further study and research. As part of the mass media of communication, the newspaper obviously both reflected and affected public opinion. Conclusions in this study which had significance relative to the field of mass communications are as follows:

1. Newspaper content in tremendous volume is readily available to future researchers in microfilm libraries in many parts of the United States.

2. Techniques of content analysis such as those utilized in this study, namely, analyses for interest in education, for editorial position, for agreement with educators, and for use of propaganda methods, are applicable and productive when applied to newspaper content.

3. Content analysis may reveal what conditions are, but it fails to identify motives or prescribe remedies for unhappy conditions in the field of mass communications.

4. The role of American newspapers in the daily communication of ideas deserves both commendation and criticism. Much study of their activities is needed.

5. Whether the student likes or dislikes what editors have to say, better understanding of a given field of interest, like American education, is possible through study of editorial comment.

6. The evidence found in editorial treatment of American education by newspapers indicates a greater need for study of what newspaper editors say, how they say it, and why they say what they do. The sensitivity to and knowledge

of public opinion on the part of editors should provide assistance to school people faced with public relations, school support, and increased effectiveness of educational programs.

Implications for Educators

In the light of findings previously enumerated, certain implications appear to be justified regarding the relationship of newspaper editorials to public education in the future. These implications are as follows:

1. There is need for more recognition from educators of fair treatment and editorial courtesy received by them from the American press.
2. In considering the services of the press to their public relations programs, there is a need for educators to separate political and non-political issues.
3. There is a need for educators to compare the roles of newspaper, periodical, radio, motion picture, and television media in interpreting education to the American people.
4. There is a need for educators to explore every possible means of maintaining open avenues of communication between themselves and the editors and publishers of newspapers.

Educators need to go further in this direction than merely sending out press releases. Educator-editor conferences, combined common attack on common problems, and full and honest provision of facts concerning education problems should be a part of the mutual understanding of the editor and the educator.

5. There is need for educators to promote more scientific thinking, open inquiry, and systematic study in regard to their problems. Editors should be furnished with the kinds of data which they respect or desire for use in their editorials.

6. There is need for the use of many means of mass communication other than the press in interpreting education to the American public.

7. There is need for a carefully and deliberately planned campaign of refutation of the misconceptions and reflections which are promoted by some elements of the American press.

8. There is need for a monitoring division under the auspices of the National Education Association which can study and report constantly the treatment afforded education in the various channels of mass communications.

9. Finally, there appears to be a greater need for people who can read critically, in order to detect propaganda and hidden motives in communications content like the newspaper editorial. Study of editorials, columnists' writing, and various other opinionative material appears to require special skills in reading which may need more consideration from teachers and curriculum leaders in the future.

Implications for Further Research

In light of the findings of this study, four implications for further research are suggested. They are as follows:

1. As used in this investigation, techniques of content analysis need to be utilized in study of various other media of mass communications, to the end that more data are obtained concerning the interpretation of education to the American people.

2. Research is needed by which groups whose points of view are most often expressed by American newspaper editors can be identified. There is a possibility that further research here will provide more clear-cut identification of the

antagonists and protagonists of American education.

3. There should be further research toward answer to the question of whether or not papers with chain affiliations are representative of all papers with similar connections.

4. Finally, more information is needed about the definite purposes of newspaper editors in writing editorials. There appear to be considerations beyond attracting readers and increasing circulation. An attempt should be made to study the effects of newspaper editorials, in relation to the motivation of thinking among readers, to the particular groups who are irritated and annoyed by editorial comment, to the use or non-use of propaganda methods, and to leadership in exploring contemporary issues widely rather than on the basis of narrow concerns.

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APPENDIX

TABLE 29

**EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
NEW YORK DAILY NEWS DURING 1945--1949**

Number	Date Printed	Title Of Editorial	Editorial Position
1	1-31-47	A Raise For Teacher	Indefinite
2	3-35-47	A Fair Shake For Teacher	Positive
3	5- 8-47	Reds On City Payrolls	Positive
4	6- 4-47	No Rah, Rah, But Good Education	Positive
5	3-29-48	U. S. Cash For Schools	Indefinite
6	5-29-48	Glad News For Grads	Indefinite
7	8- 3-48	Censoring Our Schoolmarmms	Negative
8	10-23-48	The Legion And School Reds	Positive
9	2-23-49	Regents vs. Governor	Indefinite
10	6-14-49	Why The Reluctance?	Negative
11	9-15-49	Be Kind To Commies Week	Negative

TABLE 30

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
NEW YORK DAILY MIRROR DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
12	1-14-47	Our School Teachers	Indefinite
13	12-31-47	More Colleges	Negative
14	2- 2-48	H igher Education	Negative
15	4-22-48	Bad Teaching	Negative
16	10-14-48	President Ike's Rule	Positive
17	1-27-48	Academic Freedom	Negative
18	2-28-48	Progressive Schools	Positive
19	4-30-48	In Retrospect	Negative
20	8- 3-48	U. S. Project--3 R's	Negative
21	10-31-48	Corruption In Schools	Negative

TABLE 31

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
CHICAGO TRIBUNE DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
22	2- 2-45	Why Chicago Lacks Teachers	Negative
23	2-17-45	School Tax Rates	Positive
24	1-28-46	Teaching Languages	Positive
25	1-29-46	Religion In Public Schools	Indefinite
26	1-31-46	University Housing	Indefinite
27	4-22-46	No Time For Frills	Positive
28	5-20-46	Freedom In Michigan	Indefinite
29	5-28-46	Correspondence School Halfbacks	Negative
30	6-18-46	A Branch University	Positive
31	1- 8-47	Teacher Strikes	Negative
32	2- 5-47	Church and State Shouldn't Mix	Indefinite
33	2-13-47	Church and State In Amer- ica	Negative
34	3- 8-47	The Competitive Spirit In The Cloisters	Indefinite
35	3- 8-47	Some Professors	Indefinite
36	4- 3-47	The Teacher's Job	Negative
37	4-19-47	Reds In The Colleges	Positive
38	5- 1-47	Alien Schoolmasters In Germany	Negative
39	5-10-47	A Worthy Fund	Positive
40	5-19-47	President Stoddard's Op- portunities	Indefinite
41	6- 2-47	The State University In Chicago	Negative
42	10-15-47	Exposing The N. E. A.	Negative
43	12- 2-47	Reading, Writing, And Rev- olution	Negative
44	12- 5-47	The State University In Chicago	Indefinite
45	1-17-48	Operation Subsistence	Indefinite
46	1-29-48	Chicago's Government Yields To Threats	Negative
47	1-30-48	How Many College Students?	Positive

TABLE 31 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
48	2- 2-48	Teaching About Communism And Communist Teaching	Negative
49	2-19-48	Federal Subsidies For The Colleges	Negative
50	2-26-48	Where Charity Begins	Negative
51	3-12-48	Religion In Public Schools	Positive
52	3-26-48	Educational Closed Shop	Positive
53	4-22-48	Educational Con Game	Negative
54	5-19-48	Spare A Dime For Alma Mater	Indefinite
55	7-10-48	Temporary School Buildings	Positive
56	7-29-48	Federal Aid To Education	Negative
57	10- 7-48	Stacked Statistics	Negative
58	10- 8-48	Foolish School Policy	Negative
59	10-22-48	Another Dartmouth College Case	Indefinite
60	10-28-48	Love Of Alumni Money	Indefinite
61	12- 9-48	Can Endowed Colleges Be Saved?	Positive
62	1-28-49	States' Rights And Duties	Negative
63	2-17-49	Education As The Test	Indefinite
64	2-25-49	Giving Much To Get Little	Negative
65	3-10-49	Some Professors And A Booby Trap	Negative
66	4- 1-49	Censorship By Minorities	Negative
67	4- 4-49	Facts On Galesburg	Indefinite
68	4- 5-49	Communism and Teachers	Indefinite
69	4- 7-49	Everybody Needs Teachers	Indefinite
70	4-21-49	Higher Education In Kentucky	Indefinite
71	5-12-49	Misplaced Emphasis	Negative
72	5-21-49	Sucker Bait	Negative
73	6-11-49	Academic Freedom And Communists	Positive
74	6-15-49	School Books In Congress	Negative
75	6-16-49	Bad Pension Bills	Negative
76	6 22-49	Universities In Business	Negative
77	6-24-49	The Trade School Laws	Positive
78	6-29-49	Two State Universities	Negative
79	7- 9-49	The N. E. A. And The Reds	Indefinite
80	8-25-49	School Subsidies	Negative
81	9- 9-49	Government By Mob	Negative
82	11-14-49	Who Pays For G. I. Education?	Indefinite
83	12-24-49	More V. A. Chiseling	Negative

TABLE 32

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
PHILADELPHIA BULLETIN DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
84 ...	1-20-45	Temple University's Need	Indefinite
85 ...	1-24-45	Veteran Education	Positive
86 ...	1-26-45	Spotlight On Temple	Indefinite
87 ...	2-15-45	Educating Handicapped	Positive
88 ...	4-12-45	Making Teaching Attractive	Indefinite
89 ...	4-19-45	A Worthy Cause	Positive
90 ...	4-28-45	Short End For City Schools	Negative
91 ...	5- 2-45	Germany's Mental Delousing	Positive
92 ...	5-28-45	Education For Germans	Positive
93 ...	6- 1-45	Fake College Menace	Negative
94 ...	6- 6-45	G. I. Colleges In Europe	Positive
95 ...	6-22-45	Lessons For Germans	Positive
96 ...	7-24-45	American Re-education	Indefinite
97 ...	8- 6-45	School For Veterans	Positive
98 ...	8-10-45	War Service Scholarships	Positive
99 ...	8-22-45	A Career For Veterans	Positive
100 ...	9-10-45	Equivalent Of Education	Positive
101 ...	9-11-45	Educational Re-tooling	Indefinite
102 ...	10- 6-45	A New Scientific Age	Indefinite
103 ...	11- 1-45	Compulsory College	Indefinite
104 ...	11-13-45	Pot and Kettle	Indefinite
105 ...	11-16-45	School Needs	Indefinite
106 ...	11-23-45	Stymied Boards	Indefinite
107 ...	11-30-45	College Crisis	Indefinite
108 ...	12- 3-45	Limited School Budget	Negative
109 ...	12-19-45	Delayed Checks	Indefinite
110 ...	12-26-45	Veterans On The Campus	Positive
111 ...	1- 5-46	Full Colleges	Indefinite
112 ...	1- 9-46	Faster Education	Positive
113 ...	2-13-46	Modest School Raises	Indefinite
114 ...	2-15-46	School Tax Ceiling	Negative
115 ...	2-20-46	Hanstrung School Boards	Indefinite
116 ...	2-22-46	School Financial Troubles	Negative
117 ...	2-25-46	School Board Dilemma	Indefinite
118 ...	3-15-46	Dewey College	Positive
119 ...	3-18-46	Personal Property Values	Indefinite
120 ...	3-19-46	Ailing School System	Negative
121 ...	3-20-46	Public But Not Free	Indefinite
122 ...	4-24-46	School Construction Delay	Indefinite

TABLE 32 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
123 ...	5-21-46	Our Crowded Colleges	Positive
124 ...	5-23-46	G. I. College Hopes	Negative
125 ...	6-17-46	Mercy Seasons Justice	Positive
126 ...	7- 5-46	History Without Bias	Indefinite
127 ...	7-25-46	Free City Colleges	Positive
128 ...	8-24-46	Teachers Wanted	Indefinite
129 ...	8-30-46	Proper College Standards	Indefinite
130 ...	9- 6-46	When Teachers Strike	Indefinite
131 ...	9-23-46	City College	Positive
132 ...	10- 2-46	Bigger and Better U. of P.	Positive
133 ...	10-11-46	Teachers' Salaries	Indefinite
134 ...	11- 2-46	Education In A Hurry	Indefinite
135 ...	11-20-46	School Pay Rises	Indefinite
136 ...	11-29-46	More Exchange Teachers	Positive
137 ...	12- 3-46	California Teachers Gain	Positive
138 ...	12- 6-46	Hamstrung School District	Indefinite
139 ...	12- 6-46	Veterans Preferred	Positive
140 ...	12-12-46	New State Taxes	Indefinite
141 ...	1- 6-47	Teacher Retirement	Positive
142 ...	1-25-47	Two Year Colleges	Positive
143 ...	1-31-47	Rural Education	Positive
144 ...	2-19-47	Unequal Schooling	Indefinite
145 ...	3-15-47	Giant Universities	Indefinite
146 ...	3-19-47	Taxes For Teachers' Pay	Indefinite
147 ...	3-21-47	For A Higher Education	Indefinite
148 ...	4-12-47	Pay For Rural Teachers	Indefinite
149 ...	4-16-47	School Taxes	Indefinite
150 ...	5- 1-47	Pay Day Postponed	Indefinite
151 ...	5- 8-47	School District Mergers	Positive
152 ...	5-10-47	New School Taxes	Indefinite
153 ...	5-19-47	School Revenue	Indefinite
154 ...	5-24-47	Challenge To Education	Negative
155 ...	6- 6-47	A Theory And A Condition	Indefinite
156 ...	6-14-47	School Tax Jam	Indefinite
157 ...	6-17-47	College Tuition Goes Up	Indefinite
158 ...	6-17-47	New School Taxes	Indefinite
159 ...	6-19-47	Vital School Question	Indefinite
160 ...	6-28-47	G. I. School Costs	Indefinite
161 ...	7- 7-47	A Healthy Mushroom	Positive
162 ...	7-11-47	Higher Priced Education	Negative
163 ...	7-21-47	Off Campus Freshmen	Indefinite
164 ...	7-22-47	Gift For G. I. Students	Positive

TABLE 32 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
165 ...	7-28-47	Why More Schools?	Positive
166 ...	8- 9-47	Revolution At Yale	Indefinite
167 ...	8-22-47	Millions Go To College	Indefinite
168 ...	9- 2-47	School Bells	Negative
169 ...	9-24-47	More College Crowding	Positive
170 ...	9-25-47	The Exceptional Teacher	Positive
171 ...	10- 2-47	School Needs	Indefinite
172 ...	10- 4-47	Spaghetti College	Positive
173 ...	10-20-47	Scholarships Needed	Negative
174 ...	10-25-47	New School Taxes	Positive
175 ...	11-14-47	Home Rule In Michigan	Negative
176 ...	11-19-47	School Finance Puzzle	Negative
177 ...	11-20-47	School Tax Burdens	Negative
178 ...	11-26-47	More School Taxation	Positive
179 ...	12- 3-47	Dubious New Tax	Negative
180 ...	12-17-47	Higher Education Reform	Positive
181 ...	1- 2-48	Aid For Budding Scientists	Positive
182 ...	1-14-48	Abuse In Vet Training	Positive
183 ...	1-23-48	School Plea To A Rich Uncle	Indefinite
184 ...	2- 5-48	More G. I. Aid	Positive
185 ...	2-18-48	Education, U. S. A.	Positive
186 ...	2-21-48	A Gift And A Challenge	Positive
187 ...	3- 6-48	School District Mergers	Positive
188 ...	3-12-48	Schools And The Church	Indefinite
189 ...	4- 5-48	Federal Aid To Schools	Indefinite
190 ...	5-17-48	Hahnemann's Centennial	Positive
191 ...	5-20-48	A Century At Girard	Positive
192 ...	5-22-48	Why Schools Are Crowded	Indefinite
193 ...	5-28-48	Ignorance and Economy	Negative
194 ...	6- 1-48	Job-Seeking Graduates	Indefinite
195 ...	7-24-48	Undernourished Schools	Indefinite
196 ...	7-29-48	State School Subsidies	Indefinite
197 ...	9-16-48	A Good Start	Positive
198 ...	10- 1-48	City College With No Tuition	Positive
199 ...	10- 7-48	School Pay Increase	Indefinite
200 ...	10-23-48	Suburban School Bond Issues	Positive
201 ...	11- 8-48	Penn. Of The Future	Positive
202 ...	12-16-48	Southern Progress	Indefinite

TABLE 32 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
203 ...	1-17-49	School Needs	Positive
204 ...	1-20-49	Per Capita School Tax	Indefinite
205 ...	1-26-49	High Cost Of Education	Indefinite
206 ...	2- 9-49	Veterans In College	Indefinite
207 ...	2-21-49	City College Troubles	Negative
208 ...	2-25-49	An Old Plague	Negative
209 ...	3- 3-49	The City's School Problem	Negative
210 ...	3-12-49	For Health and Education	Positive
211 ...	3-25-49	Not Much Choice	Indefinite
212 ...	4- 2-49	Three Cents A Day	Positive
213 ...	4- 4 -49	States Act To Curb Reds	Positive
214 ...	4-13-49	Intellectual Freedom	Negative
215 ...	4-13-49	Legislative Folly	Positive
216 ...	4-14-49	Barrier Against Disloyal	Positive
217 ...	4-23-49	Hand-out To The Schools	Indefinite
218 ...	4-29-49	Low School Costs	Negative
219 ...	4-30-49	More Graduates--Fewer Jobs	Indefinite
220 ...	5-30-49	Penn's New Medical Center	Indefinite
221 ...	6- 8-49	Expansion At Penn.	Indefinite
222 ...	6-21-49	Freedom At Harvard	Indefinite
223 ...	6-28-49	Proper U. S. School Aid	Indefinite
224 ...	7- 6-49	Teacher's Loyalty	Negative
225 ...	7- 9-49	No Red Teachers	Negative
226 ...	7-27-49	School Aid Compromise	Positive
227 ...	9- 7-49	Crowded Schools	Positive
228 ...	9-16-49	Tougher For Vets In School	Indefinite
229 ...	9-17-49	Dulles Bars U. S. School Aid	Indefinite
230 ...	10- 7-49	Abuses In Vet. Education	Negative
231 ...	10-27-49	Lesson In Civics	Negative
232 ...	11-30-49	An OK For Red Teachers?	Negative
233 ...	12- 9-49	More New Schools	Positive
234 ...	12-22-49	A Different Penn State	Positive

TABLE 33

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
PHILADELPHIA INQUIRER DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
235 ...	1-20-45	Temple U's Proposal	Negative
236 ...	1-25-45	Temple's Plan Withdrawn	Positive
237 ...	3-10-45	Streamlining New Jersey's Education	Positive
238 ...	6- 1-45	Gypping Soldier Students	Negative
239 ...	7- 5-45	To Teach A Billion To Read	Positive
240 ...	8- 7-45	Two Way Cultural Exchange	Positive
241 ...	12-26-45	Houses For Student Vets	Negative
242 ...	1- 8-46	Help For Student Vets	Negative
243 ...	1-10-46	Those College Entry Rules	Negative
244 ...	1-30-46	To Break The College Jam	Positive
245 ...	2-18-46	It's Up To The Educators	Indefinite
246 ...	3-29-46	Army Camps For Colleges	Indefinite
247 ...	4- 8-46	Colleges For A New Era	Positive
248 ...	6- 3-46	But What About The Teachers?	Indefinite
249 ...	6-28-46	Meeting The College Crisis	Positive
250 ...	6-28-46	Can Colleges Make Good?	Indefinite
251 ...	7- 4-46	Censoring Texts	Negative
252 ...	7-23-46	Racketeering In Veteran Education	Negative
253 ...	7-31-46	Don't Draft Teachers	Negative
254 ...	8- 2-46	Push Student Exchanges	Positive
255 ...	9-11-46	Too Many First Graders	Negative
256 ...	9-13-46	For Veterans' Colleges	Indefinite
257 ...	10- 1-46	For A Still Greater U. of P.	Indefinite
258 ...	10-30-46	Where To Get Teachers	Positive
259 ...	11- 6-46	Why She Quit Teaching	Indefinite
260 ...	11-21-46	Stoddard's Three Points	Positive
261 ...	2-11-47	As Teachers Take Flight	Negative
262 ...	2-14-47	G. I. Colleges Must Continue	Positive
263 ...	2-20-47	City College Needs Urgent	Indefinite
264 ...	2-26-47	Mounting College Crisis	Negative
265 ...	2-28-47	Higher Pay For Teachers, Yes, But No Strikes	Negative
266 ...	3-14-47	Continue G. I. Colleges	Positive
267 ...	4-11-47	Speed Student G. I. Aid	Positive
268 ...	4-18-47	College Chance For All G. I. G. I.'s	Positive

TABLE 33 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
269 ...	5- 7-47	In Aid Of Negro Colleges	Positive
270 ...	5-14-47	A New Plan To Raise Teachers' Pay	Positive
271 ...	5-20-47	Face The Facts On Teacher Pay Raises	Negative
272 ...	5-29-47	Some Form Of New Taxes	Indefinite
273 ...	6-10-47	Trading Off Our Students	Indefinite
274 ...	9- 1-47	To Sum Up College Needs	Positive
275 ...	9- 4-47	Needed: 4000 Teachers	Indefinite
276 ...	9-16-47	To Cope With The College Rush	Indefinite
277 ...	9-25-47	As Colleges Look For Help	Indefinite
278 ...	9-30-47	Getting More College Space	Indefinite
279 ...	10- 8-47	Danger In The Colleges	Indefinite
280 ...	11- 7-47	Correct, Don't Accept Faults In School System	Indefinite
281 ...	11-20-47	More Teachers Needed	Indefinite
282 ...	11-25-47	Biggest College Enrollment	Indefinite
283 ...	12- 6-47	No Carols For Christmas	Negative
284 ...	12-31-47	Step Up Those School Gains	Indefinite
285 ...	1- 8-48	Smaller Classes In Schools	Positive
286 ...	1-13-48	High Schools Come First	Indefinite
287 ...	1-14-48	Bok School Sets An Example	Positive
288 ...	1-22-48	3000 Part Time Pupils	Indefinite
289 ...	1-27-48	Revamping College Teaching	Indefinite
290 ...	2-19-48	Need For New Schools	Positive
291 ...	2-24-48	Still Not Enough Teachers	Negative
292 ...	2-26-48	Too Many Unsafe Schools	Negative
293 ...	4- 2-48	Rising Costs Of Schools	Positive
294 ...	5-22-48	Remove The Threat To American Schools	Positive
295 ...	5-28-48	A Challenge To Philadelphia	Positive
296 ...	6- 7-48	Needed--Two Way Exchange	Negative
297 ...	8-24-48	As School Crisis Continues	Negative
298 ...	9-25-48	Educators In Politics	Positive
299 ...	10-14-48	Crisis In The Grade Schools	Negative
300 ...	10-16-48	To Avoid Half Time Classes	Negative
301 ...	10-18-48	Get These Schools Opened	Positive
302 ...	10-27-48	Speed Up School Buildings	Positive
303 ...	11- 9-48	Penn Expansion Plans	Positive

TABLE 33 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
304 ...	11-19-48	Poor School Administration	Negative
305 ...	11-24-48	As Teachers Grow Fewer	Negative
306 ...	11-27-48	For Full Time Schooling	Negative
307 ...	1-25-49	Communists In College	Positive
308 ...	2-14-49	Scholarship Racket	Positive
309 ...	3- 1-49	College Tragedy	Negative
310 ...	3-11-49	Gift To U. P.	Positive
311 ...	3-12-49	Overcrowded Schools	Negative
312 ...	3-19-49	Schools Against The Reds	Positive
313 ...	3-30-49	Stop Dodging The School Tax Issue	Negative
314 ...	4- 1-49	Not Enough Teachers	Indefinite
315 ...	4- 2-49	Self-Supporting Colleges	Positive
316 ...	4- 2-49	Determine City's School Needs	Indefinite
317 ...	4-16-49	Draw A New Plan For School Taxes	Negative
318 ...	4-29-49	School Inquiry Needed	Positive
319 ...	5- 6-49	Filling Those Teacher Jobs	Indefinite
320 ...	6- 3-49	Veterans As Teachers	Positive
321 ...	6- 9-49	Oust All Disloyal School-teachers	Positive
322 ...	6-14-49	Gifts For Psychiatry	Negative
323 ...	6-21-49	Not Freedom To Be Disloyal	Negative
324 ...	7- 8-49	Knowing The Communist	Indefinite
325 ...	10- 7-49	Abuses In G. I. Schooling	Negative
326 ...	11-15-49	Curing Blighted School Areas	Positive
327 ...	11-22-49	More College Graduates	Indefinite
328 ...	11-26-49	Three R's For G. I.'s	Positive

TABLE 34

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
CHICAGO SUN-TIMES DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
329 ...	1-10-45	Buck-Passing Is No Cure	Negative
330 ...	2- 5-45	The Teacher Shortage	Positive
331 ...	2- 6-45	A Blow At School Despotism	Positive
332 ...	3-23-45	Spend It On Teachers	Positive
333 ...	4- 2-45	The Schools Need The Money	Negative
334 ...	4-19-45	Central Y.M.C.A. College	Positive
335 ...	4-26-45	Repudiation By Faculty	Negative
336 ...	4-30-45	Local Control Is Preferable	Negative
337 ...	5-21-45	Junior College Ray Of Hope	Indefinite
338 ...	5-28-45	Law To Aid Schools	Positive
339 ...	6-15-45	Religion In The Schools	Positive
340 ...	7-28-45	Hush, Hush, At U. of I.	Negative
341 ...	8-27-45	For Modern School Districts	Positive
342 ...	9-25-45	Roosevelt College	Positive
343 ...	9-25-45	Veterans At School	Positive
344 ...	10-22-45	St. John's College	Indefinite
345 ...	10-25-45	Branch Universities Abroad	Positive
346 ...	11- 5-45	For Modern School Districts	Positive
347 ...	12- 5-45	Churches And Schools	Negative
348 ...	1- 6-46	Our Underpaid Teachers	Negative
349 ...	1- 9-46	Teacher Takes The Rap	Negative
350 ...	1-31-46	The Issue At Champaign	Indefinite
351 ...	4-20-46	U. of I. Trustees Take A Run- Out Powder	Negative
352 ...	4-23-46	Hardly Compulsory	Negative
353 ...	4-26-46	Sen. Peters And The U. of I.	Negative
354 ...	5- 7-46	For The Schoolmarms	Indefinite
355 ...	5-22-46	Colleges In Crisis	Indefinite
356 ...	6-24-46	Teachers' Salaries	Negative
357 ...	7-23-46	Dr. Stoddard's Candor	Positive
358 ...	8- 1-46	Funds For The U. of I.	Positive
359 ...	10-23-46	U. of I. At Navy Pier	Positive
360 ...	10-30-46	For Illinois Education	Positive
361 ...	11- 5-46	Why Teachers Quit	Indefinite
362 ...	12-23-46	Sifting and Winnowing At Wisconsin	Negative

TABLE 34 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
363 ...	5- 2-47	Teachers' Plight Ignored	Negative
364 ...	5-17-47	4 Year College Needs	Positive
365 ...	6- 2-47	The Witch Hunt Bills	Negative
366 ...	1-28-48	A Start On School Rebuilding	Positive
367 ...	2- 2-48	Teachers' Real Friends	Negative
368 ...	3-11-48	As The Court Speaks	Positive
369 ...	7-15-48	For Better Schooling	Positive
370 ...	9-18-48	Teaching A Way Of Life	Positive
371 ...	10-16-48	Teaching The Facts Of Life	Positive
372 ...	12- 6-48	Memo To Parents Of Pupils Attending Chicago Schools	Indefinite
373 ...	1-14-49	A College That Needs Help	Positive
374 ...	1-24-49	Equality In Education	Positive
375 ...	1-27-49	Oil For Education	Positive
376 ...	1-29-49	Partners In The Schools	Positive
377 ...	3-28-49	Putting Teachers On Guard	Negative
378 ...	4-18-49	What's Broyles Afraid Of?	Negative
379 ...	4-21-49	Investment In Democracy	Positive
380 ...	4-27-49	Now Kill The Bills	Positive
381 ...	5- 4-49	Unnecessary Investigation	Negative
382 ...	5-29-49	Prompt Justice, Speaker Powell	Positive
383 ...	7- 6-49	Incomplete Job On Schools	Indefinite
384 ...	7-10-49	Three School Improvement Ideas	Indefinite
385 ...	8-27-49	For American Teachers' Freedom	Positive
386 ...	8-29-49	Our Schools	Positive
387 ...	10-14-49	Trailer Kids Have Rights Too	Positive
388 ...	10-31-49	An Evil Attempt Is Set Right	Positive
389 ...	11- 3-49	Steps Toward Equality	Positive

TABLE 35

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
NEW YORK TIMES DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
390 ...	1- 1-45	Columbia's War Service	Positive
391 ...	1- 8-45	The Youth Of Greece	Positive
392 ...	3-19-45	Negro Education Fund	Positive
393 ...	4- 6-45	Liberal Arts Colleges	Positive
394 ...	4- 7-45	American Teachers Abroad	Indefinite
395 ...	4-10-45	Degrading Medical Schools	Indefinite
396 ...	4-18-45	More Negro Students	Positive
397 ...	4-26-45	For Seeing Scholarships	Positive
398 ...	5- 1-45	Latin American Schools	Positive
399 ...	5-30-45	Stevens Institute	Positive
400 ...	6-21-45	Russian Studies At Columbia	Positive
401 ...	7-28-45	The Harvard Report	Positive
402 ...	8- 6-45	Latin American Scholars	Positive
403 ...	9-17-45	Teacher Shortage	Indefinite
404 ...	9-19-45	Summer Reading At Yale	Positive
405 ...	9-27-45	Our Municipal Colleges	Positive
406 ...	10-15-45	Veterans On The Campus	Positive
407 ...	10-22-45	Return To Peaceful Study	Positive
408 ...	11-15-45	Exchange Students	Positive
409 ...	11-19-45	Unbiased History	Positive
410 ...	11-22-45	Library For Harvard	Positive
411 ...	11-30-45	Museum And University	Positive
412 ...	12- 1-45	National Scholarships	Positive
413 ...	12-19-45	Palestine Medical School	Positive
414 ...	1- 7-46	Rush For The Colleges	Indefinite
415 ...	1-12-46	Colleges and Veterans	Positive
416 ...	1-31-46	Our Near East Colleges	Positive
417 ...	2- 1-46	Veterans As Students	Positive
418 ...	2-28-46	A Just Appeal To Albany	Positive
419 ...	3- 1-46	The May Quinn Case	Positive
420 ...	3- 5-46	For Education's Sake	Positive
421 ...	4-15-46	Aids To Veteran Education	Positive
422 ...	7-16-46	A State University	Indefinite
423 ...	8-12-46	Education In The South	Positive

TABLE 35 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
424 ...	8-30-46	A World Body For Teachers	Positive
425 ...	9- 2-46	Teacher Shortage	Positive
426 ...	9- 3-46	Crowded College Halls	Positive
427 ...	9-17-46	New Medical Center	Positive
428 ...	9-19-46	Rooms For College Students	Positive
429 ...	9-23-46	Teachers' Pay Must Go Up	Positive
430 ...	9-25-46	The State Opens A College	Positive
431 ...	9-26-46	Columbia's 93rd Year	Positive
432 ...	10- 3-46	Some Help For Teacher	Positive
433 ...	10- 9-46	City College At 100 Years	Positive
434 ...	10-10-46	Teachers' Pay And The State	Indefinite
435 ...	10-11-46	Junior Colleges	Positive
436 ...	10-12-46	Action On Teachers' Pay	Positive
437 ...	10-31-46	Smith College's 75 Years	Positive
438 ...	11- 1-46	Chancellor Chase's Report	Positive
439 ...	11-19-46	School Building Needed	Positive
440 ...	12-13-46	Bartender Or Teacher?	Indefinite
441 ...	12-13-46	University Of Westchester	Indefinite
442 ...	1-16-47	The New School	Positive
443 ...	1-18-47	Teacher Salaries	Indefinite
444 ...	1-24-47	Two Year Colleges	Positive
445 ...	2-21-47	Plight Of Schools	Indefinite
446 ...	2-24-47	The Buffalo Strike	Negative
447 ...	2-28-47	New Action On Teachers' Pay	Indefinite
448 ...	3- 8-47	Negro College Fund	Positive
449 ...	3-17-47	A University Objective	Positive
450 ...	4-14-47	City College Centennial	Positive
451 ...	4-30-47	Women At Harvard	Positive
452 ...	5-31-47	Near East Colleges	Positive
453 ...	6- 7-47	Federal Aid To Education	Positive
454 ...	6-28-47	Better Pay For Teachers	Positive
455 ...	7- 5-47	Teachers Without Degrees	Negative
456 ...	7-17-47	Teachers Against Strikes	Positive
457 ...	7-29-47	Associated Colleges	Positive
458 ...	8- 4-47	Problem For Colleges	Positive

TABLE 35 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
459 ...	8-11-47	College Openings	Positive
460 ...	10-16-47	An Appeal For Wellesley	Positive
461 ...	10-18-47	Needs Of The Schools	Positive
462 ...	10-18-47	Student Exchange	Positive
463 ...	11-17-47	National Scholarship Plan	Positive
464 ...	11-30-47	A Just Plea For State Aid	Positive
465 ...	12- 6-47	Outlook For Schools	Positive
466 ...	12-13-47	The City's Schools	Positive
467 ...	12-17-47	Report On Higher Education	Positive
468 ...	12-23-47	Argentine's Universities	Negative
469 ...	12-30-47	How About Our Schools?	Negative
470 ...	1-31-48	The New School Program	Positive
471 ...	2-21-48	Junior Colleges	Positive
472 ...	5- 5-48	School Of Social Work	Positive
473 ...	5- 7-48	For G. I. Students	Indefinite
474 ...	6-12-48	Foreign Student Exchange	Positive
475 ...	7- 5-48	School Population	Indefinite
476 ...	7-22-48	Warning To Ex-G. I.'s	Negative
477 ...	8-14-48	Doubling Teachers' Pay	Positive
478 ...	8-28-48	N. Y. State University	Positive
479 ...	8-30-48	A Record School Enrollment	Positive
480 ...	9-13-48	A New School Year	Positive
481 ...	9-26-48	Student Trends	Positive
482 ...	9-27-48	A School S. O. S.	Positive
483 ...	10-13-48	Soldier Educator Speaks	Positive
484 ...	11-27-48	An Emergency In Education	Positive
485 ...	12- 3-48	Our Municipal Colleges	Positive
486 ...	12-25-48	Federal Aid	Indefinite
487 ...	12-31-48	The School Budget	Indefinite
488 ...	1- 7-49	Father Gannon	Positive
489 ...	1-12-49	State Aid Log Rolling	Indefinite
490 ...	1-13-49	Make Do Buildings	Indefinite
491 ...	1-22-49	Fair Play On State Aid	Negative
492 ...	1-27-49	To Spread Democracy	Indefinite
493 ...	1-31-49	Columbia Report	Positive
494 ...	2- 3-49	A Regent To Retain	Positive
495 ...	2-17-49	The State University	Indefinite

TABLE 35 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
496 ...	2-21-49	Professor Mead Retires	Positive
497 ...	3- 8-49	Recruiting The New Teacher	Indefinite
498 ...	3- 8-49	An Educational Opportunity	Positive
499 ...	3-12-49	For College Teachers	Positive
500 ...	3-14-49	Recruiting Teachers	Indefinite
501 ...	3-21-49	Wellesley Celebrates	Positive
502 ...	3-22-49	Mr. Young's Good Advice	Positive
503 ...	3-23-49	Dr. Hovde's Withdrawal	Positive
504 ...	3-24-49	The State University Wins	Positive
505 ...	3-26-49	A Good Appointment	Positive
506 ...	3-28-49	Blunderbuss At Albany!	Negative
507 ...	4- 1-49	Expendable Buildings	Positive
508 ...	4- 5-49	John M. Berdan	Positive
509 ...	4- 6-49	College Teacher Bill	Positive
510 ...	4- 7-49	Let George Do It	Indefinite
511 ...	4-12-49	Dr. Seymour's Retirement	Positive
512 ...	5- 4-49	Federal Aid To Education	Positive
513 ...	5- 7-49	A Victory For Education	Positive
514 ...	5- 7-49	Negro College Fund	Positive
515 ...	5-28-49	The Schools And "The Nation"	Negative
516 ...	5-30-49	Israel's Medical School	Positive
517 ...	6- 9-49	The Role Of Education	Positive
518 ...	6-10-49	The Business School	Positive
519 ...	6-14-49	Loyalty Oaths	Negative
520 ...	6-18-49	Students From Abroad	Positive
521 ...	6-20-49	The Measure Of Freedom	Positive
522 ...	7- 4-49	Help For Chinese Students	Positive
523 ...	7-11-49	School Building Program	Positive
524 ...	7-16-49	Communists As Teachers	Indefinite
525 ...	7-26-49	It's The Child That Matters	Indefinite
526 ...	8- 3-49	A Warning On State Aid	Indefinite
527 ...	8- 4-49	Medical Center	Positive
528 ...	8-16-49	No Thought Control	Positive
529 ...	9-13-49	A New School Year Begins	Indefinite
530 ...	9-22-49	State Community Colleges	Indefinite
531 ...	9-24-49	Clean Hands At School	Positive
532 ...	10- 1-49	Our State University	Positive

TABLE 35 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
533 ...	10- 8-49	Columbia's Provost	Positive
534 ...	10-10-49	Loyalty In Schools	Negative
535 ...	10-11-49	Women At Harvard	Positive
536 ...	10-14-49	What Kind Of New Schools?	Indefinite
537 ...	10-15-49	Teacher Pay In Politics	Negative
538 ...	10-20-49	New York School Of Social Work	Positive
539 ...	10-27-49	Exchange Of Ideas	Positive
540 ...	11- 8-49	Hampton's Next President	Positive
541 ...	11-14-49	Where Regionalism Helps	Positive
542 ...	11-17-49	Freedom To Build Schools	Positive
543 ...	11-22-49	City College Cost	Indefinite
544 ...	12- 1-49	Barnard's Dean	Positive
545 ...	12-15-49	Social Work Fellowship	Positive
546 ...	12-17-49	Alvin Johnson At 75	Positive
547 ...	12-22-49	\$700,000 Voted For School	Positive

TABLE 36

EDITORIALS PRINTED ON MAJOR PROBLEMS IN EDUCATION IN THE
CHICAGO DAILY NEWS DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
548 ...	1- 5-45	O, Pioneers	Positive
549 ...	1-15-45	Colleges In Chicago	Positive
550 ...	2- 6-45	Breaking The Grip	Negative
551 ...	5- 7-45	Bigness Is Not Enough	Positive
552 ...	5-23-45	The Veteran's Edge	Positive
553 ...	6-25-45	City Colleges	Positive
554 ...	6-26-45	More Pay For Teacher	Positive
555 ...	7-27-45	Clean Up Schools Too	Positive
556 ...	9-13-45	Schools and Religion	Indefinite
557 ...	9-14-45	One Room Schools Are Out	Positive
558 ...	9-28-45	Rushing The Schools	Indefinite
559 ...	2-19-45	University of Illinois Housing Needs	Negative
560 ...	4-30-46	\$30,000,000 Study	Indefinite
561 ...	6-10-46	Veterans First	Positive
562 ...	12- 3-46	Teachers' Pay	Indefinite
563 ...	3- 5-47	School Reforms	Indefinite
564 ...	5-22-47	Silly Red Hunt	Negative
565 ...	5-27-47	Vital Things First	Negative
566 ...	7-24-47	Exit One-Room School	Positive
567 ...	12- 8-47	Cheating Youth	Indefinite
568 ...	1-14-48	U. of I. Trustees Seek Advice	Negative
569 ...	3-11-48	Church and State	Indefinite
570 ...	4-19-48	Aid The Schools	Positive
571 ...	5- 3-48	City School Budget	Indefinite
572 ...	6-25-48	Postponed Building Program	Indefinite
573 ...	1- 9-49	Unwise Strike	Negative
574 ...	1-15-49	Chicago Branch, U. of I.	Positive
575 ...	1-18-49	G. I. Scholars	Positive
576 ...	1-23-49	Religion and Schools	Indefinite
577 ...	1-25-49	School Taxes	Negative
578 ...	1-30-49	This Year's Lesson	Negative
579 ...	1-31-49	Freedom For Reds?	Positive
580 ...	4-11-49	School Aid Arithmetic	Negative
581 ...	5-11-49	Roosevelt College	Positive

TABLE 36 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
582 ...	7-13-49	College Rivalry	Negative
583 ...	7-20-49	Church Schools	Negative
584 ...	8- 4-49	Don't Tie Up The Aid	Negative
585 ...	8-12-49	Exploiting Veterans	Positive
586 ...	8-15-49	School Costs	Indefinite
587 ...	9- 6-49	School Needs	Positive
588 ...	9-24-49	Collegiate Dilemma	Indefinite

TABLE 37

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
DETROIT NEWS DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
589 ...	2- 9-45	Only An Analysis Will Tell	Indefinite
590 ...	4-30-45	For Negro Colleges	Positive
591 ...	5-15-45	Let Wayne Have Her Own President	Positive
592 ...	5-24-45	The Board Acted Wisely	Positive
593 ...	8- 4-45	University Of Aviation	Positive
594 ...	9- 3-45	A Great New University	Positive
595 ...	10-19-45	A Veteran Is A Veteran	Negative
596 ...	12-26-45	Up To The Legislature	Positive
597 ...	12-28-45	There Is A Precedent	Positive
598 ...	1-18-46	Our Schools Face A Crisis	Indefinite
599 ...	1-29-46	U. of M. Aims At Aeronautical Leadership	Positive
600 ...	4-17-46	Urgently Needed Money	Positive
601 ...	6- 4-46	U. of M. Gets Willow Run	Positive
602 ...	6-27-46	Money For The Schools	Positive
603 ...	8-31-46	Schools First Before Saloons	Negative
604 ...	10- 8-46	Sales Tax Cash Needed For Schools	Positive
605 ...	12-18-46	Wayne University's Case	Positive
606 ...	1-31-47	No, Not This Strike	Negative
607 ...	2- 6-47	Communist's Ideas and Practice	Indefinite
608 ...	2- 8-47	What Jamiesen Said	Indefinite
609 ...	2-14-47	Commendation	Positive
610 ...	2-14-47	The Communists Again	Indefinite
611 ...	2-27-47	An Attack On The Community	Indefinite
612 ...	2-27-47	Unreasonable	Negative
613 ...	3- 1-47	Teachers Supported	Indefinite
614 ...	3- 8-47	Congratulations	Positive
615 ...	4- 4-47	Unfair To Wayne	Indefinite
616 ...	5-16-47	To Make Democracy Work	Positive
617 ...	5-22-47	Best Use Of A War Plant	Positive
618 ...	7-14-47	Graduating G. I.'s	Positive

TABLE 37 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
619 ...	5-21-48	No Place For Propaganda	Negative
620 ...	9-13-48	Making Better Citizens	Indefinite
621 ...	11-22-48	Wrong Teachers	Negative
622 ...	3-24-49	The Colleges See The Light	Positive
623 ...	4- 5-49	U. of M. Must Have Proper Support	Positive
624 ...	4-12-49	Urgent School Need	Positive
625 ...	4-16-49	No Red Teachers	Positive
626 ...	5-19-49	Schools Can Go Ahead	Positive
627 ...	6- 9-49	Our Way Of Life Must Be Taught	Positive
628 ...	6-15-49	Oaths Taken Lightly	Indefinite
629 ...	7- 5-49	It Is Harvard's Way	Positive
630 ...	7-18-49	Study Is Proper, Advocacy Is Not	Positive
631 ...	7-27-49	Any Cause Is Hurt When Temper Rises	Negative
632 ...	9-14-49	Million For Wayne	Positive
633 ...	9-29-49	The Money Comes From Taxpayers	Indefinite
634 ...	11- 1-49	Mississippi Needs It	Indefinite
635 ...	11- 4-49	See Who Is Teaching	Negative
636 ...	11-15-49	Students Prove It	Negative

TABLE 38

EDITORIALS ON MAJOR PROBLEMS IN EDUCATION PRINTED IN THE
LOS ANGELES TIMES DURING 1945--1949

Number	Date Printed	Title Of Editorial	Editorial Position
637 ...	1-10-45	U. C. L. A. Moves Ahead	Positive
638 ...	4- 7-45	A Timely Move	Positive
639 ...	11-10-45	School Bond Issue	Positive
640 ...	11-30-45	U. C. L. A. Issue Of Responsibility	Indefinite
641 ...	12-21-45	The Opportunity of U. C. L. A.	Positive
642 ...	3-16-46	Scholars, Scorn Not The Humble Halls	Positive
643 ...	5-30-46	For Our School Boys And Girls	Positive
644 ...	7-17-46	The Teacher's Salary Increases	Indefinite
645 ...	11-29-46	U. of C. Record Budget	Indefinite
646 ...	12-12-46	Growing Shortage of Teachers	Indefinite
647 ...	12-21-46	An English Teacher In An American School	Indefinite
648 ...	2-28-47	Buffalo Teachers Take The Wrong Way	Negative
649 ...	5- 1-47	Schools And The Teachers	Negative
650 ...	5-31-47	Time To Plan The Future	Indefinite
651 ...	6- 5-47	The Future Of City College	Indefinite
652 ...	7-15-47	University of California's New President	Positive
653 ...	11- 9-47	Foreign Scholarship Exchange Is Being Neglected	Negative
654 ...	2- 3-48	Education From Washington	Negative
655 ...	2- 4-48	The Housing Shortage In The Schools	Indefinite
656 ...	2-27-48	That Building America Series	Negative
657 ...	3-10-48	Dr. Sproul Is Nervous About Federal Aid	Positive
658 ...	4-22-48	College Students and Tumults	Negative
659 ...	9-14-48	Stoddard Discusses Loyalty	Positive
660 ...	11-11-48	What Do Women Think Of Women's Education?	Indefinite
661 ...	11-13-48	Academic Freedom In Soviet Germany.	Indefinite

TABLE 38 (Continued)

Number	Date Printed	Title Of Editorial	Editorial Position
662 ...	11-16-48	Mrs. Clarke's Great Gift	Indefinite
663 ...	11-20-48	Stanford U. Selects A Scholar As President	Positive
664 ...	11-27-48	Student's Ranks Now Show Depletion	Indefinite
665 ...	12-16-48	A Chance To Kill Private Colleges	Negative
666 ...	3-18-49	The Los Angeles College Proposal	Indefinite
667 ...	4- 9-49	The Schools Need Money And The Hunt Is On	Positive
668 ...	4-26-49	This Is Public Schools Week	Indefinite
669 ...	4-27-49	Los Angeles Gets A College	Positive
670 ...	5-10-49	About Academic Freedom	Negative
671 ...	6- 1-49	Why Not Efficient Education?	Indefinite
672 ...	7- 6-49	But Teachers Have A Unique Position	Indefinite
673 ...	7-13-49	The Schools' Fat Budget	Positive
674 ...	9-22-49	Commies and Academic Free- dom	Negative
675 ...	11- 2-49	Emergency School Bond Issue	Positive
676 ...	11-25-49	What Is U. C. L. A.?	Negative