

THE UNIVERSITY OF MANITOBA

THE SIGNIFICANCE GIVEN TO EDUCATION
ON THE EDITORIAL PAGES OF LEADING WINNIPEG NEWSPAPERS
1936 - 1950

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF
EDUCATION

BY

W. A. LORNE McFARLAND

WINNIPEG, MANITOBA

APRIL, 1955



ACKNOWLEDGMENTS

The writer wishes to express his appreciation to Dr. Joseph Katz, Professor of Education, under whose guidance this study was developed; to the Winnipeg Free Press Company for the use of its library; to the Winnipeg Public Library for the use of its newspaper files; and to the Manitoba Provincial Library for access to its newspaper stackroom.

The Significance Given to Education
on the Editorial Pages of Leading Winnipeg Newspapers

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By W. A. Lorne McFarland
M.Ed. Thesis Abstract

Purpose of the Study.--This study attempted to survey and analyze the editorial comment on educational matters appearing on the editorial pages of the Winnipeg Free Press and the Winnipeg Tribune from 1936 to 1950.

The investigation had a two-fold purpose; first, to show the extent to which educational topics had commanded space on the editorial pages; and, secondly, to determine what trends in editorial thought on education appeared to be dominant both in editorial writings themselves and through the policy practiced in selecting educational items for publication on the editorial page.

Sources of Information.--The material which formed the basis for this study was obtained by a careful examination of the editorial pages of both the Winnipeg Free Press and the Winnipeg Tribune. Since the period surveyed covered fifteen full years from January 1, 1936 to December 31, 1950, the number of items used provided an adequate sample for the purposes of the study. In all, 9,356 editorial pages were examined and a total of 3,248 educational items were summarized and recorded.

Technique of the Investigation.--The major steps in analysis were as follows:

1. Calculation of the percentages of space given to education on the editorial page by each of the two newspapers

concerned.

2. Compilation of the number of items and space allotments by months and years for each newspaper.

3. Classification of the different items into types, that is, editorials, articles, reprints and miscellaneous items.

4. Classification of the items into major educational areas. Thirteen of these were set up, namely, University of Manitoba, other Universities, Manitoba schools in general, Winnipeg schools, other Manitoba schools, schools outside Manitoba, education in general, adult education, educational research, libraries and museums, fine arts, technical-vocational education, and teachers' associations.

5. A detailed analysis of a sample of the items from each of the foregoing major areas. From the many specific topics, certain of them, judged to be of interest and value, were selected for extended discussion.

Findings.--1. The main emphasis of the press in the educational field has been at the university and adult level.

2. Both newspapers have strongly supported the University of Manitoba and have consistently urged greater financial support for it.

3. The press has been strongly in favour of the establishment of larger units of school administration in the rural areas of Manitoba.

4. The impact of World War II on our society revealed some serious defects in our educational system, particularly as regards technical training.

5. The press has given little support to the progressive movement in education. Press comment has rather tended to view progressive education with disfavour as being a movement lacking in discipline both for body and mind.

6. Financial problems were found to be a matter of major concern at all educational levels. The need for adequate financial support for education was stated to be necessary before real educational progress could be made.

7. The period was characterized by a steady decline in interest in the liberal arts subjects and by a correspondingly marked trend towards utilitarian types of educational programmes.

8. There appeared to be a gradual but persistent lowering of educational standards which could, in part at least, be traced to the trend towards progressive education with its philosophy of education made easy.

9. The lack of sufficient well-trained teachers appeared to be a universal complaint in the field of public education. This persistent teacher shortage could largely be traced to low salaries, unsatisfactory working conditions, and insecurity of tenure.

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CHAPTER I

INTRODUCTION

The Place of the Public Press in Our Society

The function of daily newspapers.--A clear and concise statement of the function of daily newspapers in our society was set forth by John M. Imrie in 1937, who at that time was managing director of the Edmonton Journal. He states their function to be as follows:

Daily newspapers published in democratic countries have one primary function in relation alike to public and state. That is to furnish news with such related information and comment of others as may be conducive to a clear understanding of it.¹

The foregoing concept of the function of the press is claimed to be an evolution of the past fifty years, and has probably not yet gained complete acceptance. Some people, and some publishers as well, consider newspapers as vehicles for the expression of personal convictions. In that regard Imrie states that the expression of opinion by daily newspapers should be encouraged:

All daily newspapers should have opinions and the courage to present them. But their primary function, in a free state, under present conditions, is to provide news, information and comment of others--this

¹John M. Imrie, The Press in Relation to Public and State, p. 3. Edmonton Journal, Pamphlet, (n.d.).

for the general information of their readers and as a basis for the formation of individual opinion.¹

Louis M. Lyons writing in Saturday Night has this to say about the function of newspapers:

These are the two essential ingredients of newspaper service--to inform the readers and to direct attention to the issues of community concern. By all odds the function of information comes first. That's the news--the facts, people can make up their own minds. The overweening obligation is to report, honestly, conscientiously, as fairly and fully as possible. The community has a right to feel sure that its newspaper will never suppress news because some interest, public or private, is served by withholding the facts.²

Freedom of the press.--The importance of a free press in a democratic system has long been recognized. Many articles have been written pointing this out in no uncertain terms. Kingsley Martin states what freedom of the press implies:

The freedom of the press is an essential principle of democratic government which was won in a long and hard fight. It means the right to publish news without censorship, and within the statutory limits of libel, to comment and criticize without interference from the government or anyone else. It is properly a right claimed by the editor, who should be known to the public as responsible for the truth of the news he presents, and for the fairness of his criticism and comment. This freedom is based on the argument that truth can only be discovered by open enquiry; that governments abuse power unless they are subject to control by public opinion, and that intelligent public opinion can only be formed on the basis of honest information.³

¹Ibid., p. 3.

²Louis M. Lyons, "What Makes a Newspaper", Saturday Night, June 14, p. 14. Montreal, 1952.

³Kingsley Martin, The Press the Public Wants, p. 140. London, The Hogarth Press, 1947.

Misuse of power given by freedom of the press.--Freedom of the press carries with it the danger of abuse of that power and freedom. That the public need not be too alarmed at this possibility has been pointed out by Imrie who claims that abuse of power defeats itself.

Control of both the news and the editorial columns of a leading newspaper of today carries with it a great opportunity for influencing public opinion. Some men have secured such control in order to promote their political or business interests.

Fortunately there is very much less of this than the general public imagine and it carries with it the seeds of its own destruction. The power of a newspaper to influence public opinion is limited by the degree of public confidence it enjoys. If a newspaper habitually suppresses or colors news or uses its editorial columns to promote the personal interest of the publisher it cannot long retain public confidence.¹

Influence of daily newspapers.--The question as to the extent local daily newspapers can and do influence public opinion is not easy to answer. The fact that daily newspapers of Winnipeg do enter many homes can be shown by the circulation figures given in Tables 23 and 24 of the appendix. Unfortunately no accurate appraisal as to the extent to which the editorial pages in particular are read is available. However, that it is a common error to overestimate the importance of any local press has been pointed out by Frank L. Mott, who says:

We often think of the news as being under the control of the metropolitan daily newspapers, but these great papers by no means monopolize the distribution of our current intelligence. There are good reasons indeed for questioning whether they are even the most important

¹Imrie, op. cit., pp. 10-11.

factor in that vast operation.¹

Some of the good reasons suggested for discounting the influence of daily papers may be briefly indicated by merely listing some of the other news agencies which exist:

1. Various weekly papers
2. Radio stations
3. Picture weeklies--such as Life, Look and others
4. Monthly Magazines--Readers Digest, Coronet, etc.
5. Public libraries
6. The moving picture theatres
7. News magazines--Literary Digest, Time, Newsweek, etc.
8. Various service clubs
9. Numerous other societies
10. Weekly magazines--Saturday Evening Post, Colliers, etc.
11. The many trade publications
12. Daily papers from other areas
13. Television stations.

However, since this paper is concerned with educational matters it seems fair to point out that since educational matters are primarily close at hand, the local press is likely to exert considerable influence in educational affairs. In fact, the influence of the local daily papers in this particular field is likely to be greater than in that of any other single news medium or perhaps in all of them combined.

The chief points made in the foregoing somewhat ex-

¹Frank Luther Mott, The News in America, p. 9.
Cambridge: Harvard University Press, 1952.

tensive quotations regarding the place of the public press in our modern society may be briefly summarized as follows:

1. The primary function of a daily newspaper is to furnish news;
2. sufficient comment should be made on the news to make it understandable;
3. a daily newspaper should have opinions and should express these opinions on topics of the day which are of public interest and importance;
4. a daily newspaper should have opinions and should express these opinions on issues of community concern;
5. a newspaper should not suppress nor color the news to serve private interests;
6. the freedom of the press implies responsibility for accurate reporting of the facts and the honest interpretation of these facts;
7. abuse of the power given by freedom of the press by any newspaper leads to the loss of confidence in that paper by the reading public;
8. the daily newspapers are only one of a number of agencies for the dissemination of news and for the formation of opinion.

The Place of Education in the Press

The art of printing.--In order to assess in a broad way the place of education in the press, it is necessary to consider some brief history of the art of printing, the growth of newspapers, the rise of democracy, and the extension of public education.

Printing and printed material have become commonplace in the twentieth century. Today no one can really conceive of a world without such a medium for the preservation and the transmission of ideas and knowledge. However,

it was not always so; in fact, printing in the Western World has developed in the last five hundred years. A form of printing existed long before that time. The Chinese were the first printers. The oldest known example of printing was a book printed on May 11, 868 by Wang Chieh of Kansu Province, China. This was printed by means of movable blocks. The first printing by means of movable type was that done by Pi Sheng in China in the years 1041 to 1049.¹

There is no certainty as to the actual date of the European invention of printing from movable type, but it is believed to have occurred about the year 1440. There is also doubt as to who the inventor was, but Johann Gutenberg is usually credited with being the first printer. Certain church documents printed by Gutenberg and bearing the date 1454 form the basis for crediting him with the honour of the invention of printing in the Western World.²

First newspapers.--The first publication which could be classed as a newspaper was published in Germany in 1609. This paper, however, was not printed on a regular schedule. The first English newspaper started in May, 1622. This was a regular weekly called the "Weekly News". The first English daily newspaper did not appear until 1702. This was the "Daily Courant", but its circulation was quite limited. It was not until the nineteenth century that news-

¹"Printing", Encyclopaedia Britannica, Vol. XVIII, 14th ed., 1949.

²Ibid.

papers began to reach the masses. It is both interesting and significant to note the starting dates of famous newspapers of London, England. Some of these were: The Morning Post, 1772, The Times, 1785, The Daily News, 1846, The Daily Chronicle, 1877, and the Daily Mail, 1896. Newspaper publication did not reach large proportions until after 1855 when improvements in printing presses made possible the production of newspapers at a price which would arouse widespread interest in them.

Newspapers and public education.--It is significant that interest in public education closely parallels the development of newspapers. It is also significant that it was in Germany, the home of printing, that the demand for the education of all children at public expense made its appearance. The idea of universal education for all children in state supported schools was urged by Martin Luther in 1524. A start in this direction was actually made in 1528 in Saxony but not much was achieved. In 1763 Frederick the Great laid down the principle of compulsory school attendance at schools supported by the state.

The first public support for education in England came in the form of grants to church-school societies in 1833. The first state or "Board Schools" in England were set up by the Education Act in 1870. These were elementary schools organized, supported and supervised by the state. The first state supported schools in the United States of America appeared about 1805, and had become fairly common

by 1853. Previous to the latter part of the eighteenth century the schools of both England and the United States were largely under the control of church-school societies and as a result it was the religious motive that controlled education.

Democratic government.--A third factor enters into the picture also, namely, the rise of the democratic form of government. The advanced statesmen of the late eighteenth and early nineteenth centuries saw clearly the relation of education to political and national welfare. Many of them recognized that the perpetuity of the new form of democratic government depended upon education of the masses. The idea became firmly established that the new education unlike the old, must not be confined to the so-called "upper" or "privileged" classes if democracy was to work.

Interdependence of these factors.--These three, the spread of newspapers, the rise of democracy, and the extension of public education grew along together. There is, of course, no clear evidence to suggest which of these exerted the greatest influence on the others. Certainly newspapers could not achieve wide circulation without a reading public. On the other hand democracy could not survive without an electorate able to read and with access to inexpensive, reliable and up-to-date information such as newspapers could provide.

Finally, public education could not advance without the interest and support of both government and press. It

is, of course, the responsibility of governments to direct, control and finance public education, but the press can and should do much for education. The responsibility of the press is to bring to public notice what is being done in the field of education. The press can assess education in all its branches, advise and criticize governments in their educational policies and safeguard the freedom of universities. In addition, the press can keep a watchful eye on administration, teaching methods, aims of education, standards, and the like, bringing to public attention both the good and bad features of them. The very fact that newspapers enter so many homes, at all levels of society, makes them powerful mediums for awakening public interest in education. The present study, although confined to the editorial pages of the two daily papers in one particular city, should reveal something of the variety and extent of educational topics which have commanded the interest of the press and, it is to be hoped, of the public at large.

The Nature and Scope of the Study

The present study is an attempt to survey and analyze the editorial comment on educational matters which has appeared on the editorial pages of the Winnipeg Free Press and Winnipeg Tribune during the years 1936 to 1950 inclusive. The study has a two-fold purpose, first to show the extent to which educational topics have commanded space on the editorial pages, and secondly, to determine what

trends in editorial thought on education appeared to be dominant both in editorial writings themselves and through the policy practiced in the selection of items for publication on the editorial page.

These two newspapers, the only large daily papers printed in Winnipeg, Manitoba's largest city, constitute two important mediums for the formation and expression of public opinion in this Province. Evidence to show the extent to which they are read is shown by the circulation figures for these newspapers. In 1950 they had a combined circulation of 168,387 copies daily, 105,177 for the Winnipeg Free Press and 63,210 for the Winnipeg Tribune. Complete circulation figures for the period surveyed are given in Tables 23 and 24 of the appendix.

A third daily newspaper, the Winnipeg Citizen was published for some thirteen months during 1948-49 but was not in publication long enough to establish itself as a moulder of public opinion; consequently, it has not been included in the study.

The period surveyed.--The period from 1936 to 1950 inclusive was selected for study with the intention of getting the picture of education as viewed by the press before, during and after the second World War. The period falls into three rather sharply defined divisions.

From 1936 to the outbreak of war in September, 1939, may be considered as the post-depression period. By 1936 the devastating effects of the great depression of the early

thirties were at their height. However, early in 1936 the first signs of recovery from the depression began to appear and a more hopeful outlook for business recovery became evident. Educational programmes certainly had not escaped unmarked by the depression, hence it seems worthwhile to consider the state of education at its close and the effects of gradual economic revival upon education.

With the outbreak of the second World War new and pressing problems arose for education. The evidence shows, however, that for a time at least education and its problems tended to recede into the background as the grim struggle for survival claimed first place in the attention of public and press alike. But the effects of war upon education could not be ignored for long and it should prove valuable to discover what these effects were and how they were dealt with. Thus the war period from September, 1939, to August, 1945 forms a second distinct division.

The third period from the end of the war until 1950 may be termed the post-war period. The close of war brought new and difficult problems for education. The return of thousands of students to the classrooms, particularly at the university level, and the inflationary result of the easing of wartime restrictions are but two of these problems. Here again it should prove fruitful to assess public opinion on education as revealed by the press. The study was terminated at the end of 1950 partly because the effects of this post-war period had largely emerged by that time, and

partly to avoid reference to present day issues which may still be of a controversial nature. The contention here is that events which occurred prior to the closing date of the survey may be considered to be in the realm of history and hence may be treated accordingly.

Specific terms of the study.--While the foregoing serves to explain the selection of terminal dates for the study and to outline the broad approach to it, some further definite direction is required to indicate the lines along which it is proposed to develop the study. With that in mind six suggested hypotheses have been set up with the intention of determining to what extent they are supported by the evidence. These may be listed as follows:

1. That the main emphasis of the press in the educational field has been at the university and adult level.
2. That these two newspapers have strongly supported the University of Manitoba, and its affiliated colleges, consistently advocating the value of such institutions and the need of greater financial assistance for them.
3. That the attitude of the press has been consistently in favour of the establishment of larger units of school administration in the rural areas of Manitoba.
4. That the press has consistently pointed out the great need of improvement in the status of public school teachers, particularly as regards salaries.
5. That the attitude of the press has been favorable to the progressive movement in educational philosophy.

6. That the impact of the war on our society revealed some serious defects in our education system.

In addition to the foregoing main hypotheses it is likely that some other interesting features or trends may be revealed by the study. If such do appear, they will be noted as the study progresses and included in the conclusions drawn.

Defining Education

Definitions of education are both numerous and varied, each writer in the field of education defining it either in very broad or very restricted terms as best seems to serve his immediate purpose. Two examples may be quoted, both from the same source, to illustrate these broad and narrow concepts of education. The first of these states education to be:

The aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behaviour of positive value in the society in which he lives.¹

The foregoing definition appears to be too broad in scope for the purposes of this study since practically everything which appears on the editorial page could well be included. Under this definition even articles or items on international affairs or political events might be interpreted as developing attitudes. The definition is good in

¹Carter V. Good, Dictionary of Education, p. 145.
New York: McGraw-Hill Book Company Inc., 1945.

that it stresses the development of attitudes as a function of education, but unsuitable in that too many casual experiences would become part of education.

The second definition given considers education to be:

The social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development.¹

This definition is good in that it specifically indicates that education is to be considered as a purposeful and directed activity. It is considerably narrower in its scope than the first definition and would seem to exclude certain worthwhile educational activities which are not at present under the direct control of organized public education. It would appear that adult education programmes, educational research, libraries, museums, and a portion at least of the fine arts area as it affects public education should be included.

No particular purpose would be served here by presenting any extended list of definitions of education. The writer has therefore turned to the Oxford English Dictionary for what seems to be a suitable definition of education on which to base this study. This authority states education to be:

The systematic instruction, schooling or training given to the young (and by extension to adults) in preparation

¹Ibid., p. 145.

for the work of life. Also the whole course of scholastic instruction which a person has received.¹

The particular feature of this definition which led to its selection was the term "systematic instruction", as it suggests that education should be considered to be an organized and purposeful activity. As such it rules out casual or incidental learning situations but by extension includes directed adult education programmes. The foregoing definition would thus appear to be broad enough to include the major features of adult education and at the same time limit the scope of the study to recognized educational areas. This definition therefore forms the guiding principle which has been used throughout this study particularly as regards the inclusion or rejection of specific items. Therein, of course, lies the real purpose of selecting a specific definition of education since some yardstick is needed against which to measure the various items from the editorial pages.

Application of the Definition of Education

Many of the items constituting the basic data for this study obviously present no problem since they deal directly with the affairs of schools, colleges or universities and such items were automatically included. There are, however, certain other more or less borderline or

¹The Shorter Oxford English Dictionary, Vol. I, p. 584. London: Oxford University Press, 1934.

"fringe items" which do present a problem. These occur in such areas as fine arts, research, adult education, technical arts and philosophy to name only some. In selecting the items, therefore, the writer has endeavored to keep the foregoing definition of education in mind, but has naturally had to exercise some considerable degree of arbitrary judgment. Accordingly it would seem desirable at this point to indicate the specific types of items which were included in the study and those types which were excluded. For the sake of clarity the items included may be listed in summary form as follows:

1. All items with reference to public or private schools in Manitoba or elsewhere.
2. Items concerned with the University of Manitoba, its affiliated colleges and other universities in Canada or foreign countries.
3. Items on the Provincial Normal School.
4. References to the general administration of schools, provincial departments of education or other administrative bodies in Canada or elsewhere.
5. Adult education programmes in Manitoba or elsewhere.
6. Items on educational research, survey, reports and the like.
7. Items concerned with technical-vocational education.
8. References to various teachers' associations and

organizations.

9. Items concerned with libraries and museums.

10. Fine arts items where such are primarily associated with education.

11. General education items, such as those concerned with aims, ideals and philosophy of education.

12. Miscellaneous educational items.

The foregoing list states very briefly the types of items included in the study. Throughout this paper more detailed explanation will be found in the classification and analysis of the various items.

As mentioned previously certain items occur which are more or less of a "fringe" variety and it may be advisable to list these also for purposes of clarity and comparison. These types of items which have been omitted from the study are briefly as follows:

1. Articles by university professors on other than educational topics.

2. References in the fields of music, drama or art where such activities did not appear to be directly associated with education as herein defined.

3. Items concerned with book reviews and literary criticism.

4. Items with regard to research other than that in the field of education as herein defined.

5. Items in regard to professions other than teaching, except when such items were primarily concerned with

education for the professions.

6. Items of less than one inch column depth, since such may be considered to be merely "fillers" to complete columns and are of little real significance.

Finally it may be stated that considerable care was taken not to overlook any significant items. However, no doubt, some omissions may have occurred, either through oversight or by the inclusion or rejection of fringe items. The contention is, however, that such instances are few in number and should not materially affect the findings.

CHAPTER II

THE BACKGROUND OF THE STUDY

Method of the Study

The data which form the basis for this study were obtained by a careful perusal of the editorial pages of both the Winnipeg Free Press and the Winnipeg Tribune. Since the period surveyed covered fifteen full years from January 1, 1936, to December 31, 1950, the number of items obtained should be sufficient to establish their validity. The survey involved the examination of no less than 9,356 editorial pages, 4,678 for each newspaper.

In each case only the final or home editions of the respective newspapers were examined. Morning editions were not included because the editorial page of a morning edition is almost invariably the same as that of the evening or home edition of the previous date. Extra editions were also omitted from the survey since they were in no instance concerned with education and the editorial page again, if present, was a repetition of a previous issue.

Both newspapers normally published daily except Sundays and Christmas Day, with a few exceptions noted elsewhere in the study. Since both papers published on

on the same days, the total number of papers examined was the same for each. Table 1, below, shows the number of papers examined for each year.

TABLE 1
NUMBER OF ISSUES BY YEARS

Year	Winnipeg Free Press	Winnipeg Tribune
1936	313	313
1937	312	312
1938	312	312
1939	311	311
1940	313	313
1941	312	312
1942	312	312
1943	312	312
1944	312	312
1945	310	310
1946	311	311
1947	312	312
1948	313	313
1949	312	312
1950	311	311
Total	4,678	4,678

In explanation of the foregoing table it should be pointed out that the average number of papers published each year based on the mode was 312 issues. The slight deviations from this figure result from the variation in the number of Sunday's and the occurrence of leap years. In addition no papers were published on November 9, 1945, due to a printers' strike. Furthermore, no papers were published on Boxing Day in years when Christmas fell on a Sunday. Finally, no papers were published on New Year's Day, Tuesday, January 1, 1946.

Limitations of the Study

It must be kept in mind that in a study of this nature certain very definite limitations exist both as to its nature and extent. These should be indicated clearly at this point in the study.

As was pointed out in Chapter I (pp. 13ff) where education was defined and interpreted, the items were selected in the light of a specific definition of education. Consequently items have been omitted which would have been included had a broader view of education been taken.

Furthermore all of the items used were taken from the editorial pages only of the newspapers concerned. As a result, the study does not indicate the full extent of newspaper coverage of educational affairs. Many items of a news report or publicity nature regarding education occurred elsewhere in both newspapers. This naturally restricts the findings of the study in this regard.

In addition, in attempting to summarize the content of the various items, the writer selected what appeared to be the major point of each item as a guide to its classification. Since many of the articles dealt with minor or subsidiary points along with a main theme, these minor points did not receive full attention in this study.

Also, because of the large number of items included in the survey, only those which appeared to be of major importance or interest were dealt with in detail. The study

is consequently incomplete in the sense that all items were not discussed or referenced fully.

Furthermore, certain comparisons between the respective newspapers inevitably occur. The study, however, is concerned solely with the nature and extent of the editorial page material as it refers to education. No attempt has been made to establish a case for or against either newspaper in its coverage or attitude towards education in any critical sense. Therefore, any inferences drawn in this connection by anyone who chances to read this study are strictly outside the intention and scope of the study.

While other minor limitations may appear in this study as it progresses, the foregoing appear to be the major limitations of the study, and with these in mind the study has been developed.

Historial Sketch of the Winnipeg Free Press

The Winnipeg Free Press claims to be Western Canada's oldest leading newspaper. It began publication in 1872, a year before the settlement at Winnipeg became a city. It was started as an eight-page weekly with a circulation of five hundred copies. The next step was on July 6, 1874, when it became the Manitoba Free Press, the only Canadian daily newspaper west of Toronto at that time. In 1881, it became a morning paper, and in 1889 the Free Press began publication of an evening edition called the Evening Free

Press. In December, 1931, the name Manitoba Free Press was changed to Winnipeg Free Press.

After occupying various premises, it finally settled at its present location on Carlton Street in 1913. The Winnipeg Free Press has steadily grown in size and influence with the growth of Winnipeg and Manitoba, and had a circulation of 105,177 copies daily by 1950. Complete circulation figures for the years 1936-1950 are shown in Table 23 in the appendix.

Historical Sketch of the Winnipeg Tribune

The Winnipeg Tribune was founded in 1890, the first issue being on January 28 of that year. It consisted of only four pages and had a circulation of 2,500 copies. At that time Winnipeg was a small city of some 24,000 population. The Winnipeg Tribune was founded by Robert L. Richardson and Douglas L. McIntyre, and was first located on Bannatyne Avenue. Later it was moved to McDermot Avenue, and finally in 1913 to its present location on Smith Street.

In 1920 the Winnipeg Tribune became part of the Southam group of newspapers, and in the same year absorbed the Winnipeg Telegram, a daily newspaper which had been in publication since 1893.

The Winnipeg Tribune has also steadily increased in size and importance with the growth of Winnipeg and the Province, the net circulation in 1950 reaching 63,210 copies

daily. Complete circulation figures for the years 1936-1950 are shown in Table 24 of the appendix.

The Measurement of Space

All measurements of space given in this study are in terms of inches and were measured to the nearest one-quarter of an inch. Each item was measured from the cut-off or dividing lines above and below the item, or to the end of the column if the item ended there. Hence the measurement includes both the title and spacing except in the case of the comparatively few part items. This method of measurement was adopted as being the only consistent, uniform and accurate one.

Furthermore, all figures regarding space indicate the depth or length of the item, and in all cases represent a single column two inches wide. Leading editorials are usually two columns wide as printed, but have been converted to terms of one column width for purposes of comparison in this study. This was a comparatively easy matter in the case of the Winnipeg Free Press since its editorial page consists of eight columns, each two inches wide, except as mentioned, for leading editorials which are four inches wide.

In the case of the Winnipeg Tribune, however, a somewhat more difficult situation was presented. The editorial page of this newspaper is composed of six columns,

each two and two-thirds inches wide. It was necessary, therefore, to convert all measurements of space in the Winnipeg Tribune to terms of two-inch columns for purpose of comparison. This was done by multiplying these measurements by the fraction four-thirds. Consequently all measurements given for both papers in the tables or text of the study are in terms of a single column two inches wide. This method of conversion, admittedly, introduces a slight margin of error in the case of Winnipeg Tribune items. Some items are necessarily fractionally higher than they should be, but to offset this, others are correspondingly lower. Consequently the belief is that any cumulative effects of this mathematical procedure are not sufficiently great as to materially affect the validity of the study.

Estimating Wordage

No attempt has been made to estimate the number of words in each item. A number of considerations which make any such estimates highly inaccurate are listed as follows:

1. The kind of type used
2. The size of type used
3. The size of the body on which the type is cast
4. The spacing used
5. The size of type used in the title
6. Variations in the size of the type used within any single item--for example where quotations or reprints occur

in smaller type than the rest of the item.

In view of the foregoing considerations the only accurate word measure is an actual word count. This was not attempted because it appeared to be both unnecessary and unduly onerous. However, a rough estimate of wordage may be based on a count of forty words per inch depth of a two-inch wide column, allowing approximately one inch for the heading and other spacing.

Regarding Type in Printing

Measurement of type.--The standard unit of measurement in newspaper printing is the "em". An "em" is considered to be one-sixth of an inch long and therefore six "ems" measure one inch. The width of a single column in the Winnipeg Free Press is twelve ems or two inches, while that of the Winnipeg Tribune is sixteen ems or two and two-third inches wide. The term "en" is also used in printing and by definition an "en" is one-half an "em" or one-twelfth of an inch.

Size of type.--Size of type is measured in terms of points. A "point" by definition is one-seventy-second of an inch. Printers therefore speak of type sizes as 10 point, 9 point, 8 point, and so forth. Furthermore, the body or "slug" on which the type is cast is also measured in terms of points. Consequently printers speak of using 9 point type on a 10 point body and so forth.

Styles of type.--While there are various styles of

type, only two, Excelsior and Regal, need to be mentioned here. Prior to March, 1938, the Winnipeg Tribune used Excelsior type mainly, but at that time it changed to the more modern and readable Regal type. From 1938 to 1950 the Winnipeg Tribune used 9 point Regal on a 10 point body for its editorial page.

The Winnipeg Free Press used Excelsior type mainly until September, 1950, at which time the change to Regal type was made. Regarding this new type the Winnipeg Free Press makes the statement:

The new type in which this page is printed will, it is hoped, add to the ease with which it can be read without the sacrifice of more than a minimum of wordage. The new type is "Regal". It is especially designed to provide good, clear print without substantial loss of space.¹

Considerable variation exists in the type and body sizes used in the Winnipeg Free Press. Leading editorials are printed in 9 point type on an 11 point body. Sub-editorials are in 8 point type on 10 point body, with a few features of the page, such as reprints, birthdays and certain quotations in 5½ point type.

The foregoing brief survey of printing variations furnishes further evidence of the inaccuracy of any estimates of wordage based on the measurement of inches of space.

¹Winnipeg Free Press, editorial page, September 18, 1950.

CHAPTER III

THE EDITORIAL PAGE

Its Place in a Newspaper

Importance of editorial page.--To the editor of any newspaper the editorial page represents the most important page of the paper. On it there is frequently lavished more care and attention than on any other feature of the paper, because thoughtful readers judge a newspaper by its editorials. However, in assessing the importance of the editorial page, it must be remembered that the average reader does not buy a newspaper for its editorials; what he seeks is the news. There are generally speaking, only a minority of persons to whom the editorial page has first place in their interests.

Extent to which page is read.--In support of the statement that the editorial page is not widely read there is some evidence to suggest that the readability level of the page may be too difficult for many persons. A comparison study of the readability of newspaper items with an eighth grade school reader produced some interesting results. This study by Dunlap in 1951, based on the Dale-chall formula reports:

The reading levels ranged from Grades 5-6 to Grades

11-12 in the textbook. The reading levels of newspaper samples ranged from Grades 5-6 for a human interest story to Grades 13-15 for the editorial.¹

The editorial thus referred to was the leading editorial of the day, that is, the one occupying the most prominent position on the page. This study suggests that not so many people read the leading editorial or perhaps the editorial page at all, because of its difficult reading level.

A somewhat more optimistic view of the extent to which people read the editorial page is revealed by a survey reported in the Royal Bank of Canada Monthly Newsletter which states:

There are remarkable differences between the number of persons reading editorials in one paper and those reading editorials in another. An investigation reported in Mercury Magazine said that out of seventy-two newspapers surveyed, the lowest editorial-readership score was 17% men and 9% women, while the newspaper with the highest score had as editorial readers 73% men and 51% women. The moral seems to be that editorial pages which offer genuinely worthwhile fare need not worry about reader appetite.²

While no attempt can be made here to estimate the extent to which the editorial pages of the two newspapers concerned in this study are read, it seems reasonable to assume that a considerable number of persons do read those pages regularly.

Contents of the page.--A casual inspection of the

¹Carolyn Callis Dunlap, Readability of Newspaper Items and of Basic Reading Material, p. 500. Elementary School Journal, Vol. LI, (May, 1951), The University of Chicago Press.

²Royal Bank of Canada, Monthly Newsletter, p. 3. Montreal, September, 1947.

editorial page of any large daily newspaper would lead one to the belief that the bulk of the contents of the page is normally devoted to international affairs and political topics. That this is so is shown also by a survey reported in the Royal Bank of Canada Monthly Newsletter which states:

To find out what Canadian editorial writers believe is good for their readers, we made an analysis of two weeks' editorials in each of six daily newspapers. Of the 305 editorials examined, there were 94 on international topics; 76 on national; 22 on provincial and 24 on municipal subjects. The balance was made up of welfare, health and social subjects 22; economics and labor 27; obituaries, congratulations, and other personal references 21; religion 5; comments on science 2, and odds-and-ends 12.¹

Unfortunately for purposes of comparison in this study the foregoing survey does not single out education as a separate topic. However, it seems clear that educational topics could form but a small percentage of the whole since such items would be classified under social subjects, obituaries, congratulations and the odds-and-ends sections. Furthermore, educational matters would not likely dominate these areas. Also the fact that international, national, provincial and municipal topics would almost certainly run to greater length than the other types of items further reduces the amount of space for education on any comparative basis.

Personality of the page.--Since the primary function of a newspaper is to present the news, interest in opinion therefore tends to be secondary. This is only natural since

¹Ibid., p. 3.

events must precede the study of those events. Furthermore since newspaper items, even editorials, are written under the constant pressure of a deadline to be met, we should not perhaps expect perfection or infallibility in a newspaper or its editorials. We do have the right, however, to expect that the newspaper and particularly its editorials shall be true, faithful, dependable and honest. Each newspaper is in a sense a living thing with a definite personality, and the expression of the personality is through its editorial page. That this personality should be a worthy one is the high ideal and responsibility of newspaper journalism. Yost, an American writer on the principles of journalism, has expressed this responsibility in no uncertain terms. With reference to newspapers in general and to editorial pages in particular he has this to say:

There is then, such a thing as personality in the newspaper, a living entity that exists quite apart from the human personalities that sustain it.....it is none the less a living being, with a body, mind and soul of its own. And the editorial page is the tongue which expresses the thought of this personality and thereby reveals its character; its conscience and the measure of its intelligence.¹

In speaking of the function of the editorial page Yost further comments:

It is here that it speaks to the public in its own voice, preaching, propounding, interpreting, advocating, condemning, utilizing that audience which it acquires primarily by the dissemination of news to spread knowledge of the meaning of public events, to arouse and maintain interest in public affairs, to promote activities

¹Casper S. Yost, The Principles of Journalism, p. 98. New York: D. Appleton and Company, 1924.

for the public welfare and to defend principles of public and private righteousness. It is here that it makes its personality felt in its impress upon public opinion, and renders that service to the people, to liberty, democracy and civilization which is the primary reason for its constitutional protection.¹

Finally Yost points out the responsibility of the editorial page:

In the production of the editorial page, therefore, there is involved, as the primary task, the creation and maintenance of a personality that will speak with the voice of the newspaper, that will express the consciousness and conscience of the newspaper, and that will reveal a character worthy of the respect and confidence of the readers.²

Such then should be the high ideals and responsibility of any reputable newspaper. In fact some newspaper associations have formulated and adopted definite codes governing editorial writers. Many such codes are in existence but one of the most concise is that adopted by the Missouri State Press Association, known as the Missouri Code of 1921, which reads in part:

Editorial comment should always be fair and just and not controlled by business or political experiences. Nothing should be printed editorially which the writer will not readily acknowledge as his own in public.³

The Winnipeg Free Press Editorial Page

The Winnipeg Free Press editorial page normally occupies the entire first page of the second section of the paper. The format of the page has undergone some changes

¹Ibid., p. 99.

²Ibid., p. 103.

³Leon Nelson Flint, The Conscience of the Newspaper, p. 441. New York: D. Appleton and Company, 1925.

across the years, but certain general observations may be made.

The two left hand columns of the page are reserved for the leading editorials of the day. This editorial is printed in two-column width, that is, approximately four inches wide without a dividing line. The leading editorial does not always fill the entire two columns so in such cases the remainder of the space is filled with other items in single columns. In general, editorial items are printed on the left hand side of the page with articles on the right hand side. Once in a long while two leading editorials appear on the same page. In such cases the other leader is printed in the upper right hand columns of the page.

The second position of importance on the page is the centre spot immediately below the usual cartoon or illustration. This item may be either an article or an editorial. Those items which carry signatures or by-lines are articles; editorials are not signed. Editorials other than leading editorials are termed sub-editorials and they, along with minor articles are located on the page as they best fit the space. As might be expected, the foregoing general principles governing make-up of the page are subject to variation on special occasions.

In addition to editorials and articles, reprints from other newspapers or publications frequently occur. The Winnipeg Free Press also runs certain special features more or less regularly. These consist of such items as the cartoon

or illustration, "birthday" congratulations, Today's Scripture, Chickadee Notes, From the Golden Books, and the Causerie. Finally, it is a newspaper rule that all columns must be filled; consequently short "filler" items of a line or two occasionally occur.

The Winnipeg Free Press editorial page consists of eight columns each two inches wide. The average depth of each column below the masthead runs to twenty-one inches. This results in a total of 168 inches of column space on a full page.

The masthead of the paper runs across all eight columns of the page. It states the information regarding the ownership, editorship, management, place of business and so forth of the paper, along with a statement of the publishing schedule. Most important of all, it sets forth the aims and guiding principles of the paper. In the case of the Winnipeg Free Press these are stated to be "Freedom of Trade, Liberty of Religion and Equality of Civil Rights."

The Winnipeg Tribune Editorial Page

The Winnipeg Tribune editorial page normally occupies page six of the paper, and its format has likewise undergone some changes.

Prior to August, 1938, the cartoon or illustration was usually placed in the upper right hand corner, but after that date it was placed in the top centre position. The

second most important editorial or article is located immediately below this centre placed picture. Changes occurred also in the set-up of the masthead, which occupies approximately eight square inches of space in the upper left hand corner of the page.

The page consists of six columns, each two and two-thirds inches wide and twenty-two inches long. This results in approximately 171 inches of column space on a full page or nearly the same as for the Winnipeg Free Press.

Articles are signed by the writer either in full or by initials, but as is customary in newspaper practice, editorials are not signed. Regarding this practice of not signing editorials, Flint, an American writer on journalistic practice, says:

As to the propriety of having editorials signed, following the practice of newspapers on the continent of Europe, it has been aptly pointed out that subjects for editorial treatment in any large American newspaper are threshed out at the editorial Council and the man who writes the editorial frequently accepts ideas from every member of the staff. He would be guilty of plagiarism if he should attach his name to the editorial.¹

The leading editorial in the Winnipeg Tribune is placed in the two left hand columns, either in single columns, or sometimes in double columns without dividing lines. Besides editorials, articles and reprints, the Winnipeg Tribune has from time to time carried certain special features. Some of these were Tribune Trumps, a

¹Leon Nelson Flint, The Editorial, p. 12. New York: D. Appleton and Company, 1923.

Bible Message, Opinions, Press Digest and Manitoba Says.

The latter feature is excerpts from various provincial newspapers.

The masthead or editorial caption carries the usual information about ownership editorship, management, place of business and publishing schedule. Finally, in the caption the statement is made that as to its guiding principles, the Winnipeg Tribune aims to be an independent, clean newspaper for the home, devoted to public service.

CHAPTER IV

THE METHOD OF ANALYSIS AND INTERPRETATION OF THE ITEMS

Introduction

Since this study is based on 3,248 separate items, it is necessary to establish a method of treatment which will serve to consolidate these items into a comparatively few classifications for study and interpretation. In this chapter an attempt has been made to do this along with an explanation of the method used in collecting and recording the various items.

The major steps in analysis may be briefly listed as follows:

1. Calculation of the percentages of space given to education by each of the two newspapers concerned.
2. Compilation of the number of items and space allotments by years for each of the two newspapers.
3. Compilation of the number of items and space allotments by months for each newspaper.
4. Classification of the different items into types, that is, editorials, articles, reprints and miscellaneous items.
5. Classification of the items into major areas for

further detailed analysis.

6. Finally a detailed analysis of the items from each of these major areas into specific topics. From these specific topics, certain of them, judged to be of value and interest, have been selected for extended discussion.

The first five of the foregoing lines of analysis have been dealt with in this chapter. The last and most important of them forms the content of the succeeding chapters of this study.

Method of Collection

The data which form the basis for this study were obtained by a careful inspection of the editorial pages of both the Winnipeg Free Press and the Winnipeg Tribune newspapers for the period 1936-1950. In order to facilitate the collection of the material a standard form was constructed and the desired information recorded on separate sheets for each item. This form included the name of the paper, the date, the title of the item, the subject of the item and brief comment in connection with it. Sufficient comment was made on each item to enable identification and classification of the item.

The page references were not noted since all items are from the editorial pages. These pages are easily located since in the case of the Winnipeg Tribune it is always page six of the paper, and in the case of the Winnipeg Free Press

it is the first page of the second section of the paper. The only deviations from this arrangement occurred for a short period after the printers' strike on November 9, 1945. For some weeks thereafter a joint paper was printed and any items from this period carry page references.

To illustrate the method of collection, a sample item from the Winnipeg Free Press is shown as follows:

P. 43	Area. Wpg. Schools.
Date. Mon. Feb. 8	Class. Administration.
Title. Public School Kindergartens	
Space: 19.75	
Subject: proposed opening of kindergarten classes for five year olds.	
Comment: presents arguments for and against--largely on basis of financial cost and space requirements. Press generally favorable to the idea.	

In explanation of the foregoing sample item, some comments may be helpful. The "p. 43" identifies the item as from the Winnipeg Free Press, 1943. The note stating space (19.75) indicates that the item was $19\frac{3}{4}$ inches in column depth. "Area" tells us that this had to do with the Winnipeg school system and the item was classified as an administrative problem. Since this particular item was a sub-editorial and was a complete item, no notations to that effect were made. In other cases notes indicating leading editorials, articles including initials of the writer, reprints with source of the item, cartoons, illustrations, poems, part items or any other significant information were made to enable later analysis and classification of the item.

Items from the Winnipeg Tribune were treated in essen-

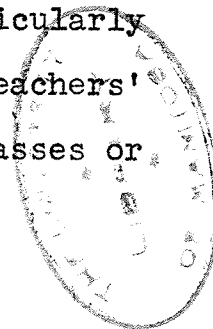
tially the same manner as outlined in the foregoing paragraph. However, adjustment was made for the fact that a wider column is used in the Winnipeg Tribune. A sample item from the Winnipeg Tribune is shown as follows:

T. 40	Area: other universities
Date: Fri. April 5	Class: war influences
Title: British Universities and the war	
By John Connell	
Space: $18.75 \times \frac{4}{3} = 25.00$	
Subject: Effects of war on British Universities	
Comment: Universities are no longer the playground of the rich. Enrolments swollen by evacuated students. Universities are understaffed. A great shake-up is taking place in University life.	

In explanation of the foregoing sample, the "T. 40" identifies the paper as the Winnipeg Tribune and the year as 1940. Since this item was an article, the name of the writer was recorded. Under "space", the notation "18.75" was the column depth in terms of a column $2 \frac{2}{3}$ inches wide. This figure multiplied by the fraction $\frac{4}{3}$ gave the new figure of 25.00 column inches in depth of a column 2 inches wide needed for comparison purposes as discussed previously.

Recording the content of the items.--Besides the explanation of the method used in recording the various items already given, some further remarks as to how the content of the various items was summarized seems advisable.

In many cases the title of the item alone was sufficient to reveal the nature of the contents. This was particularly true of items dealing with personnel, convocation, teachers' conventions, Frontier college, notices of evening classes or



courses and the like. However, in the case of longer items, more careful scrutiny was required to reveal the true nature of the item. Such items were read wholly or in part until the main emphasis of the item was revealed. In addition particular care was taken to ascertain, if present, the nature of the press comment on it. In all cases a brief summary of the main points discussed in the item was made. This was usually done by listing the main points, but with some of the more important items, direct quotations from the items were recorded. This was done with the purpose in mind of having sufficient comment on the item available so that proper classification of it could be made later. It may be pointed out that in a considerable number of cases, classification could easily be made at the time of recording the item. The summary of the material however, was made with a second purpose in mind, namely its use in discussing the item or items as the study progressed.

The foregoing procedure was consistently followed for all of the 1583 items from the Winnipeg Free Press and for the 1665 items from the Winnipeg Tribune. In all a total of 3248 items were summarized and recorded.

Total Educational Space

The first point of interest was the discovery of the percentage of total available space devoted to education on the editorial pages of the two papers examined.



In the case of the Winnipeg Free Press the available space per issue, after allowance for masthead, totals 168 column inches. This, for 4,678 issues, totals 785,884 column inches. From this was deducted 1,530 column inches lost due to the printers' strike in November, 1945, when for 18 issues only a half page editorial for each paper was printed. This leaves a total of 784,354 inches of column space. The Winnipeg Free Press gave a total of 20,424 column inches of this space to educational matters. This works out to 2.6 per cent of the available editorial space being given to education by this paper across the period surveyed.

In the case of the Winnipeg Tribune, the available space per issue after allowance for masthead totals 171 inches of column space. This for 4,678 issues totals 799,938 inches of space. From this also must be deducted the 1,530 inches of space lost due to the aforementioned printers' strike, leaving a net total of 798,408 inches of available space. The Winnipeg Tribune devoted 18,948 inches of this space to education, or 2.4 per cent of the total.

These extremely close percentages are of considerable interest, 2.6 per cent for the Winnipeg Free Press and 2.4 per cent for the Winnipeg Tribune, or an average of 2.5 per cent of the editorial space for both papers given to educational topics. Unfortunately no comparable figures for other single topics are available, but when it is recalled that the chief interests of any large Canadian daily paper seem to lie in the fields of international, national and

provincial and municipal affairs, it would appear that education as a single topic has received a reasonable degree of attention editorially.

Items and Space by Years

The next step in analysis was to set out in tabular form the number of items by years, the space for each year, and the percentage of the total space for each year. This is shown for the Winnipeg Free Press in Table 2, below, and

TABLE 2

SPACE BY YEARS WINNIPEG FREE PRESS ITEMS

Year	No. of Items	Space	% Space
1936	130	1883.25	9.2
1937	102	1192.50	5.7
1938	120	1641.75	8.1
1939	104	1376.50	6.7
1940	87	1117.50	5.4
1941	82	1263.00	6.2
1942	93	1256.75	6.1
1943	111	1652.00	8.1
1944	130	1513.00	7.4
1945	126	1414.00	7.0
1946	108	1451.75	7.2
1947	92	1100.25	5.5
1948	92	1180.50	5.7
1949	103	1205.25	6.0
1950	103	1176.00	5.7
Totals	1583	20424.00	100.0

for the Winnipeg Tribune in Table 3, page 44.

In reading these tables the term space refers to column inches, a column being two inches wide. As previously indicated the Winnipeg Tribune columns as printed are two and

two-thirds inches wide but have been converted to terms of two inch columns throughout all tables for purposes of comparison. For example, to compare the year 1936, the Winnipeg Free Press table shows 130 items, a total of 1,883.25 inches of column space making up 9.2 per cent of the total space for this newspaper. The Winnipeg Tribune table shows for the same year 131 items, a total of 1,144.50 inches column

TABLE 3

SPACE BY YEARS
WINNIPEG TRIBUNE ITEMS

Year	No. of Items.	Space	% Space
1936	131	1144.50	6.0
1937	129	1519.25	8.0
1938	145	1869.00	9.9
1939	132	1368.75	7.2
1940	77	689.50	3.6
1941	76	765.75	4.0
1942	93	736.50	3.9
1943	88	887.50	4.7
1944	105	907.75	4.8
1945	120	1318.25	7.0
1946	114	1572.75	8.3
1947	125	1706.00	9.0
1948	108	1619.75	8.6
1949	96	1119.25	5.9
1950	126	1723.50	9.1
Totals	1665	18948.00	100.0

space making up 6.0 per cent of the total space. In this table and all others, percentages have been rounded to tenths.

A noteworthy feature revealed by these tables is the marked drop in space devoted to education in the early war years, 1940 to 1943. This of course might be expected, since the problems associated with the war naturally tended to

overshadow all other topics. However, it is also apparent as the war period drew to a close that educational topics again commanded increased notice.

In order to show this trend more clearly, Figure 1, page 46, has been constructed. This shows that the drop during the war years was considerably more pronounced in the case of the Winnipeg Tribune than in the case of the Winnipeg Free Press. The overall effect, however, is clearly shown by the line combining the two.

Items and Space by Months

The next approach was to determine the items and space by the months in which they occurred. This was done to determine any seasonal trends in the publicity afforded educational topics. The results of this approach are shown for the Winnipeg Free Press in Table 4, page 47, and for the Winnipeg Tribune in Table 5, page 47. As might be expected, the summer months show a decided falling off in space devoted to education, but the remarkable feature revealed was the consistency of space received across the rest of the year. This trend is more clearly shown in Figure 2, page 48.

This chart also reveals that the early part of the year, January to May, seems to be the time when educational affairs receive the most attention. This can largely be explained by the fact that the Manitoba Legislative Assembly is in session at that time; hence educational matters tend

FIGURE 1

PERCENTAGES OF SPACE BY YEARS
DEVOTED TO EDUCATION BY LEADING
WINNIPEG NEWSPAPERS 1936 - 1950

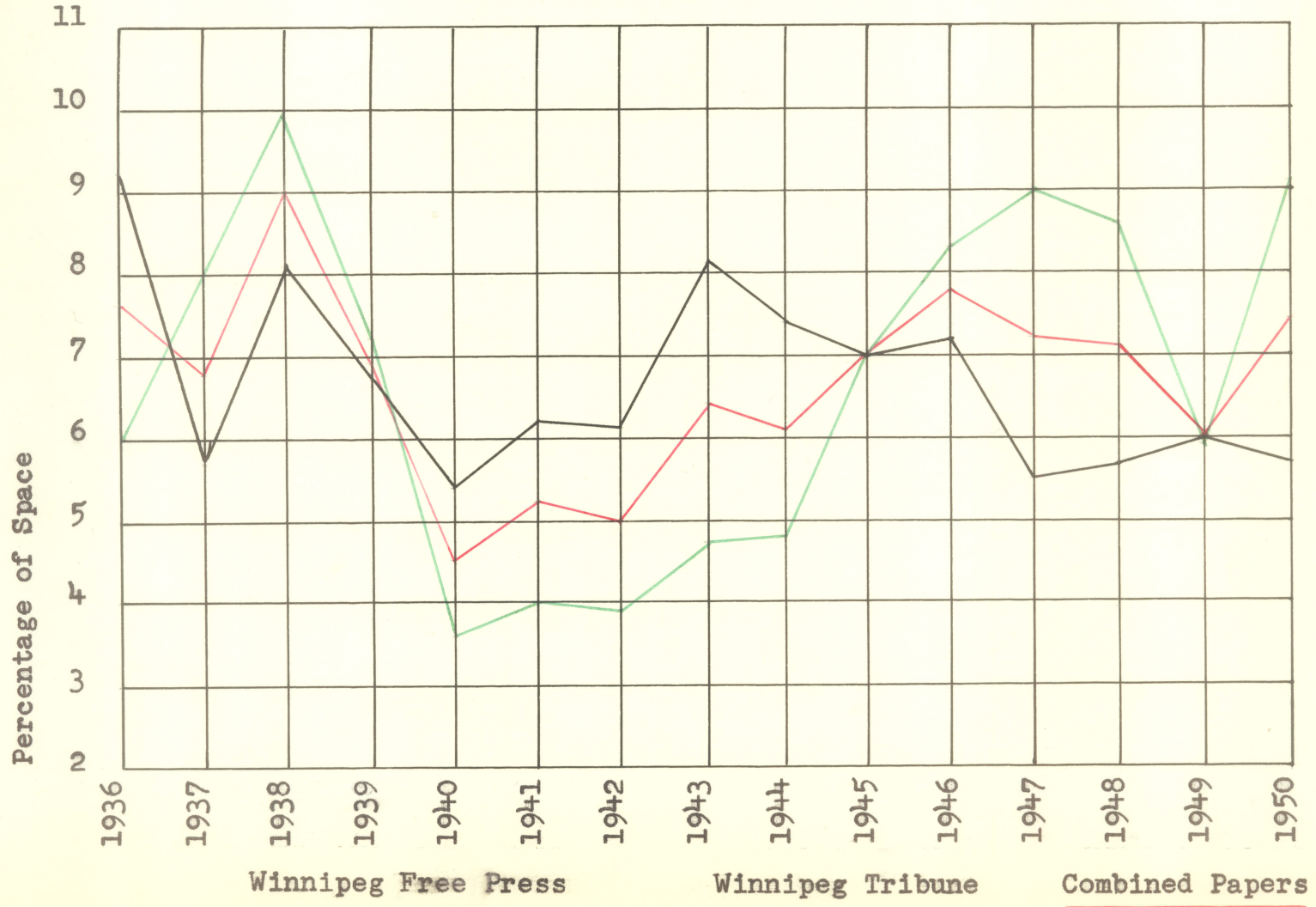


TABLE 4
SPACE BY MONTHS
WINNIPEG FREE PRESS ITEMS

Month	No. of Items	Space	% Space
January	135	1885.25	9.3
February	154	1827.75	9.0
March	174	2163.50	10.6
April	159	2101.25	10.5
May	146	1941.75	9.5
June	111	1442.50	7.1
July	88	1058.00	5.1
August	88	1055.25	5.0
September	117	1546.75	7.5
October	165	2037.00	9.9
November	125	1624.00	7.9
December	121	1741.00	8.6
Totals	1583	20424.00	100.0

TABLE 5
SPACE BY MONTHS
WINNIPEG TRIBUNE ITEMS

Month	No. of Items	Space	% Space
January	172	1991.50	10.5
February	157	1888.50	10.0
March	159	1888.50	10.0
April	163	1737.25	9.2
May	149	1856.25	9.8
June	127	1331.00	7.0
July	88	906.50	4.8
August	116	1504.50	8.0
September	163	1787.00	9.4
October	165	1705.25	9.0
November	112	1266.75	6.6
December	94	1085.00	5.7
Totals	1665	18948.00	100.0

FIGURE 2

PERCENTAGES OF SPACE BY MONTHS
DEVOTED TO EDUCATION BY LEADING
WINNIPEG NEWSPAPERS, 1936 - 1950



to receive more attention.

The high points in September and October may be explained by the fact of school opening and by the occurrence of civic elections, money by-laws, and budget affairs of the City of Winnipeg. The relatively close parallel between the two papers throughout the year is also of interest.

Distribution by Types of Items

The items collected were then grouped according to the types of items. The results of this grouping are shown for the Winnipeg Free Press in Table 6, below, and for the Winnipeg Tribune in Table 7, page 50.

TABLE 6

DISTRIBUTION BY TYPES OF ITEMS WINNIPEG FREE PRESS

Type	Items	Space	% Space
Leading editorials	38	939.00	4.6
Sub-editorials	942	8579.00	42.0
Articles	481	9887.75	48.4
Reprints	98	634.75	3.1
Cartoons, illustrations	19	335.00	1.6
Poems	3	30.25	.2
Letters to editor	2	18.25	.1
Totals	1583	20424.00	100.0

Several noteworthy features are revealed by these tables. Leading editorials on education show approximately twice as much space in the Winnipeg Tribune as in the Winnipeg Free Press, with 10.7 per cent as against 4.6 per

cent. The remarkably close amount of space for sub-editorials in each paper is also of interest, with 47.7 percent in the Winnipeg Tribune compared with 42.0 per cent in the Winnipeg Free Press.

In the matter of signed articles, however, the Winnipeg Free Press shows 48.4 per cent as against only 30.1 per cent for the Winnipeg Tribune. Also of interest is the fact that

TABLE 7

DISTRIBUTION BY TYPES OF ITEMS
WINNIPEG TRIBUNE

Type	Items	Space	% Space
Leading editorials	103	1877.75	10.7
Sub-editorials	989	9085.25	47.7
Articles	245	5723.75	30.1
Reprints	284	1649.75	8.7
Cartoons, illustrations	26	457.25	2.4
Letters to editor	18	154.25	.4
Totals	1665	18948.00	100.0

the Winnipeg Tribune made considerably greater use of reprint material than did the Winnipeg Free Press, with 8.7 per cent as compared with only 3.1 per cent. The other items, cartoons, poems, illustrations and letters to the editor are of little importance in either case.

Method of Classification

Finally in this chapter, brief attention should be given to the general method of classification used. This proved to be a difficult task, but after due consideration

thirteen general categories or areas were set up under which the items were then classified. These are shown for the Winnipeg Free Press in Table 8, below, and for the Winnipeg Tribune in Table 9, page 52.

TABLE 8
CLASSIFICATION BY AREAS
WINNIPEG FREE PRESS ITEMS

Areas	Items	Space	% Space
University of Manitoba	255	3139.50	15.5
Other Universities	201	2396.50	11.8
Manitoba schools in general	142	1707.00	8.3
Winnipeg Schools	177	2439.00	12.0
Other Manitoba Schools	30	405.50	1.9
Schools outside Manitoba	98	1253.75	6.1
Education in general	151	2031.50	10.1
Adult Education	128	1456.50	7.1
Educational Research	100	1934.25	9.5
Libraries and museums	124	1318.00	6.4
Fine Arts	89	1008.25	4.9
Technical-Vocational Education	51	762.75	3.7
Teachers' Associations	37	571.50	2.7
Totals	1583	20424.00	100.0

Only general comment will be made on these areas at this point since succeeding chapters deal more fully with them. The striking characteristic shown by these tables is the preponderance of space devoted to the University of Manitoba, which area also includes the colleges affiliated with it. This institution received by far the largest space attention from both newspapers of any of the areas set up, since 20.4 per cent of all space given to education in the Winnipeg Tribune and 15.5 per cent of that in the Winnipeg Free Press was given to the University of Manitoba, an average

of approximately 18 per cent of the total space devoted to education.

As might be expected, the Winnipeg school system also received a large amount of space, 15.1 per cent by the Winnipeg Tribune and 12.0 per cent by the Winnipeg Free Press, an average of 13.5 per cent by the combined newspapers.

TABLE 9

CLASSIFICATION BY AREAS
WINNIPEG TRIBUNE ITEMS

Area	Items	Space	% Space
University of Manitoba	297	3862.50	20.4
Other Universities	138	1526.75	8.1
Manitoba schools in general	196	2470.25	13.0
Winnipeg schools	234	2856.50	15.1
Other Manitoba schools	118	973.00	5.1
Schools outside Manitoba	115	1141.75	6.0
Education in general	170	2076.75	11.0
Adult education	76	726.50	3.8
Educational Research	43	613.50	3.2
Libraries and museums	104	1072.75	5.7
Fine Arts	89	791.25	4.2
Technical-Vocational Education	58	549.25	2.9
Teachers' Associations	27	287.25	1.5
Totals	1665	18948.00	100.0

One of the major hypotheses set forth in Chapter I, page 12, was that the main emphasis of the local press in the educational field was at the University and adult level. If the adult educational classification of Tables 8 and 9 be combined, namely "University of Manitoba", "Other Universities", "Adult Education", and "Technical-Vocational Education", then 38.2 per cent of the Winnipeg Free Press space and 35.2 per cent of the Winnipeg Tribune space were devoted

to education at the adult level. This results in an average of 36.7 per cent or over one-third of the total space devoted to this level. In addition parts at least of some of the other areas are concerned with adult education. This is rather significant since education at that level claims the active attention of comparatively few persons compared with those concerned with primary and secondary educational programmes.

CHAPTER V

UNIVERSITY EDUCATION

The University of Manitoba

Introduction.--The items classified under this heading include not only those with reference to the University of Manitoba proper, but also those items connected with colleges affiliated with the University. The items have been further classified into specific topics and the resulting analyses are shown by tables in the appendix. Table 25 of the appendix shows the items for the Winnipeg Free Press while Table 26 shows the items for the Winnipeg Tribune. It must be kept in mind that many of the items cut across several of the sub-classifications, but in classifying such items the major point dwelt on by each item was taken as the guide to its classification.

Since it is not the major purpose of this study to draw comparisons between the two newspapers, the items have been combined for discussion purposes and this summary is shown in Table 10, page 55. This Table shows twenty sub-classifications and for the most part the name given to the sub-classification should serve to indicate the nature of the items under that heading. However, brief comment on

some of them may be advisable.

Under personnel was placed all items referring to appointments to staff, resignations from staff and tributes to personnel on the occasions of their deaths or retirements.

TABLE 10

UNIVERSITY OF MANITOBA ITEMS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Personnel	127	1379.50	20.0
University site	44	942.50	13.4
Financial matters	48	628.25	8.4
Publications	30	379.25	5.7
Convocation	22	373.50	5.5
Tributes to University	21	369.75	5.2
Curriculum	33	341.50	5.1
Publicity	30	337.50	4.9
Honorary Degrees	30	335.00	4.8
Scholarships	38	312.25	4.5
Special Faculties	23	301.00	4.2
War influences	22	241.50	3.4
Aims and ideals	11	226.50	3.2
Annual reports	12	186.00	2.6
Student veterans	10	132.25	1.8
Student activities	13	127.75	1.7
Administration	9	121.50	1.6
University organizations	8	96.50	1.5
Donations to University	12	91.00	1.4
University conditions	9	79.00	1.1
Totals	552	7002.00	100.0

"Publications" refers to the various college magazines and to some articles by University personnel on educational matters.

"Curriculum" refers to courses of study offered by the University, new courses or changes in established courses.

"Publicity" refers to all items tending to draw attention to the work of the University and to its service to the community;

naturally these are invariably of a favorable nature. The remaining topic headings would seem to be self-explanatory.

General features.--The sub-classifications in this table have been ranked in order of space given to them. Nine of these topics, namely, personnel, university site, financial matters, publications, convocation, tributes to the University, annual reports, publicity, and honorary degrees may be classed as matters of external concern to the public at large. It is significant that these items combined show a total of 70.5 per cent devoted to these external features. On the other hand nine of the items, namely, curriculum, scholarships, special faculties, aims and ideals, student activities, administration, University organizations, donations to the University and University conditions may be considered more as matters of internal concern, and these account for only 24.3 per cent of the space received. This would seem to suggest that in the main the press has been content to leave such matters in the hands of the University heads to conduct as they see fit. This is in itself a healthy sign of the freedom of the University, something which is essential if the University is to fulfil its functions in a free society. This policy of non-interference is strikingly shown by the fact that only 1.6 per cent of the space deals directly with University administration, either in praise or criticism. The remaining 5.2 per cent is accounted for by two items, war influences and student veteran problems.

Topics selected for discussion.--To attempt to discuss in detail all of the topics in regard to the University of Manitoba would appear to be too extensive for this study. Consequently attention will be drawn to certain outstanding topics which were especially stressed. These special topics would appear to be five in number:

1. The evident need of better facilities and more money for research.

2. The need of better salaries in order to prevent the loss of valuable personnel to other and richer Universities.

3. The need of better facilities at the University in the matter of new building, libraries and the student centre.

4. The demand for a downtown site for the University of Manitoba, based on the belief that if located in the city it could serve the needs of the people of this Province more effectively.

5. The impact of World War II on the University of Manitoba, not only physically, but on the aims and ideals of University training as well.

Each of the foregoing topics will be dealt with separately, but four main themes are common to most of the items:

1. Criticism of the provincial government for its lack of adequate financial support of the University.

2. Expressions of thanks and appreciation for any

increased financial assistance given to the University of Manitoba by the Manitoba Provincial Government.

3. Support and praise for various affiliated college drives for money, and for student efforts in regard to the Student Union Building.

4. Opposition to the selection of the Fort Garry site for the University.

Need of more facilities and money for research.--This topic received attention in ten items directly as well as being mentioned in other places. These items make a strong plea for an extended research programme for two main reasons. The first of these is that the University cannot adequately serve the needs of this province without an active research programme. Secondly, without such a programme the University runs the risk of becoming classed as second-rate by other universities. References bearing on this matter of research at the University of Manitoba are listed in the footnotes. The references to items in the Winnipeg Free Press are shown in footnote 1, and for the Winnipeg Tribune in footnote 2.

Need for better salaries.--The pressing need for better salaries at the University of Manitoba in order to prevent the loss of valuable personnel to other and richer universities deserves mention. This problem was of considerable concern across the years of the survey until early

¹Winnipeg Free Press, editorial pages, January 27, 1938; January 31, 1938; August 19, 1947.

²Winnipeg Tribune, editorial pages, January 3, 1939; January 19, 1939; October 27, 1945; February 1, 1946; March 1, 1946, August 19, 1947; January 21, 1947.

in 1948. After that time it would appear that the problem had become somewhat less serious, perhaps as a result of improved salaries at the University. This serious problem was brought to public attention in two ways. The first of these was by means of general articles dealing with the low scale of University salaries. Typical of these, and perhaps the most striking, was an item from the Winnipeg Tribune, April 18, 1945¹. This consisted of a detailed table of university salaries, in which figures showing the comparison of the University of Manitoba salary scale with those of six other Canadian Universities were given. The table showed clearly that in most cases professors, lecturers and instructors at the University of Manitoba were the poorest paid of any of the Universities concerned. In fact, in most instances the salaries were considerably better elsewhere, especially so in the case of full professors. Other references indicating items stressing the low salary problem in a general way are given in the footnotes.

The second method of presentation was by means of specific mention of the departure of outstanding members of the faculties or administration. Good illustrations of this type of item are those referring to the resignation of Dr. Sidney E. Smith, President of the University, in the Winnipeg

¹Winnipeg Tribune, editorial page, April 18, 1945, also Winnipeg Tribune, editorial pages, December 23, 1937; April 17, 1945; April 19, 1945; June 16, 1945; January 28, 1946; May 17, 1946; April 30, 1946; also Winnipeg Free Press, March 4, 1939; April 29, 1946; May 22, 1944.

Free Press of May 13, 1944¹ and also the Winnipeg Tribune of the same date². Both of these items, while praising the work of Dr. Smith while at the University of Manitoba, express regret at his departure. A rather defeatist note was struck in the comment that it could hardly be expected that he should remain long at the University of Manitoba. Other instances of outstanding professors or administrators leaving are referenced in the footnotes. Some of the men mentioned in these items besides Dr. Sidney E. Smith were Professor Finlayson, Professor William Boyd, Dr. Geddes, Watson Kirkconnel, President A. W. Trueman and Professor E. K. Brown.

The need of better physical facilities.---A third point of interest stressed was the need of better facilities at the University in the matter of new buildings, particularly the library and the much desired Student Union Building. Along with this support for increased facilities may be included the various drives for funds by affiliated colleges.

The tone of the various items can be summarized quite briefly. The press had considerable praise for the efforts of the student body in the campaign to raise funds for the Student Union Building and urged public support of it. Also,

¹Winnipeg Free Press, editorial page, May 13, 1944. Also, editorial pages, January 21, 1937; June 19, 1937; June 15, 1940; January 10, 1948.

²Winnipeg Tribune, editorial page, May 13, 1944. Also editorial pages, August 25, 1936; January 19, 1937; November 12, 1938; June 15, 1940; May 24, 1944; January 10, 1948.

the press expresses satisfaction that funds have been provided for new and improved library facilities. Finally support was given to United College, St. John's College and St. Paul's College in their efforts to raise funds for expansion, or merely to stay in existence.

In general, the tenor of remarks on this theme is optimistic in nature. References from the Winnipeg Free Press are given in footnote 1, and from the Winnipeg Tribune in footnote 2.

The University site.--The only university matter giving rise to serious controversy during the period covered was that regarding the permanent location of the University. This topic gave rise to no less than forty-four items, making up 13.4 per cent of the total University space. It should be mentioned that this kind of problem is one that would occur perhaps only once in the life of this or any other university and so perhaps tends to unduly increase the space given to the University.

Early in 1945 the Board of Governors of the University of Manitoba recommended to the Manitoba Provincial Government that the University be consolidated at the Fort Garry site. This at once aroused strong opposition from both the

¹Winnipeg Free Press, editorial pages, November 4, 1937; April 22, 1939; October 31, 1945; December 20, 1946.

²Winnipeg Tribune, editorial pages, July 12, 1938; April 24, 1939; October 31, 1945; November 5, 1945; September 23, 1946; December 14, 1946; January 11, 1947; January 27, 1947; September 26, 1947; April 28, 1948; April 7, 1950.

Winnipeg Tribune and the Winnipeg Free Press. Both of these newspapers fought hard during 1945 and 1946 to have the University established within the City of Winnipeg at what is constantly referred to as a "downtown site", to be located somewhere near the old site on Broadway Avenue and Memorial Boulevard. The first major reference to this matter was made by the Winnipeg Tribune as early as February, 1945, under the title "Neglecting the University"¹. This was a leading editorial in which the proposed transfer to the Fort Garry site was strongly opposed along with criticism of the Manitoba Provincial Government for its years of neglect of the University of Manitoba.

The Winnipeg Free Press entered into the controversy on December 28, 1945, also with a leading editorial, under the title "The University Site"² in which careful consideration of the proposal was urged before any action be taken. From then on until the final decision was made, the Winnipeg Free Press opposed the choice of the Fort Garry site.

Besides reviewing the past history of the whole

¹Winnipeg Tribune, editorial page, February 21, 1945; also editorial pages, March 8, 1945; March 13, 1945; March 15, 1945; March 21, 1945; March 23, 1945; April 4, 1945; April 6, 1945; April 7, 1945; December 28, 1945; January 2, 1946; January 3, 1946; January 19, 1946; February 4, 1946; February 15, 1946; February 19, 1946; February 21, 1946; February 22, 1946; February 25, 1946; March 7, 1946; March 23, 1946; March 29, 1946; April 9, 1946;.

²Winnipeg Free Press, editorial page, December 28, 1945; also editorial pages, January 7, 1946; January 10, 1946; January 11, 1946; January 14, 1946; January 17, 1946; January 19, 1946; February 15, 1946; February 16, 1946; February 18, 1946; February 19, 1946; March 26, 1946; March 27, 1946; April 9, 1946; April 12, 1946; April 13, 1946.

matter of University location, the many items on the subject presented arguments against the choice of the Fort Garry site. Some of these may be briefly mentioned:

1. Affiliated colleges will not move to the Fort Garry site, so the University will always be divided;
2. Will prove to be very expensive;
3. The last chance to repair the long tragedy of errors in regard to the University site;
4. Inconvenient and expensive for professors and students;
5. Research activities will be handicapped by having the University site at Fort Garry;
6. The University will be out of touch with the business life of the Province;
7. The faculties of law, medicine and accountancy will of necessity have to stay in the city;
8. Lack of sufficient housing accommodation for students at Fort Garry is a serious problem.

In opposition to the proposal, the newspapers enlisted the support of the Winnipeg City Council, the Winnipeg School Board, the Trades and Labor Council, the University Chancellor, Mr. Justice Dysart, some University Professors, notably Dr. Harold V. Rice, who wrote a series of articles on the subject for the Winnipeg Free Press, and finally representative student opinion. All of this battery of argument and opinion, however, was of no avail. The Manitoba Provincial Government accepted the recommendation of the University Board of Gover-

nors, and by April, 1946, had decided on the Fort Garry site. The final note was struck by the Winnipeg Tribune in April of 1948, in an item entitled "Moving Day at the University"¹. This records the announcement that the Junior Division of the University will be moved to Fort Garry by September, 1949. Thus ends forever the hopes of a downtown site.

The whole controversy over the University site is significant in that it provides one striking instance of the failure of the newspaper to influence public policy. It also suggests that at least so far as the then Manitoba Provincial Government was concerned, one should be careful not to over-estimate the influence and power of the press.

Impact of war on the University of Manitoba.--With the outbreak of World War II the question immediately arose as to the part the University should play in the war effort. There was no question of course that the University would assist, but rather of the extent to which it should do so. If the University went all out in the war effort, there was the danger that the whole University programme and more particularly the liberal arts section, might suffer severe injury. On the other hand, there was always the possibility of criticism that the University was not doing its fair share. The trend was for the University to go on a definite war basis; in fact, comment on the annual report of 1942 states this in no uncertain terms.²

¹Winnipeg Tribune, editorial page, April 14, 1948.

²Winnipeg Tribune, editorial page, October 24, 1942.

The various ways in which the University assisted in the war effort may be listed briefly:

1. Compulsory military training of students, particularly in the Canadian Officers Training Corps.¹

2. Sacrifices made by the University in turning over to the armed services some part of the University plant.²

3. Regulations to the effect that physically fit students who failed to get passing marks must go to war.³

4. Other services, such as special technical courses, research assistance and general support for the war effort.⁴

That there was need to guard against too much emphasis on the war in the University was stressed in an article referring to statements made by President Smith. In addition to pointing out the valuable contributions made to the war effort by the University, he is quoted as stating:

Universities must not retreat in their endeavour to educate young people who can take over, after the victory is won.....what I have been saying is not an apologia; it is a profession of faith in the mission of universities in wartime.⁵

¹Winnipeg Free Press, editorial page, September 21, 1940; also Winnipeg Tribune, editorial page, August 2, 1940.

²Winnipeg Free Press, editorial pages, April 30, 1940; August 28, 1940; also Winnipeg Tribune, editorial pages, April 29, 1940; August 27, 1940.

³Winnipeg Tribune, editorial pages, September 18, 1942; January 9, 1943.

⁴Winnipeg Free Press, editorial pages, September 23, 1939; November 21, 1941; August 16, 1945; also Winnipeg Tribune, editorial pages, December 26, 1942.

⁵Winnipeg Free Press, editorial page, May 17, 1941.

An article by Dr. W. C. Graham, principal of United College, also stresses the importance of training for peace as well as war. In this article he maintains that the liberal arts programme must be kept alive even in the emergency of war.¹

Other Universities

Introduction.--Under this heading were placed all items referring to universities other than the University of Manitoba. These items were classified into specific topics following as nearly as possible the same classifications as those set up for the University of Manitoba. This was done in order to make comparisons possible between similar topics if such seemed to be of interest. The resulting analyses are shown for the Winnipeg Free Press in Table 27 of the appendix and for the Winnipeg Tribune in Table 28, also of the appendix.

For purposes of study and discussion the items from both newspapers were combined and the result of this amalgamation is shown in Table 11, page 67, under seventeen sub-classifications. The topic headings should serve to indicate the nature of the items included therein.

General features.--The sub-classifications in this Table have been ranked in order of the amount of space given to them, just as was done in Table 10, page 55. Certain

¹Winnipeg Tribune, editorial page, September 7, 1942.

comparisons between these two tables are of interest. Personnel items head the lists in both cases, but in the cases of other Universities the percentage is slightly higher, 23.2 per cent as against 20.0 per cent for the University of Manitoba. The close parallel shown by these figures would seem to indicate that the doings of University personnel are of more public interest than any other type of University

TABLE 11

OTHER UNIVERSITY ITEMS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Item	Space	% Space
Personnel	87	923.00	23.2
Aims and ideals	30	532.25	13.4
Freedom of Administration	40	519.00	13.2
War influences	17	261.00	6.7
Curriculum	20	254.75	6.5
Tributes to Financial	30	246.00	6.3
Scholarships	18	235.00	5.9
Standards	19	207.00	5.3
Honorary degrees	13	139.25	3.7
Publications	10	122.00	3.1
Special faculties	13	115.25	3.0
Donations to Student activities	10	101.75	2.7
Annual reports	7	75.00	2.0
Miscellaneous	10	69.75	1.9
	7	46.25	1.3
	2	37.75	.9
	7	38.25	.9
Totals	339	3923.25	100.0

matter.

A striking difference occurs in the case of aims and ideals. With the University of Manitoba this topic is well down on the list, showing only 3.2 per cent, but in the case of other Universities it ranks second with 13.4 per cent.

This would suggest that the aims and ideals of university work are broad topics and not a matter of concern to any university in particular. That is to say that what applies generally may be considered to apply to the University of Manitoba also, hence little local mention was made of it. The same may be said of the item regarding standards which appears in the more general table for other universities but does not occur as a separate topic in the case of the University of Manitoba.

A second feature of interest arises from the presence of a new item, namely "freedom of universities". This results of course largely from the impact of war and particularly with regard to European universities. The fact that it does not occur at all in the case of the University of Manitoba suggests that there has been no question of the freedom of this particular University. This fact in itself reflects credit upon the administration of the University of Manitoba.

Significant also is the fact that financial matters do not command as much attention in the case of outside universities. Here, there was only 5.3 per cent compared with a third place 8.4 per cent for the University of Manitoba. This, of course, might be expected since it seems likely that the local press would take more interest in the financing of the University of Manitoba than would be taken in the case of other universities.

War influences, of course, show a higher percentage for the other universities since many European universities

were at or near the scene of hostilities. The other topics show little significant variation.

Special features of other universities.--No attempt can be made here to discuss in detail all of the topics with reference to other universities, but at least two of them seem to deserve special mention. These two are "aims and ideals" and "freedom of universities".

Aims and ideals.--This particular topic received a considerable amount of space and was the chief concern of thirty items, eighteen from the Winnipeg Tribune and twelve from the Winnipeg Free Press. The main theme running through these articles was the alarm expressed by educationalists at the decline of interest in the broader aspects of university training. That is, in short, the decline of the humanities or liberal arts and what is termed "real scholarship". This trend is, of course, revealed by the greatly increased interest in technical and scientific training. The fear was constantly expressed that universities were tending to become nothing more than glorified trade schools and were losing sight of the real purpose for their existence. The real function of a university was well stated by Lord Tweedsmuir in an address at Victoria University as reported by the Winnipeg Tribune, which stated in part:

The duty of a university is to transmit to the next generation the philosophy we have learned from our fathers, widened and deepened by our own experiences.¹

¹Winnipeg Tribune, editorial page, October 21, 1936.

Furthermore universities are criticised for striving to become too big and for wasting energy on too many distracting side issues. Such things as sports, student activities, social life, and so forth tend to overshadow the fact that university is primarily a place for learning. The result of all this is that standards fall to low levels and many students of mediocre ability clutter up the campus. The point is brought out that universities really exist to serve the gifted and are not intended for all. Good examples of the foregoing points of view are expressed in a series of three lengthy articles by H. L. Stewart of Dalhousie University under the title "Democratic Transformation of the Universities".¹

A somewhat similar series of two items, urging in particular the value of classical learning, appeared in the Winnipeg Free Press. These were taken from articles by A. E. Houseman of London University, England.²

One lone voice was raised in defence of the modern trend towards scientific studies and their domination of university training. This was in an article by W. H. Eccles in the Winnipeg Tribune.³ In this article the writer claims that England has been falling behind economically and scien-

¹Winnipeg Tribune, editorial pages, August 15, 1950; August 17, 1950; August 19, 1950; also editorial page items, September 17, 1936; July 12, 1937; April 30, 1938; November 29, 1939; January 15, 1942; June 22, 1945; September 22, 1945; February 16, 1948; February 17, 1948.

²Winnipeg Free Press, editorial pages, May 29, 1937; August 18, 1937; also editorial page items, October 13, 1938; March 21, 1940; March 29, 1944; February 7, 1947; February 21, 1948; December 9, 1948.

³Winnipeg Tribune, editorial page, May 25, 1944.

tifically because of the wrong emphasis in university philosophy. He maintains that the existing prejudice in favour of academic education is fatal to scientific progress and that what is really needed is more practical and technical education.

Freedom of universities.--The second feature of major interest lies in the topic "Freedom of universities". This also commanded considerable space and forty items appear in this category. The guiding theme in this group of items was the alarm expressed at the sad state of European universities under the Nazi regime. Here are found accounts of the closing of universities, the repression of intellectual freedom, dismissal or worse of outstanding scholars, and the perversion of learning for totalitarian aims. An outstanding article regarding this appears in the Winnipeg Free Press. This article written by F. H. D. Pickersgill, at the time a student in Europe, points out the depressing state of once proud universities. Every department, even mathematics and physics, was under strict party domination. He states in part:

Scholarships and intellectual activity in the Universities have been thoroughly shackled. The direction of scholars' intellectual work has been made the subject of an elaborate bureaucracy.¹

A similar type of item on university life in Russia

¹Winnipeg Free Press, editorial page, December 23, 1938 and also editorial page items, March 24, 1936; May 12, 1936; June 2, 1936; July 16, 1936; August 5, 1937; October 26, 1940; January 3, 1941; September 5, 1941; November 24, 1941; January 31, 1942; May 14, 1942.

the Winnipeg Tribune.¹ This item shows that the repression of universities did not cease with the end of World War II. The item gives a description of life in a Russian university, pointing out the humiliating features of state control.

Another aspect of the danger of loss of freedom by universities arose from the alarm expressed at evidence, real or fancied, of communist activity or belief on the part of university personnel in the universities of the United States and Canada. This was not so much because of the direct effects of any influence such educators might have on students, as because of the danger that it might lead to state interference in, and ultimate control of, university life. Items dealing with this topic are referenced in footnotes 2 and 3.

This concern over the danger of state interference in, and direction of, university life was also shown in another minor but still significant way. This had to do with the increased state aid for universities in England. Fear was expressed that since the government of Britain was paying more and more of the costs of operating universities that sooner or later it would lead to infringement of their

¹Winnipeg Tribune, editorial page, December 1, 1950; and also editorial page items, July 15, 1937; April 7, 1938; September 26, 1939; January 29, 1940; January 8, 1941; April 25, 1941; June 9, 1941; November 16, 1943.

²Winnipeg Free Press, editorial pages, March 7, 1938; April 24, 1939; April 29, 1939; December 6, 1931; January 4, 1937.

³Winnipeg Tribune, editorial pages, October 5, 1938; January 27, 1949.

freedom and privileges. Incidentally this charge was strongly denied by government spokesmen. References bearing on this topic are given in footnotes 1 and 2.

The impact of war on universities.--While the items in this section gave brief consideration to a number of minor influences exerted by the war on university life, the major consideration was the effect of the war on the whole philosophy of education. The central theme here was the fear that the demands of war might cause universities to lose sight of their real function. This was well expressed in an article by K.M.H. on colleges at war which appeared in the Winnipeg Free Press in 1943. This article reads in part:

Colleges must serve the times, but if they find themselves yielding to the pressure of the times, they are become but creatures of the times, whereas their glory and their trust is that they belong not to the times, but to time, and to time only as it impinges on eternity.

It is this for which the colleges fight. They do not fight for democracy; they do not fight for a way of life. They fight for "man's unconquerable mind".³

Other items on this general theme also expressed the view that universities must not become too much involved in war activities. The primary function of a university was claimed to be to train people to value freedom, truth, and justice, and not to train for war as a primary function, although this might be necessary in wartime. Concern over

¹Winnipeg Free Press, editorial page, September 26, 1946; June 26, 1947.

²Winnipeg Tribune, editorial page, February 6, 1939.

³Winnipeg Free Press, editorial page, January 29, 1943.

the effect of war on the humanities was constantly expressed and universities were urged to maintain broad vision in this regard.¹

Summary of findings.--In concluding this chapter, it would seem advisable to bring together in summary form the various points which have been established in it.

1. Matters of external concern, namely, personnel, university site, financial affairs, tributes, annual reports, publicity and honorary degrees have received considerable attention in the past. Since over seventy per cent or the major part of the space given to the affairs of the University of Manitoba dealt with these external matters, it would seem evident that these are the things which the press considers to be of interest to the general public.

2. Matters of more internal concern, such as curriculum, administration, aims and ideals, special faculty activities and the like, claim less than twenty-five per cent of the university space. This seems to indicate that little outside pressure has been exerted on the University of Manitoba with regard to its administration.

3. Considerable pressure has been brought to bear on the Manitoba Provincial Government to grant more financial aid to the University in order that it might better fulfil its obligations to the community it is intended to serve. This is shown in the sections dealing with research, salaries

¹Winnipeg Free Press, editorial pages, March 18, 1942; January 21, 1942; January 29, 1943, December 18, 1944; also Winnipeg Tribune, editorial page, December 30, 1940.

and the need of better physical facilities for the University.

4. The question of the permanent site for the University was the most controversial matter with regard to the University of Manitoba during the period surveyed. The fact that the Fort Garry site was decided upon in spite of the combined opposition of both newspapers indicates their lack of influence in this particular matter.

5. The impact of war on the University of Manitoba centered around the degree to which the University should assist in the war effort. The chief point of concern here was the fear that the University would place too much emphasis on certain technical and scientific aspects of university training. This, it was feared, might be detrimental to the liberal arts programme and the long range view of the real aims of university education.

6. In sections dealing with other universities the trend was to take a broader view of the functions of universities. As a result there was considerably more emphasis on aims and ideals, with comparatively little on matters of more local concern.

7. With regard to university aims and ideals, one major point was the alarm expressed over the steady drift away from the liberal arts programme towards the practical and technical subjects. A number of leading educators deplored this trend as a negation of the true function of universities.

8. Another major consideration was the concern expressed over the dangers to the freedom of universities. These dangers arose from two main sources. The first of these was the greatly increased government aid for certain endowed universities of England in particular. Here the feeling was that this would lead to government influence in the university. The second, of course, was from the events leading up to World War II and the war itself.

9. Finally, as regards the impact of war itself on universities generally concern was expressed that the demands of war might obscure the true aims of education.

It is interesting to note that at least four of the foregoing points dealt with expressions of concern over the aims, ideals and freedom of universities. Intellectual freedom has long been one of the most treasured possessions of universities. Therefore anything which threatens that freedom, be it the actions of governments or the cataclysm of war, instantly arouses powerful forces to defend this treasured freedom.

The universities, however, face a more serious problem. In the past they have striven to emphasize the humanities or liberal arts. Their chief aim was to teach men an adequate philosophy of life, or as it has been said, to teach men to live--not to make a living. The trend of the times, however, would appear to be against this academic and philosophic approach to university education. The increasing demand for technical, practical and professional

training suggests that universities may be forced to reassess their conceptions of what they believe best serves the purposes of the world in which they function.

CHAPTER VI

EDUCATION IN MANITOBA

Introduction

The bulk of the items referring to public education in Manitoba have been placed in this chapter. These have been divided into three groups, namely, Manitoba education in general, Winnipeg schools, and what is entitled "other Manitoba schools". These groupings need some brief interpretation. By education in general is meant items which refer to school affairs concerning public education in a broad way rather than matters of purely local concern. Some items which do concern particular districts or areas have been included, however, when the implications of such were wider than the particular area concerned. The matter of larger areas of administration is a case in point. Many of the items in this group have to do with the policies of the Department of Education, Province of Manitoba.

The area under "Winnipeg school system" would seem to be self-explanatory. This was considered as a separate area partly because of the large amount of space given to it, and partly because the organization and administration of a large city system presents problems somewhat different from those of smaller school districts and rural school areas.

The term "other Manitoba schools" includes rural and suburban schools, the smaller cities, town schools and certain special schools in the Province.

Manitoba Schools Generally

Topical analysis and major features.--The items placed in this group have been analyzed into special topics. The items for each newspaper were first analyzed separately and the topics tabulated in order of the amount of space given to them. The results appear in the form of tables in the appendix. Table 29 shows the topical analysis for the Winnipeg Free Press items, while Table 30 shows a similar analysis for the Winnipeg Tribune items.

For purposes of further study, the items from both newspapers were combined into Table 12, page 80. Here again the items are arranged in order of the space given to them.

Major features.--It will be noted that a separate topic heading was given to the question of larger school units. This, of course, could have been included under "administration of schools", but the belief was that this topic was sufficiently important to demand special treatment. If this topic be combined with administration, then it can be said that 39.4 per cent of the space in this area was given to school administration. This is not surprising, since the items in this general group are largely concerned with Department of Education policies with regard to Manitoba

schools. Likewise financial matters naturally rate high in the list, third with 14.8 per cent of the space given to this ever important problem. The items listed under the topic "teachers", while in a sense concerned with personnel, were separated out from the other personnel items

TABLE 12

MANITOBA SCHOOLS GENERALLY
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Larger school units	65	871.00	20.9
Administration	62	773.00	18.5
Financial	47	619.50	14.8
Teachers	34	386.00	9.3
Personnel	26	249.75	6.0
Curriculum	20	234.00	5.6
Trustees association	10	170.00	4.1
Standards	11	163.00	3.9
Special schools	10	144.50	3.5
Teaching methods	11	142.00	3.4
School for the Deaf	13	139.75	3.3
Summer Schools	6	82.00	2.0
Textbooks	8	58.00	1.4
Scholarships	6	57.00	1.3
Aims and ideals	4	52.25	1.2
Miscellaneous	5	35.50	.8
Totals	338	4177.25	100.0

because of their more general nature. They are concerned with such matters as qualifications of teachers, teacher supply, and permit teachers.

Under "special schools" was included references to various private schools, industrial schools and the like. The Manitoba School for the Deaf was given a separate classification since it was a matter of some controversy. The

other topics in the list would seem to require no explanation.

Topics for detailed discussion.--Again only a few topics can be discussed in detail. Those which have been selected as of greatest interest or importance are larger school units, financial matters and teacher problems.

Larger school units.--As may be seen in Table 12, no less than sixty-five items occurred with direct reference to the question of larger units of administration in Manitoba. These items fall into three main types:

1. Items pointing out the advantages of the larger unit of administration;
2. Criticism of the Manitoba Provincial Government for not adopting a more aggressive policy in this matter;
3. Commendation of the pioneer work done in the Dauphin-Ochre River area and for the leadership given there.

At least twenty-seven items dealt primarily with the advantages of the larger school unit. Some of the advantages claimed for the plan may be briefly summarized as follows:

1. The plan has worked to advantage in other Canadian Provinces and in the United States;
2. There can be little hope of achieving real improvement in high school education in rural Manitoba without such a change;
3. The plan would result in a more equitable tax burden for education across the Province;

4. The larger areas would make the administration of schools more efficient;

5. Adoption of the plan would materially assist in raising the standards of education in Manitoba;

6. It would do much to improve the status of rural teachers and hence would make the teaching profession more attractive. In this way it would help to alleviate, in part, the critical teacher shortage;

7. It would provide a better chance of achieving equal educational facilities and opportunities for all children in Manitoba.

It should be pointed out that the foregoing advantages are not necessarily valid ones, but were the ones claimed for the larger units by its supporters. It is significant, however, that no rebuttal of these claimed advantages was evident. Eight general references in regard to the advantages of the larger unit plan of administration were noted from the Winnipeg Free Press¹ and nineteen such from the Winnipeg Tribune.²

One solitary voice was raised in defence of the ex-

¹Winnipeg Free Press, editorial pages, May 15, 1940; March 27, 1943; May 8, 1943; February 28, 1944; July 12, 1945; April 13, 1946; March 15, 1949; September 16, 1950.

²Winnipeg Tribune, editorial pages, October 6, 1937; October 6, 1938; September 7, 1939; March 13, 1944; January 6, 1945; January 22, 1945; March 5, 1945; July 12, 1945; June 14, 1946; June 23, 1947; September 17, 1947; October 27, 1947; November 19, 1947; December 22, 1947; January 23, 1948; June 26, 1950; September 8, 1950; September 19, 1950; December 2, 1950.

isting rural school system. This was a guest editorial by J. H. Montieth in the Winnipeg Tribune.¹ In it, he says modernize the little red school house, but keep it. He claims that the larger unit is too rigid and formal, and that the school should be near the people it serves.

Criticism of government lethargy.--Criticism of the Manitoba Provincial Government for its lack of energy and enterprise in moving towards the establishment of larger units of administration was featured by both newspapers. The various items in this regard pointed out that the progress made towards achieving larger areas in Saskatchewan and Alberta was a challenge to Manitoba. This province, instead of showing leadership, was lagging far behind. The almost complete failure of the Manitoba Provincial Government to set up larger areas of administration was difficult to understand, since several Ministers of Education had publicly admitted both the advantages and need of larger school areas. In fact, the idea had been under consideration for nearly fifty years and little progress had been made other than the setting up of consolidated school districts. Five references to items bearing on this criticism of the Manitoba Legislature were noted from the Winnipeg Free Press², and

¹Winnipeg Tribune, March 12, 1945.

²Winnipeg Free Press, editorial pages, October 13, 1944; December 27, 1944; August 13, 1945; April 22, 1946; March 6, 1947.

eight such from the Winnipeg Tribune.¹

Dauphin-Ochre River area.--This solitary example of the larger unit of administration in Manitoba, exclusive of the Miniota Municipal plan, came in for considerable attention. In the early stages, when the area was first proposed, the press vigorously supported the idea and urged a favorable vote for it.²

However, after the area was set up certain financial difficulties arose. The project proved to be more costly than had been anticipated. Here again the Manitoba Provincial Government was criticized for its failure to bear a larger share of the cost.³

Fortunately this story has a happy ending in that, by 1950, the financial difficulties seem to have been adjusted. That this was the case was shown by an article in the Winnipeg Tribune which claimed that the financial difficulties had finally been solved.⁴

In 1948 disappointment was expressed at the small enrolment in the technical courses at Dauphin Composite

¹Winnipeg Tribune, editorial pages, December 11, 1944; November 7, 1947; December 23, 1947; July 12, 1948; January 21, 1949; March 9, 1950; October 7, 1950; January 26, 1950.

²Winnipeg Free Press, editorial pages, February 19, 1945; July 27, 1946; August 21, 1946; August 26, 1946; also editorial pages, Winnipeg Tribune, June 22, 1946; July 29, 1946, August 21, 1946; August 26, 1946; August 31, 1946; September 2, 1946.

³Winnipeg Tribune, April 30, 1948; May 1, 1948; May 6, 1948; May 10, 1948; April 18, 1949; May 16, 1949.

⁴Winnipeg Tribune, May 13, 1950.

School. The feeling here was that greater efforts should have been made by the Manitoba Department of Education to popularize such courses.¹

Finally to conclude the comment on the Dauphin-Ochre River larger area items occurred which pointed out that the plan appeared to be successful. These items claimed that this experimental area had demonstrated that the larger area school plan was a great advance in rural school administration.²

Financial matters.--These items were mainly concerned with the inadequate financing of rural schools. The criticism of the Manitoba Provincial Government for its financial policies in regard to education centres around two main points:

1. Educational grants to school districts are too low.
2. Educational grants are not fairly distributed with the result that the tax burden across the province is inequitable.

It should be noted that much of this criticism came from opposition members in the Provincial Legislature with the government side defending its policies. With regard to financing of schools the Winnipeg Tribune in particular took the Manitoba Provincial Government to task for its lack

¹Winnipeg Tribune, editorial pages, September 13, 1948; September 22, 1948.

²Winnipeg Tribune, editorial pages, May 3, 1948; May 8, 1950; May 11, 1950; May 12, 1950.

of support.¹ This was particularly evident towards the latter part of the period surveyed when mounting school costs were placing a heavy financial strain on some municipalities.

Some criticism of the Manitoba Provincial Government for its lack of increased financial aid to municipalities for education was also made by the Winnipeg Free Press.² This newspaper, however, gave considerable publicity to the gradual increases made in Provincial Government grants to municipalities for educational purposes.³

Teacher problems.--The majority of these items centered around the problem of teacher supply, and were considered from two points of view. The first of these was the alarm expressed at the rapidly increasing severity of the teacher shortage. The second was the efforts made to staff the schools of Manitoba chiefly by the use of permit teachers.

Teacher shortage.--The teacher shortage which developed during the period covered by this survey was attri-

¹Winnipeg Tribune, editorial pages, December 2, 1941; January 23, 1942; February 23, 1944; March 6, 1944; May 26, 1947; March 9, 1948; January 22, 1949; June 23, 1949; August 20, 1949, August 24, 1949; January 25, 1950; February 2, 1950; February 6, 1950; February 25, 1950; March 7, 1950; March 8, 1950, March 25, 1950; March 27, 1950; April 17, 1950; April 29, 1950.

²Winnipeg Free Press, editorial pages, January 28, 1938; February 11, 1942; February 27, 1947; January 21, 1949; February 23, 1950; March 7, 1950; March 21, 1950; March 23, 1950.

³Winnipeg Free Press, editorial pages, March 6, 1936; March 11, 1937; March 12, 1937; November 9, 1938; March 15, 1939; March 18, 1939; March 29, 1939; April 13, 1942; March 27, 1944; January 5, 1945; March 20, 1947; December 4, 1947; March 18, 1950.

buted to a number of factors, namely:

1. Low salaries;
2. Better opportunities for employment in war industries;
3. Lack of the establishment of larger areas of administration;
4. Teachers joining the armed services;
5. Many young women teachers marrying and leaving the teaching profession.

Six general references with regard to this teacher shortage were noted from the Winnipeg Free Press.¹ Ten references to this topic were noted from the Winnipeg Tribune.²

Permit teachers.--Efforts to solve the alarming teacher shortage which developed during the war years centered around the use of permit teachers. The Winnipeg Free Press criticized to some extent the use of permit teachers as a lowering of standards.³ On the other hand, this newspaper condoned the use of permit teachers as a necessary measure to keep the schools open in an emergency situation.⁴

¹Winnipeg Free Press, editorial pages, September 11, 1939; March 21, 1939; August 21, 1943; March 5, 1949; March 18, 1950; April 1, 1950.

²Winnipeg Tribune, editorial pages, October 24, 1941; February 20, 1943; July 19, 1943; August 5, 1943; March 22, 1944; April 15, 1946; March 20, 1947; June 2, 1947; January 17, 1950; June 27, 1950.

³Winnipeg Free Press, editorial pages, January 29, 1942; February 17, 1948.

⁴Winnipeg Free Press, editorial pages, November 29, 1944; November 10, 1947.

The Winnipeg Tribune opposed the use of permit teachers quite strongly on the grounds that it was no real solution to the teacher shortage and would result in a serious lowering of standards.¹ It is interesting to note that just before the outbreak of World War II the trend had been to insist on higher standards of qualification for teachers.² This movement towards higher standards was abruptly halted with the changed conditions of war and the reverse trend quickly appeared.

Winnipeg School System

Topical analysis and major features.---The Winnipeg school system has been considered as a separate area partly because of its size and partly because of the emphasis placed on it by the press. It is only natural that the daily newspapers of Winnipeg should be more interested in the Winnipeg school district than in any other single school district in Manitoba, or in all of them combined for that matter. Furthermore, some of the administrative problems of the Winnipeg school district, the largest in Manitoba, are likely to be considerably different from those found in smaller systems or in rural areas.

The breakdown of the items by topics for the combined

¹Winnipeg Tribune, editorial pages, January 18, 1943; March 5, 1947; September 5, 1947; October 6, 1947; August 5, 1949.

²Winnipeg Tribune, editorial pages, December 8, 1936; August 26, 1939; also Winnipeg Free Press, December 5, 1938.

newspapers is shown in Table 13, below. Parallel breakdowns by topics are given in the appendix in Table 31 for the Winnipeg Free Press and in Table 32 for the Winnipeg Tribune.

This analysis shows seventeen topic classifications listed in order of the space given to them. It is noteworthy

TABLE 13
WINNIPEG SCHOOL SYSTEM
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Financial	101	1450.00	27.5
Administration	64	704.50	13.3
Personnel	55	602.25	11.7
Publicity	25	374.00	7.1
Aims and ideals	19	331.50	6.2
Reports of Board meetings	14	288.25	5.4
Cadet Corps	21	241.75	4.5
Physical education	19	235.75	4.4
Standards	10	185.50	3.5
War influences	18	182.00	3.4
Teaching methods	10	167.75	3.1
Safety in schools	20	138.25	2.6
Guidance	8	133.00	2.5
Annual Reports	6	98.75	1.8
Publications	9	79.00	1.5
Home and School Ass'ns	9	63.50	1.2
Curriculum	3	19.75	.3
Totals	411	5295.50	100.0

that financial matters and administration together account for 40.8 per cent of the total space. This is not surprising in view of the fact that a considerable proportion of the tax revenues of Winnipeg go to the support of schools. The amount of space given to personnel was somewhat surprising. However, a large part of this was devoted to school trustees rather than to teaching personnel, and had a political interest

rather than an educational one.

In the matter of war effects, it will be noted that cadet corps were given a separate heading from war influences. This was done because of the controversy which arose over this particular matter. Aims and ideals also came in for considerable mention, but curriculum rated at the bottom of the list. The low degree of interest shown in curriculum affairs may be explained on the basis that it is more a matter of provincial than local concern.

Selected topics for discussion.--The topics selected for further discussion with regard to the Winnipeg school system are three in number, namely, finance, administration, and the impact of war. The last of these includes two topics from the list given in Table 13, page 89, war influences and cadet corps. Finance and administration were selected for detailed comment because of the large amount of space given to them. War influences and cadet corps were selected because of the hope that something of the impact of war education might be discovered.

Finance.--Items dealing with financial affairs may be divided into four main divisions:

1. The need for new schools and the school by-laws for the building of them.
2. Financial difficulties between the Winnipeg School Board and the Winnipeg City Council arising from the

steadily increasing cost of operating schools.

3. Negotiations with teachers over salaries and pensions.

4. The question of pay for school trustees.

School by-laws.--These were money by-laws to provide for the building of new schools or to modernize older ones. The years in which these by-laws came up for public approval were 1938, 1945, 1947 and 1949. The steadily increasing school population, plus the development of new areas of the city made heavy demands on the taxpayers of Winnipeg for more school accommodation. Both newspapers strongly supported the various proposed by-laws for new schools and urged public support for them. Fortunately for the welfare of education in Winnipeg, all of these by-laws received sufficient support to ensure their passing. However, the school by-law of 1949 only passed by a very narrow margin, a fact which, at the time, was a matter of some concern lest it be an omen for the future. Twenty items were recorded from the Winnipeg Free Press editorial pages pointing out the need for new schools and urging public support of the school by-laws for them.¹ Eleven items on the need of new schools and

¹Winnipeg Free Press, editorial pages, November 18, 1938; November 22, 1938; August 24, 1945; October 31, 1945; November 15, 1945; November 17, 1945; November 21, 1945; August 22, 1947; October 8, 1947; October 23, 1947; May 18, 1949; June 22, 1949; July 8, 1949; July 9, 1949; August 18, 1949; October 4, 1949; October 6, 1949; October 25, 1949; October 27, 1949; November 16, 1949.

urging support for the necessary by-laws for them appeared on the Winnipeg Tribune editorial pages.¹

In addition the Winnipeg Tribune ran a series of items in 1946 urging the need of a new approach to school designing. The contention was that certain advanced ideas on school construction in use in other cities might be of value here.²

School board budgets.--An interesting situation existed in the City of Winnipeg in regard to school finance during the period covered by this study. This arose from the fact that the Winnipeg City Council had no real control over school board expenditure. The general plan was that the Winnipeg School Board would submit its budget to the Winnipeg City Council and the Council was legally obligated to find the money.

This arrangement apparently worked reasonably well in some years when the Winnipeg City Council found it comparatively easy to balance the city budget as a whole. Also it had become routine practice for the Winnipeg City Council to ask the School Board to pare down its estimates, and the Board had obliged on numerous occasions. However, the steadily increasing costs of school operations resulted in the

¹Winnipeg Tribune, editorial pages, November 20, 1938; August 24, 1945; November 2, 1945; November 20, 1945; November 26, 1945; November 27, 1945; October 23, 1947; July 2, 1949; July 11, 1949; October 1, 1949; October 22, 1949.

²Winnipeg Tribune, editorial pages, August 6, 1946; August 8, 1946; August 13, 1946; August 14, 1946; August 20, 1946; August 23, 1946.

Winnipeg School Board seeking ever larger sums of money and showing an increasing reluctance to reduce its budget at the Council's request. That this was not always a harmonious arrangement was shown in 1936, 1937 and 1938 in particular when real friction developed between the City Council and School Board over school finance. The Winnipeg City Council began to seek ways and means of gaining control of school board expenditure, while the Winnipeg School Board stoutly maintained its right to ask for and receive the money it required.

Neither one of the two Winnipeg newspapers was enthusiastic at the prospect of the Winnipeg City Council gaining control over school board finance, fearing that such control might be harmful to educational progress, and to the efficiency of the schools. Both newspapers urged the Winnipeg School Board to practise economy and to show restraint in its demands for money. Both papers also urged both Council and School Board to seek an amicable settlement of their differences. Consequently, the newspapers expressed satisfaction over the fact that in 1938 a compromise solution was effected by which the Council gained the right to reduce School Board expenditures subject to a board of arbitration if necessary. Sixteen references to this problem were noted.¹

¹Winnipeg Free Press, editorial pages, June 5, 1937; June 15, 1937; July 17, 1937; October 22, 1937; March 3, 1938; also editorial pages, Winnipeg Tribune, July 15, 1936; June 9, 1937; June 18, 1937; July 2, 1937; July 7, 1937; February 10, 1938; February 15, 1938; March 2, 1938; March 8, 1938; April 7, 1938; June 29, 1938.

After 1938 references to school board expenditure were mostly concerned with the greatly increased cost of financing the school programme. The Winnipeg Free Press stressed the need of greater economy in school operation, pointing out that in some instances the school board demands were unreasonable. This newspaper pointed out that the School Board should remember that the merits of its case were one thing, but the ability of the city to bear an ever increasing total of expenditures was another.¹

The Winnipeg Tribune stressed the view that what was really needed was more financial aid for Winnipeg schools from the Manitoba Provincial Government in addition to rigid economy in school operation.²

Negotiations with teachers.---Comparatively little was written on the editorial pages of the Winnipeg newspapers about the financial dealings of the Winnipeg School Board with teachers.

Three items occurred expressing sympathy with teacher requests for salary increases or approval of salary increases granted to the teachers of Winnipeg.³ Two items

¹Winnipeg Free Press, editorial pages, February 11, 1948; March 29, 1950; January 18, 1950; January 25, 1950; February 4, 1950; December 19, 1950.

²Winnipeg Tribune, editorial pages, February 9, 1945; March 9, 1946; January 25, 1947; January 28, 1947; February 4, 1947; January 7, 1948; February 2, 1948; February 20, 1948; February 24, 1948; January 13, 1950; March 21, 1950; March 31, 1950; December 22, 1950.

³Winnipeg Free Press, editorial pages, March 30, 1946; December 20, 1948; also Winnipeg Tribune, editorial page, June 29, 1946.

dealt with the cost of living bonus. One of these items criticized the Winnipeg School Board for first granting a cost of living bonus and then reversing its stand.¹ The other merely reports the refusal of the Board to grant an increased cost of living bonus.²

Two articles from the Winnipeg Free Press supported the demands of women teachers for equal pay for equal work.³ Finally one item referred to pension negotiations, stating them to be a battle of twenty years' standing. This item was generally favorable to the teachers' case for higher pensions.⁴

Pay for trustees.--In 1936 controversy arose over the proposal by some Winnipeg School Board members that Board members should be paid for their services. Here was one instance where the two newspapers took opposite sides. The Winnipeg Free Press vigorously opposed the suggestion, and rather bitterly criticized the action of the Board members in voting themselves salaries and also the action of the Manitoba Provincial Government for agreeing to it.⁵

The Winnipeg Tribune on the other hand took the view that it was only right and reasonable that trustees should

¹Winnipeg Free Press, editorial page, January 21, 1949.

²Winnipeg Free Press, editorial page, December 7, 1949.

³Winnipeg Free Press, editorial page, March 31, 1945; November 7, 1945.

⁴Winnipeg Free Press, editorial page, February 23, 1949.

⁵Winnipeg Free Press, editorial pages, February 18, 1936; February 27, 1936; March 4, 1936; March 6, 1936; April 2, 1936.

be paid for their services.¹ All that need be said here on this subject is that the proposal carried, and since 1936 members of the Winnipeg School Board have received some remuneration for their services.

Administration of Winnipeg schools.--Sixty-four items were classified under the heading "administration". These were of an exceedingly diverse nature, and in many cases consisted of only one or two references to a specific problem. Consequently it is not possible to group them under a few headings. In order to give some indication of the nature of these items a number of them will be mentioned briefly here. In using this approach no attempt has been made to suggest their relative importance. In fact, while some of these problems were of far-reaching importance, others were of more fleeting concern. All of them were, no doubt, of some importance at the time they were being considered.

Discipline.--Five items referred to discipline in the schools. Four of these were concerned with corporal punishment, and three of these four suggested that it was sometimes necessary.² These items suggested also that until parents learn to bring up their children better, total abolition of the use of the strap might do as much harm as good. However, it should be used sparingly, the essence of wisdom in this

¹Winnipeg Tribune, editorial pages, February 17, 1936; February 19, 1936; March 12, 1936; April 1, 1936; April 8, 1936.

²Winnipeg Tribune, editorial pages, February 20, 1936; June 5, 1936; January 18, 1949.

regard being restraint. Teachers should remember that it may be easier to strap pupils than to teach them. One item, a letter to the editor, took the view that corporal punishment should be abolished.¹ The fifth item stated that the school should not be expected to assume all of the responsibility in regard to teaching morals and discipline and that in the final analysis the family influence was still the most important factor.²

Teachers and public office.--Five items referred to this point. Four of them condemned School Board proposals to debar teachers from seeking public office as aldermen in Winnipeg or suburbs or as school trustees in the suburbs. The newspaper comment was that there was no need of such legislation. The press pointed out that while under existing laws teachers cannot be school trustees of the district in which they work, they are and should be free to seek election to any other public office if they so desire.³ The fifth item expresses regret at the refusal of the Winnipeg School Board to promote a teacher to a principalship, presumably because of his political activities.⁴ This action was felt to be both unwise and discriminatory.

¹Winnipeg Tribune, editorial page, June 3, 1936.

²Winnipeg Tribune, editorial page, February 19, 1937.

³Winnipeg Free Press, editorial pages, July 3, 1937; November 28, 1950; November 29, 1950; also Winnipeg Tribune, editorial pages, November 27, 1950, November 28, 1950.

⁴Winnipeg Free Press, editorial page, July 14, 1944.

Politics and the Winnipeg School Board.--Three items criticized the Board for evidences of politics in the administration of schools.¹ It was pointed out that there was no place for politics in school affairs, since education was too important and too costly to trifle with. The Board should learn to act as befits a responsible body, avoiding displays of petty spites, temper, personalities and politics.

Armed Services and the Winnipeg School Board.---In 1948, the Board came in for criticism in regard to its stand on the matter of a request by the armed services for the opportunity to present the case for a career in the services to high school students. The Board at first turned down this request, but finally gave grudging consent to it. Press comment on this was to the effect that the real matter for concern was the presence of communistic influence on the Board, and that this episode reflected no credit on the Board as a whole, as it revealed a bad attitude towards the armed services.²

Married women as teachers.---Three items in 1943 criticized the Board for its policy of not hiring married women as teachers.³ This policy was condemned as being stupid non-

¹Winnipeg Free Press, editorial pages, January 6, 1945; January 19, 1945; also Winnipeg Tribune, editorial page, January 9, 1948.

²Winnipeg Tribune, editorial pages, May 14, 1948; July 23, 1948; August 21, 1948; also Winnipeg Free Press, editorial page, May 11, 1948.

³Winnipeg Free Press, editorial pages, March 11, 1943; March 24, 1943; also Winnipeg Tribune, editorial page, March 11, 1943.

sense, ridiculous, antiquated, reactionary and short-sighted, particularly in view of the shortage of teachers.

Opening dates for schools.--In 1941, the opening of the Winnipeg schools was delayed until September 8 because of a polio epidemic. Apparently some public criticism of the Board had been made for this action, although the Board had acted on the advice of public health authorities. The Winnipeg Tribune supported the Board in this matter. The opinion of this paper was that this was purely a precautionary measure, also that while it may or may not have been necessary, the decision could wisely be left to the proper health authorities.¹

The flood of 1950 caused considerable disruption of the school programme in the spring of that year. The Board originally voted to open the schools on August 14 of that year in order to make up the lost time. However, both newspapers opposed this plan as being unpopular, although there was a case for so doing. The Board after some further consideration reversed its stand, and school opened as usual after the Labor Day holiday. Both newspapers welcomed this reversal of policy. Press opinion was that, since no great educational loss was involved, no grants had been lost, and since an earlier opening date was not popular with anyone, the Board had acted wisely in changing its mind.²

¹Winnipeg Tribune, editorial pages, August 21, 1941; August 23, 1941; August 29, 1941.

²Winnipeg Tribune, editorial pages, May 18, 1950; June 3, 1950; June 13, 1950; June 14, 1950; also Winnipeg Free Press, editorial page, June 15, 1950.

Trustees and business dealings with the School District.--Two items dealt with the problem of trustees having business dealings with the School Board. Both newspapers maintained that the old rule should stand, namely, that no trustee can have any business dealings with the School Board on which he serves.¹

Other administrative problems.--A number of these may be mentioned in order to give some further idea of the types of administrative problems dealt with, or at least considered, by the Winnipeg School Board. These for the most part consisted of single references or were given quite limited space allotments.

Brief to the Goldenberg Commission.²--This brief was chiefly concerned with financial matters, but there was also the suggestion that there was need of a more business-minded approach to education. Criticism was made of the administrative setup in that most educational administrators lack business experience.

School medical services.³--Criticism was made of the hiring of doctors to work in schools. This was claimed to be an unnecessary expense, and it was said that nurses could do the health work in schools satisfactorily. The amalgamation

¹Winnipeg Free Press, editorial page, February 13, 1936; also Winnipeg Tribune, February 12, 1936.

²Winnipeg Free Press, editorial page, December 22, 1938.

³Winnipeg Tribune, editorial pages, March 7, 1936; July 31, 1941.

of the health services of the city and School Board in 1941 was applauded as a wise decision.

Use of Winnipeg Electric Company power in some schools.

--Press opinion was divided on this question. The Winnipeg Tribune took the view that all the school electrical power business should be given to the City Hydro.¹ The Winnipeg Free Press supported the view that the Board should use the cheapest power available, and that the City Hydro had no monopoly of school business.²

Holding of Board meetings in camera.³--The decision of the Winnipeg School Board to hold many of its meetings in camera was strongly criticized by the Winnipeg Free Press on the grounds that the conduct of school affairs was a matter of public business. Furthermore it was claimed that the press could be trusted to report fairly and to avoid personalities.

Size of School Board.⁴--Action of the Board in voting against cutting down its membership was commented on to the effect that it was a matter for the Provincial Government to decide on through the Public Schools Act.

Sale of property.⁵--This was with regard to the sale of twenty-one city lots known as the Inkster property. The press

¹Winnipeg Tribune, editorial pages, February 20, 1950, February 21, 1950.

²Winnipeg Free Press, editorial pages, February 20, 1950, February 22, 1950.

³Winnipeg Free Press, editorial page, March 13, 1943.

⁴Winnipeg Free Press, editorial page, December 21, 1950.

⁵Winnipeg Free Press, editorial page, August 17, 1949.

was of the opinion that the School Board should have turned this sale of property over to a real estate firm rather than handle it through the Board.

Advisory board for Winnipeg schools.¹--The proposal than an advisory board for Winnipeg Schools be set up was opposed by the Board on the grounds that there was more than enough organization of school matters already. The press was of the opinion that such a board might be useful as liaison group between teachers and public.

Trustee-teacher committee.²--The proposal that such a committee be established was hailed by the Winnipeg Tribune as a good idea. It was suggested that this committee might deal with plans to improve education in Winnipeg.

Public school kindergartens.³--The press was generally favorable to the proposal that kindergarten classes be set up in the schools, provided of course that the money and space could be found for them.

Impact of war on Winnipeg schools.--This section deals with two groups of items from Table 13, page 89. These groups are cadet corps and influences of war on the schools. Of these, cadet corps was by far the more vital topic and considerable criticism of the Winnipeg School Board was made by the press for its attitude on this matter.

¹Winnipeg Free Press, editorial page, January 16, 1936.

²Winnipeg Tribune, editorial page, January 26, 1944.

³Winnipeg Free Press, editorial page, February 8, 1943; also Winnipeg Tribune, editorial page, January 22, 1942.

Cadet Corps.--Twenty-one items in all were found dealing with the subject. The problem arose in 1939 when the principal of Robert H. Smith school sought permission to start army cadet training for the boys in his school. The Board at first refused to grant such permission although the movement had the approval of a considerable number of the parents in that particular school area.¹ This action by the Board aroused strong press criticism of its stand. The newspapers also supported this principal when he went ahead on his own responsibility with the establishment of a cadet corps without official School Board sanction.²

The Winnipeg Tribune, while strongly supporting the cadet movement, was careful to point out that any such movement must be conducted on a strictly voluntary basis.³ As the War progressed, the Winnipeg School Board reluctantly yielded to public pressure and permitted cadet corps to function in the schools.⁴ Further controversy arose over the establishment of air cadet training in schools. The Board took the stand that it did not wish to see competition started between the services within the school system. In

¹Winnipeg Tribune, editorial page, July 15, 1939.

²Winnipeg Tribune, editorial page, October 16, 1939; also Winnipeg Free Press, editorial page, October 14, 1939.

³Winnipeg Tribune, editorial pages, September 14, 1939; September 25, 1939.

⁴Winnipeg Tribune, editorial pages, September 25, 1939; June 17, 1940; June 15, 1942.

this view the Board was supported by the Winnipeg Free Press.¹ Eventually certain schools did secure permission to operate air cadet training plans, but for the most part cadet training in the Winnipeg schools remained under the direction of the Army.

With the end of World War II the question of cadet corps in schools once more became a live issue. Early in 1947 the Winnipeg School Board reverted to its pre-war stand, opposing cadet training in schools. Criticism of this action on the part of the Board was made by the Winnipeg Tribune in particular.² Since then, cadet training in Winnipeg schools has not flourished, although it has continued in a few schools. In 1950 further controversy arose over cadet training in schools. Again reluctant permission was granted on a voluntary basis, and the Board, although not actively opposing cadet training, has certainly done nothing to help it. Press comment on this matter was guarded in tone, hinting at rather than openly urging cadet training in schools. The chief criticism by the press was directed against certain Communist Board members who actively opposed cadet training in schools. Four references to cadet training were noted in 1950.³

Other war influences.--Two references affecting

¹Winnipeg Free Press, editorial page, July 26, 1941.

²Winnipeg Tribune, editorial page, May 26, 1947.

³Winnipeg Free Press, editorial page, March 21, 1950; April 19, 1950, April 20, 1950; also Winnipeg Tribune, editorial page, June 22, 1950.

schools were made to the problem of juvenile delinquency as a result of the disruption caused by war.¹ It should be pointed out that considerable publicity was given to this problem from other angles as well. This problem was considered to be of larger concern than that of the schools alone, and involved community clubs, home conditions, health agencies and other groups.

Five items referred to the problem of pupils working.² These were concerned with too much after-school employment of juveniles and the tendency of boys particularly to quit school to take employment. This also tied in with juvenile delinquency mentioned previously.

Other references to school participation in the war effort centered around Junior Red Cross work, salvage collections, sale of war savings certificates, and harvest work by senior students. These activities were heartily endorsed by the press.³

Other Manitoba Schools

Topical analysis and major features.--The foregoing title has been selected to cover items which referred to public or private schools in Manitoba other than those in the

¹Winnipeg Tribune, editorial pages, June 11, 1943; March 10, 1944.

²Winnipeg Tribune, editorial pages, May 15, 1942; June 5, 1942; March 15, 1943; May 4, 1943; January 24, 1944.

³Winnipeg Free Press, editorial pages, June 8, 1940; May 28, 1941; also Winnipeg Tribune, editorial pages, June 19, 1940; August 6, 1942; October 13, 1942; January 4, 1943.

Winnipeg school system, or which have been placed under the heading, "Manitoba schools in general." It must be admitted that some of the topics listed under "other Manitoba schools" might well have been placed under "Manitoba schools in general". Examples are the topics, "teachers' salaries", "rural conditions" and "administration", which are of wider application than any particular school district. However, it was felt that it would be better to place them in a more specific setting.

In accordance with the general plan of the study, this general area has been broken down into a number of specific topics. These topics, sixteen in number, are shown in Table 14, page 107, where the items from both newspapers have been combined and ranked for study. Similar topic breakdowns have been constructed for the items from each newspaper separately and are shown in the appendix in Table 33 for the Winnipeg Free Press items and in Table 34 for the Winnipeg Tribune items.

Major features.--It will be noted that the topics "teachers' salaries" and "rural conditions" dominate this group with 47.3 per cent of the total space devoted to them. Items referring to Knowles School for Boys were placed in this group since it is, partly at least, supported and operated as a private school for problem boys. It should also be noted that "administration" accounts for only 5.7 per cent of the space. This arises from the fact that the bulk of administration items were placed under "Manitoba schools in general".

The same may be said for items referring to the financing of rural schools. The other topics listed would seem to require no further explanation. The topics which seem worthy of detailed discussion are teachers' salaries and rural conditions.

TABLE 14

OTHER MANITOBA SCHOOLS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Teachers' salaries	29	378.50	27.3
Rural conditions	23	277.50	20.0
Publicity	11	145.00	10.5
Personnel	11	97.75	7.1
Knowles School	10	94.00	6.9
Administration	14	78.00	5.7
Health	7	48.00	3.5
Finance	7	41.50	3.0
Scholarships	5	41.25	3.0
Student activities	10	34.25	2.5
Cadet Corps	4	32.25	2.4
Aims and ideals	2	28.50	2.1
Teaching methods	2	27.25	2.0
War influences	6	21.00	1.5
Safety in schools	3	9.00	.7
Miscellaneous	4	24.75	1.8
Totals	148	1378.50	100.0

Topics for Detailed Discussion

Teachers' Salaries.--While twenty-nine items referred to this topic, one theme was common to all of them. That theme was the disgracefully low salaries paid to rural and suburban teachers. Criticism for this deplorable state of affairs was directed not only at the Manitoba Provincial Government for its lack of adequate grants to school districts,

but also at rural school boards for using school grants to reduce taxes or to pay off debentures.

Rural teachers were referred to as being poverty-stricken, discouraged, and as pathetic examples of "sweated labor". The low salaries were stated to be the chief cause of the widespread teacher shortage and it was argued that no real improvement in this situation could result without greatly increased salary levels. Suggested remedies for this serious, even tragic situation were greatly increased school grants, higher minimum salaries, larger units of administration, and fairer treatment of teachers by rural school boards. No less than twenty-nine references to this topic were recorded, which fact in itself gave some indication of the seriousness of the situation.¹

Rural conditions.--The main thought running through the majority of these items was the sad state of rural education. Deplorable seemed to be the only word which adequately described the rural school situation. Some of the points emphasized have been briefly summarized as follows:

1. School buildings were described as being dilapidated, dirty, poorly equipped, cold, dark, dingy and overcrowded. These conditions pointed out the desperate need of

¹Winnipeg Tribune, editorial pages, April 13, 1936; August 3, 1938; August 19, 1938; September 26, 1938; December 27, 1938; January 18, 1941; April 16, 1941; April 7, 1942; March 11, 1943; April 27, 1943; June 21, 1943; May 29, 1944; June 5, 1944; September 5, 1944; October 23, 1944; December 11, 1944; January 20, 1945; August 29, 1945; February 19, 1946; March 5, 1946; July 16, 1946; August 17, 1946; December 24, 1946; January 16, 1948; also Winnipeg Free Press, editorial pages, April 18, 1936; January 4, 1937; January 9, 1937; January 9, 1937; January 7, 1938; November 29, 1946.

a comprehensive school building programme in the rural areas.

2. Teachers were referred to as being poorly paid, with no hope of advancement, subject to too much red tape and interference and suffering from a tragic insecurity of tenure.

3. Many of the parents in rural areas were accused of being indifferent to the state of the schools, and many school boards were claimed to be short-sighted and reactionary, with only one idea, that being to keep down the costs of school operation.

4. The employment of untrained permit teachers was claimed to have resulted in a serious lowering of standards. This factor coupled with the lack of adequate high school facilities was blamed for the excessive dropout of pupils before reaching high school level.

Since generally each item referred to several of the foregoing points, it is not feasible to reference them separately. Thirteen such references to rural conditions were noted.¹

The remedies suggested for this sad state of rural education were larger units of administration, increased school grants, an adequate building programme, better trustees, and in fact, a general overhaul of rural education. The Winnipeg Free Press in a leading editorial in 1944 said

¹Winnipeg Tribune, editorial pages, August 9, 1938; October 11, 1943; January 22, 1944; January 31, 1944; March 23, 1944; April 11, 1944; February 26, 1945; May 17, 1947; June 23, 1947; July 10, 1950; also Winnipeg Free Press, editorial pages, January 28, 1944; December 20, 1944; January 15, 1945.

in part:

There can be little approach to equality of opportunity in urban and rural areas of Manitoba, until there is a great improvement in rural education. ...reform of education should go forward now and vigorously.¹

One item, a reprint from a rural paper, the McGregor Herald, as reported in the Winnipeg Tribune, protested against this criticism of rural school conditions. This item pointed out that while perhaps what we have is not perfect, it is a great deal better than the rugged conditions of early days and modern pupils are lucky compared to those of pioneer times.²

Before bringing this chapter to a close, it seems advisable to bring together at this point the major findings of the chapter. These have been listed for convenience:

1. In general, the press took a decidedly critical view of the educational policies of the Manitoba Provincial Governments across the period. This criticism was particularly marked in the case of the Winnipeg Tribune.

2. The failure of the Manitoba Provincial Governments to establish larger units of administration on a province wide basis was a matter of particular criticism. Here again we have an outstanding example of the failure of the press to influence the policy of the Manitoba Provincial Governments of the period surveyed.

3. The reluctance of the Manitoba Provincial Government to provide the money needed to increase teachers'

¹Winnipeg Free Press, editorial page, January 31, 1944.

²Winnipeg Tribune, editorial page, August 29, 1949.

salaries was also criticised. The low level of rural teachers' salaries was claimed to be the chief cause of the serious shortage of trained teachers which developed rapidly during the war years. Criticism was also directed at the use of permit teachers to relieve the teacher shortage.

4. The Manitoba Provincial Government was also severely criticized for its inadequate school grants to rural municipalities and to the city of Winnipeg. In this regard the contention was that grants given in Manitoba were considerably less generous than those provided for in other Western Canadian provinces.

5. The press was also generally critical of the policies and attitudes adopted by the Winnipeg School Board. Particular points of criticism were politics on the School Board, extravagance in administration, irresponsible behaviours on the part of some trustees, communistic influence on the Board, and the attitude of the Board to school cadet work and the armed services.

6. The press did strongly support the general cause of education in the matter of money by-laws for new school accommodation in Winnipeg.

7. So far as rural education was concerned, major criticism was made of the deplorable state of rural education as concerns school accommodation, standards, and the general conditions under which teachers attempt to work.

8. It should also be mentioned that credit was given for any evidences of generosity on the part of the Manitoba

Provincial Government by way of increased grants, higher minimum salaries or financial aid for the construction of new schools.

In conclusion, it may be pointed out that teacher salary levels slowly rose throughout the period covered by this study. This was shown by gradual increases in the minimum salary level in particular. Care should be taken, however, not to give too much credit for this either to the press or to the Manitoba Provincial Government, since certain economic factors made such increases inevitable. A study of the various items leaves one with the impression that education had become a serious financial burden not only to the rural municipalities and the city of Winnipeg, but to the Manitoba Provincial Government as well.

Admittedly there were other serious problems facing education, but the question of finance seemed to be paramount. While certainly not all of the difficulties in the field of education could be solved by more money, it seems probable that many of them would tend to disappear if adequate financial support for education could be found.

One final word of caution should be noted. Newspapers apparently tend to be somewhat politically minded, so that criticism of educational policies or support for certain aspects of education may in some cases have in them more of a political than educational significance.

CHAPTER VII

GENERAL EDUCATION

Introduction

The two previous chapters dealt with education from special points of view. In Chapter V attention was directed towards university education as a special field, while Chapter VI dealt with public education in the Province of Manitoba. A considerable number of educational items were recorded, however, which were of a more general nature. This chapter deals with these general educational items, which have been classified under four broad areas, namely, education in general, educational research, adult education, and technical-vocational education. The first of these areas perhaps needs some further elaboration. The term "education in general" was intended to include those items which refer to education in a broad way, rather than to any particular school district, area or system. These items were naturally of a varied nature and dealt with many aspects of education. Furthermore, a fair number of items of a miscellaneous nature which did not seem to fit in anywhere else were placed in this group. The term "educational research" includes all those items which referred to educational surveys,

reports, bulletins and the activities of certain foundations in the field of education. The terms "adult education" and "technical-vocational education" would seem to be self-explanatory.

Education in General

Topical analysis and major features.--A total of three hundred and twenty-one items from the two newspapers were classified under the heading "education in general". These were then sub-divided into eighteen specific topics. The result of this analysis is shown in Table 15, page 115 of the text. Here again the topics have been listed in order of the space given to them. Similar topical analyses for the items from each newspaper separately have been placed in the appendix. The items from the Winnipeg Free Press may be found in Table 35, and those from the Winnipeg Tribune in Table 36.

It will be noted that in general the topic headings follow rather closely those given in preceding tables of this study. A few new topics appear, notably Unesco, or the United Nations Educational, Scientific and Cultural Organization, and Education Week. The other topic headings in themselves would appear to give sufficient indication of the nature of their contents.

Major features.--The outstanding feature shown by the topical analysis for this area was the large amount of space given to aims and ideals of education. This was in

decided contrast with the case in regard to the other areas so far considered. It would thus appear that the broad aims of education go far beyond the immediate interests of particular school areas and become a matter of universal concern. Standards likewise received a considerable degree of attention, ranking second in the list and again far more

TABLE 15

EDUCATION IN GENERAL
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Aims and ideals	61	844.25	20.3
Standards	40	489.25	11.8
Publicity	23	343.50	8.3
Individual subjects	26	324.75	7.9
Financial	17	285.50	6.9
Teaching methods	24	277.25	6.7
Personnel	19	239.75	5.9
Unesco	17	207.75	5.1
Teachers	14	205.50	5.0
Education Week	13	185.00	4.5
Scholarships	19	152.00	3.7
Textbooks	11	131.00	3.2
War influences	10	111.00	2.8
School health	5	79.50	1.9
Administration	8	58.00	1.5
Publications	4	57.75	1.5
Home and School Ass'ns	2	10.50	.3
Miscellaneous	8	106.00	2.7
Totals	321	4108.25	100.0

prominent than was the case in the tables for more particular areas. This would again indicate that concern over standards of school achievement was not peculiar to local areas, but was a matter of widespread concern.

Financial matters, while still of some general concern, did not command outstanding attention. This, no doubt,

arises from the fact that school finance as yet seems to be a matter largely of provincial and local responsibility. Other points of interest were the considerable degree of space given to such items as individual subjects, teaching methods, Unesco and Education Week, the last of these being an attempt to interest parents and the general public in the whole programme of education by setting aside one week in the school year to emphasize the function, operation and value of public education. It is interesting to note that personnel items rank well up in the list, even in this general approach to education. In fact, an examination of all the area breakdowns throughout this study shows that personnel invariably ranks well up in the various lists of topics. This fact may be taken as indicative of two factors, namely that people tend to be more interested in personalities in education than in many of the other aspects of education, and secondly, that if people have real contributions to make in education, they will not go unnoticed for long.

Selected Topics for Discussion

Aims and ideals.--These items centered around the age-old three-cornered controversy as to what the schools should teach. The three points of view maintained were classical education, utilitarian education, and what was termed character-building education. All three of these points of view were well supported by writers on the editor-

ial pages of the newspapers examined. It should be kept in mind that many of these items were articles by educators holding one or another particular point of view on this matter, or were condensations of articles or speeches on the aims of education. Consequently, these newspapers, for the most part, refrained from taking definite sides in this type of controversy and were content to present the various viewpoints, leaving the reader to draw his own conclusions.

Classical education.--Eighteen items were recorded which urged the value of this type of education. The supporters of this educational aim stressed the value of what was termed "real education", not just a course at university, and that we must educate for mental maturity. Classical education and the liberal arts were extolled as being the keys to worthwhile and gracious living, and it was argued that culture begins where knowledge ends. Satisfaction was expressed over the fact that following wars, in general, the interests of men tended towards the liberal arts, as if men sought to find some reason in the scheme of human existence. With this thought in mind, educational administrators were urged to plan for post-war expansion of the liberal arts programme, and to do all in their power to foster and preserve it during the difficult years of war. Education should be more than a means to making a living, it should teach men to enjoy the best that life has to offer. Some writers maintained that there was too much of the utilitarian in educational programmes now and that greater emphasis should be placed on the philo-

sophy of living. Broad culture was claimed to be equally important with specialist training. There was need to train for citizenship as well. A statement attributed to Robert H. Hutchins says that we must teach people to think as our most important objective, and reads in part:

We must think of education, and not of its applications, if we want education to flourish. If we produce educated men and women, they will take care of the applications themselves. If we can teach people to use their heads, they will use them in business and they will, we hope, be better businessmen because they do.¹

Utilitarian education.--A total of eight items presented the view that education should be of a more practical nature. Here the plea was made for a more intelligent use of the findings of science if our civilization was to survive. Modern education was criticized in that it did not prepare pupils either for a world at war or at peace. Education was accused of being still in the "gaslight" era and was said to be particularly lacking in education in manual and mechanical skills. It was claimed that ninety per cent of Canadians (as shown by the Gallup poll) were dissatisfied with the educational programme of modern schools. The contention was that more practical arts should be taught in order for pupils to get ahead in the world after leaving school. In this matter, however, the Winnipeg Tribune did not subscribe to

¹Winnipeg Tribune, editorial page, April 22, 1941; also editorial pages, April 18, 1936; March 13, 1937; March 5, 1940; January 7, 1941; December 30, 1942; January 8, 1948; September 30, 1948; May 6, 1950; June 7, 1950; September 30, 1950; June 7, 1950; September 30, 1950; also Winnipeg Free Press, editorial pages, May 13, 1937; July 27, 1937; September 6, 1938; June 26, 1940; February 10, 1943; July 21, 1943; February 21, 1944; May 15, 1947.

the idea that practical education was the answer. Several items stressed the viewpoint that schools need to change their outlook and teach material more in line with what the pupils will meet in everyday life. Furthermore, it was claimed that too much emphasis was being placed on training for the professions. This resulted in too many white collar workers being produced and not enough good workmen for industry. One writer, John Grierson, was reported as making the prophecy that

Education will come out of the schoolroom and the library, the literary circle and the undergraduate conference... It will go into the factory, and the field, into the cooperatives of production and distribution.¹

Press comment on the foregoing point of view was restrained but inclined to question the overall value of such training as a main objective. The tendency of the press was towards the view that in teaching people to live we needed the arts more than mere mechanical skills.

Character-building education.--A third group of items stressed the point of view that the aim of education should be to train for citizenship. Here the main points were that schools should develop individual responsibility, teach group responsibility and develop the common aims of true democracy. This emphasis on the safeguarding of democracy probably arose from the stress of war when democracy was threatened by totalitarian forms of government. It was

¹Winnipeg Tribune, editorial page, June 2, 1941; also editorial pages, June 10, 1937; May 4, 1938; May 18, 1938; May 13, 1941; May 1, 1943; September 3, 1947; also Winnipeg Free Press, editorial page, March 21, 1940.

urged that pupils must be taught to appreciate democracy since without understanding of its values, it could not survive. The way to do this was to develop individual responsibility, educate for good citizenship, stress manners, morals, good habits and character training. In effect, we must teach the worth of the individual and his responsibility to society. The charge was made against the schools that education was becoming both soulless and mechanical, without real meaning to pupils or teachers. In this regard, schools must accept part of the blame for juvenile delinquency, and should be more active in attempting to remove the causes of it. The press took a cautious view of this latter proposal. While admitting that the school could and should do a reasonable part of the citizenship training of young people it was pointed out that much of the training for good citizenship was really the responsibility of the home, particularly as regards training in manners and morals. Fifteen general references to this view of education as training for citizenship were noted.¹

In addition two items referred to the tragic effects of wrong aims in teaching as shown by the perversion of education in Germany.² Finally two other items criticized the

¹Winnipeg Tribune, editorial pages, October 22, 1936; October 17, 1936; October 1, 1938; January 26, 1939; June 3, 1940; August 26, 1940; August 11, 1941; April 26, 1943; December 23, 1943; January 25, 1944; March 7, 1947; also Winnipeg Free Press, editorial pages, June 4, 1940; September 17, 1941; November 14, 1941; December 28, 1943.

²Winnipeg Free Press, editorial page, June 19, 1945; also Winnipeg Tribune, editorial page, October 11, 1943.

progressive education trend as being lacking in discipline both for body and mind and producing nothing of value whatever.¹

In summing up this discussion on the aims of education, two points seem to be worthy of mention. The first of these is that the traditional type of classic or liberal arts education appears to be having a difficult struggle to maintain its pre-eminence in the field of educational philosophy. New viewpoints in this field to the effect that education should be more practical and functional appear to be slowly but steadily forging ahead. The second observation seems to be that no one view can be considered to be the correct one, but rather that the true aims of education lie somewhere within a reasonable synthesis of values drawn from all three points of view.

Standards

General school standards.--It was in this general area of education that most concern with regard to standards of school achievement became evident. Present educational practice was condemned for the attempts being made to make education easy. The contention was that so-called easy education was a delusion and that no real education can result without hard work. The result of this weak approach to education is revealed in too many options and too many easy

¹Winnipeg Free Press, editorial page, August 3, 1942; also Winnipeg Tribune, editorial page, January 13, 1938.

courses so that there are many university graduates but very few real students with the ability to think. The plea was made for higher standards all along the line, but particularly at the university level. The wide variation in matriculation standards across Canada come in for criticism, the feeling being that there should be some sort of national standard established. Some doubts were expressed that real scholarship could survive under present school conditions. Studies made in England had revealed a steady decline of scholarship and alarm was expressed that the same might be true of Canada if the facts were known. Part of this was tied in with the fact of the growing scarcity of well trained teachers. Eight references to the decline of school standards in general were recorded.¹

One item placed part of the blame for lowered standards on the trend towards progressive education. The point made here was to the effect that frequently progressive education was only playing at learning, also that there was no such thing as school made easy, and no substitute for careful hard work.²

One item, an article in the Winnipeg Free Press, took a more optimistic view of school standards, saying in part:

Youngsters of today are roughly ten times more intelligent than we were at their age and far better equipped

¹Winnipeg Free Press, editorial pages, November 4, 1941; September 25, 1943; July 21, 1947; February 28, 1950; March 4, 1950; also Winnipeg Tribune, editorial pages, December 4, 1937; June 21, 1940; September 25, 1945.

²Winnipeg Free Press, editorial page, September 1, 1941.

for the struggles of life. We are growing a fine new generation in this country.¹

Another feature of this matter of standards which was brought out in two items was the fact that school programmes frequently offer no challenge to the brilliant. This was believed to be a serious defect since there was definite need of an enriched programme with high standards to set a challenge for the gifted. The contention was that ordinary school programmes waste too much time on the mediocre and dull pupils, neglecting the gifted who can and should profit most from instruction.²

Standards in English.--The standards of spoken and written English both in and out of schools came in for rather severe criticism. This was, in fact, the only school subject singled out for specific criticism. The failure of schools to maintain a reasonable standard of competence in the use of the English language was viewed with alarm. The accusation was made that even many college graduates fell below acceptable standards in English. The widespread disregard for rules of grammar, with the resulting slovenly speech and writing, was considered to be a national disgrace. English teachers were urged to combat slovenly speech and the use of slang and to demand higher standards in the use of English. The press took a somewhat pessimistic view of this advice, maintaining that teachers were fighting a losing battle in

¹Winnipeg Free Press, editorial page, February 6, 1945.

²Winnipeg Free Press, editorial pages, April 22, 1936; August 3, 1949.

their crusade for purism in speech. The belief was that the sheer weight of poor English in comic books, on radio programmes and on the street was too much for the school to hope to overcome.

Another aspect of the problem of standards in English arose from the pretentious and often misleading style adopted by some official government publications. In this regard a plea was made for the use of simple, accurate and unaffected language. A total of fourteen references to this problem of low standards in English were noted.¹

As might be expected there was one dissenting voice to all this criticism of English standards. One item made a plea for the acceptance of new colloquial terms in our speech and for not so much insistence on rules of grammar.²

Financial matters.--Finance has been selected for some further consideration because of the importance of the question in regard to Dominion Government aid for education. Discussion of this question came into prominence at the time of the Rowell Commission in 1937, and was a topic of discussion from time to time thereafter. Both newspapers looked with favour on the idea of national assistance for education but maintained that such grants, if forthcoming,

¹Winnipeg Free Press, editorial pages, March 29, 1937; July 23, 1937; March 9, 1940; June 14, 1947; September 3, 1949; December 31, 1949; also Winnipeg Tribune, editorial pages, October 2, 1936; November 10, 1938; August 13, 1947; October 20, 1947; May 20, 1948; May 21, 1948; May 27, 1948; September 25, 1950.

²Winnipeg Tribune, editorial page, April 16, 1937.

should have no strings attached to them. The various arguments advanced for such grants have been briefly summarized and are listed as follows:

1. Times have changed since the British North America Act was passed, and there was now need of a national educational system.

2. The Dominion Government of Canada has already given assistance to education in the form of grants for scholarships, research and technical education, so there was no reason why financial aid could not be given for education in general.

3. National aid for education is necessary in order to bring about a greater degree of equality of educational opportunity across the nation.

4. Federal aid for education had already become an established fact in the United States of America, and appeared to work satisfactorily there. There would seem to be no reason to suppose it would not be equally satisfactory here.

5. The present method of financing schools mainly from taxation on real property was inadequate, inequitable, and was placing an intolerable financial burden upon property owners.

The various arguments opposing such special Dominion Government grants for education have also been summarized and are listed as follows:

1. The Rowell-Sirois report was opposed to federal

grants for education on the grounds that education was definitely a provincial responsibility, under the terms of the British North America Act.

2. Other authorities on Dominion-Provincial relations were all opposed to it.

3. If such grants were made, it would result in loss of jurisdiction over education by the provinces.

4. Conditioned grants for any purpose were not good administrative procedure.

5. Any grants to the Provinces should be outright grants with no strings attached, so that the provinces could spend the grants as they saw fit.

6. The only exception to the foregoing point of view in the Rowell-Sirois Report was with regard to universities. Here specific grants were approved so long as they were kept small; otherwise no special grants for education.

7. Provincial autonomy in education must be retained; otherwise it would lead to powerful opposition from some provinces and might provoke profound resentment.

The strong opposition expressed by the Rowell-Sirois Commission to the suggestion of special federal grants for education can best be illustrated by a quotation from the Winnipeg Free Press. In this item, after pointing out that education was purely a provincial responsibility, the Commission went on to say

That education, like every other form of welfare service in a democratic community, should have to fight for its life, and that a generous provision for the education of

the children of the nation should depend, not on any arbitrary constitutional provision but on the persistent conviction of the mass of the people that they must be ready to deny themselves some of the good things of life in order to deal fairly by their children.¹

In view of the attitude held by this Commission, as revealed by the foregoing quotation, there was little wonder that the agitation for special grants for education made little progress. Nine general references to this matter of special federal grants for education were noted.²

Educational Research

Topical analysis and major features.--Under the heading "educational research" was placed material which was primarily concerned with surveys and reports in the field of education. As might be expected, some overlapping with other general areas occurs; for example the Reavis Report could have been placed in the section dealing with Winnipeg schools. Likewise investigations into school conditions in Manitoba might have been placed under "general education in Manitoba". However, it was felt that educational research formed a special feature of education and so it was given a separate classification. A total of one hundred and forty-three items were recorded from the two newspapers, and these items were combined into Table 16, page 128. These items were

¹Winnipeg Free Press, editorial page, June 9, 1950.

²Winnipeg Free Press, editorial pages, December 8, 1937; January 20, 1938; December 11, 1940; also Winnipeg Tribune, editorial pages, May 16, 1939; July 3, 1941; March 5, 1949; October 12, 1949; October 18, 1949; June 6, 1950.

then sub-divided into sixteen separate topics as shown in the table. Parallel topic classification for the items from the separate newspapers are shown in the appendix. Items from the Winnipeg Free Press are listed in Table 37, and for the Winnipeg Tribune in Table 38.

TABLE 16

EDUCATIONAL RESEARCH, REPORTS AND SURVEYS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Reavis Report	24	448.75	17.6
Financial	26	437.50	17.1
School conditions	17	360.25	14.1
Manitoba conditions	15	328.00	12.9
Teacher supply	8	146.00	5.8
Standards	8	131.75	5.2
Tributes to Foundations	6	121.25	4.8
War influences	6	112.00	4.5
Aims and ideals	5	89.25	3.6
Teacher qualifications	5	86.75	3.4
Administration	5	66.25	2.7
Health education	4	66.00	2.7
Teaching methods	5	56.50	2.2
Scholarships	3	45.25	1.7
Tests - I.Q.	2	22.00	.8
Miscellaneous	4	30.25	.9
Totals	143	2547.75	100.0

It will be noted that the Reavis Report of the survey made in the schools of Winnipeg was the outstanding feature of educational research as reported by the Winnipeg newspapers during the period covered by this study. Financial matters were again of major importance, followed by school conditions in general and then by special reports, with regard to Manitoba schools.

The topic given as "tributes to foundations" refers mainly to the work in education carried on by the Carnegie and Rockefeller foundations. One item referred to the Canada Foundation which was set up in 1942 with the general aims,

To promote Canadian cultural virility by cooperating with experienced agencies in many fields of activity, and by granting awards, scholarships and subsidies where they can do the most good.¹

No further reference to this organization was found, but press comment was to the effect that it was doing a worthwhile job. The remaining topics listed in the table would seem to be self-explanatory.

Selected Topics for Discussion

Reavis Report.--The first references to this topic on the editorial pages occurred in October of 1947 and were favorable in tone. The Winnipeg Tribune, in referring to it, congratulated the Winnipeg School Board for undertaking this directed self-survey of the schools.²

The Winnipeg Free Press also stated that this school survey should be useful and looked forward to the report as a valuable study of education in the city of Winnipeg.³

When the Report was finally published approximately a year later, the press again became interested in it edi-

¹Winnipeg Tribune, editorial page, May 3, 1948.

²Winnipeg Tribune, editorial page, October 8, 1947.

³Winnipeg Free Press, editorial page, October 17, 1947.

torially. Two features in particular of the Reavis Report were of prime consideration. The first of these was the recommendation that certain changes should be made in the organization and operation of the Board itself. Along with this there was also the recommendation that the Board be reduced in size from fifteen to nine members.

In general, the press was favorable to the majority of the changes suggested. However, the newspapers were quick to point out the numerous difficulties in the way of overhauling the administrative machinery of the Winnipeg schools. A second major recommendation of the Reavis Report was the pressing need of new school accommodation in the city of Winnipeg. No less than fourteen schools were declared to be obsolete and needed to be replaced. In addition to this the rapid growth of Winnipeg made necessary many new schools in expanding areas of the city. While critical of the Reavis Report on some minor points the press was generally of the opinion that it was a valuable document. However, it was pointed out that the many recommendations of the Report involved such great expense that their implementation would have to be spread across a very long period of time. Some degree of sympathy was expressed for the members of the Winnipeg School Board in what was termed the desperate situation of men faced with a life sentence. A total of twenty-one specific references to the Reavis Report were recorded.¹

¹Winnipeg Free Press, editorial pages, October 5,

Manitoba conditions.--Fifteen items were recorded dealing with studies made of the state of education in the Province of Manitoba. It was felt that these items were of sufficient interest to warrant some further consideration.

Four of these items dealt with the report made by the Special Select Committee on Education in 1945.¹ This Committee concerned itself mainly with administration, finance, curriculum and technical-vocational education. Some of the recommendations of the Committee as regards education in Manitoba were briefly as follows:

1. The need for larger school units of administration in Manitoba, was recommended without reserve.
2. The need of better salaries for rural teachers was stressed.
3. It was recommended that the curriculum for schools should be revised and the attempt made to strike a balance between theory and real conditions.
4. It was recommended that there should be more divergent courses in Senior High Schools.
5. The need of more emphasis on guidance was pointed out.

1948; October 9, 1948; October 11, 1948; October 15, 1948; October 18, 1948; October 29, 1948; November 3, 1948; November 5, 1948; November 10, 1948; November 24, 1948; December 8, 1948; December 13, 1948; January 24, 1949; February 16, 1949; also Winnipeg Tribune, editorial pages, October 6, 1948; October 23, 1948; November 5, 1948; December 2, 1948; October 21, 1950; December 18, 1950; December 21, 1950.

¹Winnipeg Free Press, editorial pages, March 19, 1945; April 2, 1945; also Winnipeg Tribune, editorial pages, April 3, 1942; March 14, 1945.

6. Finally the suggestion was made that an external examination at the end of the Junior High School, that is, Grade IX, might be desirable to maintain uniform and reasonable standards.

It is encouraging to report that an item from the Winnipeg Tribune in 1948 claimed that the foregoing Report by the Special Select Committee had done some good.¹ This item reviewed what had been accomplished.

1. Minimum rural salaries have been increased.

2. Improvement has been made in the pension plan for rural teachers.

3. A start has been made towards setting up larger areas of administration, for example the Dauphin-Ochre River area.

4. Some revision of the curriculum has taken place with greater emphasis being placed on practical subjects.

Other Reports or surveys.--1. Educational Research Bulletin, published by the Faculty of Education, was cited by the press as evidence of an admirable trend in education.²

2. Manitoba Economic Survey Board's Report on Education in Manitoba, the press claimed, was a splendid report. The report itself was chiefly concerned with the problems of secondary education.³

¹Winnipeg Tribune, editorial page, May 8, 1948.

²Winnipeg Free Press, editorial page, July 7, 1941.

³Winnipeg Free Press, editorial page, March 14, 1938; also Winnipeg Tribune, editorial pages, February 21, 1938; April 14, 1938.

3. A review of a thesis by Dr. Andrew Moore on educational administration. This report not only provided nineteen recommendations for improvement in educational administration but also gave a valuable account of education in Manitoba.¹

4. A review of the Manitoba Teachers' Society brief on the distressed state of education in Manitoba.²

5. A social science research survey report by Dr. Andrew Moore on conditions in the far North, mainly with regard to education in northern areas.³

6. A report on Canadian Education by the Canadian Teachers Association. This report revealed some defects of education in Manitoba.⁴

7. A report of a brief submitted to the Manitoba Provincial Government by the Winnipeg School Board. This report was mainly concerned with financial matters.⁵

Adult Education

Topical analysis and major features.--Adult education as a separate area accounted for a total of two hundred and

1944. ¹Winnipeg Free Press, editorial page, September 21,

²Winnipeg Tribune, editorial page, December 31, 1948.

1945; ³Winnipeg Free Press, editorial pages, April 19, April 21, 1945.

⁴Winnipeg Tribune, editorial page, December 2, 1941.

⁵Winnipeg Tribune, editorial page, November 18, 1944.

four items from the two newspapers surveyed.¹ Here again some degree of overlapping occurred, since extension service work of the University of Manitoba was placed here rather than under the University of Manitoba. Adult education as a separate area is chiefly of interest because it indicates that education should be thought of as a continuous process extending into the adult world, and not as something which ends with formal school training.

TABLE 17
ADULT EDUCATION
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
U. of M. extension	78	696.25	32.0
Aims and ideals	20	402.75	18.4
Can. A'ssn Adult Ed.	19	258.25	11.8
Miscellaneous organizations	25	209.75	9.6
Frontier college	20	188.75	8.7
War services	10	159.75	7.3
Workers Education Ass'n	9	84.75	3.9
Financial	6	61.00	2.8
By Winnipeg schools	6	57.25	2.6
Personnel	7	42.75	1.9
Parent Ed. Ass'n	2	15.00	.7
Miscellaneous	2	6.75	.3
Totals	204	2183.00	100.0

Table 17, above, shows the topical analysis of the combined items from the two newspapers examined. Similar tables showing topical analyses for the items from each newspaper separately are given in the appendix. Table 39 shows

¹The fine arts field, which constitutes a special feature of the adult education programme, has been treated as a separate area later in this study.

the analysis for the Winnipeg Free Press items, while those for the Winnipeg Tribune are shown in Table 40.

Table 17 for the two papers combined shows twelve sub-classifications ranked in order of the space given to them. It is noteworthy that the largest amount of space was given to activities of the University of Manitoba through its extension service. This by itself gives some indication of the degree of emphasis given to adult education by the University of Manitoba in its efforts to serve the community in which it functions. The items in themselves were not particularly interesting since for the most part they consisted of advance notices regarding programmes of classes or courses offered to the public. However, the fact that they did receive space on the editorial page is significant of the value attached to this work by the press.

None of the other topics except aims and ideals which forms a topic of special mention seemed to be of sufficient interest or extent to warrant detailed comment. It may be mentioned that the comparatively little attention given editorially to the evening school programmes sponsored by the Winnipeg School District was somewhat surprising.

Aims and ideals.--These items were mainly concerned with the purposes of the various adult education programmes. These items consisted of opinions as to the need of adult education and what part it should play in the educational pattern of our society. The areas in which it was believed

that adult education could contribute to our society were stated to be at least six in number:

1. Adult education should meet the students at the gates of the schools and provide training for leadership.¹

2. Adult education programmes should meet the challenge of illiteracy among the adult population. It was stated that the extent of illiteracy in Canada and the United States of America was considerably greater than most people realized. It was claimed in 1936, that 4.3 per cent of the adults, (people over 10 years of age) in the United States and 3.79 per cent in Canada were illiterate.²

3. Adult education should stress the teaching of citizenship, taking over where the school leaves off.³

4. Adult education should tend to foster general culture as well as to teach technical-vocational subjects.⁴

5. Adult education should be along business lines and not formal stereotyped or standardized subjects of a study curriculum.⁵

6. Adult education should provide refresher courses for professional men and young executives in their early

1938. ¹Winnipeg Free Press, editorial page, December 21, 1938. ²Winnipeg Tribune, editorial page, August 27, 1936.

³Winnipeg Free Press, editorial pages, November 4, 1942; July 4, 1946; March 6, 1941; January 6, 1947; also Winnipeg Tribune, editorial pages, November 4, 1942; February 5, 1944; December 18, 1943.

⁴Winnipeg Tribune, editorial page, December 4, 1936.

⁵Winnipeg Free Press, editorial page, November 24, 1943.

thirties.¹

The foregoing list of aims of adult education was illuminating largely because so many diverse and even conflicting points of view were expressed. The general impression gathered from these items was that while all agreed that adult education was a good thing, the whole programme suffered from the lack of a definite purpose. The effect of this lack of a definite purpose in adult education was demonstrated by the concern expressed over the lack of interest in it on the part of the general public.

Statements to the effect that something must be done to broaden, popularize and dynamize adult education, the need of more attractive programmes, and complaints about the general lack of interest point up this problem.²

Finally, the lack of coordination of the many agencies involved in adult education came in for comment. Since the University of Manitoba was the largest single agency concerned with adult education in Manitoba, the opinion was expressed that the University should take over full direction of all adult education.³

Technical-Vocational Education

Topical analysis and major features.--This area con-

¹Winnipeg Free Press, editorial page, Nov. 24, 1943.

²Winnipeg Free Press, editorial pages, November 28, 1936; January 18, 1938; June 24, 1943; also Winnipeg Tribune, editorial page, April 22, 1946.

³Winnipeg Free Press, editorial page, December 27, 1938.

stitutes the fourth and last of those grouped under the term "general education". Here a considerable number of diverse items were found, but the common thread which bound them together was the practical nature of their training programmes or their emphasis on manual rather than academic

TABLE 18

TECHNICAL-VOCATIONAL EDUCATION
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Nursing education	37	454.25	34.6
Tech-Voc school	14	205.00	15.6
Handicraft education	15	123.50	9.4
Aims and ideals	5	121.50	9.2
Special courses	12	117.75	9.0
Home Economics	4	80.00	6.1
War influences	4	45.00	3.5
Student veterans	4	42.00	3.2
Youth Training Plan	4	42.00	3.2
Indian education	4	36.50	2.8
Standards	3	27.25	2.1
Folk schools	1	9.25	.7
Miscellaneous	2	8.00	.6
Totals	109	1312.00	100.0

skills. In all, one hundred and nine such items were recorded from the two newspapers concerned. These items have been further sub-divided into separate topics, and the result of this is shown in Table 18, above. Similar topic breakdowns for the items from each newspaper separately are shown in the appendix. Table 41 shows the items from the Winnipeg Free Press, while Table 42 shows those from the Winnipeg Tribune.

It will be noted that of the thirteen sub-classifications, by far the most space was given to nursing education. In second place was the matter of a technical-vocational school, to be located in Winnipeg, but which it was hoped would serve other parts of Manitoba as well. These two topics together accounted for 50.2 per cent of the total space given to technical-vocational education, which serves to indicate their relative importance. For that reason each of these topics has been discussed more fully in succeeding pages of this study. The remaining topics listed in the table, while interesting in that they show something of the diversity and extent of technical-vocational education, are so fragmentary in nature that no significant trends could be determined from them.

Nursing education.--The chief point of interest with regard to nursing education arose from the problem of getting sufficient trained nurses to fill the need. The acute shortage of nurses was evident as far back as 1936, and of course was greatly aggravated by the outbreak of World War II. The problem naturally divides itself into two parts. The first of these is the discovery of reasons for the shortage of trained nurses, and the second is what may be done to overcome the shortage.

The chief reasons advanced to explain the shortage of trained nurses were briefly as follows:

1. The steady loss to the profession of trained nur-

ses by reason of marriage.

2. The inadequate training facilities for nurses across the country. This was generally considered to be the most important reason. In this connection, the need to obtain the necessary financial support to continue the School of Nursing education at the University of Manitoba was particularly stressed.

3. Antiquated and strict discipline in nursing institutions was claimed to be a major cause of the shortage of nurses. In this regard a thorough revision of the training set-up was claimed to be needed since modern girls just would not submit to the rigid and often unreal discipline. Furthermore, the long hours, little or no pay, and indifferent food were no inducement for young girls to undertake nursing training.

4. The lack of competent nursing instructors was also cited as a factor in the nursing shortage.

5. Finally, the need of more scholarships and aid for girls who would like to be nurses but could not afford to take the training was considered to be a factor also.

Nineteen items were noted which referred directly to the foregoing factors with regard to causes of the shortage of nurses.¹

¹Winnipeg Tribune, editorial pages, January 3, 1942; August 12, 1942; September 4, 1942; September 21, 1942; August 29, 1946; January 23, 1947; April 9, 1947; April 22, 1947; May 2, 1947; September 19, 1947; October 20, 1947; March 10, 1948; July 10, 1948; October 24, 1949; also Winnipeg Free Press, editorial pages, June 18, 1936; June 1, 1940; May 30, 1942; March 8, 1945; April 9, 1947.

Suggested ways to overcome the shortage of nurses.--

Aside from the general appeal for more and better training facilities, certain other ways were suggested to relieve the critical shortage of trained nurses. The most important of these was the proposal to shorten the training programme by as much as a full year. Three items urged that this course be adopted.¹

The proposal, however, met with strong opposition from Nursing Associations across the country. Four items condemned any such proposal as likely to result in lowered standards and rather urged that standards be raised.² The press was inclined to support the view that standards must be maintained. One item reported an outright attack on the Manitoba Nurses Association by the Union of Manitoba Municipalities.³ This body went so far as to urge doing away with the Nurses Association altogether so that standards could be lowered and more cheap nurses obtained. As might be expected, the Union of Manitoba Municipalities was bitterly criticized by the press for making such a proposal.

Other proposals to alleviate the nursing shortage included the employment of more married nurses,⁴ more prac-

¹Winnipeg Free Press, editorial pages, July 7, 1944; August 29, 1950; also Winnipeg Tribune, editorial page, February 10, 1942.

²Winnipeg Free Press, editorial pages, January 8, 1942; July 28, 1947; also Winnipeg Tribune, editorial pages, May 23, 1936; May 24, 1940.

³Winnipeg Free Press, editorial page, December 29, 1942.

⁴Winnipeg Tribune, editorial page, August 24, 1942.

tical nurses,¹ and more aid for student nurses.²

New technical-vocational schools.--Comment on this topic during the years covered by this study was almost entirely concerned with efforts to get such a school constructed. In fact the issue did not come to a vote until 1947 when the money by-law required to raise the money for constructing the school was passed. Ten items were recorded which urged the construction of a technical-vocational school in Winnipeg.³ Some of the arguments advanced for building this school were:

1. Manitoba was the only province in Canada without one.
2. Increased emphasis was now being placed on practical arts courses in schools.
3. There was a real need of trained workers in industry.
4. A practical type of education was likely to be of more value to many pupils than academic training.

As might be expected, both newspapers urged the passing of the schools by-law to finance Winnipeg's share of the cost of the school.⁴

¹Winnipeg Tribune, editorial page, January 26, 1936.

²Winnipeg Tribune, editorial page, August 7, 1942.

³Winnipeg Tribune, editorial pages, November 20, 1946; December 28, 1936; February 4, 1937; May 14, 1937; September 23, 1937; January 31, 1938, January 19, 1940; March 28, 1947; also Winnipeg Free Press, editorial pages, June 19, 1936; January 21, 1939.

⁴Winnipeg Free Press, editorial page, September 25, 1947; also Winnipeg Tribune, editorial page, September 30, 1947.

In 1948 criticism was made of the Winnipeg School Board for its slowness in getting on with the plans for the new technical-vocational school.¹ This item also pointed out that it should be remembered by all concerned, that technical education was not the equal of academic education no matter how much we wanted to believe so. A final item was noted in 1950 which drew attention to the fact that the technical-vocational school was going to cost considerably more money than had been generally realized, particularly as regards interest charges.² Since this study does not go beyond the year 1950, no comment can be made on the problems which arose during the construction of the school or its operation in its early years.

In bringing this chapter to a close it seems advisable to review briefly the points which have been brought out in the chapter. These have been presented in point form for convenience:

1. In the field of general education particular emphasis was directed towards two main topics, aims and ideals being one of these and standards being the other.

2. In the matter of aims of education, controversy centered around the relative values of the liberal arts, utilitarian and citizenship aims in education. Here the liberal arts approach seemed to be on the defensive. The

¹Winnipeg Free Press, editorial page, January 8, 1948.

²Winnipeg Free Press, editorial page, October 4, 1950.

conclusion appeared to be that the true aims of education would probably be found to lie within a reasonable synthesis of values derived from each of the three points of view.

3. The general comment in regard to school standards was that standards were in constant danger of being reduced to the level at which the mediocre could perform satisfactorily. This was deemed to be undesirable, since such a level of achievement presented no challenge to the better students. Standards in English came in for particular criticism as being far below acceptable standards of competence.

4. The major matter of concern with regard to the financing of education arose from the agitation for federal grants for education. This proposal made little real progress because of the opinion on this matter expressed in the Rowell-Sirois Report. This commission definitely rejected the proposal in no uncertain terms. Education was stated to be a matter of provincial responsibility and not a matter of direct concern, financial or otherwise, to the Dominion Government of Canada. In this connection it may be mentioned that at the present time large federal grants are paid to most of the provinces under a new tax arrangement. Consequently each province receiving such assistance is at liberty to allocate part of its federal grants to educational purposes if it so desires.

5. The Reavis Report of the Self-Directed Survey of Winnipeg Schools was reported to be a valuable document and to have provided numerous recommendations for the improve-

ment of education in Winnipeg. The far-reaching nature of these recommendations and the expense involved in implementing them made them, of necessity, a long range programme. This, in fact, made them an ideal to be striven for, but not a programme likely to be rapidly completed.

6. The Report of the Special Select Committee on Education was praised not only as being a valuable document in itself, but also because of the improvements in education which had resulted from it.

7. Adult education seemed to be suffering from three main troubles, namely, lack of a definite purpose, lack of public interest and lack of coordinated effort. In this regard the best suggestion appeared to be to have the entire adult education programme placed under the direction of the University of Manitoba.

8. The completion of a technical-vocational school in Winnipeg heralded a new era for this type of school training, and fulfilled a long felt need in the educational structure of the Province of Manitoba.

CHAPTER VIII

OTHER EDUCATIONAL AREAS

Introduction

This chapter deals with those items which were classified under four minor areas of the study. These four are libraries and museums, fine arts, teachers' associations, and schools outside Manitoba. Libraries and museums were set up as an educational area because of the fact that such institutions can, and it is hoped, do contribute to the effectiveness of public education. It may be argued, of course, that libraries and museums, other than those actually in the schools, are not essentially part of the educational pattern. The belief is, however, that their general educational value is sufficiently great to warrant their inclusion and consideration. The fine arts area presents a somewhat different problem. The contributions made to education by many of the fine arts activities such as ballet, poetry clubs, drama leagues and the like are of somewhat doubtful significance. Consequently such items have been excluded from this study unless they appeared to have direct connection with the school programme. It would seem that where fine arts activities do relate to school programmes they

should be considered a part of education and a sufficient number of such were found to warrant the establishment of a special area for them.

Teachers' associations form a small but significant part of education since it is from such organizations that the public has the right to expect some degree of professional guidance in the field of education.¹ Schools outside Manitoba were set up partly to leave education in Manitoba in clearer perspective and partly to discover in what respects, if any, educational practices elsewhere differ from those in effect in the Province of Manitoba.

Libraries and Museums

Topical analysis and major features.--Two hundred and twenty-eight items dealing with libraries and museums were recorded from the combined newspapers. These items have been sub-divided into seventeen separate topics and the result of this classification is shown in Table 19, page 148. Similar topic breakdowns are shown in the appendix for the items from each newspaper separately. Those from the Winnipeg Free Press may be found in Table 43, and those from the Winnipeg Tribune in Table 44.

Most of the topic headings listed in these tables do not seem to require much explanation. The topic listed as

¹By means of conventions, workshops, publications, research, curriculum revision, textbook analyses, professional standards and the like.

"book collections" consisted mainly of short items urging the collection of books, magazines or other reading material for the use of the armed services. This particular topic accounted for 12.9 per cent of the total space, which indicates the importance attached to this project during the war

TABLE 19
LIBRARIES AND MUSEUMS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Provincial and Rural Libraries	29	396.75	16.7
Book collections	41	307.75	12.9
Reading standards	23	270.00	11.3
Winnipeg Public Library	23	224.00	9.4
Museums	20	186.00	7.8
National Library	20	183.50	7.6
Preserving historical past	15	167.00	7.0
Personnel	11	166.50	7.0
Surveys and reports	7	109.75	4.6
War influences	9	103.50	4.3
Toronto Public Library	7	63.00	2.6
Manitoba Archives	7	56.00	2.3
Winnipeg school libraries	3	53.00	2.2
Conventions	3	29.75	1.2
Library systems	3	26.75	1.1
Brandon Public Library	2	21.00	.9
Miscellaneous	5	26.50	1.1
Totals	228	2390.75	100.0

years. It will be noted that personnel ranked rather low in the list, being eighth with only 7.0 per cent of the space. A considerable number of the topics listed in Table 19 are relatively unimportant, but at least three of them seem to warrant further comment.

Provincial and rural libraries.--Six items dealt with the Women's Institute Library scheme sponsored by Lady

Tweedsmuir to extend library aid to rural areas of Western Canada.¹ This was extolled as a commendable effort by a great lady and a project well worthy of public support. This undertaking was in reality an outgrowth of the depression years which had seriously affected library facilities in rural areas of Western Canada. Six other items pointed out the disgraceful state of libraries in Manitoba.² As recently as 1950 it was claimed that Manitoba had the most inadequate public library system of any province in Canada with the possible exception of Newfoundland. It was also claimed that library activities in Manitoba had stagnated since 1944, while other provinces had gone ahead. Four items referred to the Manitoba Public Libraries Act of 1948.³ This Act had set up the machinery for establishing regional libraries for rural Manitoba, but little or nothing had been done in that regard. The Manitoba Provincial Government was accused in 1950 of being inert and apathetic to the need of rural libraries and it was claimed that the rural population needed to be educated as to their value. At first this project had been turned over to the Department of Education, but since

¹Winnipeg Tribune, editorial pages, October 12, 1936; December 15, 1937; January 15, 1938; February 18, 1938; also Winnipeg Free Press, editorial pages, October 12, 1936; January 3, 1939.

²Winnipeg Tribune, editorial pages, November 9, 1942; October 2, 1944; February 26, 1945; November 24, 1950; also Winnipeg Free Press, editorial pages, October 11, 1943; April 16, 1946.

³Winnipeg Free Press, editorial pages, May 4, 1948; August 3, 1950; September 23, 1950; also Winnipeg Tribune, editorial page, November 25, 1950.

this department of government had taken little interest in the matter, a Library Board was set up late in 1950 to consider how best to implement the provisions of the Manitoba Public Libraries Act of 1948. Three other items were concerned with the lack of adequate financial support for the Manitoba Provincial Library.¹

Winnipeg Public Library.--Twenty-three items were found which referred to this topic. Ten of these items were concerned with the lack of adequate financial support for the library.² It was pointed out that the penny-pinching attitude of the Winnipeg City Council towards the Winnipeg Public Library showed a lack of recognition of the fact that the library forms an important part of our educational system. It was suggested that a decided change of heart towards the library system was needed on the part of the city Council. Three main arguments were advanced for urging increased library facilities:

1. There were not enough branch libraries to serve the outlying parts of the city.

2. There was not a good bookstore in Winnipeg, hence the library should be enlarged to provide access to books which could not be obtained locally.

3. The University Library was too far out to be of much use to the general public.

¹Winnipeg Tribune, editorial page, March 15, 1946; March 15, 1947; also Winnipeg Free Press, editorial page, March 19, 1940.

²Winnipeg Free Press, editorial page, January 9, 1939; June 2, 1939; March 16, 1943; December 15, 1944; September 10, 1946; December 24, 1946; also Winnipeg Tribune, May 31, 1939; March 5, 1943; March 10, 1944; September 27, 1944.

Three other items referred specifically to plans for the building of several new branch libraries in Winnipeg.¹ These items urged that the Winnipeg City Council give serious consideration to this proposal. The only one of these proposed branch libraries mentioned in particular was one for East Elmwood.² It may be mentioned that the Winnipeg City Council was not very enthusiastic over the proposed library for East Elmwood because of the cost involved. Three items pointed out that children of elementary school age were taking more interest in reading books from the Public Library.³ This was looked upon as an indication that the cooperative library effort with the city schools was proving effective in stimulating interest in reading.

National Library for Canada.--This topic seems to be of sufficient interest to warrant brief mention. In all twenty items were recorded, all of which urged the need for a National Library for Canada.⁴ The demand for a national library came from many quarters, including the Royal Commission on Arts, Letters and Science, the Canadian Association

¹Winnipeg Free Press, editorial pages, March 6, 1944; August 4, 1944; November 10, 1948.

²Winnipeg Free Press, editorial pages, December 13, 1949; February 21, 1950.

³Winnipeg Free Press, editorial pages, January 8, 1937; April 21, 1939; also Winnipeg Tribune, editorial page, February 22, 1941.

⁴Winnipeg Free Press, editorial pages, August 6, 1940; September 10, 1943; March 14, 1944; May 11, 1944; February 5, 1947; June 14, 1947; July 14, 1947; September 9, 1947; November 17, 1948; May 14, 1949; October 3, 1949; also Winnipeg Tribune, editorial pages, August 1, 1944; August 9, 1944; January 29, 1947; March 14, 1947; May 22, 1947; June 17, 1947; July 30, 1947; August 23, 1949; October 5, 1949.

for Adult Education, the Canadian Library Council, and several universities and numerous learned societies. It was pointed out that a national library could serve Canada in at least three ways:

1. It would form a safe place to keep valuable historical documents now too much of a burden in Ottawa.

2. It would form a basis for an adequate library system to be established across Canada sometime in the future.

3. The establishment of a national library was a matter of national pride, since Canada was one of the few countries in the world without one.

Unfortunately, little progress towards the establishment of a national library can be reported for the period covered by this study. The only evidence of progress is a small grant to start a survey and catalogue of some of the material which might ultimately be placed in a national library.

Fine Arts

Topical analysis and major features.--Earlier in this chapter it was stated that only fine arts items which appeared to have some direct connection with education were recorded. A total of one hundred and seventy-eight such items were noted from the editorial pages of the two newspapers surveyed. These items have been sub-divided into

thirteen separate topics and the result of this classification is shown in Table 20 below. Similar topic breakdowns for the items from each newspaper separately are shown in the appendix. Those from the Winnipeg Free Press may be found in Table 45, and those from the Winnipeg Tribune in Table 46.

It will be noted that items with reference to the

TABLE 20
FINE ARTS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Manitoba Musical Festival	48	560.75	31.4
School Arts	27	294.00	16.4
Personnel	14	156.25	8.7
Musical standards	10	149.00	8.3
Fine arts by Univ. of Man.	15	128.00	7.1
Cultural standards	9	124.50	6.9
Man. Schools Orchestra	13	80.75	4.4
School music	11	74.00	4.1
Scholarships	9	64.25	3.5
Banff School of Fine Arts	5	62.25	3.4
Poetry	11	60.00	3.3
Aims and ideals	4	36.75	2.0
School drama	2	9.00	.5
Totals	178	1799.50	100.0

Manitoba Musical Festival received by far the largest part of the fine arts space, with 31.4 per cent of the total. Other topics which received considerable attention were school art, personnel, and musical standards, in that order. Fine arts activities under the direction of the University of Manitoba received a fair degree of attention, as did the matter of cultural standards. Some indication of the importance

attached to musical activities may be obtained by combining the items listed under the topics "Manitoba Musical Festival", "musical standards", "Manitoba Schools Orchestra" and "school music". These combined topics account for 48.2 per cent, or almost one-half of the total space. In addition, some references to music occurred under other topics, notably scholarships and fine arts under the University of Manitoba. In contrast with the emphasis on musical activities, such topics as school art and school drama were given comparatively little attention.

Manitoba Musical Festival.--The Manitoba Musical Festival sponsored by the Men's Musical Club of Winnipeg seems to require some special mention because of the large amount of space given to it. Forty-eight items were recorded which referred directly to the Musical Festival and forty-seven of these were of a laudatory nature. The Festival was extolled as being one of the greatest musical events in Canada.¹ Moreover it was claimed that Winnipeg was one of the most musical cities for its size in the world.² In fact, one item went so far as to claim that Winnipeg had become the musical centre of Canada, surpassing even Toronto in this regard.³

High praise for the musical standards set by the festival was given by a number of famous visiting adjudica-

¹Winnipeg Free Press, editorial page, March 20, 1939.

²Winnipeg Free Press, editorial page, April 11, 1942.

³Winnipeg Free Press, editorial page, April 27, 1942.

tors. The festival was stated to be the backbone of Winnipeg's musical life, as well as of great influence all over Manitoba.¹ The educational value of music was stressed in 1938 by no less an authority than Sir Hugh Robertson, one of the adjudicators that year.² Further to this point, an item which appeared in the Winnipeg Tribune praised the value of the festival in the following terms:

While the festival has been of great value in fostering the cultural life of the community, its finest service has been to the children, whose talents have been encouraged and whose lives have been enriched.³

The rest of the forty-seven items were of a generally laudatory nature, and urged even greater public support for this great festival of music.

Only one item which was in any way critical of the musical festival was found.⁴ This item, a reprint from a rural Manitoba weekly newspaper, wanted to know why the adjudicators for the festival were always British. The item suggested that it might be a good idea to have Canadian judges, or judges from some other country, for a change. It was pointed out that there was a danger of it becoming a habit to imitate British musical culture. The feeling was that Canada should strive to develop its own musical culture.

¹Winnipeg Free Press, editorial page, April 10, 1937.

²Winnipeg Free Press, editorial page, June 3, 1938.

³Winnipeg Tribune, editorial page, April 2, 1943.

⁴Winnipeg Tribune, editorial page, February 13, 1950.

School art.--A total of twenty-seven items were recorded dealing with this subject. The major activities in the field consisted of lectures, displays of painting, travelling exhibits and donations of pictures to schools. Most of the items referred to art activities in connection with Winnipeg schools. In particular, the Saturday morning art classes for school children, sponsored by the Winnipeg Art Gallery Association, were praised as being valuable educational work.¹ Two items referred to the presentation of pictures to Winnipeg Schools by the Young Men's Section of the Winnipeg Board of Trade.² Other organizations which contributed to the development of interest in art included the Federation of Canadian Artists, the Fine Arts Committee of Manitoba, and the Winnipeg School of Art.

Newspaper comment in regard to art work in schools was invariably favorable and urged public support for organizations interested in the advancement of art education. While the space devoted to art activities was not nearly as extensive as that given to musical activities, nevertheless the point was made that art also has a definite contribution to make to education especially from the standpoint of general culture.

¹Winnipeg Free Press, editorial page, May 31, 1940; also Winnipeg Tribune, editorial page, February 12, 1938.

²Winnipeg Tribune, editorial pages, February 5, 1945, April 27, 1948.

Teachers' Associations

Topical analysis and major features.--These items constitute a comparatively small area of this study from a space point of view. However, the area is significant in that it gives some recognition editorially to various teacher organizations concerned with the advancement of education generally or with efforts to improve the status of the

TABLE 21

TEACHERS' ASSOCIATIONS
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Manitoba Educational Ass'n	41	571.50	66.4
Manitoba District Ass'ns	6	81.50	9.5
Can. Teachers Federation	7	81.25	9.5
Manitoba Teachers Society	6	73.00	8.5
Can. Education Association	3	43.75	5.2
Ontario Educ. Association	1	7.75	.9
Totals	64	858.75	100.0

teaching profession. The combined items from the two newspapers are shown in Table 21 above, and they have been subdivided into specific organizations. Similar tables for the individual newspapers are shown in Tables 47 and 48 in the appendix for the Winnipeg Free Press and the Winnipeg Tribune respectively.

It will be noted that the bulk of the space was given to the Manitoba Educational Association. Accordingly, the items referring to this organization have been selected for more detailed comment.

Manitoba Educational Association.--The Manitoba Educational Association constitutes an important educational force in the Province of Manitoba. It is the only organization which exists for the exchange of ideas among all branches of education in Manitoba, namely, the University of Manitoba, the Department of Education, the Normal School, and elementary and secondary schools of urban, suburban and rural Manitoba. It is also the most inclusive of all the educational agencies for the public discussion of educational trends, problems, and issues and serves to publicize educational issues and needs for the people of Manitoba.

The major activity conducted by the Manitoba Educational Association consists of a convention held in Winnipeg during Easter week of each year. This convention, one of the largest of its kind in Canada, has in the past brought to Winnipeg many outstanding public speakers in the field of education. Both newspapers have been quick to recognize the importance and worth of the Manitoba Educational Association. In all, forty-one items were recorded from the editorial pages of the two newspapers referring to the annual convention of the association. A considerable number of the items consisted simply of favorable publicity for the convention and outlined the main features of the various programmes.¹ Other items reviewed the chief points

¹Winnipeg Tribune, editorial pages, April 10, 1936; March 25, 1937; April 19, 1938; April 20, 1938; April 12, 1939; March 26, 1940; April 12, 1941; April 3, 1942; April 24, 1943; April 7, 1944; March 29, 1945; April 5, 1945;

brought out at the conventions by speakers or in the sectional meetings.¹

Not all of the comments made by educational authorities at these conventions could be considered complimentary either to teachers or to the educational system as a whole. It must be conceded, however, that criticisms of poor teaching methods, curriculums, standards, aims and the like serve a useful purpose in pointing out wherein educational progress may be made. Tribute was paid to teachers in the fact that it was generally admitted that it was the teacher who, in the long run, mattered most in making education a vital force.

One of the great functions of the Manitoba Educational Association has been to bring to the teachers and public of Manitoba speakers in educational thought or in public life. Some of these noteworthy speakers were Mr. Leonard W. Brockington, Dr. F. Cyril James, Dr. R. C. Wallace, Mr. B. K. Sandwell, and Mr. H. G. M. Clarke, to mention only a very few.

April 8, 1947; March 30, 1948; also Winnipeg Free Press, editorial pages, April 3, 1936; March 27, 1937; April 2, 1937; April 18, 1938; April 19, 1938; April 11, 1941; April 4, 1942; April 22, 1943; April 15, 1944; April 2, 1945; April 9, 1947; April 5, 1950.

¹Winnipeg Free Press, editorial pages, April 13, 1936; April 15, 1936; April 16, 1936; April 19, 1939; April 18, 1941; April 22, 1941; April 11, 1942; April 30, 1943; April 8, 1944; April 13, 1944; May 10, 1949; also Winnipeg Tribune, editorial pages, April 22, 1938; April 23, 1946; April 22, 1950.

Schools Outside Manitoba

Topical analysis and major features.--The fourth and last area to be considered in this chapter bears the title "schools outside Manitoba". It was felt necessary to set up this area to segregate such items from the educational affairs of Manitoba, which appeared to be of primary import-

TABLE 22

SCHOOLS OUTSIDE MANITOBA
WINNIPEG FREE PRESS AND WINNIPEG TRIBUNE (COMBINED)

Classification	Items	Space	% Space
Administration	58	805.00	33.8
Teaching methods	24	301.00	12.6
Standards	15	201.00	8.4
Re teachers	24	187.75	7.9
Financial	15	176.25	7.3
Curriculum	13	135.25	5.6
Racial discrimination	12	118.00	4.9
Special schools	5	85.00	3.5
War influences	12	81.50	3.4
Aims and ideals	9	76.75	3.2
Safety in schools	6	58.50	2.4
Textbooks	5	53.25	2.2
Health education	2	36.25	1.5
Personnel	4	26.25	1.1
Summer schools	2	17.00	.7
Delinquency	2	13.00	.5
Miscellaneous	5	23.75	1.0
Totals	213	2395.50	100.0

ance. This final area thus includes all of the items referring to public education elsewhere than in Manitoba. A total of two hundred and thirteen such items were recorded from the editorial pages of the two newspapers. These items were classified into separate topics and the result of this

treatment appears in Table 22, page 160, which shows the combined items from both newspapers. Similar tables showing the items from each newspaper separately have been placed in the appendix. The items from the Winnipeg Free Press appear in Table 49, and those for the Winnipeg Tribune in Table 50.

It is worthy of note that the topic "administration" heads the list, followed by "teaching methods" and then by "standards of education. Certain other topics seem to warrant mention. The topic "racial discrimination", which shows twelve such items, is of interest, since little reference to this problem occurs anywhere else in this study. The relatively little attention devoted to personnel is also of note. Since this topic ranked high in the tables for almost all of the other areas considered, it would seem to indicate that interest in public school personnel is largely local in nature. Financial problems rated fairly well up in the list, being in fifth place with fifteen items and 7.3 per cent of the space. This would appear to indicate that financial problems in regard to public schools are almost universal in nature.

Administration problems.--This topic has been selected for further consideration partly because it commanded the largest amount of space of any of the topics, and partly to show something of the nature and variety of administrative problems encountered in other areas.

Thirteen items referred to educational administration

in England.¹ The main administrative problems discussed were three in number:

1. The reorganization of the school system of England which was forcing many traditional village schools to close.

2. The impact of war and the problems associated with carrying on the education of evacuated children, irregularity of attendance, lack of teachers and the shortage of school accommodation and equipment were some of these wartime problems.

3. The levelling of educational standards and the gradual breaking down of traditional class barriers. This was hailed as a distinct step forward and foresaw the day when secondary and university education would no longer be the privilege of the rich. It was pointed out, however, that this would not come quickly and in spite of the reforms proposed by the terms of the New Education Act, the "public" schools of England were still very private as late as 1947 at least.

While nine items referred to educational administration in the United States of America, only four of these seemed to be of any real importance. One of these, an item which appeared in 1943 referred to the existing crisis in

¹Winnipeg Free Press, editorial pages, January 6, 1940; March 7, 1940; October 22, 1942; January 29, 1944; December 17, 1945; June 21, 1946; September 17, 1946; January 14, 1947; February 20, 1947; also Winnipeg Tribune, editorial pages, September 11, 1936; September 4, 1944; January 25, 1945; February 9, 1949.

American education.¹ This item listed as serious matters the low standards in high schools, the shortage of well-trained teachers, the lack of money for educational purposes and the decline of the liberal education programme. These four educational problems seem to be the major ones which harass public education programmes at every turn. That they are problems all too familiar in the Province of Manitoba has been established in this study already, and in fact they form a concise summary of the main problems facing educational administrators everywhere. Two items referred to plans for extending the use of school buildings, equipment and personnel either by means of summer activities or a longer school day.² A final item mentioned the growth of Protestant parish schools as a feature of the educational pattern in the eastern part of the United States.³ This trend was noted with satisfaction by some Catholic groups as it tended to strengthen their own claims for separate schools.

Four items referred to educational administration in the Province of Alberta. Three of these praised the establishment of larger units of administration in that province as a very successful move and one which should

¹Winnipeg Free Press, editorial page, April 13, 1943.

²Winnipeg Free Press, editorial page, February 7, 1945; also Winnipeg Tribune, editorial page, August 13, 1949.

³Winnipeg Tribune, editorial page, April 3, 1947.

be adopted in Manitoba.¹ The other item criticized the proposal to establish special secondary schools of an agricultural type for rural children in some parts of Alberta.²

The Winnipeg Free Press in its criticism of the foregoing proposal made the point that there must be the same opportunities for all and that a special type of programme for rural high schools was undesirable.

With regard to education in the Province of Quebec, five items pointed out the need for widespread reform of the school system of that province.³ Five other items expressed satisfaction at the enactment of a compulsory school attendance act for Quebec as a long overdue reform.⁴

Several items were concerned with the establishment of larger units of administration in the Province of Saskatchewan. It is interesting to note that the Winnipeg Free Press, while admitting the advantages of the larger unit plan of administration, objected to the manner in which it was being established in Saskatchewan.⁵ It was claimed that

¹Winnipeg Tribune, editorial page, January 7, 1939; February 2, 1944; also Winnipeg Free Press, editorial page, February 14, 1939.

²Winnipeg Free Press, editorial page, December 8, 1939.

³Winnipeg Free Press, editorial page, October 9, 1937; January 30, 1939; March 17, 1941; also Winnipeg Tribune, editorial pages, December 23, 1942; January 29, 1948.

⁴Winnipeg Free Press, editorial pages, April 21, 1943; May 14, 1943; May 25, 1943; also Winnipeg Tribune, editorial pages, January 28, 1943; September 3, 1943.

⁵Winnipeg Free Press, editorial pages, October 14, 1949; October 18, 1949; October 19, 1949.

three-fourths of the Province of Saskatchewan had been organized into larger units without a local vote being taken. This was termed dictation and not democracy, and the then Provincial Government of Saskatchewan was criticized for forcing the larger unit plan of administration on the rural areas of Saskatchewan. It was maintained that no matter how good the idea of larger units might be, it should come into effect only at the wish of the people concerned. This attitude was in rather curious contrast to the criticism, recorded previously in this study, of the Manitoba Provincial Government for its failure to take decisive action in regard to the establishment of larger areas of administration for the rural areas of Manitoba.

Teaching methods.--A brief glance at some of the items recorded in connection with teaching methods or techniques would appear to be warranted. Several items referred to the problem of homework.¹ The opinions expressed on this topic grew out of comment on studies made in England with regard to the question of whether or not homework should be assigned. While it was admitted that some degree of home study by way of definite assignments was not always undesirable, the consensus of opinion was that far too much homework was being demanded from pupils. In this connection it was pointed out that the demand for homework came from parents far more often than from teachers. This demand for

¹Winnipeg Tribune, editorial pages, March 6, 1936; May 11, 1936; August 31, 1936; June 16, 1937; June 24, 1937.

homework by parents was considered to be the biggest problem to be overcome. The opinion was expressed that teachers often gave homework assignments to satisfy the parents rather than because there was any real need of it. Opposition to the giving of homework as a teaching practice was based on four main points:

1. Extensive homework assignments were claimed to be harmful to the health of many pupils who would be better off if they got more sleep.

2. Homework for pupils in the elementary grades was said to be unnecessary and one of the reasons why many pupils grew to dislike school.

3. While it was admitted that some homework might be necessary in high school, the contention was that demands for more and more homework often went beyond the bounds of reason and that pupils would be better to get more sleep even if the homework was never done.

4. The doing of homework was said to interfere rather seriously with other desirable and necessary activities such as sports, general recreational pursuits, church activities and the like.

In regard to this problem of homework, the Inspectors Association of England made certain very definite recommendations as to the extent to which homework should be given:

1. No homework should be given for children under the age of twelve years.

2. Not more than one hour of homework daily should

be required from children between the ages of twelve to fourteen years.

3. Homework assignments for pupils over the age of fourteen should in no case exceed one and one-half hours daily.

Certain interesting suggestions were made as to what should be done in the schools of England to lighten or eliminate the burden of homework. It was maintained that teachers should devise sufficiently effective teaching techniques as to make extensive homework unnecessary. In addition the existing examination system was condemned along with the general insistence on matriculation standards which were often held at too high a level and the drive for scholarships overdone. Furthermore, not enough effort was being made to overcome poor study habits. It was felt that if pupils knew how to study more effectively there would be much less need of homework.

Two items referred to the use of moving pictures as a teaching aid. One of these items praised the use of films in teaching and claimed that schools in England, Germany and France were making excellent use of films in teaching.¹ This item also criticized Canadian and American schools for not using films more frequently in teaching than was being done. The other item criticized the use of films in the teaching of history particularly.² The fear expressed here was that

¹Winnipeg Free Press, editorial page, July 2, 1937.

²Winnipeg Tribune, editorial page, July 2, 1936.

films often give wrong impressions as they tend to exaggerate or distort the facts in order to provide interest.

One item praised the use of radio programmes as being particularly valuable in the rural schools of the Maritimes.¹ It was pointed out in this item that some considerable degree of success in the use of radio teaching methods had been achieved in Manitoba also.

In bringing this chapter to a close it seems desirable, as in previous chapters, to collect in summary form the points which have been established. As was mentioned previously, this chapter deals with four relatively minor educational areas. Consequently, no extended list of significant findings can be set forth. However, at least seven points seem to be worthy of mention:

1. The library facilities of the Province of Manitoba were reported to be sadly inadequate. The library situation in the rural areas of Manitoba was stated to be nothing short of disgraceful. It was claimed that Manitoba had what was perhaps the most inadequate public library system of any province in Canada with the possible exception of Newfoundland. It was further stated that the library situation in the city of Winnipeg was not much better, since there were far too few branch libraries. Furthermore, the Winnipeg Public Library had always lacked sufficient financial support to carry on its work effectively. Criticism

¹Winnipeg Free Press, editorial page, March 7, 1944.

was made not only of governing bodies for their lack of interest in and support for libraries but also of public apathy in regard to libraries.

2. Considerable publicity and strong support was given by the press for the idea of a National Library for Canada. Such a library was stated to be an essential feature of and basis for an adequate library system for all Canada.

3. In the fine arts field the annual Manitoba Musical Festival held in Winnipeg was lauded as a magnificent contribution to the cultural and educational life of Manitoba. In fact, the major emphasis with regard to fine arts generally was found to be in regard to musical activities.

4. The Manitoba Educational Association was praised as being an outstanding organization of its kind and one which had made a worthwhile contribution to the cause of public education in Manitoba.

5. In regard to educational administration elsewhere than in Manitoba, it was found that the main problems were very similar to those which existed locally. The four major problems in this field were low standards, the shortage of trained teachers, financial difficulties and the decline of the liberal education programme.

6. The extension of the larger unit plan of administration in the Provinces of Alberta and Saskatchewan was hailed as a forward step in educational administration. Although some criticism was made of the manner in which such

units were being established, the larger unit plan itself was strongly endorsed.

7. Finally, rather strong criticism was made in England of the widespread practice of using homework assignments as a teaching method. In this regard the consensus of opinion was that homework should be drastically curtailed and more effective teaching methods devised to replace it.

CHAPTER IX

CONCLUSIONS

Introduction

The foregoing chapters of this study constitute an attempt to survey and analyze the editorial comments on educational matters which have appeared on the editorial pages of the Winnipeg Free Press and the Winnipeg Tribune across a period of fifteen years. So far as the writer is aware, no similar type of study has previously been made, certainly not in the Province of Manitoba. Consequently, this study presents a fresh approach to the whole field of educational publicity in this region at least. The two newspapers surveyed are the only large daily newspapers published in Winnipeg, Manitoba's largest city, and constitute two important mediums for the formation and expression of public opinion in the Province of Manitoba.

The study itself has a two-fold purpose, first, to show the extent to which educational topics have commanded space on the editorial pages, and secondly to determine what trends in editorial thought on education appeared to be dominant both in the editorial writings themselves and through the policy practised in the selection of items for publica-

tion on the editorial pages. Furthermore the study should reveal something of the variety and extent of educational topics which have commanded the interest of the press and presumably of those who read the editorial pages.

In the general plan of the study, thirteen major educational areas were set up and each of these was further sub-divided into specific topics. Since a total of one hundred and ninety-eight of these specific topics was set forth, it was not possible to discuss each of them in detail. Consequently the writer had to exercise some degree of arbitrary choice in selecting sub-topics for detailed discussion. In so doing, however, an effort was made to choose those topics which seemed to be of greatest interest and value. The findings of those discussions have been summarized at the end of each of the four chapters V, VI, VII and VIII, which dealt with the main body of data. Each of these summaries, of course, listed only the specific findings for the particular chapter under discussion. No attempt has been made to review these findings in detail in this chapter, since they have been stated already.

Specific hypotheses.--Attention should be drawn, however, to certain larger aspects of the study, particularly with reference to the specific hypotheses set forth on pages 12 and 13 of Chapter I. The purpose of setting forth these hypotheses was to indicate the general lines along which it was proposed to develop the study, with the intention of determining to what extent they might be supported

by the evidence. It would, therefore, seem in order to consider each of the suggested hypotheses at this point.

1. That the main emphasis of the press in the educational field has been at the university and adult level.

In support of this hypothesis the evidence,¹ indicates that 36.7 per cent, or well over one-third of the total space, was devoted to education at the adult level. In this connection, four of the major areas of the study, namely, the University of Manitoba, other universities, adult education and technical-vocational education were almost exclusively concerned with education at the adult level. In addition, considerable parts of some of the other areas, notably, fine arts, teachers' associations and libraries and museums were more concerned with the education of adults than of children of school age. Consequently, sufficient evidence would seem to exist to establish the truth of the hypothesis. This would appear to be rather significant in view of the fact that education at the adult level involves the active participation of relatively few persons compared with those concerned with primary and secondary educational programmes.

2. That these two newspapers have strongly supported the University of Manitoba and its affiliated colleges, consistently advocating the value of such institutions and the need of greater financial assistance for them.

¹See page 52.

In support of this hypothesis a considerable body of evidence was presented,¹ indicating the main lines along which the press advocated greater support for the University of Manitoba. The press was quick to point out the pressing need of more money for research, salaries and new buildings. In this connection, the newspapers did not hesitate to criticize the various Manitoba Provincial Governments of the period for failure to support the University in an adequate manner. Furthermore, generous space was given editorially in support of various drives for financial assistance to affiliated colleges or the student body of the University.

3. That the attitude of the press has been consistently in favour of the establishment of larger units of school administration in the rural areas of Manitoba.

The question of larger school units forms one of the major features discussed in connection with Manitoba schools generally.² It was indicated that no less than sixty-five items were found bearing directly on this point. In addition, numerous references to the advantages of the larger unit plan of administration occurred in connection with other topics, notably rural school conditions and the teacher shortage. In all of these cases the press strongly advocated the need of reorganization of the rural school system of Manitoba and the establishment of larger areas of

¹See pages 57-61.

²See Larger school units, page 81.

administration. Considerable criticism was made of the various Manitoba Provincial Governments of the period for the lack of a more aggressive policy in this regard. In addition praise was forthcoming for the pioneer work done in the case of the Dauphin-Ochre River area and the leadership given there.¹ Finally, in connection with administrative problems with regard to schools outside Manitoba, praise was given for the rapid strides made towards setting up larger areas in the Provinces of Alberta and Saskatchewan,² although criticism was made of the manner in which it was being done in the Province of Saskatchewan.

4. That the press has consistently pointed out the great need of improvement in the status of public school teachers particularly as regards salaries.

This major topic was referred to on several occasions throughout this study. In the sections dealing with rural financial matters, teacher problems and permit teachers,³ strong emphasis was placed on the inadequate salary levels for rural teachers in particular. Scathing criticism was recorded of the disgracefully low salaries paid to rural and suburban teachers.⁴ It was pointed out that no real improvement in rural education could be made without first

¹See Dauphin-Ochre River area, page 84.

²See pages 164-5.

³See Teacher problems, page 86.

⁴See Teachers' salaries and Rural conditions, pages 107-8.

bringing about vastly improved salary levels and working conditions for rural teachers. That this problem was not merely local in nature was shown by references to the state of education in the United States of America.¹ It was pointed out that one of the grave problems facing education in that country was this same shortage of trained teachers which could in large part be traced to low salaries and unsatisfactory working conditions.

5. That the attitude of the press has been favorable to the progressive movement in educational philosophy.

The foregoing hypothesis cannot be supported by the evidence. Comparatively little direct reference to the progressive movement in educational philosophy was found. What comment was recorded rather tended to view progressive education with disfavour. In fact, part of the blame for lowered school standards was placed on the trend towards progressive education,² which was stated to be lacking in discipline both for body and mind, and productive of nothing of value. On the other hand, press comment was generally favorable to the idea of new teaching devices such as the use of moving pictures and radio. The general impression obtained of the attitude of the press towards the progressive movement in education was one of cautious restraint. The whole movement was viewed as one which might have values

¹See page 163.

²See pages 121-4.

for education but as something which should not be wholeheartedly embraced.

6. That the impact of war on our society revealed some serious defects in our educational system.

The evidence would seem to suggest that there is a measure of truth in the foregoing hypothesis. It must be admitted, however, that this hypothesis would likely apply to many other phases of society as well as to education. The evidence does indicate that the educational system had not provided adequate training in certain technical skills which were in demand during the war years. This was revealed in the discussion on utilitarian education,¹ and also by the demand for a technical-vocational type of high school training.² The net result of this dissatisfaction with the existing school philosophy and programme, partly at least aggravated by war conditions, was revealed by the demand for more technical courses in universities and by the decline of the liberal arts programme in general.

Trends and emphases.--In addition to the comment on the foregoing specific hypotheses, four general features or trends were revealed by the study. While these features were not necessarily new to educational thinking, they were rather strikingly shown across the study.

The first of these lies in the whole general field

¹See Utilitarian education, pages 118-9.

²See New technical-vocational school, pages 142-3.

of school finance. An examination of the numerous tables shows that financial problems almost invariably rank high in the various lists of topics. As pointed out in the discussion on financial matters,¹ the support of schools was a major problem with regard to the Province of Manitoba generally, in fact forming 14.8 per cent of the space devoted to Manitoba schools.² With regard to the City of Winnipeg, it was the chief topic from a space point of view with 27.5 per cent devoted to it.³ Financial matters were also of outstanding concern to the University of Manitoba, to rural schools, libraries and museums, technical education and to schools everywhere. Numerous other references to financial problems throughout this study could be cited, but to summarize the discussion, reference may be made to the concluding comment with regard to education in Manitoba,⁴ where it was pointed out that the financing of education had become a serious financial burden to rural municipalities, the City of Winnipeg and to the Manitoba Provincial Government. Furthermore, the point was made that many of the problems facing education would tend to disappear if adequate financial support for education could be found.

A second major feature or trend was shown by the

¹See Financial matters, page 85.

²See Table 12, "Manitoba Schools Generally", page 80.

³See Table 13, "Winnipeg School System", page 89.

⁴See page 112.

steady decline in interest in the classical or liberal arts type of educational programme. The first reference to this problem was in connection with the impact of war on the University of Manitoba,¹ where it was pointed out that the liberal arts programme should not be allowed to falter even in wartime. Again, in connection with other Universities,² alarm was expressed by some educationalists at the decline of interest in the broader aspects of university training. Further reference to this trend was noted in connection with the impact of war on universities generally,³ where the fear was expressed that universities were tending to lose sight of their real function and were placing too much emphasis on practical and technical subjects. In the chapter dealing with general educational topics, a more extended discussion of the broad aims of education was recorded. Here again, the classical or liberal arts type of educational programme was on the defensive,⁴ and appeared to be having a difficult struggle to maintain its place in the field of educational philosophy. The trend was evident not only at the university level, but also in the field of secondary education with the demand for more technical-vocational courses and schools. The trend of the times thus appears to be away from the liberal arts field and towards utilitar-

¹See page 64.

²See Aims and ideals, page 69.

³See Impact of war on universities, pages 73-4.

⁴See Classical education, page 117.

ian types of educational programmes. So marked was this trend that, as pointed out in regard to university education,¹ universities may be forced to reassess their conceptions of what they believe best serves the purposes of the world in which they function.

A third trend appears to exist in the gradual lowering of educational standards. The philosophy that all pupils must succeed at school carries with it grave dangers for scholarship. This point was discussed at some length in the chapter on general education;² present educational practice was condemned for the attempts being made to make education easy. The effects of this so-called easy education were being felt particularly at the university level, since many of the students coming to the universities lacked sufficient ability to carry standard university courses. While the chief comment on this topic had reference to the situation in England, the opinion was expressed that a similar situation probably existed in Canada as well. In that connection a suggestion was made that there should be some sort of national standard set up for matriculation, since matriculation standing normally carries with it admittance to university. Part of the blame for lowered standards was placed on the trend towards progressive education. Furthermore, the watering down of school standards

¹See pages 76-7.

²See General school standards, pages 121-3.

was condemned on the grounds that it offered no challenge to the gifted.¹ Only very brief mention was made of this problem of lowered standards in other areas, but alarm was expressed in the United States of America where low standards were stated to be a major problem.²

Finally, a fourth situation appears to be of prime importance. The lack of sufficient well-trained teachers seems to be a problem everywhere. That this situation exists at all seems to be rather strange in view of the fact that most sections of society are prone to pay lip service to the importance and worth of the teaching profession. At the same time society is apparently very reluctant to take the necessary steps to build up an effective teaching force. Mass education is admittedly a costly proposition, and it may be that the demand for public education tends to outrun the ability of society to support it. Be that as it may, it was pointed out by the Rowell-Sirois Commission Report³ that a generous provision for the education of the children of the nation is a first charge upon society in a democratic state. Furthermore, if the general public is convinced of the value of education, then society must be prepared to make some sacrifices in order to support it. Throughout this study, many references exist to the distressed state

¹See page 123.

²See page 163.

³See page 125.

of the teaching profession. Low salaries, insecurity of tenure, and unsatisfactory working conditions are certainly not likely to attract many good teachers. The press deserves some credit for making the facts known and for urging the adoption of measures to improve the situation. Some of the suggestions for improving the status of the teaching profession include greatly increased salary levels, larger units of administration and the insistence on well qualified teachers. The war years in particular revealed the unsatisfactory state of teaching, since so many able and well qualified teachers left the profession for more attractive and remunerative occupations. In the final analysis the burden of education rests upon the teacher in the classroom. Given good teachers, many of the other problems which beset education would tend to disappear.

Summary

While the foregoing four trends or emphases seem to indicate the major features of education which claimed the chief interest of the press, certain other comments should be made before bringing this study to a close.

The study covered three distinct periods of time, the pre-war years 1936-1939, the war years 1940-1945, and the post-war period from 1946-1950. While no sharply defined trends may be discerned for each of these periods, it may be of interest to note two general features which

emerged. The years immediately prior to World War II saw the gradual revival of business activity from the devastating depression of the early nineteen-thirties. As economic conditions slowly improved and opportunities for employment increased, fewer persons were attracted to the teaching profession and a shortage of teachers began to develop. In addition, the depression years had been characterized by efforts to raise the standards of certification of teachers. The outbreak of war late in 1939 resulted in the rapid development of an acute teacher shortage and the speedy lowering of standards for teacher certification. The war and post-war periods have been characterized by these two factors in so far as teaching personnel is concerned. The employment of large numbers of relatively untrained permit teachers to staff classrooms has had a seriously adverse effect on the efficiency and standards of Manitoba schools. It is significant that comparatively little emphasis was placed on teacher training other than efforts to secure more prospective teachers with apparently little regard to the qualifications of such persons for teaching.

It should be restated that since newspapers appear to be somewhat politically minded, certain criticisms of educational administration in particular may have in them more of a political than educational significance. Consequently anyone who chances to read this study should keep in mind that factor in evaluating the evidence.

In the field of public education, however, the influence of the press has not always proven to be effective in stimulating the various provincial governments to energetic action. This, perhaps, arises from the fact that the two newspapers concerned have naturally tended to present an urban rather than rural point of view. Since the Manitoba Legislature is predominantly rural in membership, the views of an urban press have frequently been received with a marked lack of enthusiasm. The failure of the press to have the University of Manitoba located within the city of Winnipeg,¹ and the lack of progress in regard to the establishment of larger units of administration² are cases in point. It must be admitted also that there is little evidence to show that the press has taken any very strong stand on certain aspects of education, notably school standards, teacher training and qualification, aims of education and progressive education programmes.

On the other hand, the press has been effective in bringing to public attention the distressed state of rural education in particular,³ and should be given some credit for the progress made, notably in the matters of school accommodation, curriculum revision and increased school grants.⁴ While it is difficult, in the final analysis, to assess the exact extent to which the press has influenced

¹See page 64.

²See page 83.

³See page 131.

⁴See page 131.

educational progress, it seems fair to conclude that the press, in general, has been sympathetic to the needs of education in the Province of Manitoba. This study shows that the press has directed considerable attention and space editorially to the whole field of education and has, on some occasions at least, been of service in bringing about desirable improvements.

Since this study purports to be an overall survey of editorial press writings on education by two newspapers for a limited period of time, it has not been possible to carry through an extended discussion of any particular phase of education. However, it would appear that certain areas of the study, notably aims and ideals, adult education and educational standards might well form separate studies for anyone interested in those phases of education.

The express purpose of the study has been to evaluate the place of education on the editorial pages of the two leading Winnipeg newspapers. That place may be briefly stated to be to direct public attention to what is being done in the field of education and to assess education in all its branches. In that connection, the press may advise and criticize governments in their educational policies, keep a watchful eye on administrative policies, teaching methods, aims of education, educational standards and the like, as well as direct public thinking on education along progressive lines. The hope is that this study will serve to re-

veal something of what the press has done in that regard and to suggest avenues along which further progress may be made. If such should prove to be the case, then this study will have been of some value, and perhaps of more than fleeting interest.

APPENDIX

TABLE 23

WINNIPEG FREE PRESS NET CIRCULATION, 1936-50

Year	City and Retail Trading Zones	All Other (Rural)	Total
1936	39,946	21,248	61,194
1937	40,362	21,413	61,775
1938	40,901	21,549	62,450
1939	43,359	23,126	66,485
1940	44,416	23,880	68,296
1941	48,016	23,876	71,892
1942	50,995	24,715	75,710
1943	51,411	27,208	78,619
1944	54,977	29,160	84,137
1945	57,367	30,004	87,371
1946	59,770	29,658	89,428
1947	62,963	31,219	94,182
1948	62,193	33,497	95,690
1949	68,003	35,482	103,485
1950	69,115	36,062	105,177

1. Taken as at March 31st of each year. That is, the figures for 1936 were taken as at March 31st, 1937, and so on.

2. Net circulation means less bulk, i.e. less spoiled in circulation, free copies, unsold, and allowances.

3. Annual Reports: Audit Bureau of Circulation, Chicago, 1937-51.

TABLE 24
WINNIPEG TRIBUNE NET CIRCULATION, 1936-50

Year	City and Retail Trading Zones	All Other (Rural)	Total
1936	23,971	10,577	34,548
1937	24,062	11,472	35,534
1938	23,751	12,365	36,116
1939	25,169	13,758	38,927
1940	25,988	15,114	41,102
1941	25,512	14,950	40,462
1942	25,788	15,485	41,273
1943	25,235	17,393	42,628
1944	26,539	20,550	47,089
1945	27,046	21,658	48,704
1946	27,093	21,405	48,498
1947	29,718	24,899	54,617
1948	28,576	26,656	55,235
1949	31,685	28,826	60,511
1950	32,633	30,577	63,210

1. Taken as at March 31st of each year, i.e. figures for 1936 were taken as at March 31st, 1937 and so on.

2. Net circulation means less bulk, i.e. less spoiled in circulation, free copies, unsold, and allowances.

3. Annual Reports: Audit Bureau of Circulation, Chicago, 1937-51.

TABLE 25

UNIVERSITY OF MANITOBA
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Personnel	67	717.75	22.8
University site	18	388.00	12.3
Publications	19	253.75	8.1
Curriculum	17	208.25	6.6
Convocation	11	203.75	6.5
Publicity	17	193.00	6.1
Tributes to University	11	173.00	5.5
Scholarships	18	162.75	5.2
Special faculties	10	128.50	4.1
Honorary degrees	12	124.25	4.0
Financial matters	13	107.00	3.4
War influences	9	103.75	3.3
Annual reports	5	94.00	3.0
Donations to University	9	70.25	2.3
Aims and ideals	3	68.50	2.2
University organizations	5	54.00	1.7
Administration	4	41.75	1.3
Student activities	4	36.25	1.2
University conditions	3	11.00	.4
Totals	255	3139.50	100.0

TABLE 26

UNIVERSITY OF MANITOBA
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Personnel	60	661.75	17.2
University site	26	554.50	14.4
Financial matters	35	521.25	13.5
Honorary degrees	18	210.75	5.5
Tributes to University	10	196.75	5.1
Special faculties	13	172.50	4.4
Convocation	11	169.75	4.3
Aims and ideals	8	158.00	4.2
Scholarships	20	149.50	3.9
Publicity	13	144.50	3.7
War influences	13	137.75	3.6
Curriculum	16	133.25	3.5
Re student veterans	10	132.25	3.4
Publications	11	125.50	3.2
Annual reports	7	92.00	2.3
Student activities	9	91.50	2.3
Administration	5	79.75	2.1
University conditions	6	68.00	1.7
University organizations	3	42.50	1.2
Donations to University	3	20.75	.5
Totals	297	3862.50	100.0

TABLE 27
OTHER UNIVERSITIES
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Personnel	56	616.50	25.7
Freedom of	22	335.25	14.0
Aims and ideals	12	222.50	9.3
War influences	16	207.50	8.7
Tributes to	15	197.00	8.2
Curriculum	20	173.75	7.3
Administration	8	135.00	5.6
Publications	10	101.75	4.2
Standards	6	88.75	3.7
Financial	7	80.50	3.4
Donations to	7	52.50	2.2
Scholarships	6	47.75	2.0
Honorary degrees	6	43.25	1.8
Annual reports	2	37.75	1.6
Special faculties	3	29.25	1.2
Miscellaneous	5	27.50	1.1
Totals	201	2396.50	100.0

TABLE 28
OTHER UNIVERSITIES
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Aims and ideals	18	309.75	20.3
Personnel	31	306.50	20.1
Freedom of	18	183.75	12.0
Financial	12	126.50	8.1
Administration	9	126.00	8.1
Scholarships	7	91.50	6.0
Curriculum	10	72.25	4.7
Honorary degrees	7	72.00	4.7
War influences	4	47.25	3.3
Student activities	7	46.25	3.2
Special faculties	3	45.75	3.1
Tributes to	3	38.00	2.3
Standards	4	33.25	2.2
Donations to	3	17.25	1.1
Miscellaneous	2	10.75	.8
Totals	138	1526.75	100.0

TABLE 29

MANITOBA SCHOOLS GENERALLY
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Administration	33	372.50	21.8
Financial	21	263.50	15.4
Larger school units	18	208.00	12.2
Personnel	16	164.50	9.6
Trustees Association	7	131.25	7.7
Teachers	11	129.50	7.6
Teaching methods	7	96.00	5.6
Deaf School	7	82.75	4.8
Standards	4	82.25	4.8
Summer schools	4	52.00	3.1
Scholarships	4	47.00	2.8
Special schools	5	45.50	2.7
Textbooks	3	21.75	1.3
Miscellaneous	2	10.50	.6
Totals	142	1707.00	100.0

TABLE 30

MANITOBA SCHOOLS GENERALLY
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Larger schools units	47	663.00	26.8
Administration	29	400.50	16.2
Financial	26	356.00	14.4
Teachers	23	256.50	10.4
Curriculum	20	234.00	9.5
Special schools	5	99.00	4.0
Personnel	10	85.25	3.4
Standards	7	80.75	3.3
Deaf School	6	57.00	2.3
Aims & ideals	4	52.25	2.1
Teaching methods	4	46.00	1.9
Trustees Association	3	38.75	1.6
Textbooks	5	36.25	1.5
Summer schools	2	30.00	1.2
Scholarships	2	10.00	.4
Miscellaneous	3	25.00	1.0
Totals	196	2470.25	100.0

TABLE 31

WINNIPEG SCHOOL SYSTEM
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Financial	46	606.25	24.8
Administration	27	353.75	14.5
Reports of Board Meetings	14	288.25	11.7
Aims and ideals	11	228.75	9.4
Personnel	20	180.75	7.4
Publicity	7	121.50	5.0
Guidance	6	106.00	4.3
Cadet Corps	8	103.25	4.2
Standards	4	93.50	3.8
Annual reports	5	87.50	3.6
Teaching methods	4	71.00	2.9
Physical education	4	58.50	2.4
War influences	4	48.75	2.0
Safety in schools	7	34.75	1.4
Home and School Associations	5	33.25	1.7
School publications	5	23.25	.9
Totals	177	2439.00	100.0

TABLE 32

WINNIPEG SCHOOL SYSTEM
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Financial	55	843.75	29.5
Personnel	35	421.50	14.7
Administration	37	350.75	12.2
Publicity	18	252.50	8.8
Physical education	15	177.25	6.2
Cadet Corps	13	138.50	4.8
War influences	14	133.25	4.6
Safety in schools	13	103.50	3.6
Aims and ideals	8	102.75	3.5
Teaching methods	6	96.75	3.4
Standards	6	92.00	3.2
School publications	4	55.75	1.9
Home and School Associations	4	30.25	1.6
Guidance	2	27.00	.9
Curriculum	3	19.75	.7
Annual Reports	1	11.25	.4
Totals	234	2856.50	100.0

TABLE 33
OTHER MANITOBA SCHOOLS
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Rural conditions	4	91.75	22.7
Teachers' salaries	5	86.75	21.4
Personnel	2	39.75	9.7
Knowles School	4	36.25	8.9
Aims and ideals	2	28.50	7.0
Teaching methods	2	27.25	6.8
Administration	2	27.00	6.6
Scholarships	2	22.75	5.7
Health	2	18.75	4.6
Student activities	3	12.25	3.0
Miscellaneous	2	14.50	3.6
Totals	30	405.50	100.0

TABLE 34
OTHER MANITOBA SCHOOLS
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Teachers' salaries	24	291.75	30.0
Rural conditions	19	185.75	19.1
Publicity	11	145.00	14.9
Personnel	9	58.00	6.0
Knowles School	6	57.75	5.9
Administration	12	51.00	5.2
Financial	7	41.50	4.3
Cadet Corps	4	32.25	3.3
Health	5	29.25	3.0
Student activities	7	22.00	2.3
War influences	6	21.00	2.1
Scholarships	3	18.50	1.9
Safety in schools	3	9.00	.9
Miscellaneous	2	10.25	1.1
Totals	118	973.00	100.0

TABLE 35

EDUCATION IN GENERAL
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Aims and ideals	25	316.00	15.5
Standards	19	249.75	12.3
Financial	9	195.00	9.6
Publicity	12	169.75	8.4
Individual subjects	12	164.50	8.1
Teaching methods	12	147.75	7.3
Unesco	13	146.25	7.2
Education week	9	142.25	7.0
School health	5	79.50	3.9
Textbooks	4	70.25	3.5
Scholarships	7	59.00	2.9
Publications	4	57.75	2.8
Personnel	5	55.00	2.7
War influences	4	50.25	2.5
Teachers	4	49.00	2.4
Home and School	2	10.50	.5
Miscellaneous	5	69.00	3.4
Totals	151	2031.50	100.0

TABLE 36

EDUCATION IN GENERAL
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Aims and ideals	36	528.25	25.5
Standards	21	239.50	11.1
Personnel	14	184.75	8.9
Publicity	11	173.75	8.4
Individual subjects	14	160.25	7.7
Teachers	10	156.50	7.5
Teaching methods	12	129.50	6.2
Scholarships	12	93.00	4.5
Financial	8	90.50	4.4
Unesco	4	61.50	3.1
Textbooks	7	60.75	3.0
War influences	6	60.75	3.0
Administration	8	58.00	2.8
Education Week	4	42.75	2.1
Miscellaneous	3	37.00	1.8
Totals	170	2076.75	100.0

TABLE 37

EDUCATIONAL RESEARCH REPORTS AND SURVEYS
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Financial	22	402.75	20.8
School conditions	13	318.25	16.5
Reavis Report	15	298.25	15.4
Manitoba conditions	7	141.00	7.3
Standards	7	125.00	6.5
Tributes to foundations	5	108.00	5.6
Teacher supply	5	104.25	5.4
War influences	5	98.00	5.1
Teacher qualifications	5	86.75	4.5
Aims and ideals	3	70.50	3.6
Scholarships	3	45.25	2.3
Administration	3	39.25	2.0
Teaching methods	2	37.50	1.9
Health education	2	37.00	1.9
Miscellaneous	3	22.50	1.2
Totals	100	1934.25	100.0

TABLE 38

EDUCATIONAL RESEARCH REPORTS AND SURVEYS
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Manitoba conditions	8	187.00	30.4
Reavis Report	9	150.50	24.5
School conditions	4	42.00	6.8
Teacher supply	3	41.75	6.8
Financial	4	34.75	5.7
Health education	2	29.00	4.7
Administration	2	27.00	4.4
Tests, I.Q.	2	22.00	3.6
Teaching methods	3	19.00	3.1
Aims and ideals	2	18.75	3.1
War influences	1	14.00	2.3
Tributes to foundations	1	13.25	2.2
Miscellaneous	1	7.75	1.3
Standards	1	6.75	1.1
Totals	43	613.50	100.0

TABLE 39

ADULT EDUCATION
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Manitoba University Extension	46	425.75	29.2
Aims and ideals	13	247.50	17.0
Canadian Ass'n Adult Education	16	238.00	16.3
War services	9	149.75	10.3
Miscellaneous organizations	13	112.25	7.7
Frontier College	11	107.50	7.4
Workers Educational Ass'n	6	63.50	4.4
By Winnipeg schools	5	46.50	3.2
Financial	4	36.25	2.5
Personnel	5	29.50	2.0
Totals	128	1456.50	100.0

TABLE 40

ADULT EDUCATION
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Manitoba University Extension	32	270.50	37.1
Aims and ideals	7	155.25	21.3
Miscellaneous organizations	12	97.50	13.5
Frontier College	9	81.25	11.2
Financial	2	24.75	3.4
Workers Educational Association	3	21.25	2.9
Can. Association for Adult Ed'n	3	20.25	2.8
Parent Educational Association	2	15.00	2.1
Personnel	2	13.25	1.8
By Winnipeg schools	1	10.75	1.5
War services	1	10.00	1.4
Miscellaneous	2	6.75	1.0
Totals	76	726.50	100.0

TABLE 41

TECHNICAL-VOCATIONAL EDUCATION
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Nursing education	15	235.75	30.9
Aims and ideals	5	121.50	15.9
Technical-Vocational School	5	104.00	13.6
Handicraft education	11	98.25	12.9
Home economics	2	61.25	8.0
Special courses	4	57.25	7.5
Indian education	4	36.50	4.8
Standards	3	27.25	3.6
War influences	1	11.75	1.6
Folk schools	1	9.25	1.2
Totals	51	762.75	100.0

TABLE 42

TECHNICAL-VOCATIONAL EDUCATION
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Nursing education	22	218.50	39.9
Technical-Vocational School	9	101.00	18.4
Special courses	8	60.50	11.0
Student veterans	4	42.00	7.6
Youth Training Plan	4	42.00	7.6
War influences	3	33.25	6.0
Handicraft	4	25.25	4.6
Home economics	2	18.75	3.4
Miscellaneous	2	8.00	1.5
Totals	58	549.25	100.0

TABLE 43

LIBRARIES AND MUSEUMS
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Reading standards	13	169.00	12.8
Provincial & rural libraries	12	161.00	12.2
Book collections	14	127.25	9.6
Winnipeg public libraries	15	125.00	9.5
Preserving historical past	10	117.25	9.0
Surveys and reports	7	109.75	8.1
National Library	11	100.50	7.6
Museums	7	66.25	5.1
Toronto Public Library	7	63.00	4.8
War influences	5	57.50	4.4
Winnipeg School Library	3	53.00	4.0
Personnel	5	42.50	3.2
Manitoba Archives	5	39.00	3.0
Conventions	3	29.75	2.3
Library systems	3	26.75	2.1
Brandon public libraries	2	21.00	1.6
Miscellaneous	2	9.50	.7
Totals	124	1318.00	100.0

TABLE 44

LIBRARIES AND MUSEUMS
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Prov. and rural libraries	17	235.75	22.0
Book collections	27	180.50	16.8
Personnel	6	124.00	11.6
Museums	13	119.75	11.2
Reading standards	10	101.00	9.4
Winnipeg Public Library	8	99.00	9.2
National Library	9	83.00	7.7
Preserving historical past	5	49.75	4.6
War influences	4	46.00	4.3
Manitoba Archives	2	17.00	1.6
Miscellaneous	3	17.00	1.6
Totals	104	1072.75	100.0

TABLE 45
FINE ARTS
WINNIPEG FREE PRESS ITEMS

Classifications	Items	Space	% Space
Manitoba Musical Festival	28	393.50	39.0
School art	14	168.25	16.7
Musical standards	7	103.25	10.2
Fine arts by Univ. of Man.	11	90.25	9.0
Cultural standards	4	70.75	7.0
Banff School of Fine Arts	5	62.25	6.2
School music	7	50.25	5.0
Manitoba Schools Orchestra	5	23.50	2.4
Scholarships	4	21.75	2.1
Personnel	2	15.50	1.5
School drama	2	9.00	.9
Totals	89	1008.25	100.0

TABLE 46
FINE ARTS
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Manitoba Musical Festival	20	167.25	21.1
Personnel	12	140.75	17.8
School art	13	125.75	15.9
Poetry	11	60.00	7.6
Manitoba Schools Orchestra	8	57.25	7.2
Cultural standards	5	53.75	6.8
Musical standards	3	45.75	5.8
Scholarships	5	42.50	5.4
Fine arts by Univ. of Man.	4	37.75	4.8
Aims and ideals	4	36.75	4.6
School music	4	23.75	3.0
Totals	89	791.25	100.0

TABLE 47
TEACHERS' ASSOCIATION
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Man. Education Association	24	383.50	67.1
Man. District Association	4	68.50	12.0
Canadian Teachers' Federation	3	52.00	9.1
Canadian Education Association	3	43.75	7.6
Manitoba Teachers' Society	2	16.00	2.8
Ontario Education Association	1	7.75	1.4
Totals	37	571.50	100.0

TABLE 48
TEACHERS' ASSOCIATIONS
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Man. Education Association	17	188.00	65.4
Manitoba Teachers' Society	4	57.00	19.8
Canadian Teachers' Federation	4	29.25	10.2
Manitoba District Association	2	13.00	4.6
Totals	27	287.25	100.0

TABLE 49

SCHOOLS OUTSIDE MANITOBA
WINNIPEG FREE PRESS ITEMS

Classification	Items	Space	% Space
Administration	31	584.00	46.7
Financial	10	113.75	9.1
Teaching methods	7	95.50	7.6
Re teachers	8	77.50	6.2
Racial discrimination	8	59.25	4.7
Special schools	3	50.50	4.0
Standards	4	41.50	3.3
Health education	2	36.25	2.9
Textbooks	3	36.00	2.9
Safety in schools	3	30.00	2.4
War influences	5	28.75	2.3
Aims and ideals	3	25.50	2.0
Curriculum	3	22.50	1.8
Personnel	3	20.50	1.6
Delinquency	2	13.00	1.0
Miscellaneous	3	19.25	1.5
Totals	98	1253.75	100.0

TABLE 50

SCHOOLS OUTSIDE MANITOBA
WINNIPEG TRIBUNE ITEMS

Classification	Items	Space	% Space
Administration	27	221.00	19.3
Teaching methods	17	205.50	18.0
Standards	11	159.50	14.0
Curriculum	10	112.75	9.9
Teachers	16	110.25	9.7
Financial	5	62.50	5.5
Racial discrimination	4	58.75	5.1
War influences	7	52.75	4.6
Aims and ideals	6	51.25	4.5
Special schools	2	34.50	3.0
Safety in schools	3	28.50	2.5
Textbooks	2	17.25	1.5
Summer schools	2	17.00	1.5
Personnel	1	5.75	.5
Miscellaneous	2	4.50	.4
Totals	115	1141.75	100.0

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1942, Vol. 53, No. 1-312.
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volume numbers omitted.)
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volume numbers omitted.
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