1971


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Louisiana State University and Agricultural & Mechanical College

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BAKER, William Calvin, 1933-
AN ANALYSIS OF EDITORIAL ATTITUDES OF SELECTED LOUISIANA DAILY NEWSPAPERS TOWARD TOPICS RELATED TO PUBLIC EDUCATION, 1950-1969.

The Louisiana State University and Agricultural and Mechanical College, Ed.D., 1971
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AN ANALYSIS OF EDITORIAL ATTITUDES
OF SELECTED LOUISIANA DAILY NEWSPAPERS
TOWARD TOPICS RELATED TO PUBLIC EDUCATION,
1950-1969

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education
in
The Department of Education

by
William Calvin Baker
B.S., Centenary College, 1961
M.Ed., Northwestern State College, 1964
December, 1971
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The purpose of this study was to determine the editorial attitudes, if any, of daily newspapers in Louisiana toward topics related to public education from 1950 through 1969. Twelve Louisiana daily newspapers were selected for the study. The newspapers were selected on the basis of geographic location, circulation, population, and availability of sources.

The editorials of each paper were examined for the 20-year period. Editorials pertaining to public education were analyzed carefully and a position attitude of favorable, unfavorable, or neutral was assigned each editorial. The editorials divided themselves into seven topics: (1) finance; (2) administration; (3) personnel; (4) desegregation; (5) the instructional program; (6) quality and value of education; and, (7) higher education.

It was found that of the 147,068 editorials, 4,296 pertained to public education. Of this number, higher education received the most attention with 30.8 per cent of all editorials. Aspects of public school finance was second with 18.3 per cent. Overall, 51.4 per cent of the editorials were
favorable to public education, 37.4 per cent unfavorable, and 11.2 per cent neutral.

An analysis of the evidence presented in this study points to the following conclusions:

1. Newspaper editorials gave attention to a wide variety of topics during the 20-year time span. Generally, newspapers were favorable to public education in both decades. There was a tendency to take a provincial attitude toward most topics and assume a position favorable to local rather than statewide interests.

2. Editorials were greatly opposed to federal aid to education at any level due primarily to the fear of federal control. Increased local financial support was advocated and a reevaluation of property tax assessments was stressed as a means of improving financial support.

3. Improved salaries for teachers were supported. However, strikes and other work stoppages by teachers were strongly criticized as a method of obtaining higher salaries.

4. Newspapers continually stressed the need for taking politics out of school board elections; were critical of closed school board meetings; advocated consolidation of schools on an economical as well as educational basis; and supported improved school facilities and safety standards.
5. The local school superintendent was held in high esteem by newspapers and looked upon as an educational leader. However, the position of state superintendent of public education was considered as too political in nature and generally not regarded highly in terms of educational leadership.

6. Students generally were considered in a favorable light. Most newspapers felt students should be responsible citizens and abide by rules and regulations established for the school and community. Student dissent was looked upon as a radical minority viewpoint.

7. Desegregation of the races evolved from complete opposition by the press in the beginning of the study to general acceptance at the end of the study.

8. The need for improved study of the American way of life and democratic principles of government was advocated by most newspapers. Newspapers also favored stronger courses of instruction in the language arts as an essential tool of every citizen.

9. Newspapers believed the quality of Louisiana education was high, but advocated periodic in-depth studies of all aspects of education by independent study groups as a means of improving quality.
10. Higher education was looked upon as a great asset to the economy of the state. Newspapers felt higher education should be given top priority in terms of state financial support. In addition, newspapers advocated a more academic atmosphere on college campuses with more selectivity in entrance requirements.
CHAPTER I

INTRODUCTION

FUNCTION AND IMPORTANCE OF EDITORIALS IN NEWSPAPERS

The need to close the communications gap between the public and public education became increasingly important during the mid-twentieth century. Public education, to a great extent, has depended on public support. Public support has been affected by the amount of information the public has received concerning education.

In the mid-1950's and throughout the 1960's, the news media in Louisiana found education an area of greater interest to the public and increased its coverage of educational news. This increased news coverage caused the educator to find himself in the spotlight of public opinion more than in past years.

Lance (1968), in research at the University of Wisconsin for Project Public Information, said:

The public is looking at education with a new awareness and is seeking a clearer understanding of the changes taking place in its mushrooming school system. (1968:11)
Of the six forms of mass media listed by Mott (1962) as newspapers, books, radio, television, and motion pictures, the daily newspaper is one of the most important in reflecting public opinion. Lindstrom (1960:281) says that the "primary function of a newspaper is to communicate to the human race what its members do, feel, and think." This the newspapers have attempted to do. The greatest avenue of reflecting public opinion for the newspaper is the editorial page. This section has been described by Joseph Pulitzer as "the heart of the newspaper and the chief reason for its existence." (Mott:1962:438)

However, it has been pointed out by other journalists that an effective editorial page must do more than reflect one man's opinion. Hartman (1968) says that it must be a voice of the community.

Stiles (1967:15) said:

"Schools mirror the life and problems of the times so closely that education's business belongs to all, and everyone wants to know about it.

The beginnings of the American newspaper go back to colonial times and almost from the very beginning, the editorial page evolved. In 1690 the first American newspaper was published under the title Publick Occurrences Both Forreign and Domestick, but it was soon suppressed by the
British authorities in Boston because its publisher, Benjamin Harris, disagreed with government policies.

The first successful American newspaper was the **Boston News-Letter** published in 1704. It was largely inoffensive and was allowed to publish freely although it was never a financial success.

But with the coming of the **New England Courant**, established by James Franklin, Benjamin Franklin's brother, the American newspaper and its editorial policy became firmly established. In fact, James Franklin's attacks on the colonial government caused him to transfer ownership of the paper to his brother Benjamin rather than cease publication as the authorities demanded.

These newspapers, and other colonial papers to follow, did not use the formal editorial styles used today, but rather used signed letters as a source of comment. This marked the beginning of the interpretation of news.

But as imperfect as the early papers were, they nevertheless began the tradition of a free press in America. This tradition was reflected in the First Amendment to the Constitution.

In the 1800's, the editorial evolved to a place of prominence in American newspapers. The editorial page became a reality in the 1830's and came into general acceptance
in the 1850's mainly due to the efforts of Horace Greely. Editorial of this period discussed political, social, economic, and literary topics. They championed causes and crusades.

The Civil War and Reconstruction period saw editorializing give way in favor of news reporting, but by the end of the nineteenth century, Joseph Pulitzer reestablished the editorial page and an increased emphasis on interpretation of the news grew in the twentieth century.

Politics and social reform dominated newspaper editorials throughout journalistic history. Education played a small part as an editorial topic before the 1950's. Probably this was due to the fact that war and politics held a greater interest for the public. Kriegbaum (1956) says that most news needs to be interpreted to be important. He feels that to tell the real facts about any topic, opinions, interpretations, and perspectives must be established.

Barlow (1958) says that newspapers are either partisan, independent, or neutral in policy and policy is established in one or more of six ways: editorials, platforms, slogans, cartoons, news slant, and/or sample ballots. He states that:

The prime function of the editorial page is to declare the newspaper's principles and policies. It may argue, attack, criticize, and try to persuade the
reader to accept its principles. Editorials often attempt merely to explain, but readers expect newspapers to take a stand upon important issues. Frequently unusually important, sensational, or special major policy editorials are removed from the editorial page and printed on page one, which by custom has been reserved for news. (1958:254)

Brown and Mott (1958) said that editorials have ten major purposes: (1) to inform—to restate the facts of news or add other facts without explanation; (2) to explain—to add more facts than is possible in a news story yet without stating his or the newspaper's position on the subject; (3) to interpret—to point out the vital and perhaps hidden significance of an issue; (4) to argue—to indicate the reasons why certain developments are expected; (5) to urge action—to seek a definite solution to a situation; (6) to crusade—to run a series of editorials on one subject; (7) to persuade—to lead the reader to certain conclusions; (8) to appraise—to analyze and weigh certain facts for the reader; (9) to announce policies—to establish, affirm, and defend the newspaper's stand on issues; and, (10) to entertain—to include an editorial of a human interest nature.

The editorial page, according to Brown and Mott, expresses the personality of the newspaper. They say that it is the voice of the editor, it helps mold public opinion, keeps opinion out of the news columns, reflects opinion on vital questions, helps develop the newspaper's own sense
of responsibility, and provides a chance for community development.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the editorial attitudes of daily newspapers in Louisiana toward topics related to public education from 1950 through 1969.

IMPORTANCE OF THE STUDY

Mass media are becoming increasingly important in influencing public opinion and one of the most significant of these is the daily newspaper. Since public education is controlled directly and/or indirectly by the public through its elected officials, the attitudes this medium conveys to the public regarding public education is important. This study will serve to acquaint educators with what newspapers are saying and provide insight for educators in future planning. Since newspapers generally reflect the opinion of the community, this study will enable the educator to determine the position of the layman on topics related to public education. This is important in assisting educators to meet the needs of the public.

Kriegbaum (1956) made five general statements about editorial reading. He said: (1) The editorial page is more
widely read than many people believe; (2) The editorial cartoon is the most popular feature on the page; the columnists and then the editorials follow in popularity; (3) More men than women read the editorial page; (4) Older and more prosperous groups—the opinion makers—lead in readership of editorial pages; and, (5) Editorial readership is highest in times of crisis.

Schramm (1961), writing in the Sixtieth Yearbook of the National Society for the Study of Education, said in dealing with the social forces that influence education: (1) Present changes are two-way: many school administrators are changing attitudes toward the press because of need for more taxes, buildings, and the press has placed education high on its news list by appointing experienced reporters on the "beat"; (2) Trends of newspapers are toward conservatism, associated with big business, looking suspiciously at government aid and, therefore, somewhat critical of public support for education; (3) Newspapers are more interested in attacks on schools rather than on support of schools—sensationalism; (4) Studies have revealed that most people got their information about schools from newspapers.

Stiles (1968: Inside Cover) contends that the school-community information gap was widening largely due to the fact that the educator was not trained in how to successfully tell
the school story. He said that the public's desire for knowledge about education is increasing and without knowing, the public usually suspects the worst. "Unable to tell their story effectively, school officials confront frustration and, with greater frequency, outright failure."

He offers two reasons for this failure:

Foremost is the traditional belief of school administrators that they can be their own public relations officers. Another is the long-standing treatment of school affairs by the mass media as an assignment for novice reporters.

From these examples it is clear that educators need to be acquainted with what newspaper editorials are saying about education. There is little doubt that newspaper editorials play a significant part in shaping public opinion and, in turn, public opinion plays a significant part in shaping public support for education. Also, newspapers and their importance should be recognized by educators. Therefore, this study should be of value to both the educator and the newspapers in planning future activities in the field of public education.

DELIMITATIONS OF THE STUDY

This study was concerned only with determining editorial attitudes of selected Louisiana daily newspapers toward topics related to public education from 1950-1969 and was
not concerned with the effects of those attitudes.

PROCEDURE FOR THE STUDY

Twelve Louisiana daily newspapers were selected for the study. These represent a cross-section of the state's newspaper readers. The newspapers were selected on the basis of geographic location, circulation, population, and availability of sources.

According to the 1970 Ayer Directory of Newspapers, Magazines and Trade Publications, the newspapers selected represent a population of 1,164,050 with a combined circulation of 640,457. Every geographical location of the state is represented: northwest, northeast, central, southwest, and southeast. There is a mixture of large metropolitan newspapers, medium sized newspapers and small newspapers. Three of the newspapers publish in the morning and nine publish in the afternoon.

Newspapers selected were the Alexandria Daily Town Talk, the Bastrop Daily Enterprise, the Baton Rouge Morning Advocate, the Lafayette Daily Advertiser, the Lake Charles American Press, the New Iberia Daily Iberian, the New Orleans States-Item, the New Orleans Times-Picayune, the Opelousas Daily World, the Ruston Daily Leader, the Shreveport Journal, and the Shreveport Times. The Bastrop Daily Enterprise, the
Opelousas Daily World, the New Iberia Daily Iberian, the Shreveport Journal, and the Shreveport Times are classified politically as independents. The Alexandria Daily Town Talk, the Baton Rouge Morning Advocate, the Lake Charles American-Press, and the Ruston Daily Leader are classified as Democratic. The Lafayette Daily Advertiser, the New Orleans States-Item, and the New Orleans Times-Picayune are classified as independent Democratic. No Louisiana newspaper is classified as Republican.

The editorials of each newspaper were examined for the 20-year period (1950-1969). A record was maintained of the total number of editorials examined. Editorials related to public education were analyzed carefully. Usually an examination of the title was sufficient to determine if it pertained to education. If not, a review of the editorial was necessary for such a determination.

When it was determined that an editorial pertained to public education, the editorial was read carefully. A 4" x 6" card was used and the newspaper, page, date, and title were placed at the top. A summary of the editorial was included on the card. If the topic was a new one for that newspaper, a more detailed summary was prepared. Occasionally direct quotes were included. If the topic was being repeated, any new thoughts were noted. It was also noted if it was a
lead editorial, an editorial which appears first in the series of editorials on the page.

A topic or category was assigned each editorial. The topics were developed as the study progressed and the general classifications became apparent. Seven topics were selected: (1) administration; (2) finance; (3) personnel; (4) desegregation; (5) the instructional program; (6) quality and value of education; and, (7) higher education. Finally, a position attitude of favorable, unfavorable, or neutral (no position) was assigned to each editorial.

An actual example of a favorable editorial on higher education taken from page four of the Shreveport Times, May 18, 1964, was abstracted as follows:

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... Seeks branches of LSU, Southern for Shreveport area
... Opposed in past but now feels we have entered a new educational age and conditions cause us to need more colleges
... Will not harm other colleges in area
... Feels economy in educational programs, especially scholarships would give needed funds to begin

The problem of determining the main thought of an editorial and the attitude of the editorial was ever-present. Usually an editorial would deal with more than one topic.
Also it was sometimes difficult to assign an attitude. Often an editorial which may be unfavorable to one thing, was generally favorable to another. The emphasis or intent of the editorial then became the deciding factor.

BACKGROUND OF THE STUDY

The 20-year span covered by this study saw some of the most significant events of history take place both in Louisiana and on the national level. Each major event either directly or indirectly affected education during the period.

Nationally and internationally during this period the nation engaged in two undeclared "wars" in Southeast Asia. The Korean War of the 1950's and the Vietnam War of the 1960's both raised issues for education. Another war, the so-called "war on poverty" of the 1960's, also influenced educational thought.

A fourth major movement of the period began officially in 1954 when the Supreme Court declared that racial segregation of schools was unconstitutional. This decision had far-reaching effects not only on education but on the entire civil rights movement in America.

Politically the nation was headed by five different presidents--two Republicans and three Democrats--while a third party candidate using the school desegregation issue
made significant headway in the latter years of the period. In the 1950’s Harry Truman, a Democrat, was completing his term of office when the period began and was followed by Dwight D. Eisenhower, a Republican, who served two terms. John F. Kennedy, another Democrat, succeeded Eisenhower in 1960, but an assassin's bullet cut short his term in 1963. He was succeeded by Lyndon B. Johnson who completed Kennedy’s term and was elected to a full term of his own. He declined to run for another term and the second Republican of the period, Richard M. Nixon, was elected in 1968. It was in the campaign of 1968 that the governor of Alabama, George Wallace, made a strong bid as a third party candidate basing his campaign largely on the school desegregation issue.

The death of Kennedy seemed to trigger violence during the 1960's. The second prominent personality to be assassinated was the Rev. Martin Luther King, Negro civil rights leader. Then, in the 1968 campaign, Senator Robert Kennedy, brother of the late President, was also killed. Violence hit the college campus in the 1960's also with riots occurring periodically across the nation.

The two major educational issues of the period were federal aid to education and racial desegregation of the public schools. Both issues appear in each decade of the study.

In Louisiana, these issues were also present along
with two others that could be termed major. Financing teachers' salaries and the coordination of higher education were also given extensive coverage by the press during the period.

Four Democrats served as governor of Louisiana during the period. Earl K. Long began the 1950's and again served from 1956-1960. Robert F. Kennon served from 1952-1956. In the 1960's, Jimmie H. Davis served from 1960-1964 to be succeeded by John J. McKeithen, who was governor when the period ended. McKeithen became the only Louisiana governor to succeed himself by virtue of an amendment to the state constitution during his first term which allowed him to run for a second.

Probably sharing the center of the educational "storm" in Louisiana during the two decades, along with the governor, was the state superintendent of public education. Certainly one of the most controversial in the state's history was Shelby M. Jackson, who served throughout the first decade and four years of the second. He was succeeded by William J. Dodd who held the position when the period ended.

DEFINITION OF TERMS USED

1. Daily Newspapers. Newspapers that were published once daily, morning or evening, Monday through Friday, or
Monday through Sunday.

2. **Editorial Page.** That section of the newspaper on which news interpretations and comment were concentrated in editorials, cartoons, letters to the editor, syndicated columns, and other specialized features for interpretation and comment.

3. **The Editorial.** The critical interpretation of news as written by staff members assigned this responsibility. It included only the clearly defined editorials carried on the indexed editorial page.

4. **Editorial Attitudes.** The clearly stated opinion position expressed by the editorial writer on matters related to this study.

5. **Opinion Position.** Measured as favorable, unfavorable, or neutral based on procedures described in this chapter.

6. **Public Education.** The many phases of primary and secondary education, kindergarten through grade twelve, and the institutions of higher learning, financed and controlled by the State of Louisiana and the local school districts.
CHAPTER II

REVIEW OF RELATED STUDIES

Few studies have been done in the area of analyzing editorial attitudes of daily newspapers toward topics related to public education prior to 1950. None were found in the period from 1900-1930, one was written in 1938 and a second in 1941. Both of these earlier studies were national in scope while the remaining studies included in this chapter were mainly provincial in nature.

Foster (1938) published a study at Harvard entitled "Editorial Treatment of Education in the American Press." His object was to determine what impact one social institution, the press, had on another social institution, the school.

It should help workers in education get a clearer view of the public's attitude toward their aims, methods, and problems. The result should be finer definition of the areas in which there is agreement or misunderstanding between educator and layman, so that henceforth workers in the schools can offer a better interpretation of their function to the public, and the public, especially the press, possessing better understanding, can yield a more wholesome and more constructive criticism. (1938:3)

Foster's procedure involved the examination of all editorial comments on education appearing in 25 selected
American newspapers during the five-year period from January 1, 1930, to January 1, 1935. In selecting the newspapers, he used criteria such as geographical location, circulation, type of control or ownership, population of places of publication, general type of "cultural level" of the newspapers included, the nature of the geographical sections they represented, and the political complexion of their ownership. Of the 25 newspapers selected, only one, the New Orleans Times-Picayune, is included in the current study.

Foster read 9,000 editorials and classified each of them as either favorable, unfavorable, or neutral. On the basis of his analysis, he concluded that education received a scant 3½ per cent of all editorials written in the newspapers, and of this, only one-fourth of those were unfavorable to education. Thus he feels that educators cannot accuse the press of undue hostility.

He found that educational costs was the topic which received the most editorial attention and that 80 per cent of these were unfavorable. Other leading topics in this study were issues relating to purposes, value, efficiency, and personnel.

Numerous questions important to the educator are almost entirely ignored. The press is mainly concerned with the general worth and necessity of the school
system, the people who operate it, and the money
wherewith to make it possible. (1938:263)

Foster concluded that there is a vital need for a
new view of what education means and what it can do on the
part of the editor, while the educator must realize that new
approaches to the task of procuring enlightened public opinion
when educational issues are concerned are needed.

Stabley (1941) investigated newspaper editorials con­
cerned with education with a twofold purpose: First, to
determine the number and attitudes of editorials on American
education; and, second to determine what relationship (if any)
existed between attitudes and four factors which may have
exerted some influence upon their formation: (1) sub-periods
--political, social, economic--involved in the time-span of
the study; (2) sections of the country represented; (3) poli­
tical affiliations of the papers; and (4) control changes of
the papers.

He selected ten metropolitan daily newspapers on the
basis of geographical location, importance as economic and
cultural centers of their regions, population density, jour­
nalistic reputation, circulation, and political affiliations. Of the ten papers, the only one which is included in this
study was the New Orleans Times-Picayune.

The time span of the study was from January 1, 1910
to January 1, 1937. This was sub-divided into five periods:
(1) pre-war years (1910-July 1914); (2) war years (August 1914-1918); (3) post-war years (1919-1922); (4) prosperity years (1923-1929); and, (5) depression years (1930-1936).

Stabley used a sampling technique in his analysis and concluded that reliability was high in every other day sampling. He felt that third or fourth day sampling was also reliable except for questions receiving the least attention. In his analysis he also used the symbols favorable, unfavorable, and neutral in regard to the attitude of the editorial toward education.

Some of the important finds of the Stabley study were: (1) that all four factors (times, sections, politics, control changes) influenced editorial attitudes; (2) that editorials on administration attracted the most attention while finance, first in the Foster study, was only seventh in importance; (3) only one editorial in five was unfavorable reinforcing Foster's contention that editors were not hostile to education; (4) agreed with Foster that editors seem to take the wrong positions on educational questions because they lack correct or adequate information; (5) that the small number of neutral editorials indicate that editors write with their minds made up on almost all educational questions.

Finally, Stabley offers this advice to educators:

... educators need to remember the tremendous
power for good or for evil wielded by the press; they should therefore make every effort to co-operate with it. It is largely within their power to make the press more than a mere reporter about and a somewhat aloof commentator on education: properly informed, it can become education's most important means of establishing constructive public relations in our democratic society . . . (1941:282).

O'Donnell (1959) analyzed three Buffalo, New York newspapers to determine their editorial attitudes toward education from 1926-1950, and to check public printed reaction to those editorials through the "Letters to the Editor" columns of the newspapers. Just as in the two previous studies, O'Donnell classified each attitude as either favorable, unfavorable, or indeterminate (neutral).

In his study, O'Donnell found that there were over 100 different educational topics discussed and classified 50 per cent of them as favorable and 27 per cent of them as unfavorable. The remainder was neutral. He concluded that the very fact that editors ventured opinions on so many educational subjects would seem to indicate a sense of responsibility to communicate to the people their opinion on these issues.

He found that the chief interests of the Buffalo editors were curriculum and administration. These topics accounted for 60 per cent of all comments. In the area of curriculum, he found that the main concern of the editors
was the aims and objectives of education. They attempted to explain certain phases of educational theory to the layman. Some editorial constants he found were: (1) insistence on fundamentals such as the "3R's," "discipline," and "democracy"; (2) affirmation of the need for a balance between practical and liberal studies; and, (3) insistence on the necessity of moral training in schools.

Educational leadership, the trend from academic to vocational training, and state-federal relations were other important topics to editors. It is interesting to note that on the latter subject, home rule was the key note. Editors felt that while federal aid might lead to federal control, it was acceptable for school construction and temporary relief measures.

One related study was found in Louisiana, although it did not deal with editorial attitudes in the strictest sense. Lovell (1961) studied three critical issues as reflected in selected Louisiana newspapers from 1898-1956. The issues were state and local support, state regulation and supervision, and the extension of educational opportunity. The historical development of the various facets of these issues as reflected in selected newspapers was noted and an attempt to evaluate the impact newspapers had on these issues was attempted.
However, Lovell did not limit his evaluation to editorials nor did he attempt to analyze editorial attitudes. Editorials were used as one source as well as news items, advertisements, letters from the public, court decisions, legislative acts, and other such related research. His study included only selected daily and weekly newspapers throughout the period and did not follow any source throughout the entire period.

This study mainly followed the political implications of the three issues and concluded that the press rendered an information service, reporting news pertinent to the public schools, and that the press became identified with and acted as spokesman for the conservative faction in Louisiana's social, economic, and political life.

A study by Boram (1963) was restricted to one newspaper, the New York Times. In it, he attempted to determine the editorial stance of the Times on American education from 1946-1961. Again a system of favorable and unfavorable was used in classifying editorial attitudes and 77 per cent were found to be favorable with 23 per cent unfavorable.

Higher education received the most attention in this study, followed by educational facilities and topics of support. It is interesting to note that curriculum, which
was ranked first in the previous study cited, was last in this study. Higher education was also given the highest degree of favorable editorials.

Among the more important conclusions of the Boram study were: (1) that the newspaper was largely responsible and fair in its treatment of educational practice; (2) that higher education received a disproportionate amount of attention, to the disadvantage particularly of curriculum subjects, which were given too little emphasis; (3) that educational topics outside the New York City area received insufficient attention; (4) that because of limitations both of number and variety, the writings on curriculum provided the weakest link in the editorial stance; (5) that the Times was largely consistent in its stance on education; that an editorial practice of significant value for education was the tendency to concentrate writings at times of key issues; (6) that despite its strong support for educational personnel, the newspaper was not blinded to acts of incompetence or corruption in the few instances that were in evidence; (7) that unfavorable comment increased in 1958 with the appointment of a new education editor perhaps indicating a tougher line on education; and (8) that the responsible, largely approving, yet not uncritical stance of the Times should have been conducive to public understanding and acceptance of the work
of those responsible for establishing American educational practice.

Howard's (1965) study on *American Education as Seen In Newspaper Editorials, 1961-1963* examined four major issues in that short time span. His topics were: (1) freedom in education; (2) religion and morals in education; (3) equalization of educational opportunity; and, (4) the direction and design of the curriculum. He found that equalization of educational opportunity received the most editorial comment and that this topic was sub-divided almost equally between integration and federal support of education.

Editorials dealing with direction and design of the curriculum concerned themselves with the aims and ends of modern education. Editorials concerning the critical issue of religion and morals in education generally were in favor of separation of church and state, and were in favor of keeping prayer out of the public schools. Lack of academic freedom on the campus was high in the area of freedom in education. Of related topics, higher education received the most attention followed by school finance and administration.

Howard concluded that the editors demonstrated a high degree of social responsibility in terms of attempting to reflect and influence public opinion which is relevant to the needs and aspirations of this period (1961-1963) of
history. He found that editors were also sensitive to the national threat of communism and defenders of university freedom.

Smyth (1965) took a more specialized approach to the problem and presented a study concerned with the treatment of higher education in the American press, 1958-1960. She used the content analysis method of research in attempting to investigate a quantitative description and analysis of news and editorials found in ten daily newspapers during the period. Principally she was interested in the press reaction after the launching of the first Russian sputnik in 1957.

News reports about the issues in higher education during the three-year period, reported in Britannica, Americana, and New International yearbooks, and editorials about all higher education issues, published every third day in ten metropolitan newspapers, were classified, analyzed, and described statistically. Rank order coefficients were computed to determine if there was any relationship between news and editorial treatment.

Items were classified in five categories—administration, faculty, students, curriculum, and aims and goals. Frequency count of the number of items, volume of content, front page display, and rank orders were used to describe (1) treatment of issues in each major category; (2) comparisons
of treatment of all issues; and, (3) predominating interests of newspapers in higher education.

Criteria used to determine which newspapers to be analyzed were location, size, ownership, time of publication, leadership qualities, and availability of source materials. No Louisiana newspaper was included in this study.

Administration and student issues received the most attention both in news and editorials while faculty issues received the least. It was also found that predominating interests were in issues closely allied to the newspapers' traditional interests: government and economy.

Based on this study, Smyth recommended that newspapers reassess their treatment of higher education; disassociate themselves from traditional interests in making value judgments about important educational news; and add depth in reporting educational news.

Two studies in 1966 concerned themselves with Pennsylvania newspapers. Holtz (1966) examined editorial expression on American education published by the Pittsburgh Press and the Pittsburgh Post Gazette from January 1, 1945 through May 31, 1965. The purpose of the study was the illumination of editorial expression on educational topics in order to ascertain areas of emphasis as well as areas of agreement and disagreement between the two newspapers.
Descriptive survey and historical research methods were used in analyzing the editorials and each was classified as to stance either favorable or unfavorable. Two major categories were established: basic education and higher education. Numerous sub-topics were included under each.

It was discovered that both newspapers were favorable to education during the period, with editorials running a ratio of three favorable to one unfavorable or neutral. The Post expressed strong feelings concerning academic freedom while the Press appeared more interested in protecting and maintaining the existing governmental system. Another difference in the position of the two newspapers was over finance. Both supported adequate financial support for schools with the Post endorsing federal aid while the Press was in opposition to federal aid. Holtz concluded that the two newspapers' efforts toward sensitizing the public about the total ramifications of American education was well accomplished.

Lewis (1966) analyzed seven selected Pennsylvania daily newspapers to discover their attitudes toward public education in two contrasting periods, 1926-1935 and 1953-1962. The newspapers were selected on the basis of geography, population, circulation, non-political affiliation, and publication years. He limited his investigation to editorials in weekday editions, excluding Sundays, and to elementary and
secondary education, omitting higher education. Lewis used
the favorable, unfavorable, neutral system of classification
and grouped editorials into nine categories.

He found that less than two in ten editorials were
concerned with public education; that the newspapers were
generally favorable to education with a percentage of 62 per
cent favorable reaction; that administration received the
greatest amount of editorial treatment and also the greatest
amount of unfavorable reaction; that personnel received the
greatest amount of favorable reaction; that metropolitan
newspapers were less concerned with local problems except
when finances and taxes were involved; that the role of
the chief school administrator was not regarded as one of
educational leadership; that more emphasis was placed on
secondary education than on elementary education; and, that
newspaper editors showed a lack of understanding of the im-
portance of the role of school facilities played in curriculum
development.

He further recommended that newspaper editors visit
the schools and see the faculty and students "in action" so
they could bring first hand experiences to their editorial
pages. By the same token, he feels that schools should assume
their responsibility to keep the press informed about educa-
tional matters and should consider designating a person
charged with this responsibility so that communication channels remain open at all times.

Finally, Hamilton (1970) studied editorial reaction of Tucson, Arizona metropolitan newspapers on selected educational issues from 1945-1965. This involved two Tucson daily newspapers. He researched editorial reaction to issues involving administration, finance, curriculum, and related educational issues, again judging editorials as favorable, unfavorable, or neutral. This study covered both Tucson public schools and the University of Arizona. Hamilton found that the topic of finance drew the most response with administration a distant second.

From this study, Hamilton concluded that both newspapers were interested in having the public schools operate with a minimum of funds from state and local sources; opposed federal aid for the public schools, but favored it for the University of Arizona; favored school budgets when those budgets included only those items essential to classroom instruction and the tax rates did not go up sharply; and, held a highly favorable attitude toward the administration and operation of the University of Arizona.
SUMMARY

Major studies reviewed in this chapter divided themselves rather evenly between those using newspapers of a national scope and those using newspapers on a local or regional basis. Topics treated in each study were based on frequency of mention or from predetermined categories. All studies attempted in some way to measure the degree of favorableness or unfavorableness of editorial attitudes toward public education or educational issues.

All studies found that newspapers tended to be favorable toward public education in general. Although the topic of most general concern varied from study to study, administration seemed to be the one topic most prominently mentioned. The need for greater understanding between editor and educator was pointed out repeatedly.

Finally, the sparse research available in the early part of the century and the increased amount in recent years, although in itself still rather sparse, indicate that more research is needed in the field to determine how to best bridge the seemingly existing communications gap between editors and educators.
CHAPTER III

ATTITUDES TOWARD PUBLIC SCHOOL FINANCE

How to finance the public schools was a favorite topic of editorial writers in both decades of the study. Of all topics related to public elementary and secondary education, this one produced the greatest number of editorials. A total of 787 editorials appeared in this category, which accounted for 18.3 per cent of the total for the study. This was also one of only two topics that drew the most unfavorable comment of editorial writers. Of the 787 editorials, 378, or 48 per cent, were unfavorable to education as compared to 39.9 per cent favorable and 12.1 per cent neutral. (Table I)

For the purposes of this study, finance was divided into four sub-topics: (1) federal aid; (2) state and local support; (3) bond issues, taxes, and assessments; and, (4) teachers' salaries. Three of these sub-topics were found to receive a majority of unfavorable editorials with only bond issues, taxes, and assessments receiving a majority of favorable editorials.
### TABLE I

**ATTITUDES TOWARD PUBLIC SCHOOL FINANCE**

<table>
<thead>
<tr>
<th>1950-1959</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Aid</td>
<td>29</td>
<td>64</td>
<td>12</td>
<td>105</td>
</tr>
<tr>
<td>State and Local Support</td>
<td>21</td>
<td>41</td>
<td>16</td>
<td>78</td>
</tr>
<tr>
<td>Bond Issues, Taxes, and Assessments</td>
<td>47</td>
<td>7</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>Salaries</td>
<td>25</td>
<td>54</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td><strong>Decade Total</strong></td>
<td>122</td>
<td>166</td>
<td>42</td>
<td>330</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1960-1969</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Aid</td>
<td>19</td>
<td>80</td>
<td>11</td>
<td>110</td>
</tr>
<tr>
<td>State and Local Support</td>
<td>49</td>
<td>49</td>
<td>17</td>
<td>115</td>
</tr>
<tr>
<td>Bond Issues, Taxes, and Assessments</td>
<td>92</td>
<td>32</td>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>Salaries</td>
<td>32</td>
<td>51</td>
<td>19</td>
<td>102</td>
</tr>
<tr>
<td><strong>Decade Total</strong></td>
<td>192</td>
<td>212</td>
<td>53</td>
<td>457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Aid</td>
<td>48</td>
<td>144</td>
<td>23</td>
<td>215</td>
</tr>
<tr>
<td>State and Local Support</td>
<td>70</td>
<td>90</td>
<td>33</td>
<td>193</td>
</tr>
<tr>
<td>Bond Issues, Taxes, and Assessments</td>
<td>139</td>
<td>39</td>
<td>13</td>
<td>191</td>
</tr>
<tr>
<td>Salaries</td>
<td>57</td>
<td>105</td>
<td>26</td>
<td>188</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>314</td>
<td>378</td>
<td>95</td>
<td>787</td>
</tr>
</tbody>
</table>
The largest number of editorials concerned with school finance was written about federal aid to education. A total of 215 editorials, or 27.3 per cent, fell into this sub-topic. Of this number, 144 were unfavorable as compared to 48 favorable and 23 neutral. The unfavorable number dominated both decades with the number increasing in the second decade of the study.

The overriding issue in both decades of the study was the fear of federal control of local school systems through federal financial aid. This theme appeared in the first year of the study and almost without exception it was repeated in every editorial. As early as March, 1950, the Shreveport Times (March 14, 1950:6) said that "... the only way to keep the federal political government out of the operation of public schools is not to let it have a chance to get in."

Some newspapers, the Shreveport Times (November 8, 1950:4) among them, saw a conspiracy at the federal level of government to federalize schools in America and remove them from the jurisdiction of local governments altogether. The Times' competitor in the northwest Louisiana area, the Shreveport Journal, (March 17, 1950:2B) shared this feeling. The Journal had this to say:
As the Journal has suggested time and time again, there is entirely too much federal aid for the nation's welfare. The 'gimme' habit is becoming so pronounced that it justifies nationwide concern. Obviously, the federal government, through bureaucratic bodies, expects to have control over institutions accepting its 'gifts', and public schools unquestionably will encounter this handicap should they receive the federal aid.

Later in the decade the Journal (March 27, 1952:2B) acknowledged a $46,000 federal grant to Webster Parish Schools and called it "... a just acknowledgement of government responsibility."

In the southwestern section of the state about this same time, the Opelousas Daily World (March 2, 1950:8) was taking a somewhat different view. The World called it a redistribution of federal funds rather than federal aid, and said that federal control was a "relative" term. The newspaper recognized the need for certain controls.

The Alexandria Daily Town Talk (September 7, 1954:6) cited the growing financial needs of schools and called federal aid necessary. The newspaper wondered editorially how it (federal aid) could be controlled.

Most newspapers in the middle of the first decade favored the Republican administration's plan for federal aid for school construction with local controls rather than what many called "the same old Democratic giveaway" (Shreveport Times, February 19, 1955:4) plan. Newspapers, principally in
the north, central, and southwestern sections of the state, claimed that financing of education in Louisiana would be adequate without federal aid if local governments would assume more of the responsibility. The Lake Charles American-Press (October 8, 1956:6) said:

... education is a local matter. The school, in the American version of society, is a projection of the home, not a substitute for it. As a projection of the home, the school must be controlled by home people, by parents and by sound local officials ...

Following the launching of the Russian sputnik in the latter part of the decade, most newspapers continued to refuse to recognize the need for federal aid. The Town Talk (February 13, 1958:6) said: "It amounts to arguing that we must ape the Russians in order to keep pace with the Russians. If this is true, free and representative government is dead."

The large urban dailies of Shreveport, Baton Rouge, and New Orleans continued their attack on the issue as the decade ended. However, three newspapers, The Ruston Daily Leader, (January 29, 1957:1) Lafayette Daily Advertiser, (May 22, 1957:8) and New Iberia Daily Iberian, (May 15, 1957:2) advocated acceptance of federal aid and challenged opponents to propose a better plan.

The same arguments continued into the second decade. The New Orleans States-Item (May 31, 1960:8) said:
Schooling of our children is an obligation which cannot be fixed on Washington. Should it be, local schools can expect new strings, new conditions, and a new federal tax load on local taxpayers.

The New Orleans Times-Picayune (January 17, 1961:8) cited what it called an example of federal control when the U. S. Civil Rights Commission declared that federal aid should be withheld from segregated schools. The newspaper called this "bribery."

In the mid and latter years of the decade, however, the Town Talk (February 26, 1962:6) and the American-Press (September 6, 1969:4) added their voices to that small number endorsing at least some form of federal school aid. The American-Press claimed that federal funds enable Louisiana to offer "something extra" in education and that improvement in kids "is the best reason for use of federal funds." Even the Times-Picayune (October 10, 1965:2-2) gave a cautious endorsement to federal aid to help rebuild schools following the destruction of Hurricane Betsy as long as it was over and above state and local funds.

STATE AND LOCAL SUPPORT

Editorial comment on state and local support to education was the second largest sub-topic of the four listed. It had a total of 24.5 per cent of all editorials on finance
with the first decade of the study showing a large number of unfavorable editorials as compared to a majority of favorable and neutral editorials in the second decade.

No aspect of state and local support caused more controversy than the free school lunch program. This was a primary reason for the decidedly unfavorable attitude in the first decade. The program, intended to supply free, hot lunches to needy children, was charged with being a political football. It was pointed out by editorial writers that the program was being abused in as much as not only the needy, but those who could afford to pay, were receiving free lunches. The cost to the state caused a shortage of funds in other areas (Morning Advocate, May 12, 1950:4A).

Cries of socialism were heard in many parts of the state. Newspapers generally did not object to free lunches for the needy, but did object to the expense of the program for those who could afford to pay. The Shreveport Times (May 17, 1950:6) called on the governor and legislature to establish the program to feed only the needy and have it based on "... principles of Americanism, not socialism." The Times (May 6, 1950:6) pointed out that Louisiana spent more on school lunches than the other 47 states combined and said Louisiana was "... heck-bent-for-election down the
path of wasteful, extravagant, and needless socialistic practices . . . ."

The Baton Rouge Morning Advocate (June 17, 1950:6A) asked why the schools did not pay for clothing and medical expenses in addition to free lunches. "Many parents already delegate to the schools much of the moral upbringing of their children." The Advocate (December 9, 1957:4A) pointed to a Public Affairs Research Council study which asked whether parents would rather pay for school lunches with higher prices or with higher taxes.

The controversy was still raging as the decade ended. The Lake Charles American-Press (July 12, 1968:4) said that "... the care and feeding of children is a parental responsibility, not the school's."

The controversy continued into the second decade. However, the intensity in which the press attacked the program in the first decade declined sharply. Many newspapers began to reason that the public apparently was not as aroused over the issue as the newspapers themselves. The Morning Advocate (June 25, 1960:4A) said that apparently the public thinks all are entitled to free lunches like free textbooks.

Finally, near the end of the period, the Advocate (October 13, 1967:8A) conceded that free school lunches were here to stay. "It has turned out to be a practical and even
essential program and has found a permanent place in our educational system."

Generally, newspapers in the first decade favored local and/or state support for education rather than federal aid. Editorials discussed the growing costs of education and the need for additional finance. One plan offered by school people was to share proposed tidelands revenues. This was immediately attacked by the *Shreveport Times* (May 11, 1955:6A). The newspaper called this plan "as bad as federal aid programs."
The *Times* was extremely critical of parish school boards for not funding themselves to capacity and said that this plan would abandon local control and responsibility.

The need for additional funds from some source was recognized by newspapers, however. The reasons advanced for this were the rising school enrollments due to the shifts in population, and the state legislature's reluctance to increase taxes. Many newspapers thought the cause of the school fund shortage lay with the state department of education and called for a thorough investigation of the operation of the education department.

Studies in the period by PAR and other outside agencies were cited as showing that there was a need for more local financing. It was generally believed that local school boards were not utilizing the full amount of assessment
allowed by law. The New Orleans States-Item (October 28, 1958: 10) pointed out that only 40 per cent of Orleans Parish public school revenues come from local sources. Therefore, blaming the state for the financial crisis would not help.

The idea of more aid from local sources continued and grew in the second decade. A legislative committee study revealed that many parishes were not making full use of available funds and newspapers called on local school systems to make full use of resources no matter how large or small. (Morning Advocate, April 3, 1961:2A).

Newspapers in the New Orleans area charged that the state's equalization formula was unfair to the larger systems and systems which contributed more local funds to their own support. (Times-Picayune, July 19, 1963:10). The Baton Rouge Morning Advocate (February 23, 1961:2A) said that the state guarantees all systems money to operate a full nine month term and that this system penalizes those with efficient operation and local support. The newspaper pointed out that additional state aid also brings additional state control.

Continuing the idea of more local support, the New Orleans States-Item (October 26, 1965:12) called for property tax reform, and the Alexandria Daily Town Talk (April 6, 1963: 6) called for home rule in education, claiming that local people will pay their own educational bills. The Lake Charles
American-Press (November 26, 1966:4) was critical of opposition by the Louisiana School Boards Association to more local financing. "When the day comes, however, local school boards will find that when they give up the responsibility of paying for their schools, they give up the privilege of controlling them."

Several proposals directed at state financial aid to private and parochial schools drew opposition from newspapers in the decade. Typical of the reaction was the Lake Charles American-Press (May 27, 1965:4):

It is folly to waste millions on an inadequate program when institutions like LSU are faced with loss of accreditation because of insufficient funds.

BOND ISSUES, TAXES AND ASSESSMENTS

One hundred ninety-one editorials, or 24.3 per cent of the total, were devoted to ways of raising educational funds, primarily through bond issues, taxes, and assessments. This was the only sub-topic where favorable editorials exceeded unfavorable ones. One hundred thirty-nine editorials were favorable in this sub-topic as compared to 39 unfavorable and 13 neutral.

Bond Issues

By far the most popular method of providing funds
during the period of the study was through bond issues. The need for capital improvements was great in both decades as is pointed out later in the chapter on administration. Newspapers in every section of the state responded with favorable editorials toward proposed bond issues. Typical of the feeling of the period was that of the Shreveport Journal (February 2, 1950:6A) which said: "Nothing brings more favorable comment to a community than the interest its citizens take in the welfare of the children."

The defeat of bond issues was a rarity. When one was defeated it was considered most unusual by newspapers. The Opelousas Daily World (July 27, 1955:18), following one such defeat, challenged opponents to visit the schools and observe first hand the need for new construction.

A proposal for a state bond issue for parish school construction in the first decade drew opposition from the Shreveport Times (June 25, 1956:4). The newspaper said that there was no parish that could not meet its own needs without state assistance.

Support for bond issues continued in the second decade, although the desegregation issue caused some concern. Newspapers urged voters to approve issues and not let the desegregation issue cloud their thinking. (Daily World, April 8, 1956: 30).
A greater number of bond issues were defeated in the second decade of the study than in the first. Newspapers attributed this to the fact that school boards were not doing an adequate job of informing voters as to specific needs. In one of the few editorials asking voters to defeat a school bond issue, the New Orleans States-Item (November 16, 1963:6) expressed a lack of confidence in the Jefferson Parish School Board as the major reason for asking the defeat of the bond issue.

Taxes

Property taxes and sales taxes were the two most popular methods of obtaining school funds through taxation. However, the tax process generally wasn't as smooth as the bond issue.

In the first decade, little trouble was seen as tax elections were generally for renewals of existing taxes. However, in the second decade, school boards found themselves faced with stiff opposition on the tax front. The Baton Rouge Morning Advocate (July 9, 1961:4B), early in the second decade, opposed a proposed sales tax on the basis that the board had not given sufficient evidence of how the money would be used. The newspaper called for more economy in school operations.
Later, however, the newspaper backed such a program but the voters turned it down. *(Morning Advocate, March 21, 1964:10A).*

The greatest tax issue of the decade was brought about by a new Louisiana law which enabled school boards to call one cent sales tax elections, primarily for teachers' salaries. The teacher salary issue will be discussed fully in the next sub-topic. This new provision was greeted with mixed emotions, however, in different sections of the state as local boards took advantage of the new provision and began calling sales tax elections.

The Baton Rouge *Morning Advocate* (October 26, 1965:4A) welcomed the change and declared that education had depended too much on state financing in the past. When the new tax was passed in East Baton Rouge Parish, the newspaper said it showed that the public believed in the quality and value of the schools. *(Morning Advocate, February 3, 1966:10A).*

Sales taxes in Orleans and Jefferson Parish were backed by the New Orleans newspapers. The *Times-Picayune* (August 22, 1965:2-2) said that local action on a sales tax should help the teacher situation and relieve the state of "its most serious and controversial financial difficulty."

The *Alexandria Daily Town Talk* (May 25, 1966:6) opposed the plan in Rapides Parish. The newspaper charged that the school board could not present valid reasons for
the sales tax. The Town Talk advocated a sales tax for not only the school board but the parish police jury and municipalities as well.

One of the most controversial sales tax elections took place in Caddo Parish where the Shreveport Times (February 26, 1967:2B) backed the school board tax plan and the Shreveport Journal (February 25, 1967:2A) opposed it. Almost daily, editorials appeared for weeks in each newspaper prior to the election. The Journal advocated a plan to share the tax with the City of Shreveport and was highly critical of the school board and parish school superintendent. The Times defended the school board action and opposed the split-tax plan. Finally, the tax was defeated and both newspapers backed a split-tax plan between the city and school board which passed. Other newspapers, principally the Alexandria Daily Town Talk (August 2, 1967:6) and Ruston Daily Leader (July 27, 1967:2), also endorsed sales taxes shared between the school board and other local agencies.

The Lake Charles American-Press (December 10, 1967:4) strongly opposed the sales tax plan. It advocated an increased property tax instead claiming a sales tax favored the rich over the poor. "To try to solve this problem by levying a sales tax is like taking aspirin to cure cancer."
Assessments

Low property assessments were blamed for much of the school financial crisis, especially in Jefferson Parish. The New Orleans newspapers saw a sales tax as the only solution to Jefferson's financial plight since the property assessments were so low. The States-Item (October 12, 1965:12) called on parish officials to adhere to state law and revise property assessments. The Times-Picayune (July 23, 1955:6) charged that political considerations were denying the parish of needed revenue through property assessments.

The States-Item (March 16, 1964:8) pointed out that all school systems had a right to demand property assessment equalization.

On the basis of state law that assessments should be at actual cash value, the schools of every parish have cause to rail at prevailing assessment policies and cry out for reform.

The States-Item (October 4, 1969:6) later pointed out:

What Jefferson Parish residents must face up to, it seems to us, is whether they are to have low or no assessments and terrible schools, or uniform and reasonable assessments and good schools.

SALARIES

Salaries for teachers and other school employees account for the largest portion of school budgets each year. And during the period of this study nearly two of every three
editorials were unfavorable to this sub-topic. Overall, 23.9 per cent of all editorials on school finance concerned themselves with salaries. Although the vast majority of these were classified as unfavorable, newspapers consistently pointed out that they were in favor of higher teachers' salaries, but opposed methods advanced for paying those higher salaries.

In the first decade of the study, perhaps no issue in Louisiana educational history caused as much controversy as the gas-gathering tax of the late 1950's. A new statewide minimum salary schedule for teachers and other school employees was passed by the state legislature, but funds to implement the schedule were not forthcoming. To help finance this salary increase, Governor Earl K. Long, backed by the Louisiana Teachers' Association, proposed a new tax on natural gas production in Louisiana.

Immediately, a bitter editorial campaign opposing this plan was launched throughout the state. Only one newspaper was found in this study that favored the plan. This was the New Iberia Daily Iberian (June 28, 1957:2), the home paper of the LTA legislative committee chairman who was heading the fight for the teachers' association.

One of the greatest opponents of the gas-gathering tax was the Shreveport Times (May 3, 1957:8). The Times
charged the LTA with issuing false information and called it economic dictatorship to name specific taxes. The newspaper said that it was wrong to single out one industry (Shreveport Times, June 12, 1956:6). The Times (June 26, 1956:8) contended that money was available to pay the salary increases through economy in government.

When the LTA sought repeal of the state law requiring a two-thirds majority vote in the legislature to increase taxes, the Times (November 29, 1957:8) said that the LTA "... has skidded about as far down the ladder of moral responsibility as it can go." The LTA was said to have deliberately flaunted public opinion and lost public support. Action such as proposing the gas-gathering tax was said against the welfare of people who depend on the industry payroll for a living.

The Shreveport Journal (June 13, 1956:2B) criticized what it called "pressure tactics" by teachers in supporting the gas-gathering tax. It also compared the LTA to a labor union, and declared that compared to many other states, Louisiana's teachers were prosperous. The New Orleans Times-Picayune (July 1, 1956:2) also claimed that the teacher pay increase could come from economy in government charging too many "deadheads" on state payrolls.
Charges that teachers were unjustly using children to promote the gas-gathering tax was made by the *Alexandria Daily Town Talk* (May 13, 1958:6). It called the practice of supporting the tax by sending postcards home to parents by children as "unethical" and the "brainwashing of children."

The *Opelousas Daily World* (May 24, 1957:4) believed that teachers had a right to seek higher salaries but not to tell where the money should come from. "Show the need, ask the increase, yes. But beyond that, they're going too far."

One newspaper, the *New Iberia Daily Iberian* (August 19, 1957:2), backing its parish superintendent who was also chairman of the LTA legislative committee, backed the gas-gathering tax proposal. The *Daily Iberian* said that the public must face up to the fact that the teacher salary schedule must be implemented. It asked the governor to call a special session of the legislature for the purpose of enacting the gas-gathering tax since no one else could come up with a better plan.

In the second decade of the study, two more statewide minimum salary schedules were proposed and passed and both times funding was missing. In the first half of the decade, a local option sales tax plan was passed by the legislature which allowed many systems to acquire new local funds for
salaries. This only added to the problem, however, as the concept of equal salaries statewide was no longer a reality.

Many parishes were successful in passing this new local sales tax and this made it harder to secure funds at the state level. The Baton Rouge Morning Advocate (April 29, 1966: 8A) pointed out that the local option sales tax was the reason no new taxes would be passed at the state level for teachers' salaries. The newspaper wondered if the poorer parishes had really tried to help themselves. It opposed a statewide sales tax to "equalize" salaries and said that the issue of taxation in one place and subsidy in another was out in the open (Morning Advocate, April 7, 1966:10A). The New Orleans States-Item (October 7, 1966:8) claimed that those with local support should not have to pay for those without. Suggestions for more local support and opposition to all proposals that would increase taxes on industry were forthcoming from many newspapers.

John J. McKeithen had become governor of Louisiana in 1964 and asked Louisiana's teachers to give him time to find the money to implement their salaries. Newspapers backed the governor in this request and eventually money was found to implement the schedule.

Newspapers then turned their attention to teacher competency. The Lake Charles American-Press (December 3, 1969:4)
called on teachers to "come down out of the blue and face criticisms . . . just demanding more with nothing in return isn't the answer." Several newspapers advocated a merit pay system and were critical when the idea was opposed by teachers. The *Shreveport Journal* (March 1, 1968:4A) said that ". . . teachers who stand above the crowd ought to be paid better than the crowd."

Yet another statewide minimum salary schedule for teachers and other school employees was enacted in 1968. When the decade ended, no funds had been found to implement that new schedule.

SUMMARY

School finances accounted for the largest number of editorials concerned with elementary and secondary education and second only to higher education. A total of 787 editorials were classified in this topic. This was 18.3 per cent of the total in the study.

Overall, editorials were unfavorable to the many facets of school finance. This held true in both decades of the study.

The topic was divided into four sub-topics and only one received overall favorable comment. This concerned itself with bond issues, taxes, and assessments.
Editorials were greatly opposed to the concept of federal aid to education. The fear of federal control was the primary reason for this opposition.

In regard to state and local support, editorials favored increased local support whenever possible. The free lunch program of the state received the most criticism.

Editorials were largely in favor of bond issues for capital construction, but were split somewhat on the question of sales taxes and property taxes as means of financing education. Low property tax assessments also came in for criticism.

Salaries of teachers and other school employees was one of the most controversial topics. Editorials largely favored increased salaries for teachers, but opposed most of the methods advanced for financing those increases. The gas-gathering tax proposal of the 1950's and the local option sales tax of the 1960's caused the most editorial comment.
CHAPTER IV

ATTITUDES TOWARD PUBLIC SCHOOL ADMINISTRATION

Administration of the public schools drew only 12.9 per cent of the editorials related to public education. This placed the topic second only to finance in the elementary and secondary education category. There were 554 editorials devoted to administration out of the 4,296. This number could have been higher except for the classification of administrators in the personnel category. In other categories, many of the editorials mentioned administrative practices, but because of the minor treatment of the topic, they fell in other major categories.

Five sub-topics emerged. These were: (1) boards of education; (2) administrative practices and procedures; (3) public school facilities; (4) public school safety; and, (5) consolidation. Editorials relating to local school boards accounted for 210, or 38 per cent, of the total. Next were administrative practices and procedures (126; 22.7 per cent), public school facilities (110; 19.9 per cent), public school safety (64; 11.5 per cent), and consolidation (44; 7.9 per cent).
Overall, editorials were favorable to administration. Of the 554 editorials, 313, or 56.5 per cent, were favorable as compared to 164, or 29.6 per cent, unfavorable and 77, or 13.9 per cent, neutral. Of the favorable editorials, the second decade of the study saw a slight increase over the first decade. However, unfavorable editorials also increased (65.2 per cent to 34.8 per cent). (Table II)

BOARDS OF EDUCATION

Local school boards played the dominate role in administration with one in three editorials devoted to them. In the first decade of the study, 63 editorials were written on the topic as compared to 147 in the second. This accounted for 32.9 per cent of all editorials on administration. The relationship of favorable to unfavorable remained about the same for each decade, although the figures more than doubled in the second decade as much more attention was given the topic during that ten-year period. For a closer look at the treatment of this sub-topic, the editorials were classified as board and politics, board membership, board organization and operation, board decisions, and state board of education.

Board and Politics

Politics was a prime subject for editorials dealing
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<td>164</td>
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with school boards in both decades of the study. However, there were four times as many in the second decade as the first. Editorials were extremely favorable to boards in this area, although in some instances they were sharply critical when it was felt that politics were influencing board decisions.

Most newspapers freely gave endorsements of candidates and urged qualified citizens to make themselves available for election. Typical of this stance in the first decade was the New Orleans Times-Picayune (October 3, 1956:10) which called on all qualified citizens to make themselves available for election. It advocated that "Public service well-performed is rewarding in itself . . . ." The Picayune, in endorsing candidates, reasoned that there was a need for new energies and abilities on school boards, while most other newspapers of the period endorsed incumbents.

The idea of keeping politics out of school board elections was high on the list of favorite topics of editors during this first decade. The Alexandria Daily Town Talk (May 8, 1954:4) encouraged the idea of open primaries on a non-partisan basis as a means of doing this. The newspaper felt that in this way voters would vote more on candidate qualifications and less on partisan politics. In New Orleans, an open primary election was held with no runoff and the Times-Picayune (October 9, 1952:10) credited this system with
improving the Orleans Parish School Board. The newspaper said that the school board had made progress since this system began. It reasoned that the school board must be more interested in the welfare of children than its own political welfare.

The voters themselves did not escape the critical eye of newspapers in the first decade. All papers constantly urged a large voter turnout for school board elections and were highly critical when the vote was light. On this subject the *Shreveport Journal* (September 3, 1952:2C) said:

> The voting in Tuesday's runoff was distressingly light. Only about one ninth of the eligible electorate visited the polling places. This reflected deplorable indifference by many citizens regarding public education.

These same themes continued and intensified in the second decade. The *Lake Charles American-Press* (January 21, 1967:1) called for non-political elections and stressed that school board members should be "... a cut above the common herd of politicians, both intellectually and in terms of prestige and capabilities." Later, the same newspaper noted that "... school board members should merit the confidence of every citizen for they are entrusted with our most precious asset of the future--our children." (*Lake Charles American-Press*, August 4, 1968:4).

One of the strongest statements on keeping politics
out of the school board came in the Lafayette Daily Advertiser (November 18, 1964:10). The newspaper was highly critical of the political situation on the local school board and said:

The public's confidence in the school board was lost because of the sordid behind the scenes political maneuvering and embarrassing behavior of board members at open meetings.

In this same vein, the Opelousas Daily World (December 13, 1968:4) editorially expressed shock at the politicalization of its local board and called for public pressures to solve the problem.

The New Orleans and Jefferson Parish areas came in for a great deal of editorial comment during the second decade over this subject. In the school board elections of 1968, the Times-Picayune (December 1, 1968:2) endorsed the two eventual winners, Lloyd Rittner and Dr. Mack Spears. Spears became the first Negro to be elected to the Orleans board. Of Spears, the Times-Picayune said that he is "... qualified by temperament, education, and experience with the school system. Should be a big help in the education of children of his own race." Rittner came in for some editorial comment a year later when he qualified for the New Orleans mayor's race. The Times-Picayune (June 20, 1969:10) called for his resignation from the board "to keep politics out of schools." When he did resign, the newspaper said: "In resigning,
Mr. Rittner has protected the non-political character of the board." (Times-Picayune, July 1, 1969:10).

Probably the one board which received the most unfavorable comment was the Jefferson Parish School Board. Politicalization was charged time and time again in almost every aspect of board operation. At the beginning of the decade the Times-Picayune (August 22, 1960:12) said that no parish was in greater need of an improved school board than Jefferson Parish. Later the newspaper called on the board to put aside political factions and concentrate on the problems of education (Times-Picayune, January 19, 1963:10).

Perhaps the most vocal on the affairs of the Jefferson Parish School Board in this decade was the New Orleans States-Item (January 22, 1963:8). This newspaper heaped criticism on the board throughout the ten-year period. It criticized the board for public squabbling, ignoring the basic functions of education in favor of political patronage, (States-Item, June 23, 1961:8) and endorsed a lay committee to distribute information on the Jefferson school system to the public as a "watchdog" committee. Before each election the newspaper urged the people to "make wise choices to rid the board of its past image." (States-Item, July 8, 1964:14).
Board Membership

The overriding subject in this area was the number of members serving on school boards. And in almost every case the call was for a reduction in the number of members. In the first decade of the study, editorials recommended a reduction in the size of boards in Caddo Parish, East Baton Rouge Parish, and Jefferson Parish. In each case it was argued that a smaller board would be more efficient. In Caddo Parish, the Shreveport Times (January 11, 1951:4) pointed out that the board was split between urban and rural members and said that there were too many rural members on the board. The board, the newspaper said, does not represent the people on an equal basis since the urban population is larger. The primary reason for reducing the Jefferson board was given as a means of "getting politics out of the system" (Times-Picayune, November 11, 1954:10). The New Orleans States-Item (July 10, 1959:10) called for "statesmanship" on the part of board members and charged that the "students suffer from a lack of leadership by the board."

The second decade saw little change as far as Jefferson Parish was concerned as the newspapers of the New Orleans area continued to seek a reduction in the size of that board. But two new problems dominated the period, one in Baton Rouge where it was charged that Louisiana Governor
Jimmie Davis was attempting to "pack" the East Baton Rouge Parish Board, and the second in Lake Charles where a consolidation of the Lake Charles city school system and the Calcasieu Parish system was being attempted.

In 1961, the Baton Rouge Morning Advocate (February 17, 1961:2A) charged the Davis administration with attempting to add four members to the East Baton Rouge Parish School Board in an effort to gain control of the board. This, the newspaper asserted, would deprive the people of democratic control. When Davis' four appointees and two others asked for the parish superintendent's resignation, the newspaper called this "part of a long-range plan to take over the school system for patronage and other purposes." (Morning Advocate, June 8, 1961:8A).

For a six-year period in the decade the Lake Charles American-Press (February 14, 1964:4) advocated the consolidation of the Lake Charles city school system and the Calcasieu Parish school system. The end of duplication of efforts was cited as the main reason. However, the merger plan repeatedly failed due to a lack of reapportionment of the boards (Lake Charles American-Press, May 4, 1962:4). The newspaper placed the blame on the Calcasieu board for its demand that city board memberships not be increased on the new board (Lake Charles American-Press, February 24, 1966:4). Finally, a plan was agreed to
Board Organization and Operation

Generally speaking, newspapers were highly favorable of school board operations except in two areas: (1) executive sessions, and, (2) employment practices. Boards were criticized in both decades for secret executive sessions in which the public and press were not permitted. The Shreveport Journal (September 4, 1959:8A) charged the board with trying to keep the public's business a secret while the Baton Rouge Morning Advocate (December 20, 1969:6A) charged that the board "will lose the confidence of the public" if it continued to hold "closed" meetings. One newspaper, however, defended executive sessions. The Opelousas Daily World (January 14, 1958:4) said that boards should be able to use executive sessions "to avoid hurting people or themselves in delicate or serious or embarrassing situations."

Typical of the feeling on personnel policies were editorials in the Lafayette Daily Advertiser (January 19, 1965:8). The newspaper was highly critical of the board for the methods it employed in hiring a new superintendent, but was extremely complimentary of the new superintendent himself.
The attempt by many boards and the Louisiana School Boards Association to amend the Louisiana teacher tenure law also drew criticism. The New Orleans Times-Picayune (January 20, 1960:10) said that boards may get support to change the tenure law if "the taint of politics could be excluded."

**Board Decisions**

Decisions by local school boards drew the most unfavorable editorials of any of the four sub-topics concerned with school boards. Usually the board was criticized if it made a decision contradictory to that of the superintendent's recommendation. Most newspapers felt that the superintendent was not a "rubber stamp" (Daily Advertiser, December 10, 1965:6).

The boards were also frequently criticized where financial decisions were involved. Typical of this was criticism by the Baton Rouge Morning Advocate (March 15, 1957:4A) when the local board paid the debts of Zachary High School for its football field against the advice of the superintendent.

The East Baton Rouge Parish School Board in the past has acted in a manner that gives rise to grave doubts as to the fitness of some of its board members to administer the problems of the schools.

The newspaper went on to charge the board with going outside the law to "cover up for a school principal."
Newspapers were also critical of pressures on school boards which caused them to render decisions without thorough study of the problem. By the same token they were highly complimentary of those boards who changed their meeting sites so that more people could attend (Times-Picayune, October 15, 1969:10).

**State Board of Education**

Only a small number of editorials were written concerning the state board of education. This is probably due to the fact that usually an editorial that included references to the state board of education or state board business was primarily concerned with another major topic such as the state department of education and/or the state superintendent of education. There will be many references to the state board of education in that category in the later chapter on personnel.

What editorials were classified in this category usually were endorsements of candidates for office, or on personal conduct of board members. The one major subject advocated by newspapers was that the state board of education should have final authority on state department of education matters instead of the state superintendent. The Shreveport Times (May 16, 1954:2B) blamed the political election of the superintendent for the problem.
The second major sub-topic discussed by editors was concerned with a variety of topics dealing with administrative practices and procedures. Of the 554 editorials on this topic, 126, or 22.7 per cent, were in this area. Here again, editorials were generally favorable in both decades, although the number of unfavorable ones increased in the second decade.

Editorials appeared on a number of subjects in both decades. Primary subjects for discussion were school discipline and vandalism and religion and the schools. In addition, scattered editorials discussed everything from educational aims and goals to day-to-day school regulations.

School Discipline and Vandalism

Half of the newspapers studied printed editorials in this area. In the first decade of the study, editorials insisted on stern discipline in the schools, but at the same time they demanded fair treatment. The Opelousas Daily World (December 1, 1953:18) was typical in its approach. It compared the discipline in American schools with those of England and concluded that poor discipline was the cause of educational failure in the United States. The New Orleans Times-Picayune
(February 16, 1953:8) conceded that school discipline was difficult and blamed the state's attendance and tenure laws for part of the problem.

The Lake Charles American-Press (April 21, 1953:6) was critical of the rising rate of vandalism in the early part of the decade and had this to say:

No matter how troubled the times or how swift the social tides, the home, the school, and the church cannot escape the responsibility for building character and imposing discipline among young people.

Editorials in the second decade of the study were very sympathetic toward the classroom teacher in advocating stronger corporal punishment laws. Other public agencies, the home, and the church were suggested as assisting in curbing the growing discipline problems in the schools (Morning Advocate, February 14, 1963:4B). In advocating a new, stronger corporal punishment law for Louisiana, the Lake Charles American-Press (March 13, 1961:4) said: "We do not think the right of self-defense should be denied to anyone—not even to teachers."

The Baton Rouge Morning Advocate (October 15, 1967:6B) took a strong stand in the latter half of the decade when student riots and unrest began sweeping the country. The Advocate said that "... authority with meaning must be restored to school officials. They must be given the power to punish the disobedient and expel the recalcitrant." The
Advocate (October 22, 1967:6B) later defended the right of schools to expel students who came to school in distracting dress. The newspaper said that those (students) who wish to enjoy the right of attendance must accept at least a few of the responsibilities.

The Lafayette Daily Advertiser (October 11, 1960:10) offered one solution to the problem, however. The Advertiser said:

Corporal correction in education certainly will be restored one day, one may confidently predict, at the insistence of Mothers who drive car pools. It is their only solution from what has become known in pooling circles as the worst half-hour on earth.

Religion and the Schools

The question of prayer in the public schools became an issue in the 1960's when the United States Supreme Court declared that prayer should not be allowed in the public schools due to the separation of church and state. Editorials were immediate and strongly favored allowing prayer in public schools.

The Shreveport Times (June 19, 1963:8) said that "... Americanism becomes some other 'ism' when religion is removed." The newspaper claimed that nothing in the constitution compels schools to restrict religion.

The Alexandria Daily Town Talk (June 18, 1963:6)
expressed shock at the ruling and said: "This is another long step toward atheism in the classroom, and atheistic schools can lead but to an atheistic nation."

One newspaper, the Ruston Daily Leader (June 20, 1963:2) defended the Supreme Court decision claiming the responsibility for prayer must rest in the home and church.

**Miscellaneous Administrative Procedures**

Dozens of administrative problems were discussed in the two decades of the study. Generally, editorials were favorable to the problems of school administration. Such topics as lengthening the school year, bulging enrollments, teacher shortage, systemwide efficiency studies, and other minor subjects were included.

The most discussion on any one subject concerned lengthening the school year. This was primarily centered in the 1960's, but had its beginnings in the first decade.

With but one exception, newspapers in Louisiana favored lengthening the school year. Primary reasons were to fully utilize school facilities, speed up the educational process in the post-sputnik era, or, as one newspaper put it, to "keep the kids off the streets" (Alexandria Daily Town Talk, November 1, 1968:6). The lone exception to advocating this concept was the Lafayette Daily Advertiser (December 24, 1968:4). Of this idea the Advertiser said:
It somehow smacks of the same kind of adult thinking that can't leave kids to themselves to play pick-up baseball in an empty lot. Instead, they have to be put into uniforms and supervised, professionalized and ulcerized ahead of their time.

The *Alexandria Daily Town Talk* (November 1, 1968:6) took a neutral position, but posed a unique question:

It may be true that the vacation lad wending his way to the fishing hole is a picture of a world which no longer exists.

But could it possibly be that what we really need are more fishing holes?

The acute needs of the schools were discussed in numerous editorials. Time and again newspapers pointed out the problems of overloaded classrooms, understaffed faculties, and the need for long-range planning. The blame, however, was not usually assigned school administrators, but rather politicians who hold the purse strings. The *Lafayette Daily Advertiser* (September 12, 1952:4), in discussing school needs, called politicians "callous" and concluded that ". . . minds cannot be vulcanized, like a highway . . . ."

Newspapers throughout the period also advocated independent surveys of the school systems by outside organizations. Several such surveys were made in Louisiana during the period and in almost every case newspapers reacted favorably to the projects and commended the school administration for their efforts (States-Item, October 27, 1959:10).
School facilities and construction produced 110 editorials, or 19.9 per cent. The greatest interest in this area was in the first decade of the study where 67 of the editorials were found. Of principal interest was the need for more schools and classrooms in the face of a nationwide population explosion and teacher shortage.

In the first decade of the study, newspapers time and time again called attention to the need for more classrooms. The "war baby" boom, lack of finances, population shifts, and lack of consolidation of small schools were cited as the principal reasons for the shortage. Newspapers were favorable to the schools in the matter of facilities, however. One newspaper rationalized that the acute shortage of classrooms is better than empty classrooms. The Lake Charles American-Press (September 12, 1958:4) went on to say that this was a sign of community growth.

Probably the greatest need for new and expanded facilities was in the New Orleans area. Throughout the decade, newspapers reported new schools opening, but the classroom shortage continued forcing schools to utilize the platoon system (half-day) (States-Item, October 14, 1958:14).

The Opelousas Daily World (August 6, 1954:22) concluded
that the people of St. Landry Parish must accept the fact that more classrooms are needed. "... That's a simple biological fact," the newspaper said.

The opening of a new school facility always received favorable editorial comment. Typical of this was an editorial in the *Shreveport Journal* (February 1, 1950:6A). Writing in 1950, prior to the Supreme Court desegregation decision, the *Journal* said of the opening of Booker T. Washington High School, an all-Negro facility:

The opening of Booker T. Washington High School is not only of significance hereabouts but in all sections of the nation. It is undisputable evidence of how Shreveport feels about providing its youth, all of them, with proper educational opportunities.

Providing funds for new facilities and to repair facilities was always a topic of discussion. Usually local funds, primarily from bond issues, provided the financing and most newspapers agreed with this system. Most wanted to keep capital construction a local responsibility. However, newspapers were quick to call attention to the fact that bond issues had been voted but no new construction was seen in what the newspaper felt was a reasonable time for the school board to act (*Daily Advertiser*, January 14, 1951:1).

Only one newspaper in this period advocated federal aid for local school construction. The Lafayette *Daily Advertiser* (February 27, 1955:8) consistently called for
passage of the Eisenhower Administration's plan for aid to local school systems for construction. The newspaper challenged opponents of the plan to "come up with a better plan."

Naming schools was also a problem. Newspapers seemed to feel that school names should be chosen very carefully. The Shreveport Times (April 3, 1959:6) said:

Schools should be named only for men and women whose lives can bear the closest scrutiny, and whose characters, despite that scrutiny, still emerge as an inspiration to the students educated there.

The first half of the second decade saw little change in the building picture. Schools were still overcrowded and boards began to look for new methods to help solve the problem. But at the end of the decade, newspapers began to take a different slant and schools were blamed for poor planning. Enrollments began to drop and school planners were charged with using poor estimates in planning new facilities and locations. The Baton Rouge Morning Advocate (January 17, 1969:2A) charged that school planners knew there would be a big drop in enrollment and wondered why they did not plan ahead for the decrease.

SCHOOL SAFETY

Safety in schools, primarily in the area of transportation, accounted for 64 editorials, or 11.5 per cent. The
greatest number of these concerned themselves with traffic safety. Every newspaper in the study at one time or another ran editorials cautioning motorists to be careful of school children. Usually these would be at the beginning and end of a school term.

Some newspapers, however, went one step further than the usual safety editorial and called for stronger traffic laws and enforcement on school zone violators. The New Orleans Times-Picayune (May 1, 1956:8) advocated cash bonds for school zone violators, the notification by mail of all school zone speeders, (Times-Picayune, September 9, 1956:8) and the authorization of crossing guards to obtain license numbers and report violators.

School bus safety was also stressed. The New Orleans States-Item (May 19, 1959:10) observed in the latter part of the first decade that "... no time soon will our public schools be able to get out of the bus business."

The third major concern connected with school safety was the danger of fire. This was particularly true in New Orleans in the first decade of the study. Interest was high after reports of a fire in a Chicago school which took the lives of 90 pupils. Newspapers called for improved alarm and sprinkler systems (States-Item, December 12, 1958:12). Even the Shreveport Journal (June 16, 1950:8A) commented on the need...
for legal action to force New Orleans schools to remedy fire hazards. The Journal said: "No chance of fire in any school building anywhere should be taken. Children's lives are too precious for a gamble as to their security."

CONSOLIDATION

The need for school consolidation accounted for 7.9 per cent of all editorials in the area of administration. There were 44 editorials on the subject. Newspapers were highly in favor of the consolidation of small schools, particularly in the 1960's.

The principal reason given for favoring consolidation was that students would have an opportunity for better academic offerings at larger schools (Shreveport Times, October 21, 1951:16). Other reasons offered were better use of facilities, more extracurricular activities (Morning Advocate, March 2, 1958:4B), better use of available funds (Alexandria Daily Town Talk, February 25, 1964:6), and for accreditation (Shreveport Times, January 14, 1951:14).

The greatest opposition to consolidation came from small communities which faced the prospect of losing its school which had been the center of community life. Commenting on this, the Baton Rouge Morning Advocate (June 4, 1959:2A) said:
To keep a community alive and growing, more is needed than a small school maintained at excessive expense to the taxpayers and at the cost of a loss in educational opportunities to students.

The *Alexandria Daily Town Talk* (February 18, 1963:6) said:

Certainly there are ponderous arguments in favor of retaining small high schools, but most of these arguments are sentimental and emotional, none of which place proper emphasis on the real mission of a school system.

**SUMMARY**

The number of editorials devoted to public school administration was the third largest devoted to any single category. Editorial treatment of this topic was 56.5 per cent favorable, 29.6 per cent unfavorable, and 13.9 per cent neutral. A total of 554 editorials were classified in this category which accounted for 12.9 per cent of all editorials in the study.

The greatest interest in this category was concerned with boards of education. Thirty-eight per cent of all editorials were in this area. The greatest interest was shown in the second decade and, although there were more favorable than unfavorable editorials in the second decade, the increase in the number of unfavorable editorials indicate that the image of boards of education was not improving.
The practices and procedures of public school administration accounted for the second greatest number of editorials in the category. The increase in interest in the second decade following the sputnik educational crisis, indicates that newspapers were taking a closer look at public school administrative practices.

The need for new and improved school facilities was greater in the first decade of the study due to the population explosion and teacher shortage, but interest was lost in the second decade when school population decreased. The need for new and better school facilities in the first decade also accounted for the interest in school safety in that period.

As the need for consolidation shifted from an economic one to an educational one in the post-sputnik period of the second decade of the study, the editorial treatment of this topic increased greatly.
ATTITUDES TOWARD PERSONNEL

The topic, "Personnel," received the fourth highest frequency of editorial treatment. Four hundred sixty-nine editorials were devoted to this topic which accounted for 10.9 per cent of the total. Of this number, favorable editorials slightly outweighed unfavorable ones by 50.1 per cent to 43.1 per cent, while neutral editorials amounted to 6.8 per cent.

The first decade of the study saw favorable editorials in the majority, but in the second decade unfavorable ones were in a slight majority. This was due to the large number of unfavorable editorials opposing teacher strikes in the 1960's. (Table III)

The topic was divided into four sub-topics. These were: (1) teachers; (2) students; (3) administrators; and, (4) the Parent-Teachers Association. No editorials were found related to non-professional school personnel.

TEACHERS

Editorial recognition of the importance of the teacher
<table>
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<th>Decade</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Neutral</th>
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was evidenced with 48 per cent of personnel editorial treatment concerned with this sub-topic. Overall, editorials were unfavorable to teachers, primarily in the second decade of the study when concern over teacher strikes was in evidence. Concern over the teacher shortage, actions of teachers, preparations and qualifications, political responsibilities, welfare, strikes, organizations, and tributes made up the areas of concern about teachers.

Teacher Shortage

There was concern in both decades of the study over the shortage of teachers. Low salaries appeared the primary reason. The Lake Charles American-Press (July 24, 1952:4B) said: "... and if we won't pay what the job calls for we can't blame anyone but ourselves if what we get for our money isn't always what we would like." It was also pointed out that the teacher shortage causes overcrowding and this is one cause of poor teachers being retained.

The first decade also saw a concern expressed over the decline of men in teaching. The Baton Rouge Morning Advocate (November 14, 1954:4B) claimed that reasons other than economic were involved since "... teacher pay is not as low, comparatively, as it once was."

The teacher shortage increased following the sputnik
scare and salaries seemed to be less of a reason than before. The American-Press (June 25, 1967:4) observed:

Behind all this is not a desire for more money alone. There is also a desire for more prestige in the eyes of the community, fewer demanding extracurricular tasks, and reasonable limits on class sizes and instructional loads.

Although by the end of the second decade, the teacher shortage seemed at an end, there was still cause for editorials to call for more qualified teachers to raise educational standards (Alexandria Daily Town Talk, September 15, 1969:6).

Actions

A large number of editorials in both decades concerned themselves with actions of teachers. The Shreveport Journal (January 15, 1963:3B) and the Shreveport Times (January 11, 1953:14) both commented on a teacher from another state who taught a kissing game known as "post office" to seventh grade students in the name of science. The Journal deplored the incident and wondered why she had been employed in the first place. The Times took a different slant and wondered whether or not schools teach too much in the way of saleable skills and not enough on how to live.

Most newspapers felt that the schools were only as good as the teachers in them. Since good schools were vital to the future prosperity of Louisiana, then prestige and status must
be returned to teaching. This, the *Journal* (September 7, 1955: 2B) said, was as important as money.

Teachers were called on to not become involved in controversial issues and to not identify with causes. The *Times* (April 8, 1953:6) said that it was difficult for a student to separate what a teacher is from what he says.

**Preparations and Qualifications**

The age-old question of methods versus subject matter in teacher education appeared in the first decade of the study. The *Shreveport Times* (May 17, 1952:2B) was critical for not allowing more liberal arts majors into teaching. It called professional education courses "gimmicks" and said the philosophy of teacher training was unsound and dangerous. The *Baton Rouge Morning Advocate* (June 26, 1959:2A) concluded that both areas, methods and subject matter, should be improved.

The *New Orleans Times-Picayune* (August 11, 1951:6) was critical of teacher certification and called for an independent study of the entire area by a group of laymen and educators. The newspaper said that teacher certification was "slanted to make Louisiana a closed shop." The *Shreveport Times* (May 9, 1953:6) charged provincialism in teacher certification. It claimed that outsiders, those educators outside of Louisiana, were looked upon as "foreigners" and blamed the state
superintendent of education for the difficulty of an outsider to receive certification.

In the second decade, many of the same subjects continued to be discussed. The New Orleans States-Item (September 18, 1963:8) said that even though there was a teacher shortage, there were plenty of qualified teachers in Louisiana who were not allowed to teach because of certification difficulties. The newspaper suggested that teacher certification be standardized nationwide to help solve the teacher shortage problem.

Teachers and Politics

The political role of the teacher was largely ignored in the first decade of the study. Only one newspaper, the Shreveport Journal, (March 29, 1950:8A) consistently editorialized on suspected teacher involvement with communism. The Journal was concerned with communism infiltrating schools and advocated a loyalty oath requirement for all teachers. Early in the decade the Journal said: "Mr. and Mrs. America cannot be too careful about keeping the schools free from dangerous radicals and the like."

Of the recommended loyalty oath, the Journal (June 7, 1951:2B) said:

It appears good for educational institutions whose employees should be compelled to make loyalty
oaths and should also be completely sifted in order to safeguard children from 'reddish' influences in the classrooms.

The Shreveport Times (March 21, 1955:4) also commented on the subject midway through the decade. The Times said that education was the key to fighting communism and therefore the schools had a right to know the political philosophy of the faculty and bar those who did not conform to "Americanism." "Parents have a right to know how those who are entrusted with teaching their children believe on such subjects."

Also in the first decade, the Alexandria Daily Town Talk (April 11, 1958:6) took issue with the suggestions that teachers' political activity be limited. The newspaper backed the right of teachers to actively engage in politics.

Political activity on the part of teachers increased in the second decade. The New Orleans Times-Picayune (June 3, 1960:12) suggested that teachers should be allowed to run for office, but should resign their teaching position if elected. The Lake Charles American-Press (December 16, 1965:4) also advocated increased political involvement by teachers. The Baton Rouge Morning Advocate (April 18, 1965:2B), however, disagreed saying:

It is seriously possible, we believe, that such action would hurt the teachers instead of helping them and instead of increasing their influence it would deprive them of the influence they now enjoy as a consequence of the special position they occupy in the public mind.
Teacher Welfare

The teacher retirement system accounted for most editorial comment in the area of teacher welfare in both decades of the study. The central theme of most editorials was that the retirement system was in dire need of study because surplus funds were high and could be used elsewhere. The Town Talk (December 21, 1953:6) suggested that the teachers' contribution be reduced thus giving him more take home pay. The Times (May 21, 1957:8) said that the surplus was too great with tax dollars lying idle "... in the manner of a miser putting his cash in a tin box and hiding it under the basement floor."

The tenure law came in for its share of comment. The Bastrop Daily Enterprise (December 5, 1952:2B) was critical of the tenure law and said that it did more harm than good. "It has come to a pretty pass when a school board has no control over getting rid of teachers whom it does not find suitable." The Shreveport Journal (August 4, 1969:6A) said that teachers should be "... concerned for the welfare of the whole state, not just a few ..." when the Louisiana Teachers' Association came to the defense of a teacher dismissed in New Orleans. Early in the second decade the Morning Advocate (January 19, 1960:4A) agreed with teachers that a
proposal to dismiss 1 per cent of a system's teachers without cause each year would threaten the whole concept of tenure. The Opelousas Daily World (January 12, 1968:4) agreed with the St. Landry Parish School Board that "personal bankruptcy, except in the case of personal catastrophe," should be added as a charge for dismissal under the tenure law.

**Teacher Strikes**

The threat of a teacher strike first came in the latter half of the first decade, but by the second decade, talk of teacher strikes and teacher militancy was commonplace. Throughout the entire period no newspaper favored a strike by teachers. Only two favorable editorials were recorded in this area and both were congratulating teachers on voting not to strike (Alexandria Daily Town Talk, November 21, 1956:4; Shreveport Times, September 3, 1964:8).

Two reasons were always given in discussing why teachers should not strike: (1) the loss of public confidence; and, (2) the harm it would do to children.

Talk of strikes by teachers always was connected with a salary question. Usually it followed the passing of a statewide minimum salary schedule by the legislature with no funds provided for implementation. In the gas-gathering tax issue of the late 1950's, the Shreveport Times (November 14,
1956:6) put the blame for proposing a strike on South Louisiana teachers whom the Times called "irresponsible." The Shreveport Journal (November 19, 1956:2B) said:

If the teachers of Louisiana ever resort to the blackjack methods of an uncalled for strike to try to force the taxpayers into dishing out more money, they will raise the all-important question of whether they are fit teachers in the first place . . . .

Activity in this area increased in the second decade and Louisiana newspapers continued to unanimously oppose such action. The Alexandria Daily Town Talk (May 2, 1963:6) said: "There are some professions where strikes just won't do. Teaching is one of them." The Opelousas Daily World (November 17, 1964:4) recognized the legality of such a strike but raised the question of morals. The Shreveport Times (March 17, 1966:18) commenting on a strike in New Orleans, called by the local chapter of the American Federation of Teachers of the AFL-CIO, gave the Louisiana Teachers' Association an endorsement in denouncing the union strike:

They (teachers) are far better off in such organizations as the Louisiana Teachers' Association which has well-oiled machinery capable of doing as good a job as may be possible in a labor union where they necessarily are subject to at least some forms of dictation that may be quite contrary to their own genuine interests.

Later in the decade the New Orleans AFT union staged another strike and this time the Times-Picayune (April 9, 1969:10) accused the union of "... failing the families and
students they have the responsibility to serve." The New Orleans union-led strikes were called in an effort to force the parish school board to call a collective bargaining election. (Times-Picayune, April 4, 1969:10).

Teacher Organizations

Most editorials concerned with teacher organizations came in the second decade with the National Education Association coming in for the brunt of the criticism. The NEA came into disfavor early in the period over its policies of desegregation of the races. In welcoming the Louisiana Teachers' Association to Shreveport for its annual convention, the Journal (November 20, 1961:8A) said:

The Louisiana Teachers' Association convening here this week can perform a great service for the people of this state if it will repudiate the NEA and its whole socialistic program. It is inexcusable that Louisiana's teachers should allow themselves to be victimized into lobbying for the destruction of their own state's educational system.

The Lake Charles American-Press (November 1, 1967:4), commenting on the rise of teacher militancy, suggested that state and local education associations do all they can to help teachers gain pay and prestige. The newspaper said: "Some of them serve only as vehicles for occasional meetings and social gatherings."

The Shreveport Times (February 24, 1960:6A) said that
teachers lacked responsibility and placed the blame on what it called "bumbling organizations and lack of leadership." The Times said that teachers' organizations fail to enforce high standards for entry and performance, are politically incompetent, and are morally evasive.

Tributes

Teachers received much criticism during the period of this study, but they also received praise both collectively and as individuals. Editorials of praise emphasizing the importance of the teacher's role in society appeared throughout the state on such occasions as Teacher Appreciation Week (Daily Advertiser, April 12, 1968:4) and Teaching Career Month (Lake Charles American-Press, April 3, 1962:4). The retirement of a well-known teacher in the community called for an editorial of tribute. Typical of this type of editorial was one from the Shreveport Journal (May 27, 1950:4A):

An able, faithful and beloved teacher and principal has earned the community's laudation and thanks. Her efforts have contributed beyond estimate to the public school system, causing the community to be deeply indebted to her.

STUDENTS

Editorials concerned with actions of students in schools were plentiful and covered a wide variety of subjects.
The vast majority were favorable. A total of 113 editorials concerned students. This was 24.1 percent of the total and two in three were favorable.

In the first decade of the study, numerous editorials concerned themselves with the health and safety of children. (Shreveport Journal, August 29, 1951:8A). Editorials of congratulations were also numerous ranging from commendations to groups, such as a winning team, (Shreveport Journal, March 28, 1950:6A) to individual tributes, such as one that commended a fourteen-year-old New Orleans student for saving another student's life (Shreveport Journal, May 20, 1950:4A).

Newspapers of the decade were aware of student actions both good and bad. The Lake Charles American-Press (June 24, 1955:8) commented on a campaign by students to get "smut" off the newsstands. The signing of anti-vandalism pledges by students was noted by the Baton Rouge Morning Advocate. (February 22, 1958:4A) The Shreveport Journal (May 24, 1951:2B) was concerned over the drug problem among students in the early 1950's. The Journal declared that "no punishment could be too heavy for peddlers of dope, especially those selling it to children."

Scholastic achievement by students was encouraged by editorials. The Opelousas Daily World (July 4, 1958:4) proposed that a banquet be given at the end of each year to honor
the best student in each subject instead of athletics. It was pointed out by the Morning Advocate (February 15, 1959:4B) that poor grades in high school were related to having the use of an automobile. The newspaper said that students were being pushed into adulthood too soon.

The subject of married students in high school became an issue in the latter years of the decade and two newspapers, the Alexandria Daily Town Talk (March 8, 1958:4) and the Shreveport Times (July 5, 1959:2B) editorialized on the subject. The Times agreed with the parish school board that married students should be permitted to continue in school, but must not be allowed to participate in the extracurricular activities with the unmarried students. The Town Talk also favored married students in school. The newspaper declared sex education in schools a failure and said: "It may be that high school students can best acquire the needed knowledge from happily married husbands and wives of their own age."

The same wide variety of subject matter concerning students continued in the second decade. However, toward the end of the period, student unrest and riots on college campuses became frequent occurrences. This will be discussed in detail in a later chapter on higher education. When incidents of student unrest were reported below the college level, newspapers were quick to call for "get tough" measures to deal
with the problem. The *Shreveport Journal* (March 4, 1969:6A) called a Supreme Court decision declaring that students have a right to protest an "exaggerated view of the right of free speech."

**SCHOOL ADMINISTRATORS**

This sub-topic was dominated by editorials dealing with school superintendents. A total of 90 editorials were analyzed which accounted for 19.2 per cent of this topic. Of these, local superintendents received overwhelmingly favorable editorials while the state superintendent's position was decidedly unfavorable. A scattering of editorials concerned themselves with the principalship.

**Local Superintendents**

Only one editorial in six was unfavorable to local school superintendents. Usually an unfavorable editorial called attention to the weaknesses in the selection process of a superintendent rather than in the superintendent himself. The *Shreveport Times* (November 15, 1957:4), early in the first decade, listed the qualifications for the perfect superintendent:

> What the clients expect, in many cases, is a superman, mastering every problem, pleasing every parent, satisfying the demands of even the most demanding school board member.

Newspapers throughout the period called for an end to
"politics" in the selection of a superintendent. The Baton Rouge Morning Advocate (September 29, 1954:4A) condemned a requirement by the local school board that the new superintendent be familiar with the politics of Louisiana schools. The newspaper said this shut the door to out-of-state applicants.

As the period had begun with the listing of qualifications for a local superintendent, so the period ended with another newspaper, the Alexandria Daily Town Talk (May 12, 1967:6), stating these qualifications:

A superintendent must be an excellent teacher, a capable administrator, a public relations expert and a pragmatic executive all wrapped into one package.

State Superintendent

While local superintendents were receiving great favorable support from editorials, the office of state superintendent was being attacked from all sides by the press. Only two men held the state superintendent's position during the course of this study: Shelby M. Jackson and William J. Dodd. Most of the unfavorable editorials were directed at Jackson.

Jackson was at odds with the press during his entire tenure of office. He was criticized for what was called "politicalization" of schools (Shreveport Times, January 30,

The Shreveport Times (January 30, 1952:6) pointed out that Louisiana was ninth in the nation in educational spending in the early years of the first decade but only forty-seventh in educational results. The newspaper charged Jackson with using $100,000 of public funds to lobby against educational bills proposed by an outside survey of Louisiana's schools (Shreveport Times, December 17, 1954:6A).

The Alexandria Daily Town Talk (November 26, 1958:6) was critical of Jackson for his "closed door" policy. It pointed out that the "public has a right to know."

Jackson's political activities were constant targets for editorials. The Town Talk (February 16, 1962:6) termed Jackson a "political machine" and said that "any attempt to check into this Pandora's box is met with opposition by him and his henchmen." The Lake Charles American-Press (March 16, 1962:4) also criticized Jackson's political activities saying:

Perhaps one of the things needed to improve the system of public education in Louisiana is a superintendent who will stay on the job.
An editorial by the Opelousas’ Daily World (September 18, 1962:4) was typical of the press’s feelings toward Jackson when his last term was nearing an end:

When is Louisiana going to get tired of Shelby Jackson, anyway, and of the continual decline of Louisiana in all of the comparative educational statistics available from all sources?

Jackson gave up the position in 1964 in an unsuccessful bid for the governor’s office and his successor, William J. Dodd, fared far better with the press. While not one favorable editorial was found in the Jackson era, Dodd received praise from all quarters for his “reorganization of the education department” (States-Item, March 20, 1964:8). The Daily World (March 20, 1964:4) called Dodd’s educational policies a "... fresh breeze ... for the better."

Dodd received several editorial endorsements for reelection in 1968 and was serving in the office when the period of this study ended (Times-Picayune, October 17, 1967: 10).

The Principal

The school principal was named most often in the remaining editorials. The qualifications and selection of the principal was the most important subject. The Lafayette Daily Advertiser (July 31, 1951:6) called once again for politics to be taken out of the selection process and said:
From the character and quality of this man (or woman) stems the actual level of operation of the school; from the array of principals emerges frequently, the parish superintendent.

When a group of petitioners recommended to the East Baton Rouge Parish School Board that only men be appointed to principalships, the Morning Advocate (February 23, 1958:6B) said:

To deny women teachers promotion and bar them from positions they have held for many years would be to commit an injustice and shatter the morale of a majority of the teachers, an action that would be hard to justify.

THE PARENT-TEACHER ASSOCIATION

A total of 41 editorials, or 8.7 per cent, were concerned with the Parent-Teachers Association. Newspapers in both decades of the study were extremely favorable to the activities of the organization. Thirty-three editorials were favorable, only seven unfavorable, and one neutral. Programs of the P-TA were almost always endorsed. Newspapers endorsed the P-TA proposals for banning livestock from state highways (Shreveport Journal, April 4, 1950:2B); sponsoring pre-school physical examinations for children (Shreveport Journal, August 8, 1950:6A); a program of free eye examinations (Shreveport Journal, October 14, 1950:4A); clothing drives (Shreveport Journal, November 15, 1950:2B); safety drives
Daily World, September 26, 1956:14); backing higher salaries for school employees (Shreveport Journal, March 25, 1953:2C); and promoting the idea of an appointive rather than elective state superintendent of education (Lake Charles American-Press, November 11, 1961:4).

Newspapers defended the P-TA when attacked by critics such as Admiral Hyman Rickover. The Morning Advocate (January 27, 1963:4B) answered the admiral's charges by saying that "the P-TA makes tremendous contributions to the nation's education system."

A bill in the state legislature requiring P-TA members to sign loyalty oaths was denounced (Daily World, June 29, 1956:18), but when it was suggested that the P-TA become a stronger "pressure group," the Shreveport Journal (May 30, 1957:2D) cautioned that "an excellent local device (P-TA) can be killed by ambition." But the Journal (October 2, 1952:12A) earlier had given the typical editorial reaction to the P-TA when it said the organization was "... an organization whose prime objective is the welfare of children."

SUMMARY

Editorials relating to personnel accounted for 10.9 per cent of the total in the study. Slightly more than half, or 50.1 per cent, were favorable. The majority of editorials...
concerned themselves with teachers (48 per cent). Students accounted for 24.1 per cent, school administrators 19.2 per cent, and the Parent-Teachers Association 8.7 per cent.

Teachers received unfavorable editorial treatment generally, mostly due to the threat of teacher strikes. Other than this, editorials held the role of the teacher in high regard.

Students received favorable treatment on a variety of subjects while local school superintendents were treated favorable as compared to the office of state superintendent. The vast majority of unfavorable comment in this sub-topic was directed at one office holder, Shelby M. Jackson.

The Parent-Teachers Association also received favorable treatment for its many and varied educational programs.
A total of 457 editorials were written concerning desegregation of the races in the public elementary and secondary schools of Louisiana during the 20-year time span. More than half of that number were decidedly unfavorable. This accounted for 10.6 per cent of all editorials. Of this number, 118 were favorable (25.8 per cent), 283 unfavorable (61.9 per cent), and 56 neutral (12.3 per cent).

In the first decade of the study, Louisiana editorial writers were commenting on desegregation more as an idea than a reality. The United States Supreme Court decision of 1954
declaring racially-segregated public schools unconstitutional had little immediate effect on the state's educational system. As the second decade began, desegregation became a reality in Louisiana and editorials on the topic increased significantly.

**THE FIRST DECADE**

Prior to the 1954 Supreme Court decision, editorial writers in Louisiana had little to say on this topic. The Supreme Court had given what many considered a preview of things to come when it ruled early in the decade that the doctrine of separate but equal was constitutional. With this ruling, many newspapers decried the neglect of facilities for the Negro student. The *Shreveport Journal* (May 16, 1950:10A), which later was to become a very vocal opponent of desegregation, quoted the president of the Caddo Parish School Board in calling for proper educational facilities for Negroes, but declared that the schools must remain segregated. The newspaper said: "There can be no divorcement of the basic racial relationships, the foundation store of racial segregation, which must be maintained for the South's welfare."

The Baton Rouge *Morning Advocate* (June 23, 1950:4A) called the separate but equal doctrine a "farce" and called attention to the funds necessary to maintain such a system.
The newspaper called for long range planning to meet the financial burden that was expected to come.

The *Shreveport Times* (June 26, 1951:6) believed that if Negroes had been given separate but equal facilities all along, there would have been no racial problem.

If Negroes had been given adequate educational opportunities and facilities long ago, much of the racial trouble over education now existing might have been avoided.

The *Times* (April 4, 1953:4) also called attention to efforts by the U. S. Army to integrate, but said that progress was hampered on bases where schools were operated by the local school systems under the separate but equal doctrine.

On May 17, 1954, the United States Supreme Court, ruling in the "Brown v. Board of Education of Topeka" case, announced that segregated schools were in violation of the 14th Amendment's guarantee of equal protection of the law. It also specifically overruled the long-standing separate but equal doctrine which it had upheld in 1950. This historic decision caused most newspapers in the state to be momentarily stunned. Editorials were immediate. The *New Orleans Times-Picayune* (May 18, 1954:8) said:

All the South can do—all that the states and localities can do—is shoulder the burden the court has placed upon them and work soberly to redirect their educational effort along lines that will be acceptable to all and at the same time will preserve its vitality.
The Times-Picayune (June 28, 1954:10) quickly went on the offensive, however, and called on the Louisiana legislature to enact laws to fight desegregation. It called on the state to assert its police powers.

The Baton Rouge Morning Advocate (May 19, 1954:4A) saw no immediate effect on Louisiana and declared that Louisiana was in a better position than many other states to meet the Supreme Court decision. The newspaper pointed to vast improvement in Louisiana education and saw the solution based on black-white cooperation.

A blast at the Supreme Court for disrupting racial harmony came from the Shreveport Journal (May 19, 1954:2B) which saw implementation of the decision "years away."

Fortunately in Shreveport and Louisiana as a whole the news of the decision has been received with a calmness which will be needed throughout the South in the months ahead when people seek to reorganize their educational systems to comply with the wishes of the court.

The Bastrop Daily Enterprise (June 16, 1954:4) saw the decision as the centralization of power within the Federal government and the eventual dissolution of the Union. It called the public schools politically socialized institutions and advocated a system of private schools. It also placed the blame for the problem on the "educationalists."

The Shreveport Times (September 16, 1954:4A) pointed
out that the Supreme Court had ordered an end to racial seg-
regation but had not ordered racial integration. The newspaper
called on school systems not to force integration but to wait
until the courts demanded it. Shortly thereafter, the Supreme
Court left it to U. S. District Courts to enforce the order.

In the last half of the decade, editorials pointed to
many incidents around the nation, particularly outside the
South, that they thought revealed how others were in violation
of court orders. Eventually, what many newspapers considered
the "real issue" emerged, the issue of states' rights.
(Shreveport Times, May 26, 1956:4A).

When President Dwight D. Eisenhower ordered Federal
troops to Little Rock, Arkansas in 1957 in an incident growing
out of the desegregation of Little Rock Central High School,
Louisiana newspapers rallied to the defense of Governor Orval
Faubus of Arkansas and denounced Eisenhower. The Shreveport
Times (September 25, 1957:6) said:

It is a step that would be expected from the
Stalins and Khrushchevs but which the world has
been told could never happen in a free nation.

The New Orleans Times-Picayune (September 29, 1957:6)
said:

This situation is the basis for the deepest concern
of governors in the South and some in other sections.
When state instrumentalities are subject to federal
seizure and state sovereignty is destroyed, the cushion
the people must rely on against the federal oligarchy,
and possible national dictatorship at the opportune time, is removed.

As the decade came to an end, newspapers believed that actual integration of Louisiana's schools could be avoided. Many advocated a system of private schools (Shreveport Journal, November 3, 1958:4A), others saw Congressional action as a possible solution (Shreveport Times, January 13, 1959:6), while still others thought that the Supreme Court and federal government would relieve the pressure on desegregation and not "force it down people's throats" (Alexandria Daily Town Talk, September 9, 1958:4).

THE SECOND DECADE

As the second decade began, Louisiana newspapers, particularly those in the northern section of the state, continued their attack on the federal government and called for continued stiff resistance to desegregation. Many plans were offered editorially (Alexandria Daily Town Talk, May 19, 1960:6) and many speculated on what would happen when school opened in New Orleans in September, 1960. The Orleans public schools had been ordered to integrate and many looked upon this first desegregation test in Louisiana with mixed emotions (States-Item, June 29, 1960:12).

For months following the decision to desegregate the
Orleans Parish schools, newspapers called for a calm approach to the problem. There were suggestions to close the schools, but newspapers considered the closure of the schools as much a tragedy as forced integration. (Times-Picayune, June 26, 1960:2-2).

A confrontation developed when Louisiana Governor Jimmie H. Davis ordered the Orleans schools to open on a segregated basis. This placed school officials in the middle of a confrontation between the state and federal governments (Morning Advocate, August 21, 1960:4B). The first of a series of special sessions of the Louisiana legislature followed. Almost as fast as the legislature passed pro-segregation laws, federal courts declared them unconstitutional. The Times-Picayune (November 7, 1960:12) was critical of the legislature and Governor Davis for their actions and the Shreveport Journal (August 26, 1960:8A) was critical of the Times-Picayune. The Picayune (November 12, 1960:8) said that "the closing of the schools won't be secession from the Union but secession from civilization . . . . What are we trying to achieve—a generation of segregated idiots?" The Journal (November 14, 1960:8A) said that newspapers and school boards had surrendered in the desegregation issue. "When will the people understand that they are losing their FREEDOM?"

An editorial battle ensued for the next several weeks
between New Orleans and Shreveport newspapers. The one point all seemed to have in common was their opposition to violence. Following several such incidents in the New Orleans situation, the Picayune (November 17, 1960:18) defended the right of peaceful demonstration but opposed violence saying that it gained nothing. A threat to cut off state funds to force Orleans schools to close was denounced by the New Orleans States-Item (November 22, 1960:8) as a threat to every school system in the state.

Newspapers in both New Orleans and Shreveport approved a plan to provide state grants to students to attend private schools. However, when the Davis administration proposed an increase in the state's sales tax to finance the plan, the Shreveport Times (December 18, 1960:6) bitterly opposed the increase calling it a "subterfuge for tax hiking."

As 1960 ended, the Lake Charles American-Press (December 15, 1960:4) called the special sessions an "exercise in futility," denounced the private school plan as "too expensive," and decided that "Public education seems to be the only answer and integration appears inevitable." The Times-Picayune (January 18, 1961:10) said that the state should now look toward "transition and progress, not turmoil."

A financial crisis developed for the Orleans school system as a result of the confusion over desegregation. State
funds had been withheld and pay checks were not issued. Both New Orleans newspapers urged people to pay their property taxes early to help offset the crisis and assure salary payments to school personnel (States-Item, January 25, 1961:8).

Early in 1961, the situation leveled and newspapers returned to the practice of reporting prominently all racial incidents in sections of the country outside the South (Alexandria Daily Town Talk, April 29, 1961:6). Most newspapers supported the public schools against closure. The Shreveport Journal (September 2, 1961:2A) continued to urge a boycott of Orleans schools to avoid integration.

In the years to follow, one school system after another faced desegregation orders. Newspapers usually called for calm determination in meeting the problems. The Baton Rouge Morning Advocate (March 10, 1963:4B) called on the school board of East Baton Rouge Parish to assume full responsibility for desegregation and prepare to meet the situation in a "... most effective and reasonable manner." The newspaper said that schools should not be distracted from educating children.

As desegregation continued, incidents of violence occurred. Newspapers always called for a calm approach and deplored the use of violence. Parents were called on to assume responsibility for children and not let them become
involved in school racial incidents. (Times-Picayune, October 11, 1963:10).

The effort to provide private school students with state financial grants continued throughout the decade. Several plans were approved, only to be declared unconstitutional by the courts. The Alexandria Daily Town Talk (December 20, 1963:6) called such grants discriminatory against public education and said:

What is needed at this juncture is some straight thinking by people with both feet on the ground who can cut through demogogic emotionalism.

Midway through the decade, Louisiana's public schools found themselves in another conflicting situation. State law still forbade integration and federal law asked schools to comply with desegregation or have federal funds withheld. Newspapers generally believed that schools should sign compliance agreements because it would "... not change the integration picture" (Morning Advocate, March 1, 1965:2A).

The Shreveport Journal (April 14, 1965:8A), an arch-foe of desegregation throughout the period, defended Federal Judge Ben Dawkins, a former Caddo Parish School Board president, when he issued a desegregation decision. The newspaper said that "... the law is the law ..." and "... acceptance ... with good grace does not mean that convictions must be abandoned ..."
Newspapers around the state generally followed this pattern. Most opposed the idea of transferring students to achieve a racial balance, upheld "freedom of choice" (Morning Advocate, June 18, 1965:4A), called on school boards to accept federal funds (Morning Advocate, July 29, 1965:8A), appealed for respect of law and order (Alexandria Daily Town Talk, August 27, 1965:6), and deplored school boycotts (Morning Advocate, October 24, 1965:6B).

The Department of Health, Education and Welfare came in for a great deal of criticism in the latter years of the decade. The Federal agency was blamed with many of the problems created by desegregation. Many newspapers charged that the department had gone too far in applying the Civil Rights Act of 1964 (Daily Iberian, December 23, 1966:2). The Times-Picayune claimed that court orders for forced integration were confusing. The newspaper said that wordage of the orders were negative and federal actions positive. The Picayune (April 1, 1967:10) wondered if the words "don't abridge" and "don't deprive" meant the same as "make certain" and "enforce."

Faculty integration late in the decade drew some interesting comments. The Opelousas Daily World (February 6, 1968:4) said teachers had no choice and urged peaceful mixing. The Lafayette Daily Advertiser (July 13, 1969:4) suggested "... let the teachers exchange jobs with the judges for one
semester and a new calm would settle on the land." The newspaper, in commenting on the claim that Negro educators were being phased out by desegregation, said: "... discrimination has always been an exceedingly expensive practice" (Daily Advertiser, October 14, 1969:4). The Shreveport Journal (March 8, 1966:6A), in editorializing on faculty desegregation said:

No member of the NEA (National Education Association) who has kept quiet while it was promoting civil rights should object if he or she is assigned to a school where most of the students and faculty belong to a different race.

As the decade ended, a relative calmness had settled over the issue. The Lake Charles American-Press (February 2, 1968:4) said:

It is time the boards put this integration business behind. They should take action to comply with the court rulings in a forthright and honest way. Enough energy and time has been wasted on this issue. Many more pressing problems need the full attention of the boards.

The New Orleans States-Item (August 29, 1969:8) said:

With patience, determination, good will and close, sincere cooperation with the federal government, perhaps a sensible system of integrated public schools can be worked out at last.

The Opelousas Daily World (October 10, 1969:4) said simply: "We can and must do it!"
SUMMARY

Desegregation of the races in the public schools of Louisiana accounted for 10.6 per cent of all editorials in the area of public elementary and secondary education. Editorials were unfavorable toward the topic (61.9 per cent).

Newspapers in Louisiana bitterly opposed desegregation during the first decade and midway through the second decade. The Supreme Court decision of 1954, which ruled that racial segregation of the public schools was unconstitutional, was met with editorial cries that the federal government was moving toward dictatorial powers. The separate but equal doctrine had been endorsed by most newspapers, but they were also critical of school systems for not staying within the concept by furnishing truly equal facilities for both races.

Early in the second decade, desegregation became a reality in Louisiana when the Orleans Parish public schools were desegregated. Newspapers generally supported the public schools against threats of closure and called for a calm approach to solving the problem. Throughout the decade newspapers opposed violence, called for the acceptance of federal funds, pointed out incidents of racial discrimination outside the South whenever possible, opposed state funds for grants to private school pupils, opposed closing public schools
in favor of private schools, opposed forced integration as advocated by the Department of Health, Education and Welfare, and generally advocated the solving of the desegregation problem so that the education of children would not be hampered. As the period ended, the problem remained, but newspaper attitudes had diminished to some extent.
CHAPTER VII

ATTITUDES TOWARD THE INSTRUCTIONAL PROGRAM

The instructional program in the public elementary and secondary schools of Louisiana accounted for only 9.5 per cent of all editorials. This topic includes curriculum organization, methods and materials of teaching, basic student services, extracurricular activities, various subject matter fields, and grading. A total of 406 editorials were recorded. Of this number, three in four were either favorable or neutral with only one in four unfavorable.

Strangely, the exact number of editorials were recorded as favorable in each decade (131), but the number of unfavorable editorials increased from 37 in the first decade to 65 in the second. Overall, 262, or 64.5 per cent, were favorable; 102, or 25.1 per cent unfavorable; and 42, or 10.3 per cent neutral. (Table V)

METHODS AND MATERIALS OF INSTRUCTION

The greatest number of editorials in this topic were concerned with methods and materials of instruction. A total
### TABLE V.  
ATTITUDES TOWARD THE INSTRUCTIONAL PROGRAM

<table>
<thead>
<tr>
<th>Sub-Topic</th>
<th>1950-1959</th>
<th>1960-1969</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FUN</td>
<td>FUN</td>
<td>FUN</td>
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<tr>
<td>Methods and Materials</td>
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<td>18 12 5</td>
<td>36 20 7</td>
</tr>
<tr>
<td>Organization</td>
<td>15 2 3</td>
<td>19 2 5</td>
<td>34 4 8</td>
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<td>Student Services</td>
<td>11 2 1</td>
<td>18 9 3</td>
<td>29 11 4</td>
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<tr>
<td>Adult Education</td>
<td>3 1 0</td>
<td>12 1 1</td>
<td>15 2 1</td>
</tr>
<tr>
<td>Driver Education</td>
<td>7 0 1</td>
<td>5 3 2</td>
<td>12 3 3</td>
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<td>Foreign Languages</td>
<td>6 0 1</td>
<td>1 1 0</td>
<td>7 1 1</td>
</tr>
<tr>
<td>Health, Phy. Ed.</td>
<td>6 3 1</td>
<td>12 1 0</td>
<td>18 4 1</td>
</tr>
<tr>
<td>Language Arts</td>
<td>5 9 0</td>
<td>7 12 2</td>
<td>12 21 2</td>
</tr>
<tr>
<td>Math., Science</td>
<td>20 4 1</td>
<td>7 3 2</td>
<td>27 7 3</td>
</tr>
<tr>
<td>Soc. Studies</td>
<td>9 7 1</td>
<td>5 8 1</td>
<td>14 15 2</td>
</tr>
<tr>
<td>Vocational Ed.</td>
<td>11 0 0</td>
<td>17 7 3</td>
<td>28 7 3</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>15 0 3</td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
<td>131 37 16</td>
<td>131 65 26</td>
<td>262 102 42</td>
</tr>
</tbody>
</table>
of 63 editorials fell into this sub-topic. Of this number, 36 were favorable, 20 unfavorable and 7 neutral. This amounted to 15.5 per cent of all editorials on the instructional program.

As in the overall topic, interest in this sub-topic divided itself rather evenly. Half of the 36 editorials recorded as favorable were found in each decade. The second decade held a slight edge over the first decade in unfavorable editorials.

In the first decade, teaching methods and techniques came in for a varied range of comment. Editors were blaming the progressive education movement for lack of discipline in the classrooms (Daily World, January 10, 1950:6) and some believed that antiquated teaching methods were the reason for the increasing dropout rate (Daily World, January 17, 1950:4). Midway in the decade the Shreveport Journal (July 5, 1955:2B) reported that the Progressive Education Association was dissolved and said "... disciplines of formal education are again appreciated."

Resource speakers brought into the classroom were said to have a benefit for students (Alexandria Daily Town Talk, February 20, 1951:6). Field trips outside the classroom were also commended. (Times-Picayune, October 24, 1956:10). But throughout the decade, editorials challenged teaching methods
and blamed them for the failure to teach the basics (Shreveport Times, September 20, 1956:8).

Educational television had heavy support from editors as a method of instruction. Most newspapers thought educational television had enormous potential for education and urged that funds be sought for the project. The Lake Charles American-Press (March 18, 1953:6B) called it the "... biggest revolution in the history of educational methods ..." The Lafayette Daily Advertiser (July 11, 1956:6) and the Shreveport Journal (February 26, 1957:2B) thought this was the answer to the teacher shortage.

Late in the decade the Louisiana Legislature appropriated $150,000 for educational television to be used by the State Department of Education and Louisiana State University, but the project never became a reality because the two agencies could not agree on how to proceed (Morning Advocate, March 11, 1955:4A).

The communist threat of the early 1950's saw editorials in the Shreveport newspapers warning against un-American textbooks. The Shreveport Times (December 31, 1951:4) said that school officials should watch for "... the teaching of false economic doctrines or the favoring of economic doctrines inimical to our own system of economic freedom."

Interest in textbooks continued in the second decade.
The Baton Rouge *Morning Advocate* (February 20, 1960:2A) believed that textbooks should reflect life as it is while the Opelousas *Daily World* (October 15, 1965:4) and the Alexandria *Daily Town Talk* (February 28, 1967:6) called for educators to be on guard against socialistic texts.

The lack of school libraries and trained librarians drew some response in this decade. The New Orleans *States-Item* (March 29, 1965:6) noted that more than half of all public schools had no library and that teachers lacked training in the value and use of a library.

Educational television was also a topic of discussion in the second decade. Generally, editorials continued to favor the concept, however, the *Shreveport Journal* (January 31, 1967:4A) warned that this could be used by the federal government to control education. Other audio-visual aids came in for discussion in the decade with one newspaper, the Ruston *Daily Leader* (October 10, 1962:2) urging that automation be left in the factory because "... the teacher is best for the child."

An unusual teaching method came in for comment in this decade. An experiment using hypnosis as an aid to learning was discussed and some editorials thought it had promise although more study was urged (Alexandria *Daily Town Talk*, May 16, 1952:6).
As the decade ended, newspapers continued to advocate a change in teaching methods to meet the needs of the student. The *Ruston Daily Leader* (December 3, 1969:2) said that students were "... highly schooled, poorly educated."

**CURRICULUM ORGANIZATION**

Forty-six editorials, or 11.3 per cent of the total, fell in the area of curriculum organization. Of this number, the vast majority were favorable. Only four were found unfavorable in the entire 20-year span.

All four unfavorable editorials fell into the area of basic education. Three of them in the first decade were critical of the "frills" in the curriculum and advocated a return to the "3 Rs" *(Alexandria Daily Town Talk, April 25, 1950:6)*. The fourth unfavorable editorial came in the second decade. The *Shreveport Journal* (July 5, 1965:14A), a consistent opponent of federal aid and federal educational programs, was critical of Project Head Start, the national program in early childhood education for the disadvantaged child. The *Journal* said:

... the program should be placed on a firmer educational basis before more funds are lavished on it. Good intentions and plenty of money cannot substitute for adequately trained teachers and competent direction.

The majority of editorials in the first decade favored
curriculum organization. Editorials pointed to studies which revealed that Louisiana schools offered a wide choice in the curriculum. (Daily Iberian, March 26, 1958:2). Schools were defended against pressure groups who sought to influence school policy and curriculum. Such groups were called "... threats to free thought and intellectual independence ..." by the Baton Rouge Morning Advocate (August 23, 1952:4A).

The Alexandria Daily Town Talk (February 20, 1968:6) reflected the feelings of the first decade when it said:

Our deepest concern should be to provide young Americans with a broad foundation of knowledge, and to train them in the discipline of thinking, so they will know how to use the knowledge they acquire in and out of school.

Midway through the first decade, the Eisenhower Administration offered a plan to add grades thirteen and fourteen to the secondary level, but little was said about this concept until the second decade. It was midway through the second decade when newspapers endorsed the idea and looked upon it as a way of meeting the needs of the non-college bound student (States-Item, October 3, 1967:10).

Early childhood education was boosted in the second decade. Newspapers in the New Orleans area particularly favored kindergartens and Head Start programs as an aid to the disadvantaged child (Times-Picayune, May 20, 1965:14).

Throughout the decade, various curriculum organizations
were discussed. Sputnik had brought a wide variety of educational experiments. The Baton Rouge Morning Advocate (December 7, 1964:2A) summed up the feelings of the decade when it said that in order to prepare students for jobs that don't exist today, they should be taught three new R's: reason, realism, and responsibility.

SPECIAL STUDENT SERVICES

This sub-topic includes a wide variety of services. Classes for the gifted, retarded, special education, guidance and counseling, and student health services are included. A total of 44 editorials were recorded which accounted for 10.8 per cent of the total. Editorial attitudes ran three to one favorable.

A majority of editorials in this area concerned themselves with the education of the gifted. This became of prime importance following the sputnik launching of the late 1950's. Some newspapers called for separate classes for the gifted (Shreveport Times, July 7, 1957:2B) while others argued that gifted students should not be segregated, but provided for in the regular classroom (Morning Advocate, June 12, 1959: 8A).

Considerable discussion was given a New Orleans high school which was established for gifted students only.
Benjamin Franklin High School was established in the post-
sputnik years and when its first graduates were in college
early in the second decade, the New Orleans States-Item
(November 20, 1962:8) declared that the school was an asset
to the community. It said that the school had "... provided
a needed leavening for education and reawakened respect for
scholarship."

One newspaper, the Baton Rouge Morning Advocate
(February 16, 1957:2A), felt that the more difficult problem
was with the slow learners. And the Opelousas Daily World
(May 19, 1966:4) agreed saying:

The point is that there must be something funda-
mentally wrong with the way we are doing things at
the lower educational levels that we have to teach
these levels at the higher levels and call it,
blightly, remedial.

Educating the handicapped received overwhelmingly
favorable reaction. Newspapers throughout the state called
on local school boards to provide classes for the handicapped.
(Ruston Daily Leader, April 29, 1955:1).

Guidance and counseling services and testing programs
drew mixed reactions from editorial writers. Some commended
the counseling program (Morning Advocate, August 28, 1960:4B)
while others blamed a lack of counseling for the high dropout
rate. The Lafayette Daily Advertiser (August 14, 1964:6) said:

Let there be professional counseling, if such is
necessary, but let it be remembered that a child's first guardians are his parents and not the state.

Reactions were mixed on intelligence testing, but generally newspapers suggested thorough study of testing programs before committing them to use (Alexandria Daily Town Talk, March 26, 1965:6).

COURSES OF INSTRUCTION

A majority of editorials concerned with this topic, 51.4 per cent, were concentrated in the area of specific course offerings. These were divided into eight general areas with only two--language arts and social studies--receiving unfavorable treatment.

Vocational Education

Vocational education received the most interest with 9.4 per cent of all editorials in this area. Favorable editorials ran three to one.

Cooperation between schools and local businesses were encouraged in the first decade as programs were developed to emphasize business education. On-the-job-training was favored (Daily World, March 23, 1960:34) and the trend toward increased vocational education continued into the second decade. This was seen as a solution to the unemployment problem (Lake Charles American-Press, May 2, 1962:4).
At least one newspaper, the Opelousas Daily World (March 11, 1960:4), complained that vocational education activities were being over-emphasized and called for academic enrichment in the curriculum. However, midway in the second decade, most newspapers complained that schools were not meeting the needs of the non-college bound and called for increased vocational education programs (Times-Picayune, December 12, 1965:2-2). The Daily World (May 19, 1968:4) joined in this trend later in the decade.

As the period ended, newspapers throughout the state had endorsed the idea of vocational-technical high schools as a part of the local school systems. At least one, the Lake Charles American-Press (October 7, 1969:4), advocated that local school systems take over all vocational education programs because they were "... better qualified to operate trade schools."

Science and Mathematics

Science and mathematics received favorable treatment with most editorials coming in the first decade following the 1957 sputnik threat. This sub-topic accounted for 9.1 per cent.

Following sputnik, the Shreveport Times (December 23, 1957:6) said:
The science education situation may be bad but it is far from the bankruptcy attributed to it by propagandists who have grasped sputnik era confusion as a new kite to hold aloft their demands for federal spending of a type that will solve nothing.

The *Times* (March 1, 1956:8) blamed the dislike for mathematics and science on poor teaching and thought that teacher education requirements in this area were too low.

The New Orleans *Times-Picayune* (December 17, 1957:12) praised the new science program planning and said that "... high school teachers who can develop interest and advisors who can recognize aptitude are prerequisites for development of the nation." But the *Alexandria Daily Town Talk* (February 1, 1958:6) cautioned educators not to engage in an accelerated program in science at the expense of other fields.

The so-called "new-math" curriculum became a reality in the second decade. It did not escape notice by Louisiana newspapers. The Baton Rouge *Morning Advocate* (February 7, 1965:4B) believed that the new mathematics would be lost on the masses and suggested that students be taught something they would retain in life. The *Shreveport Journal* (March 18, 1967:2A) charged that teachers were poorly prepared in mathematics.

The *Times-Picayune* (August 23, 1965:10) said of the new math:

There are basic reasons mathematics should be taught in a more interesting way, with more attention to theory and 'reason why', and no lapse in 'how to work it.' If these can't be combined, there are more pitfalls than hope in the new approach.
Language Arts

Aspects of the language arts received 8.6 per cent of all editorials and unfavorable treatment by nearly two to one. Newspapers were concerned throughout the period that students were not receiving the proper training in the basics of the language. The ability to understand what one reads, the ability to express one's self well, and the ability to write intelligibly were looked upon as essential requirements for adulthood (Morning Advocate, January 23, 1956:2A).

Newspapers were particularly concerned about the apparent lack of spelling skills (Alexandria Daily Town Talk, March 7, 1952:6). The Shreveport Journal (May 4, 1953:12A) cited incorrect spelling in a note sent home by a teacher to a parent as a need for improving the spelling curriculum.

The Lafayette Daily Advertiser (May 29, 1961:4) blamed the schools for the problem. The newspaper said that teachers were not fully prepared and had too much work to do to teach properly. The Lake Charles American-Press (January 17, 1961:4) said that the chief job of the schools was to train students for local business and for this the three R's were basic.

The second decade also saw the basic reading program criticized. Many wondered why students could not read. The "look-say" method of reading instruction was criticized. Newspapers generally favored the phonics method (Daily Iberian,
January 28, 1966:2). But one newspaper, the Ruston Daily Leader (May 5, 1969:2), took an admittedly old fashioned approach and wondered "... if anyone ever suggested study to Johnny (students) who can't read?"

Social Studies

The social studies curriculum was the second subject matter area that received unfavorable treatment during the period. However, it was only slightly unfavorable with 14 favorable editorials and 15 unfavorable. In all, 7.6 per cent of the editorials were in this area.

Almost all editorials in this area concerned themselves with the teaching of Americanism and the American principles of government. Most newspapers felt that better citizenship training was needed (Times-Picayune, January 7, 1951:2). The Shreveport Journal (October 5, 1951:8A) said:

No young person should be allowed to graduate from school or college without a thorough understanding of those eternal, living principles upon which our nation was created.

Studies in comparing communism with democracy were advocated at all grade levels (Alexandria Daily Town Talk, November 1, 1952:4). The Baton Rouge Morning Advocate (June 12, 1960:4B) said that Americanism should be taught by giving students understanding of what makes America function as a democracy. "If he doesn't acquire that basis of under-
standing, orations and loyalty oaths will be to him like water off a duck's back."

The concept of black studies drew comment in the latter years of the period. Newspapers were highly unfavorable toward separate courses for the study of black (Negro) history and culture. The *Shreveport Times* (February 16, 1969:2B) said:

There is no such thing as instant history, instant culture, for any race and all the riots in the world cannot change that fact.

**Physical Training**

The need for health and physical education received favorable treatment. This sub-topic accounted for 5.7 percent of all editorials. The majority of the editorials fell into three areas: (1) physical education; (2) military training; and, (3) health and sex education.

**Physical education.** The need for physical education programs for all students apart from athletic programs was stressed. The high rate of rejection due to physical disability by the armed forces was noted as a reason for improving the physical education curriculum (*States-Item*, January 11, 1963:8). It was recommended that highly organized competition at the elementary and junior high school levels be discouraged in favor of a broad program of instruction in physical education for all students (*Morning Advocate*, January 25, 1953:4A).
Military training. The Junior Reserve Officers Training Corps (ROTC) was defended against efforts to have it weakened or abolished. The move to abolish it in the second decade caused newspapers to declare that opponents had no right to try to deny ROTC to those students who wanted ROTC (Alexandria Daily Town Talk, May 26, 1969:6). The Shreveport Journal (April 24, 1969:8A) called it "... essential for the protection of the country."

Health and sex education. The need for an improved health education curriculum was called for in the first decade (Alexandria Daily Town Talk, February 7, 1951:6). However, the majority of editorials in this area were concerned with sex education. They were in response to an effort by various pressure groups to have sex education banned from the curriculum in the latter years of the second decade.

Early in the second decade the rise in the rate of venereal disease among teenagers caused the Alexandria Daily Town Talk (June 29, 1961:4) to cite the need for sex education courses. Later, the Lafayette Daily Advertiser (February 16, 1966:4) said:

The Victorian attitude that matters pertaining to sex are not to be talked about is as outdated as the hobble skirt and just as disabling in these fast-moving times.

A bill to ban sex education in public schools pending before the Louisiana Legislature was called an insult to local
school boards by the New Orleans States-Item (May 22, 1969:8). The Baton Rouge Morning Advocate (June 2, 1969:6A) said that no "way-out material" was being used in Louisiana schools. Only the Alexandria Daily Town Talk (June 2, 1969:6) opposed sex education saying that "... even liberal educators now fear things have gone too far."

Driver Education

This topic received favorable treatment and accounted for 4.4 per cent of the total. The need for driver education in high school was prompted more from an economical basis than an educational one. The rising cost of automobile insurance for youths was cited and the need for driver education courses to help reduce accidents and insurance rates was noted. The Shreveport Journal (May 22, 1950:8A) said:

There is no longer a question of whether or not we can afford high school driver education. We cannot afford not to have such courses.

Other newspapers echoed that sentiment. The Ruston Daily Leader (September 8, 1952:1) even suggested that it be made compulsory.

Adult Education

Adult education accounted for 4.4 per cent of all editorials and the subject was given favorable treatment. The high level of illiteracy in Louisiana was noted as the primary reason for a strong adult education program (Lake Charles American-Press, August 7, 1961:4).
All newspapers encouraged participation in adult education programs. The Lake Charles American-Press (September 18, 1960:4) observed that a "... person is never too old to learn." The Opelousas Daily World (July 7, 1961:4) said:

For with the program available here on a public school basis, the only individual investment required is the person's time. Seldom, we believe, has so much return been offered for so little investment.

The Shreveport Journal (November 18, 1967:2A), commenting on adult education courses sponsored by industry to try to improve communications skills of workers, said:

And if he hasn't learned somewhere in the education process that continued reading outside the classroom is the key to informed citizenry and a lifetime of expanded knowledge, he never really crossed the threshold of education.

Foreign Languages

Only 2.2 per cent of the editorials concerned themselves with foreign languages. Of this number, only one was unfavorable. Generally the need for foreign languages to meet world needs was stressed (Morning Advocate, May 10, 1959:2B). Newspapers advocated the teaching of foreign languages in the elementary grades (Shreveport Journal, January 4, 1954:10A). The lack of foreign language training in the elementary grades brought the only unfavorable comment (States-Item, September 6, 1960:8).

EXTRACURRICULAR ACTIVITY

Extracurricular activities were considered vital to
the instructional program of all schools. Editorials in this area amounted to 8.8 per cent and were generally favorable. Interscholastic athletics accounted for the majority of the editorials.

Most of these editorials were simply ones of congratulations for winning football championships. Others favored increased protection to athletes to avoid injury (States-Item, December 10, 1966:6). Newspapers also backed moves to limit extracurricular activities on school nights (Alexandria Daily Town Talk, April 25, 1968:6).

Other extracurricular activities mentioned were high school newspapers (Shreveport Journal, March 14, 1951:8A), speech and debate contests (Shreveport Journal, July 8, 1952:8A), student councils (Shreveport Journal, November 30, 1950:2B), music programs (Alexandria Daily Town Talk, December 9, 1967:6), and literary rallies (Lake Charles American-Press, March 2, 1968:4). The Alexandria Daily Town Talk (March 9, 1961:6) commended the Grant Parish School Board for voting to eliminate some extracurricular activities that took students and teachers from the classroom such as meetings, tournaments, holidays and others.

GRADING

Only 3 per cent of all editorials in this topic concerned
themselves with the problem of grades and grading. These were favorable to education and generally backed the teacher in assigning grades based on ability and effort (Morning Advocate, April 18, 1954:4A). The Shreveport Times (July 6, 1958:2B) said:

If a student's work does not justify passing him, he ought to be flunked. To fail to do this is unfair to students who do work and results in the degradation of the entire educational system.

The only criticism of grading generally was due to what many newspapers considered as "too easy." Competition was encouraged in the classroom, but it was competition against one's self and not against other students. The Baton Rouge Morning Advocate (December 21, 1952:2) said it was "like playing against par in golf."

**SUMMARY**

Only 406 editorials, or 9.5 per cent, of all editorials concerned themselves with the instructional program. Of this number, 262, or 64.5 per cent, were favorable; 102, or 25.1 per cent unfavorable; and 42, or 10.3 per cent, neutral.

Teaching methods and materials accounted for 15.5 per cent. Editorial writers concerned themselves with a variety of topics. Educational television was a major subject and editorials saw this as a promising new instructional tool.
The care in textbook selection, the need for more libraries, and the improvement of teaching methods to meet the needs of the modern curriculum were discussed.

Editorials on curriculum organization amounted to 11.3 per cent and were favorable to what was being taught in the schools. Student services, principally the education of the gifted, received 10.8 per cent and favorable treatment.

More than half (51.4 per cent) of all editorials on this topic were concerned with individual subjects of instruction. Subject matter areas covered included adult education, driver education, foreign languages, health and physical education, language arts, social studies, science and mathematics, and vocational education. Of this number, only language arts and social studies received unfavorable treatment.

Newspapers were also favorable to extracurricular activities (8 per cent) and grading practices (3 per cent). The need for keeping extracurricular activities from interfering with academic instruction was cited. Also the need for competition against one's self in the classroom was stressed.
CHAPTER VIII

ATTITUDES TOWARD QUALITY AND VALUE OF EDUCATION

Editorial references to quality and value of education were not always easy to ascertain. Many editorials in other categories made reference to the quality and/or value of education but were included in other topics due to the central theme expressed.

The smallest number of editorials of any category was recorded in this topic. A total of 302 editorials, or 7 per cent, concerned themselves with quality and value of education. Of this number, 57.6 per cent were concerned with quality and 42.4 per cent with value. Favorable editorials were in the majority in both cases. Three in five editorials concerned with quality were favorable while value had a higher percentage, four in five. Combined, there were 189, or 62.6 per cent favorable editorials; 89, or 29.5 per cent unfavorable; and, 24, or 7.9 per cent neutral.

Editorial treatment of the topic nearly doubled in the second decade. In the first decade a total of 104 editorials were recorded as compared to 198 in the second.
TABLE VI

ATTITUDES TOWARD QUALITY AND VALUE IN EDUCATION

<table>
<thead>
<tr>
<th>Sub-Topic</th>
<th>1950-1959</th>
<th>1960-1969</th>
<th>Total</th>
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<tr>
<td></td>
<td>FUN</td>
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<tr>
<td>Quality</td>
<td>32 26 5</td>
<td>60 41 10</td>
<td>92 67 15</td>
</tr>
<tr>
<td>Value</td>
<td>36 4 1</td>
<td>61 18 8</td>
<td>97 22 9</td>
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<tr>
<td>Totals</td>
<td>68 30 6</td>
<td>121 59 18</td>
<td>189 89 24</td>
</tr>
</tbody>
</table>

QUALITY OF EDUCATION

Editorial treatment of quality of education in the pre-sputnik period of the first decade was varied. The low literacy rate of the state was often cause for concern. Many newspapers wondered why this was so since state and local funds for education were high (Times-Picayune, August 3, 1952: 2). Some defended the schools by pointing out that the school was called upon to do jobs once done by the home, community agencies, and the church (Morning Advocate, April 10, 1952: 4A).

Probably the one thing that caused so much speculation as to what was happening in the schools was the fact that many editors believed that educators would not allow outside groups
to look into school operations. The Alexandria Daily Town Talk (November 4, 1952:6) said that criticism of the schools should be answered by opening the doors of the school for investigation. One such citizens group did visit the schools of New Orleans and the New Orleans Times-Picayune (May 20, 1955:10) said editorially that children "... did not learn enough, did not read enough, did not write enough, and were not adequately challenged."

The Lafayette Daily Advertiser (December 13, 1955:8) placed the blame for the lack of quality on too much emphasis on methods and techniques and too much emphasis on the average child. "When it becomes undemocratic or impractical to train exceptional brains, democracy may well be on the way out."

Immediately after the beginning of the post-sputnik period, the Shreveport Journal (September 23, 1957:2B) had criticism, not for the schools, but outside pressure groups trying to influence curriculum. The Journal said: "A school's first duty is to teach. Citizens' groups should be fact-finding before they are fault-finding."

Sputnik increased concern over the quality of American education, however, and caused the Daily Advertiser (December 4, 1957:8) to say: "No matter what the Russians do or don't do, we need better education, and a better educational product, than we get today!" The Advertiser (March 7, 1958:6) later said that
a last minute "shot" in American education was no good because educational progress has to be continuous.

As the decade ended, the Advertiser (November 1, 1959: 6) observed: "The age of the smattering has lasted too long. Knowledge is meant to be exact and precise."

The second decade could well be described as the age of the survey. Two such surveys dominated the decade. One of them, however, was never made although it drew the most editorial comment of the period.

Early in the decade, the Public Affairs Research Council of Louisiana proposed to make a "study of excellence" of Louisiana schools to determine why some schools do a better job of educating students than others. The study had the unanimous backing of all Louisiana newspapers, but was opposed by professional educators.

The Shreveport Times (January 14, 1962:2B) called the study a "$250,000 gift to the people" and was highly critical of parish school superintendents who opposed the study. The Baton Rouge Morning Advocate (January 11, 1962:2A) said that State Superintendent of Education Shelby M. Jackson, who also opposed the study, was afraid of criticism. The Lafayette Daily Advertiser (January 14, 1962:10) was also highly critical of Jackson's opposition. The Advertiser said: "... this fetish for secrecy has no place in our society."
The Alexandria Daily Town Talk (January 15, 1962;6) asserted that the "schools belong to the people" and urged acceptance of the study. The New Orleans Times-Picayune (January 25, 1962;16) said it was hard to understand the opposition by educators. The Ruston Daily Leader (March 6, 1962:2) said that "PAR can save the state" while the Opelousas Daily World (March 8, 1962;4) concluded that "Louisiana is educationally sick."

When the effort was finally abandoned, criticism was heaped upon Superintendent Jackson and Iberia Parish Superintendent F. F. Wimberly, who had led opposition to the study for the Louisiana Teachers' Association. The Alexandria Daily Town Talk (March 12, 1962;6) said that the taxpayers were the losers and repeated a call for an investigation of Louisiana education.

The second major survey, and one that did become a reality, came about midway in the decade. William J. Dodd had been elected State Superintendent of Public Education and one of his first major projects was the appointing of a Committee of 100, composed of educators and laymen, and charged them with the responsibility of surveying every aspect of Louisiana education. Newspapers endorsed the survey, but the emphasis with which they backed the PAR proposal was missing.

The Shreveport Times (August 12, 1965;12) said simply
that they "hoped something good will come of it." The Lafayette Daily Advertiser (July 25, 1965:4) hoped that the committee would be successful in the implementation of its desired goals. The Lake Charles American-Press (August 5, 1965:4) said: "Maintaining high standards is not something that just happens. It requires continuous efforts."

When the committee made its report to the state board of education, the Opelousas Daily World (February 8, 1966:4) warned Superintendent Dodd not to "file it and forget it." The Shreveport Times (February 6, 1966:2B) called the report the "... most important milestone in the history of public education in the state," and the Baton Rouge Morning Advocate (February 11, 1968:2A) noted that "it may take several years to feel the effects and significance of the findings."

Late in the decade, two more surveys of quality received comment. The national assessment of education project was opposed by the Shreveport Times (August 18, 1966:14) and Ruston Daily Leader (December 3, 1968:2) on the basis of the fear of federal control. The Lake Charles American-Press (January 28, 1967:4) used the subject as a way to criticize school administrators. The newspaper said:

The average professional administrator has neither the patience nor the inclination to inform the public.

The average school administrator has built up a little empire which he enjoys and which he jealously guards from intrusion.
The second survey came in the final year of the decade and was again the result of a committee appointed by Superintendent Dodd. Louisiana schools had been criticized for poor quality as a result of desegregation and Dodd's Task Force on Educational Goals for Louisiana was formed. The committee released its report containing nine general aims and the attitude of most newspapers to the report was the feeling that the "implementation of this report will be a challenge" (Times Picayune, September 2, 1969:12).

Generally, editorial attitudes toward quality of education was favorable throughout the 20-year span. Typical of this feeling was an editorial in the Baton Rouge Morning Advocate (April 18, 1968:8A) late in the second decade. The Advocate said: "Our schools are not as bad as some would have us believe. They reflect our society and cannot do anything else."

VALUE OF EDUCATION

Editorial treatment of this topic was highly favorable in the first decade. Only four editorials were recorded in this period as unfavorable. The value of education was usually associated with patriotic or materialistic reasons. The Alexandria Daily Town Talk (November 13, 1951:4) said that education was the key to freedom. The Shreveport Journal
(October 29, 1953:2B) blamed the lack of education as the reason for the American turncoats of the Korean War. The Shreveport Times (April 29, 1951:14), during the Korean conflict, urged boys to stay in school until called to service. The newspaper said that education is needed for the future and a good education is what is needed in the armed forces.

The Baton Rouge Morning Advocate (September 18, 1959:8A) pointed to a report by the U. S. Department of Labor which said that the earnings of high school and college graduates were higher than ever before. The newspaper added: "Education is an asset, a tool, and a diploma that opens many doors of opportunity." The New Orleans States-Item (March 10, 1959:10) cautioned that the value of education should not be judged solely in terms of monetary gain. Cultural and intellectual gains were also deemed important by the newspaper.

The vast majority of editorials on value of education in the second decade centered around the problem of the school dropout. Throughout the decade the value of education is stressed as the primary reason for not dropping out of school. Early in the decade the effect on the nation's economy and employment was stressed (States-Item, November 15, 1961:8). It was pointed out that the nation's labor market was tight (States-Item, September 26, 1962:12) and cooperative programs between the schools and the state employment service attempting
to get dropouts back in school were praised (Shreveport Times, May 23, 1962:6).

Next the emphasis was placed on the home. The Baton Rouge Morning Advocate (April 1, 1963:2A) said that family life which does not put emphasis on education was the basic reason for dropouts. The States-Item (January 1, 1963:6) said that only parents can instill a thirst for knowledge. The basic organization and operation of the schools was also listed as a chief reason for dropouts (Daily World, February 5, 1963:4). The New Orleans Times-Picayune (July 17, 1963:10) suggested proper guidance, improved curriculum, and stronger vocational education as the solutions to the problem.

There was also a call during the decade for stronger compulsory attendance laws to help combat dropouts (States-Item, June 6, 1964:6). The Lake Charles American-Press (September 19, 1961:4) expressed the feelings of many on the subject of the value of education:

A high school education today is a necessity and a college education is fast becoming so. The fact that young people recognize this is encouraging.

SUMMARY

Quality and value in education accounted for only 7 per cent of all editorials in the study. Of this number, editorials on quality composed 57.6 per cent and value 42.4
per cent. Combined, treatment ran three to one in favor of the topic.

The need for a complete investigation of Louisiana education dominated both decades in connection with quality. Most newspapers believed that such a study would help solve many problems and improve educational quality. To this end, newspapers endorsed all such proposed surveys and were extremely critical of educators who opposed them. This was especially true in the second decade in connection with a proposed study by the Public Affairs Research Council of Louisiana.

Editorial treatment of the value of education primarily centered around the problem of the school dropout. Numerous editorials discussed the problem and offered solutions. The vast majority was favorable to education, however, as it seemed editorial writers took for granted that education was valuable.
The largest number of editorials about any topic was concentrated in the area of higher education. A total of 1,321 editorials discussed various aspects of higher education. This represented 30.8 per cent of all editorials. Of this number, 779, or 59 per cent, were favorable; 338, or 29.4 per cent, were unfavorable; and 154, or 11.6 per cent, were neutral.

Interest in the topic was high in both decades, however the second decade produced twice as many editorials on higher education as the first. Editorial attitudes remained constant in both decades with twice as many favorable editorials as unfavorable ones. (Table VII)

The topic was divided into five major sub-topics. These include: (1) administration; (2) finance; (3) personnel; (4) the instructional program; and, (5) quality and value of higher education. Numerous subjects were discussed within each sub-topic.
TABLE VII

ATTITUDES TOWARD HIGHER EDUCATION

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ADMINISTRATION

Editorials concerning administration of higher education accounted for the largest number among the five sub-topics. A total of 424 editorials fell into this sub-topic. This amounted to 32.1 per cent. Of this number, 267 were favorable, 110 unfavorable, and 47 neutral.

Coordination of Higher Education

One of the major issues throughout both decades of the
study was concerned with the coordination of higher education. In the first decade, editorials were unfavorable toward the idea of coordination, but the second decade brought a complete reversal and coordination was advocated by all newspapers.

The idea of a single board of education to govern all higher education in Louisiana was proposed at the beginning of the first decade. Most newspapers were suspicious of the idea from the beginning. The Baton Rouge Morning Advocate (May 17, 1950:8A) charged that such an arrangement would cripple Louisiana State University. The Shreveport Times (January 28, 1951:14) bitterly attacked one of the authors of the proposal, A. A. Fredericks, and accused him of having "ulterior political motives." The Times claimed that such a board, appointed by one man (the governor) would give that man too much power. The Alexandria Daily Town Talk (May 14, 1958:6) added its voice of opposition and the New Orleans Times-Picayune (June 4, 1958:10) also opposed the idea on the grounds that politics would play too important a part in appointments to the board.

A "coordinating council" was formed in the first decade between the LSU Board of Supervisors and the State Board of Education and the Morning Advocate (January 20, 1954:4A) hoped that this arrangement would end the rivalry between the
two boards and enable them to work together to end duplication of efforts.

Early in the second decade, attitudes began to change toward a single board to coordinate higher education. Expansion of both the LSU system and the state colleges, duplication of various educational programs, and the growing need for finances by both systems helped bring about the change. Also the rivalry between LSU and the state colleges began to surface. Of this, the Lake Charles American-Press (November 25, 1961:4) said:

We should not attempt to duplicate every educational facet of LSU in every section of the state. At the same time we should not fall into the opposite extreme of subordinating all higher education in the state to the wishes of the administrators of LSU.

The Baton Rouge Morning Advocate (March 29, 1963:4A) an opponent of the single board idea in the first decade, endorsed the concept early in the second decade. Midway in the decade, a joint legislative committee on higher education was formed to investigate all aspects of higher education and recommend how to plan for college coordination in the future (States-Item, July 19, 1965:8). Unfortunately the term "superboard" became involved in the issue and this term caused almost as much controversy as the basic issue itself.

Several bills reached the legislature in 1966. However, most newspapers felt that this early attempt at
coordination was too weak and continued to push for a stronger proposal (Times-Picayune, June 25, 1966:14). For the next two years newspapers continued to discuss the need for coordination. Duplication, waste of money, lack of planning, and many other reasons were advanced (Alexandria Daily Town Talk, September 21, 1966:6).

Finally, in 1968 a new proposal was introduced into the Louisiana legislature and newspapers immediately urged its adoption. Many opposed the bill on the old superboard grounds. The New Orleans Times-Picayune (May 11, 1968:10) denied the superboard charge and said:

... a powerless board would be useless if experience means anything. The investment of reasonable authority to accomplish its purposes does not, of course, bar adjustments, in the measure that do not repeal this principle.

The Shreveport Times (April 12, 1968:6) added this:

In the end, whatever type of coordinating board is agreed upon, it must have teeth. It must have men of proven capability in business and administration.

When the bill was passed, most newspapers were disappointed that it was not stronger, but nevertheless they were pleased that some type of coordination was about to become a reality. The measure was passed as a constitutional amendment and faced a vote of the people in November before it could become final (States-Item, July 5, 1968:8). A newspaper campaign to get voter approval was underway immediately
(Daily Advertiser, October 20, 1968:4) and ended successfully.

Early organizational moves, the appointment of Dr. Bernard Sliger as executive director, and preliminary plans for the council's future work all received favorable endorsements of the state's newspapers as the decade ended (Daily World, May 2, 1969:4).

The Junior College Movement

Expansion of the LSU system into various parts of the state through the establishment of two-year commuter colleges caused controversy from two directions. First, from the LSU viewpoint when the junior colleges sought to expand to full four-year colleges and second, from an existing college which complained when a new LSU branch was proposed in its area.

This pattern became evident from the beginning of the first decade. A two-year branch of LSU in Monroe sought to become a four-year college and its closest state college neighbor, Louisiana Tech in Ruston, became unhappy over the prospect. The Ruston Daily Leader (July 7, 1950:1) said that it would mean unnecessary expense and would hurt Louisiana Tech in securing students. At the same time, the junior college in Lake Charles was seeking four-year status and the Lafayette Daily Advertiser (June 8, 1950:8), the home paper of Southwestern Louisiana Institute, later to become the
University of Southwestern Louisiana, also cried economics in opposing the move. The Shreveport Times (June 8, 1950:8) also opposed the move saying that the state cannot take higher education to every doorstep.

The move to have a new branch of LSU located in Shreveport also drew opposition from the Times (May 16, 1956:6). The newspaper said that there was no need for a junior college in Shreveport and that money for such a project could be better spent in improving the existing colleges.

A vocational agriculture branch of LSU at Chambers, just outside of Alexandria, was said to be losing enrollment at the beginning of the decade and a move was immediately underway to convert it into a junior college. The Alexandria Daily Town Talk (May 8, 1958:6) led this fight which extended over the entire decade. Opposition came from all directions. The Shreveport Times (April 17, 1952:6) called it a "boondoggle in behalf of a single board member" and accused the LSU Board of Supervisors of squandering tax money.

In the second decade, as was the case with coordination, editorial attitudes began to change in favor of a strong junior college system, especially in large urban areas that up until now had been without a state supported college. The New Orleans Times-Picayune (December 3, 1961:2) endorsed the junior college concept explaining that four-year colleges
could not expand enough to meet the growing educational demands. The Shreveport Journal (October 18, 1962:10A) cited several reasons why Shreveport should have a junior college and outlined a plan of action for obtaining one. The Shreveport Times (May 18, 1964:4) recalled its previous opposition, but said that "Louisiana has entered a new educational age and current conditions cause us to need more colleges." The Times added that it did not think such expansion would harm existing colleges and suggested economy in current educational programs as a means of obtaining needed funds.

The Lafayette Daily Advertiser (September 19, 1963:6) alternated between praising the junior college movement and opposing it (Daily Advertiser, June 14, 1964:6). Midway through the second decade, the New Iberia Daily Iberian (August 5, 1964:2) backed a campaign to move the freshmen class from the University of Southwestern Louisiana campus in Lafayette to a proposed USL freshman campus at New Iberia. This drew instant opposition from the Daily Advertiser (October 1, 1965:4) and an editorial battle began. The proposal never became a reality.

As the decade ended, Shreveport newspapers were advocating that the Shreveport junior colleges be made four-year institutions and a move was underway to obtain a new junior
The cycle was complete when the Alexandria Daily Town Talk (February 23, 1969:6) opposed the plan claiming that no new junior colleges were needed. The Town Talk claimed that existing funds were needed for existing colleges.

Facilities and Construction

Editorials concerned with facilities and construction on college campuses were plentiful in both decades. Overall, editorial treatment was favorable, but in the first decade considerable unfavorable comment was recorded. This was primarily due to a lack of construction of what most newspapers considered badly needed facilities.

The biggest issue of this decade revolved around the LSU football stadium and a proposed new library on the Baton Rouge campus. When the decade began, the LSU Board of Supervisors called for a delay in the expansion of the football stadium until government restrictions were lifted to permit its expansion. Instead, a new library and medical school were to get first priority on funds (Morning Advocate, December 1, 1950:4A). Later, however, the Louisiana legislature ordered the stadium expansion as first priority and immediately newspapers throughout the state charged political favoritism. The Baton Rouge Morning Advocate (April 7, 1952:4)
said that "the interests of the university and of the taxpayers in general demand that money be spent on a library."

The Shreveport Times (June 1, 1952:14) called for an end to the domination of LSU by the football coach and athletic director and called for leadership on the part of the Board of Supervisors in obtaining funds for library construction (Shreveport Times, April 13, 1952:12). The Opelousas Daily World (February 17, 1953:18) called the stadium expansion a "foolish waste of taxpayers' money" and the Alexandria Daily Town Talk (March 3, 1953:6) called it a "sinful waste of taxpayers' money." The stadium still received first priority (Shreveport Journal, March 5, 1953:2B).

Various needs in the field of construction were noted in the remainder of the decade. These needs were primarily for more classrooms and dormitory space to accommodate the growing student population (Ruston Daily Leader, August 10, 1954:1).

As college enrollments continued to expand in the second decade, so did calls for expansion of college construction. Newspapers were caring for their own and each editorial sought more funds for more construction on its own home campus (Lake Charles American-Press, January 28, 1961:4).
Enrollment

The problems associated with expanding enrollments in higher education were considered in both decades. Newspapers cited statistics from various sources to support their call for long-range planning to solve future needs associated with enrollment (Morning Advocate, February 4, 1955:4A).

There was a difference of opinion on how to solve the enrollment problem, however. Some newspapers advocated stricter college entrance requirements to "weed out the unfit" (Morning Advocate, April 5, 1959:4B), while others said that enrollments should not be limited but college facilities should be expanded to meet the demands (Shreveport Journal, November 22, 1955:2B).

Some believed that "college is for everyone" (Lake Charles American-Press, January 16, 1962:4) while others advocated that enrollment problems had caused this concept to be outmoded (Morning Advocate, February 22, 1968:2B). Selectivity in enrollment was seen as a solution unless "vast funds can be found to educate all" (Daily World, February 18, 1964:4). As the period ended, enrollments continued to rise and no solution seemed in sight.

Administration at LSU

As might be expected, a large number of editorials concerned themselves with various aspects of administration
at Louisiana State University. More interest in the operation of the state university was in evidence than any other single college or university.

Attitudes were favorable toward administration at LSU and subjects discussed were many and varied. One of the top issues of the period revolved around the LSU Board of Supervisors and Governor Earl K. Long. Late in the first decade a move was underway to reduce the terms of the board and rearrange the geographical makeup. Most newspapers opposed this plan as did Governor Long (Times-Picayune, June 15, 1958:4). Slightly over a year later, however, Governor Long and Board Chairman Theo Cangelosi became involved in a dispute and Long attempted to have Cangelosi removed from his position. In this instance, newspapers rallied around the board chairman and charged Long with "political interference detrimental to the university" (States-Item, August 3, 1959:8). Other efforts in the decade to revise the makeup of the board were met with opposition by newspapers who called for a thorough study before legislation affecting the board was proposed (States-Item, June 25, 1960:6).

Louisiana State University at New Orleans frequently was the center of editorial comment. When the second decade began, LSU at New Orleans was in its infancy. Newspapers throughout the state were predicting a great future for this
new college (*Morning Advocate*, June 21, 1957:4A). But soon New Orleans newspapers were advocating that the New Orleans branch be separated from the LSU system charging that LSUNO was being overlooked in the system and not receiving its fair share of finances and recognition (*States-Item*, October 26, 1963:6). This drew opposition from various sources, principally the Baton Rouge *Morning Advocate* (March 27, 1966:8B). The *Advocate* called for giving the university system a fair chance before making LSUNO an independent school. The *Alexandria Daily Town Talk* (April 7, 1966:6) charged that the move to separate LSUNO from the LSU system was "purely political."

Other editorials discussed such varied topics as the need for expansion (*Morning Advocate*, April 23, 1966:4A), the need for improved public relations (*Daily World*, April 22, 1951:16), criticism for closed board sessions (*Shreveport Journal*, August 8, 1956:2B), and defense of LSU as the state's "number one institution of higher education in the state" (*Morning Advocate*, February 17, 1965:2A).

**Administration of State Colleges**

A small group of editorials discussed various problems involved with the administration of state colleges. Problems associated with rising enrollments, lack of adequate financing, and lack of qualified instructors were prime concerns of
newspapers (Lake Charles American-Press, October 21, 1954: 10). Most newspapers were ready to defend "their" college against attack from outsiders (Daily Advertiser, May 27, 1960:8).

Early in the second decade the Lake Charles American-Press (May 31, 1960:4), in discussing a proposed change in the name of the Southwestern Louisiana Institute to the University of Southwestern Louisiana, gave a typical feeling of most newspapers toward the role and importance of all state colleges:

Each educational institution must earn its name, reputation. It can't be handed them on a silver platter by the legislature. If a school has low academic standards, it isn't going to gain respect even if it is called a university. And if it has high standards it will be recognized in the academic world whether it is called a university or an institution.

Miscellaneous Administrative Procedures

Various other subjects concerned with administration of higher education in Louisiana found editorial expression. These subjects were many and scattered and no definite pattern emerged.

Editorials throughout the period discussed desegregation of higher education. Early in the first decade (1950) LSU was ordered to admit a Negro to its law school and this caused bitter comment from the Shreveport Journal (August 4,
1950:6A). The *Journal* said that LSU segregation policies were based on "common sense" and added that "... there is no genuine reason for Negroes to demand unwelcome admission to institutions where policies provide for segregation."

Other desegregation issues throughout the period usually were cause for editorials praising Negro education in Louisiana and citing various reasons for maintaining Negro colleges and universities in the state. As the period ended, a difference of opinion among newspapers was becoming evident. An illustration of this is seen from an editorial in the *Shreveport Times* (March 27, 1969:8) opposing plans to merge LSU and Southern University and one in the New Orleans *States-Item* (April 26, 1969:6) endorsing the merger.

**PERSONNEL**

Editorials concerned with personnel in higher education accounted for 25.3 per cent of the total in the topic. This sub-topic had 160 favorable editorials; 145 unfavorable and 29 neutral. The second decade saw unfavorable treatment with 111 unfavorable editorials to 105 favorable. This sub-topic will discuss administrators of higher education, faculty, and students.
Administrators of Higher Education

Presidents of Louisiana's colleges and universities came in for the most editorial comment among college administrators. As the first decade began, two incidents which resulted in new presidents being appointed caused considerable editorializing.

Dr. Harold Stokes, who had been president of Louisiana State University for a relatively short time, resigned his position due to "incompatibility with the LSU Board of Supervisors" (Shreveport Journal, January 3, 1950:6A). This caused mixed reaction from the state's editors. The New Orleans Times-Picayune (December 29, 1950:8) was critical of the board for "forcing" Stokes' resignation. The Picayune said that this action "deprived LSU of an eminent educator and ignored the best interests of education." The Shreveport Times (December 31, 1950:14), which was quite vocal on all matters pertaining to LSU, took a somewhat neutral position and observed that there was a split in educational philosophies between Stokes and the board. The Opelousas Daily World (December 29, 1950:16) was critical of Stokes and accused him of not "cleaning up LSU academically." The Daily World added that "... any trough-fed deadhead could have achieved the same results." The Baton Rouge Morning Advocate (December 30, 1950:4A) noted a "disruptive trend"
at LSU and observed: "The tremendous investment that the taxpayers already have in LSU means little to some ambitious educators and local politicians."

All newspapers praised the appointment of the new president, retired army general Troy Middleton. Middleton was not without his share of comment in the ten years he served as LSU president. The Baton Rouge Morning Advocate (February 24, 1954:4A), just three years after his appointment, came to his defense against charges that he was trying to take over education in the state. In 1956 the student newspaper, the Daily Reveille, advocated integration of the races at LSU. President Middleton disclaimed censorship of the student publication as many had suggested and he was criticized by the Shreveport Journal (July 30, 1956:2B). Middleton was never in serious editorial trouble, however, and received the highest praise from the state's press upon retirement in 1961 (Times-Picayune, August 20, 1961:4-2).

The second incident in the first decade that accounted for considerable editorial comment came at Northwestern State College in Natchitoches. Acting President Dr. G. W. McGinty was involved in a dispute with students who claimed he was "disregarding and abusing the rights of students" (Shreveport Journal, June 12, 1950:10A). The dispute came before the state board of education and McGinty
was cleared of the charges by the Board but not by the press. The *Shreveport Times* (May 3, 1950:6) was extremely critical of the whole affair charging McGinty with incompetency and labeling him a political appointment by his brother-in-law, a member of the state board of education. The *Times* said he received the appointment through "disgraceful means" and called for his resignation (*Shreveport Times*, August 17, 1950:4). McGinty eventually resigned and the *Shreveport Journal* (August 18, 1950:8A) observed: "There should always be extreme care by all concerned in choosing the head of a public school." H. Lee Prather was selected to succeed McGinty and the appointment was well received editorially (*Shreveport Journal*, October 26, 1950:8A).

In the second decade, when the move was underway to separate LSU in New Orleans from the university system, many were critical of LSUNO Dean Homer Hitt for not publicly opposing the move. Rumors were out that Hitt would be dismissed by the LSU Board of Supervisors and newspapers in the New Orleans area came to his defense. The *New Orleans States-Item* (July 22, 1965:10) called on the board to put aside these rumors. When the board did publicly state that it had no intentions of dismissing Dr. Hitt, both newspapers praised the board's action. However, the *States-Item* (August 9, 1965:10) expressed disappointment that Hitt was not given a vote of confidence.
Editorial feelings concerning college presidents and politics was again emphasized midway in the first decade when the *Shreveport Times* (June 27, 1955:4A) opposed the idea of a leave of absence for the president of McNeese State College in Lake Charles to allow him to run for lieutenant governor. The *Times* feared this would open the state colleges to political influence. In the beginning of the second decade, the *Lake Charles American-Press* (June 4, 1961:4) stated that McNeese's president at that time was "not political enough" while in the last year of the decade the same newspaper was calling for a "non-political" president for McNeese State (*Lake Charles American-Press*, July 20, 1969:4).

A variety of other editorials during the time span centered around commending college presidents, deans, and various other administrators for their faithful work.

**Faculty**

Throughout both decades of the study, most editorials concerned with faculty members centered around the question of academic freedom. Every time some action on the part of a college faculty member displeased a newspaper, academic freedom was "blamed." The belief by many in the decade that communism was infiltrating American colleges and universities spread into Louisiana and immediately the cry went up for colleges to "cleanse themselves" of these suspected communists (*Shreveport Journal*, March 27, 1956:2B).
The Shreveport Times (March 31, 1956:4) criticized the American Association of University Professors for a report on academic freedom and communism. The Times said:

So-called 'academic freedom' is a freedom to which education is entitled, but only so long as it is maintained as one of all American freedoms and not used to endanger or destroy other freedoms for other citizens.

Later in the decade a group of LSU professors signed a petition opposing the closing of Louisiana's public schools because of desegregation. Immediately they were attacked by newspapers and charged with "having fallen for the Communist Party lines" (Alexandria Daily Town Talk, June 11, 1958:6). Both the Shreveport Times (June 11, 1958:4) and the Shreveport Journal (June 10, 1958:4A) called for their dismissal.

In the second decade, student disorders on college campuses caused extensive editorial comment and faculty members again became involved. The Shreveport Times (June 16, 1965:2A) blamed all troubles on liberal professors "who have been teaching liberalism for 20 years." The Baton Rouge Morning Advocate (June 7, 1969:2A) saw the young, non-tenured professor as most likely to be involved in disorders, and the Alexandria Daily Town Talk (May 10, 1961:8) advocated a standing legislative committee to look into the "atmosphere at all colleges." The Shreveport Journal (January 7, 1961:2A) agreed and urged that the LSU faculty be investigated
on the desegregation question. The *Journal* said:

Louisiana's citizens have a vital interest in the philosophies which LSU's professors are imparting to their sons and daughters. If these professors are deviating from established educational processes in order to condemn Louisiana's time honored laws and customs, the people need to know.

Generally, editorial treatment was unfavorable to faculty members in both decades. Usually, however, this unfavorable treatment revolved around actions by a minority of Louisiana's college faculty members.

**Students**

The greatest number of editorials in this sub-topic revolved around students. And the editorial treatment was decidedly unfavorable, especially in the second decade. This unfavorable treatment resulted from widespread student disorders on campuses across the nation.

In the first decade, the lack of serious academic pursuit on the part of college students came in for unfavorable comment. The *Shreveport Times* (February 5, 1956:2B) said of this:

The goal, over the next 15 years, should be not just a larger system of higher education in the state, but a better one, with every dollar spent returning full value—something which is impossible if students are allowed to waste months and years in a mere pretense of study and enlightenment.
Newspapers of the decade suggested that high academic standards, not athletic reputation, attract students to colleges (Morning Advocate, March 3, 1955:4A), believed that married students were harder workers (Morning Advocate, May 24, 1955:4A), deplored college pranks (Shreveport Journal, March 13, 1951:8A), condemned cheating by students (Lake Charles American-Press, August 8, 1951:8), and urged local students to attend colleges in or near their home town (Ruston Daily Leader, September 12, 1960:2).

The second decade saw the student campus disorder issue dominate the entire period. Treatment was heavily unfavorable to students throughout the decade.

Typical of the vast amount of editorial comment were the following:

- The Lake Charles American-Press (October 22, 1965:4) called student demonstrations "silly and juvenile things that some college students do—like goldfish swallowing and panty raids."

- The Alexandria Daily Town Talk (December 26, 1967:6) said that "... the student who joins a mob has not reached the point of maturity where reasoning will render him rational."

- The Shreveport Journal (September 25, 1967:10A) said that students should be expelled and added: "There is
nothing in the U. S. Constitution that requires states to operate universities. A college degree is not an inalienable right of an American."

- The Shreveport Times (May 27, 1966:6) said:

  If students step deliberately and provocatively out of line with college rules and regulations, then they must be made to suffer the prescribed consequences—suspension or expulsion, or worse . . .

Reasons for the disturbances and suggestions for solutions were also varied. Blame was placed on a lack of parental guidance (Shreveport Times, April 18, 1966:6), weak administrators who are too timid to keep order (Times-Picayune, April 11, 1969:12), a lack of morals on campus (Alexandria Daily Town Talk, November 3, 1965:6), and various others. Newspapers usually took a hard line in dealing with the problem. They advocated strong punishment for violators (Lake Charles American-Press, April 19, 1969:4), enforcement of law and order by local agencies (Ruston Daily Leader, March 13, 1969:2), and the cutting off of student aid funds to those involved (Times-Picayune, March 24, 1969:10).

"Left wing" campus student organizations, such as the Students for a Democratic Society, were criticized and most newspapers felt they should be barred from campuses (Shreveport Journal, June 24, 1968:6A).

Newspapers editorialized on a wide variety of other topics. Usually when they were critical, as in the case
of campus disorders, a minority of students was blamed. Perhaps typical of what most newspapers thought of the majority of college students was expressed by the New Orleans States-Item (October 20, 1966:8) and the Baton Rouge Morning Advocate (October 17, 1966:2A). The Item said most college students were "thoughtful and serious-minded" and the Advocate said that "students are more knowledgeable than their parents." Both saw these as good signs.

FINANCE

The cost of higher education received 21.7 per cent of the editorials devoted to the topic of higher education. Editorial treatment was favorable in both decades. Included in this sub-topic are costs, federal aid, state support, private support, tuition and fees, scholarships and loans, and salaries.

Costs

Editorials in the first decade took a rather general view of the costs of higher education. Newspapers periodically discussed the rising costs of higher education and usually suggested that money had to be found for this purpose. As the Lake Charles American-Press (August 12, 1965:4) put it: "A strong educational system is a firm foundation of prosperity."
As the second decade began, newspapers were still calling for financial support. The New Orleans States-Item (September 6, 1962:8) reported that Louisiana had cut higher education funds by $3.2 million and concluded that under the (Jimmie) Davis Administration "higher education does not enjoy a top priority." New sources of revenue were seen as the only answer to the problem (Lake Charles American-Press, May 14, 1963:4).

Midway in the decade the American-Press (September 9, 1965:4) called on all colleges to be sure their money was being spent wisely. The newspaper concluded that needs and not frills must be stressed. The American-Press (November 24, 1965:4) suggested that entrance exams be administered to help control rising enrollment and that student fees be increased.

Newspapers continued to plead for more funds to higher education throughout the decade and usually blamed the political system for the financial crisis faced. The Opelousas Daily World (December 13, 1967:4) said of this:

... There is great inefficiency in our higher education program, which has been developed under a hodge-podge, uncoordinated program of political push and pull.

Federal Aid

Newspapers throughout the 20-year time span were divided on the question of federal aid. Usually, newspapers
in the northern sections of the state opposed federal aid, while those of the southern section favored it, particularly in the area of construction. The exceptions to the southern viewpoint were the two New Orleans papers who joined their northern colleagues in opposition. But eventually, one of them, the New Orleans States-Item (May 21, 1962:8), reluctantly concluded that "more federal aid is the only answer."


State Support

Newspapers were highly critical of state support to higher education. The opposition was usually on a sectional basis with each newspaper charging the state with unfair treatment of the college or university in its particular locale.

The Lafayette Daily Advertiser (May 18, 1965:10) said that the University of Southwestern Louisiana received the least amount of state support and it "will cause inferior
education for children in Southwest Louisiana." The Lake Charles American-Press (May 26, 1961:4) blamed "north Louisiana political power" for McNeese State's failure to receive adequate funds. The Shreveport Times (February 15, 1966:6) claimed that Louisiana Tech was in danger of losing accreditation in engineering due to low financial support. The American-Press (February 13, 1963:4) expressed the true feelings of most newspapers in the state when it said:

We hope LSU gets the financial support that it needs and wants. We also hope that the other state colleges are not overlooked or left without resources.

Private Support

As colleges and universities in Louisiana began to feel the financial pinch in the first decade, many newspapers began to look for sources of revenue other than public funds. Most newspapers in the state advocated greater contributions by private industry and business. The Lake Charles American-Press (December 27, 1966:4) said that "... the private gift introduces a human element and a bond of inestimable value and significance."

Tuition and Fees

The need for increased tuitions and student fees as a means of helping to ease the financial crisis in higher
education was a major topic in the second decade of the study. In advocating an increase in tuition, the Alexandria Daily Town Talk (February 1, 1965:6) said:

There is serious question whether there is always proper appreciation when college training is so cheap that tuition and fees are often only one-tenth of the cost of room and board.

Midway in the decade the State Board of Education increased student fees for all state colleges and the Baton Rouge Morning Advocate (March 26, 1965:4A) called on the LSU Board of Supervisors to do the same for the LSU system. "The basic and inescapable fact is that money must be provided for higher education one way or the other." The fee increase drew opposition from organized labor and many politicians (Lake Charles American-Press, April 10, 1965:4). Under pressure the state board reduced the proposed increase.

Three years later, however, the LSU Board of Supervisors raised student fees for its system and newspapers rallied to the defense of the increase (Shreveport Times, December 12, 1968:10). The State Board of Education followed suit for the state colleges (Morning Advocate, January 14, 1969:4A). Even the Ruston Daily Leader (March 4, 1965:4), which had opposed the increases earlier, backed them this time.
Scholarships and Loans

One of the most widely opposed programs in higher education was the legislative scholarship program. Newspapers in the first decade called for an end to the program which basically allowed each member of the legislature a certain amount of money to give each year to "needy" students. Usually the grants were small because legislators attempted to favor as many as possible, thus reducing the size of each grant. One newspaper claimed that the grants averaged only $38 a year (Lake Charles American-Press, May 23, 1969:4).

The controversy extended into the middle of the second decade with little change seen in the plan. As the John McKeithen Administration began in Louisiana, a plan for interest free student loans to replace the legislative scholarship plan was advanced and passed by the legislature. Newspapers praised this action and said it was a way of "... aiding more persons to earn a college education and ending a travesty on the name of college scholarships" (States-Item, August 29, 1964:6).

Salaries

The need for improved salaries in higher education received the attention of almost every newspaper at one time or another, although the volume of editorial comment was
limited. Newspapers reasoned that salaries must be main-
tained at a competitive level in order to retain and
attract outstanding professors (Times-Picayune, July 28,
1962:10). The quality of instruction was said to be more
important than anything else and quality did not come with
sub-standard salaries (States-Item, February 22, 1963:6).

THE INSTRUCTIONAL PROGRAM

Various aspects of the instructional program in
higher education consumed 15.7 per cent of the editorials.
Treatment of this sub-topic was favorable.

Organization, Materials, and Methods

Newspapers favored the use of college facilities on
a year-round basis (Morning Advocate, August 20, 1959:8A).
It was also seen as a solution for the enrollment problem
(Alexandria Daily Town Talk, June 23, 1961:6) and a way for
students to reduce the time needed to obtain a degree
(Shreveport Times, June 10, 1963:6).

Educational television and textbooks attracted atten-
tion also. Newspapers favored the use of television in the
instructional program (Shreveport Journal, January 4, 1957:
6A), but also warned that students need the personal contact
with professors (Shreveport Journal, January 16, 1965:2A).
Publishers and professors received mild criticism from the Shreveport Journal (January 9, 1962:4A) for what the Journal said was the practice of writing and revising textbooks too often thus costing students additional money. The Bastrop Daily Enterprise (August 24, 1953:2) said that college textbooks were "full of socialism" and charged that academic freedom was used as a "smokescreen to hide communists."

Courses of Instruction

Editorial comment in this area was varied and followed no definite pattern. Newspapers were generally complimentary of college courses of instruction, especially in the scientific fields (Morning Advocate, November 17, 1965:4A). Editorials advocated the increased study of American history and democratic principles (Lake Charles American-Press, May 14, 1950:8), opposed the elimination of the Reserve Officers Training Corps (ROTC) (Ruston Daily Leader, April 28, 1969:2) and urged a stronger English grammar program. Of this, the Lafayette Daily Advertiser (November 21, 1960:6) said:

The high schools did these young people no favor by granting them unearned diplomas; colleges cannot expect to let them continue kidding themselves that they are getting an education.
Graduate Education

The need for more and stronger graduate education programs was discussed in both decades of the study. Most newspapers believed that the "real" mission of higher education was to provide outstanding graduate programs (Lake Charles American-Press, April 24, 1958:4). The real controversy in this area came between those newspapers supporting Louisiana State University as the only institution offering graduate work and those supporting advanced degree programs for "their" schools. In the first decade, the New Orleans Times-Picayune (December 20, 1957:12) and the Baton Rouge Morning Advocate (June 18, 1956:2A) opposed graduate programs at the state colleges and said that LSU should have the only graduate programs in the state. It was claimed that others were not needed, were too expensive, and would "water down" graduate education.

In the second decade, graduate education was extended to several state colleges and the pattern remained the same. The Times-Picayune (June 25, 1965:10) continued to caution against expansion of graduate education to state colleges, while praising new graduate programs at LSU in New Orleans (Times-Picayune, August 4, 1963:4-2). The Shreveport Times (December 22, 1967:6A) commended the expansion of graduate
programs at Northwestern State, Louisiana Tech, and Northeast State as greatly needed.

**Athletics**

Intercollegiate athletics was always a favorite topic of discussion. The basketball scandals in other parts of the nation in the first decade brought considerable comment from Louisiana newspapers. The *Alexandria Daily Town Talk* (March 4, 1953:6) called on colleges to "clean their own house," the *New Orleans Times-Picayune* (July 13, 1952:4) claimed that college sports were becoming too commercialized, while the *Lake Charles American-Press* (March 1, 1951:6) said ". . . the blame must be borne by educators and parents who were not careful enough about the moral atmosphere in which college youngsters develop."

The athletic scholarship was sharply criticized from time to time. Usually a comparison between it and academic excellence was the central theme (*Lake Charles American-Press*, January 14, 1959:4).

Other topics related to athletics that received the attention of editorial writers were those in support of various teams (*Ruston Daily Leader*, September 17, 1954:1), those denouncing an LSU football coach for breaking his contract to take another position out of state (*Shreveport*)

QUALITY AND VALUE

The quality and value of higher education in Louisiana received a small portion (5.2 per cent) of the editorials in this topic, but editorial writers were highly favorable in this area. Numerous editorials praised the quality of higher education in both decades. Newspapers predicted that Louisiana's colleges and universities would make great strides in future years (Lake Charles American-Press, May 31, 1966:4).

In the area of value, newspapers continually cited the value of a college to the community (Ruston Daily Leader, September 15, 1961:2), the economic contributions (Lake Charles American-Press, October 9, 1964:4), financial rewards for graduates (Alexandria Daily Town Talk, May 26, 1965:6), and the contributions of colleges to the general welfare of the nation (Morning Advocate, August 8, 1964:4A). Even when the problem of the dropout was discussed, the blame was usually placed on the high school for not preparing the student for college level work (Morning Advocate, June 20, 1962:2A).
SUMMARY

The favorite topic of editorial writers during the 20-year period was higher education. A total of 1,321 editorials, or 30.8 per cent of all editorials, was devoted to this topic. Editorial treatment was favorable with 779 (59 per cent) favorable, 388 (29.4 per cent) unfavorable, and 154 (11.6 per cent) neutral.

Administration of higher education received the most editorial comment (32.1 per cent), followed by personnel (25.3 per cent), finance (21.7 per cent), the instructional program (15.7 per cent), and quality and value of higher education (5.2 per cent). None of the sub-topics received unfavorable treatment overall, however, personnel received slight unfavorable treatment in the second decade of the study.

In the area of administration, the coordination of higher education was a prime topic of discussion in both decades. Editorials in the first decade opposed coordination plans. The second decade saw a reversal and all newspapers advocated coordination as a means of ending duplication of programs and for economy in higher education. The junior college movement received mixed treatment. Newspapers tended to be provincial and alternated support or opposition as it
would affect their own local situations. Facilities and construction, enrollment, administration at Louisiana State University and state colleges, and desegregation of higher education all were topics of editorials.

Considerable editorial treatment concerned college presidents. Most were favorable, but editorials were quick to point out where improvements could be made in the actions of this group of administrators. Faculty members came in for considerable comment. The question of academic freedom was a primary subject. Students received unfavorable comment by editorial writers primarily due to student unrest and protest movements of the second decade.

The increasing cost of higher education was of importance in both decades. Newspapers generally opposed federal aid, were highly critical of state support due to what they considered an insufficient amount of funds allocated to higher education, and encouraged private support, especially by business and industry. Higher tuition and student fees and an interest-free student loan program were also advocated. Editorials on salaries were few, but generally supported higher salaries.

Newspapers supported the concept of year-around education, educational television, and curriculum offerings. They were mixed in their views of graduate programs, each
boosting his own area college or university, and were sharply critical of certain practices in intercollegiate athletics.

The quality and value of higher education in Louisiana were praised by all newspapers. Most saw great strides by colleges and universities in both decades and enumerated their value to the community and state.
Plan of the Study

The study was undertaken to determine what attitudes, if any, editorials of selected Louisiana daily newspapers had toward topics related to public education from 1950 through 1969. Twelve newspapers were selected as representative of Louisiana's 24 daily newspapers. These were selected on the basis of geographic location, circulation, and population. The editorial page of each newspaper was examined to determine the editorial reaction toward topics related to public education during the 20-year time span.

Editorial reaction was judged as an attitude toward one of the seven categories into which the editorials classified themselves. The reaction was considered as favorable to the topic, unfavorable to the topic, or neutral (no position).

Seven chapter headings emerged. These were: finance, administration, personnel, desegregation, the instructional
program, quality and value of education, and higher education. Each chapter contained a rather uniform approach to the treatment of each topic. The total editorial treatment of a topic was emphasized. In addition, the editorial position of each newspaper in the study toward a topic was carefully considered.

Findings of the Study

Most of the findings of this study are expressed as quantitative amounts of editorial treatment, percentages of treatment, and measures of the extent of favorableness, unfavorableness, or neutrality. The results of the study are not always concrete due to the abstract nature of an attitude.

A total of 147,068 editorials were examined in this study. Of this number, 4,296 concerned themselves with aspects of public education. This amounted to only 2.9 per cent of all editorials. In stating the editorials' attitude-positions, 51.4 per cent were favorable, 37.4 per cent unfavorable, and 11.2 per cent neutral.

Higher education received the most editorial treatment of any topic. A total of 30.8 per cent of all editorials fell into this topic. Aspects of public school finance was the second largest category with 18.3 per cent; administration received 12.9 per cent; personnel, 10.9 per cent;
desegregation of the races, 10.6 per cent; the instructional program, 9.5 per cent; and quality and value of education, 7 per cent.

The instructional program received the greatest amount of favorable treatment (64.5 per cent) and desegregation the greatest amount of unfavorable treatment (61.9 per cent). Finance was the only other topic to receive unfavorable treatment with 48 per cent as compared to 39.9 per cent favorable.

Newspapers in the northwestern section of the state contributed the greatest number of editorials to the study. The Shreveport Times accounted for 16 per cent of all editorials in the study and the Shreveport Journal contributed 14 per cent.

CONCLUSIONS

An analysis of the evidence presented in this study points to the following conclusions:

1. Newspaper editorials gave attention to a wide variety of topics during the 20-year time span. Generally, newspapers were favorable to public education in both decades. There was a tendency to take a provincial attitude toward most topics and assume a position favorable to local rather than statewide interests.
2. Editorials were greatly opposed to federal aid to education at any level due primarily to the fear of federal control. Increased local financial support was advocated and a reevaluation of property tax assessments was stressed as a means of improving financial support.

3. Improved salaries for teachers were supported. However, strikes and other work stoppages by teachers were strongly criticized as a method of obtaining higher salaries.

4. Newspapers continually stressed the need for taking politics out of school board elections; were critical of closed school board meetings; advocated consolidation of schools on an economical as well as educational basis; and supported improved school facilities and safety standards.

5. The local school superintendent was held in high esteem by newspapers and looked upon as an educational leader. However, the position of state superintendent of public education was considered as too political in nature and generally not regarded highly in terms of educational leadership.

6. Students generally were considered in a favorable light. Most newspapers felt students should be responsible citizens and abide by rules and regulations established for the school and community. Student dissent was looked upon as a radical minority viewpoint.
7. Desegregation of the races evolved from complete opposition by the press in the beginning of the study to general acceptance at the end of the study.

8. The need for improved study of the American way of life and democratic principles of government was advocated by most newspapers. Newspapers also favored stronger courses of instruction in the language arts as an essential tool of every citizen.

9. Newspapers believed the quality of Louisiana education was high, but advocated periodic in-depth studies of all aspects of education by independent study groups as a means of improving quality.

10. Higher education was looked upon as a great asset to the economy of the state. Newspapers felt higher education should be given top priority in terms of state financial support. In addition, newspapers advocated a more academic atmosphere on college campuses with more selectivity in entrance requirements.
REFERENCES CITED
REFERENCES CITED

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES AND OTHER ORGANIZATIONS


C. DISSERTATIONS


D. PERIODICALS


E. NEWSPAPERS


Editorial. Baton Rouge Morning Advocate, December 30, 1950, p. 4A.


Editorial. Baton Rouge Morning Advocate, April 10, 1952, p. 4A.

Editorial. Baton Rouge Morning Advocate, August 23, 1952, p. 4A.

Editorial. Baton Rouge Morning Advocate, January 1, 1953, p. 4A.

Editorial. Baton Rouge Morning Advocate, January 20, 1954, p. 4A.

Editorial. Baton Rouge Morning Advocate, February 24, 1954, p. 4A.

Editorial. Baton Rouge Morning Advocate, April 18, 1954, p. 4A.

Editorial. Baton Rouge Morning Advocate, May 19, 1954, p. 4A.


Editorial. Baton Rouge Morning Advocate, November 14, 1954, p. 4B.


Editorial. Baton Rouge Morning Advocate, May 24, 1955, p. 4A.


Editorial. Baton Rouge Morning Advocate, February 4, 1956, p. 4A.

Editorial. Baton Rouge Morning Advocate, March 11, 1956, p. 4A.
Editorial. Baton Rouge Morning Advocate, June 18, 1956, p. 2A.


Editorial. Baton Rouge Morning Advocate, March 15, 1957, p. 4A.

Editorial. Baton Rouge Morning Advocate, June 21, 1957, p. 4A.

Editorial. Baton Rouge Morning Advocate, December 9, 1957, p. 4A.

Editorial. Baton Rouge Morning Advocate, February 22, 1958, p. 4A.

Editorial. Baton Rouge Morning Advocate, February 23, 1958, p. 6B.

Editorial. Baton Rouge Morning Advocate, March 2, 1958, p. 4B.

Editorial. Baton Rouge Morning Advocate, February 15, 1959, p. 4B.

Editorial. Baton Rouge Morning Advocate, April 5, 1959, p. 4B.

Editorial. Baton Rouge Morning Advocate, May 10, 1959, p. 2B.

Editorial. Baton Rouge Morning Advocate, June 4, 1959, p. 2A.

Editorial. Baton Rouge Morning Advocate, June 12, 1959, p. 8A.


Editorial. Baton Rouge Morning Advocate, August 20, 1959, p. 8A.

Editorial. Baton Rouge Morning Advocate, September 18, 1959, p. 8A.
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Editorial. Baton Rouge Morning Advocate, June 2, 1969, p. 6A.


Editorial. Baton Rouge Morning Advocate, December 20, 1969, p. 6A.


Editorial. Lafayette Daily Advertiser, January 14, 1951,
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Editorial. Lafayette Daily Advertiser, September 12, 1952,
p. 4.

Editorial. Lafayette Daily Advertiser, February 27, 1955,
p. 8.


Editorial. Lafayette Daily Advertiser, December 13, 1955,
p. 8.


Editorial. Lafayette Daily Advertiser, October 11, 1960,
p. 10.

Editorial. Lafayette Daily Advertiser, November 21, 1960,
p. 6.


Editorial. Lafayette Daily Advertiser, January 14, 1962,
p. 10.

Editorial. Lafayette Daily Advertiser, September 19, 1963,
p. 6.

Editorial. Lake Charles American-Press, July 24, 1952, p. 4B.
Editorial. Lake Charles American-Press, March 18, 1953, p. 6B.


Editorial. Opelousas Daily World, April 22, 1951, p. 16.
Editorial. Shreveport Journal, January 3, 1950, p. 6A.
Editorial. Shreveport Journal, February 1, 1950, p. 6A.
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Editorial. *Shreveport Journal*, March 5, 1953, p. 2B.


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Editorial. Shreveport Times, February 6, 1966, p. 2B.
Editorial. Shreveport Times, February 26, 1967, p. 2B.
Editorial. Shreveport Times, December 22, 1967, p. 6A.
Editorial. Shreveport Times, February 16, 1969, p. 2B.
APPENDICES
APPENDIX A
INFORMATION ON DAILY NEWSPAPERS USED IN THIS STUDY

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<th>Newspaper</th>
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*The New Orleans States-Item was founded by merging the New Orleans States and New Orleans Item in 1958.*
## APPENDIX B

### TOTAL EDITORIAL TREATMENT FOR EACH NEWSPAPER BY DECADE

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*Began publishing as States-Item in 1958.
## APPENDIX C

### COMPARATIVE FREQUENCY OF EDITORIALS ARRANGED BY CHAPTER HEADINGS BY DECADES

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### APPENDIX D

**EDITORIAL TREATMENT OF EACH TOPIC IN STUDY**
**EXPRESSION AS A PERCENTAGE OF TOTAL NUMBER OF EDUCATION EDITORIALS**

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<td><strong>Total</strong></td>
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VITA

The author was born in Shreveport, Louisiana, on March 5, 1933. He was graduated from the Fair Park High School in Shreveport in 1951. He received his bachelor of science in education degree from Centenary College of Louisiana in 1961 with a major in upper elementary education and minors in social science and journalism. In 1964 he received his master of education degree from Northwestern State College majoring in educational administration and supervision and minoring in social science.

His teaching experience was gained in the Youree Drive Junior High School of Shreveport from 1961-1968. He taught eighth grade language arts, social studies, and mathematics and served as a supervising teacher for Centenary College. In 1968 he joined the staff of the Louisiana Teachers' Association as Director of Information and Managing Editor of Louisiana Schools magazine. He holds that position at the present time.

Prior to entering the teaching profession he served as a sports writer for the Shreveport Times, Director of Public Relations for the Shreveport Baseball Club, and two
years in the United States Navy as a journalist third class in the Far East area.

The writer holds memberships in the National Education Association, the Louisiana Teachers' Association, the National School Public Relations Association, the Educational Press Association of America, and Phi Delta Kappa educational fraternity.
Candidate: William Calvin Baker

Major Field: Education


Approved:

[Signature]
Major Professor and Chairman

[Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signature]
Alvin L. DeWald

[Signature]
Helen Cookston

[Signature]
J. F. Selman

[Signature]
L. Tremillion

[Signature]
Charlie V. Roberts Jr.

Date of Examination:

November 12, 1971