

**Falling In Line:
An Examination of Education Editorials
Appearing In Four Leading U.S. Newspapers
From the Inauguration of George W. Bush
to September 11, 2001**

Research Report

by

**Joseph Reaves
Doctoral Student, College of Education
Arizona State University**

**Education Policy Research Unit (EPRU)
Education Policy Studies Laboratory
College of Education
Division of Educational Leadership and Policy Studies
Box 872411
Arizona State University
Tempe, AZ 85287-2411**

April 2002

EPSL | **EDUCATION POLICY STUDIES LABORATORY**
Education Policy Research Unit

EPSL-0204-113-EPRU

Falling In Line: An Examination of Education Editorials Appearing In Four Leading U.S. Newspapers From the Inauguration of George W. Bush to September 11, 2001
By Joseph A. Reaves

Like his father before him, President George W. Bush came to office pledging to be “The Education President.” Three days after taking office in January 2001, Bush proposed the No Child Left Behind Act of 2001, “a framework for bipartisan education reform” that he described as the cornerstone of his Administration.¹ Less than a year later, sitting behind a desk at a school in Hamilton, Ohio, on January 8, 2002, the president signed the No Child Left Behind Act (NCLB) into law.² The act, detailed in a sheaf of papers twelve inches thick, was the most-sweeping federal education reform program since the Elementary and Secondary Education Act (ESEA) went into effect in 1965 during the Lyndon B. Johnson Administration.³

No Child Left Behind authorized the federal government to spend \$26.5 billion to broaden academic testing, triple funding for literacy programs, and provide outlets for students “trapped” in the nation’s worst public schools.⁴ Bush officials said the bill would provide:⁵

- Increased “accountability” for states, school districts, and schools.
- Greater “choice” for parents and students, particularly those attending low-performing school.
- More flexibility for states and local educational agencies (LEAs) in the use of federal education dollars.
- A stronger emphasis on reading, especially for younger students.

To implement those priorities, the bill:⁶

- Requires annual state tests in reading and math for every child in grades three through eight beginning with the 2005-06 school year. Schools in which scores fail to improve for two years in a row could receive increased federal aid. If

scores continue to slump, low-income students qualify to receive tutoring or transportation to alternative public schools. Schools in which student scores fail to improve for six years could be forced to make staff changes. Students in schools that already are considered to be performing poorly could receive tutoring as early as Fall 2002.

- Requires schools to raise all students to reading and math proficiency within 12 years. Schools also must close gaps in scores between wealthy and poor students and white and minority students.
- Provides federal aid to building new charter schools and help existing ones.
- Provides almost \$1 billion per year for the next five years to improve reading – three times as much as 2001-02 – with a goal of making sure every student can read by third grade.

While Congress rejected some key elements of the initial proposal, including a call for vouchers that would have provided federal funds for students to attend private schools, Bush clearly succeeded in focusing the nation’s attention on education reform and making his vision of that reform the centerpiece of education policy in the United States for the foreseeable future – probably for decades to come.

No Child Left Behind dominated the political agenda from January 20, 2001, when Bush was sworn in, until September 11, 2001, when terrorists transformed the nation’s priorities by hijacking four jetliners and crashing them into the World Trade Center, the Pentagon, and the Pennsylvania countryside.

Given the significance of education reform during the early months of the Bush Administration, and the impact it likely will have for years to come, it is important to understand

how opinion makers have dealt with the president's initiative – which areas of reform were discussed and debated, which were ignored; which dominated attention, which were deemed doable. This report analyzed the editorial pages of four leading U.S. newspapers – from four distinct geographic regions – to gauge elite opinion on education reform between the inauguration and September 11, 2001. The purpose was to examine points where editorial opinion makers converged with the Bush agenda and where they were dissonant from it. This examination of eight months of editorials indicates the Bush Administration successfully shaped the education reform agenda and dominated the reform rhetoric. The frequency of keyword topics addressed in the editorials analyzed for this report indicate opinion makers spent more time responding to the Bush-dictated rhetoric than they did leading debate on issues previously considered substantive or imperative – issues such as class size, schoolhouse commercialism, and for-profit education management organizations. Furthermore, the data highlight wide-ranging regional and local differences in educational priorities, which, while long accepted and understood, appear to have helped the Bush Administration co-opt the reform rhetoric by splintering substantive discussion of NCLB into a series of campaigns about localized concerns and interests.

Methodology and Limitations

Data were collected by searching the LexisNexis database for editorials on education appearing in the *Atlanta Journal-Constitution*, *Los Angeles Times*, *The New York Times*, and *St. Louis Post-Dispatch* from January 20, 2001, to September 11, 2001. An initial, purposely broad, search yielded 1,093 articles identified as “editorial” and dealing with education reform. Those

articles then were read and examined one-by-one for relevance, producing a final dataset of 156 editorials. (See Appendix A for search terms and a detailed discussion of editorial relevance).

DATASET OF EDITORIALS

DATES	INITIAL HITS	RELEVANT EDITORIALS
01/20/01-02/28/01	216	25
03/01/01-03/31/01	145	17
04/01/01-04/30/01	134	16
05/01/01-05/31/01	142	28
06/01/01-06/30/01	134	25
07/01/01-07/31/01	129	13
08/01/01-08/31/01	143	26
09/01/01-09/11/01	50	6
TOTALS	1093	156

Once the pool of 156 relevant editorials was established, each was read for theme and content. A list of 87 keywords (see Appendix B) was compiled to facilitate qualitative analysis of the data. None of the keywords was established *a priori*. All were drawn from the subject matter, resulting in some overlapping terms. The keyword “scholarships,” for example, appears only in editorials of the *Atlanta Journal-Constitution* and only as a Bush-endorsed synonym for vouchers. Thus, while both scholarships and vouchers are listed as keywords, the two are considered together in this study when evaluating the importance given to vouchers by editorial writers.

Findings

Of the four newspapers examined, the *Atlanta Journal-Constitution* produced far and away the most editorials on education-related issues (66), almost as many as the *Los Angeles Times* (34) and *St. Louis Post-Dispatch* combined (33). *The New York Times* produced the fewest editorials (23) on education issues during the period.

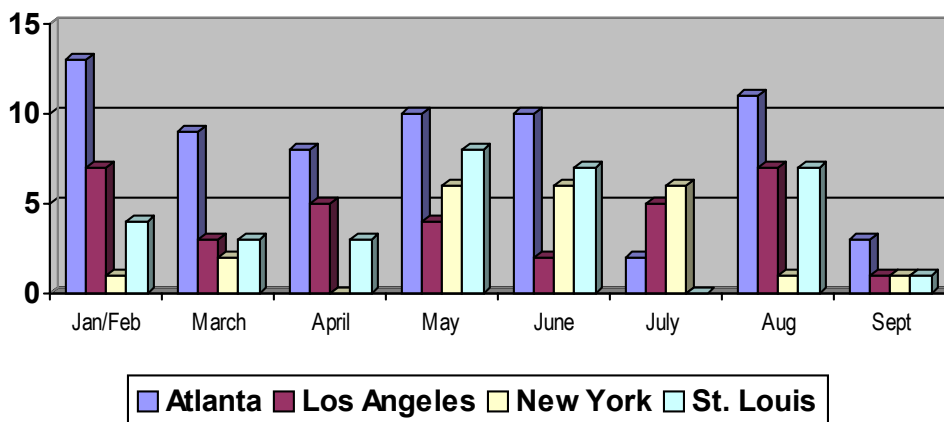
The final pool of 156 editorials amounted to two education editorials being published every three days during the 234-day span of this study. The *Atlanta Journal-Constitution* averaged roughly one editorial every four days, the *Los Angeles Times* and *St. Louis Post-Dispatch* roughly one editorial a week, and *The New York Times*, roughly one editorial every 10 days. By any measure, and especially considering that newspapers typically produce two – or at most three – editorials per day total, the discussion about education was significant. The sheer volume of editorial discussion can be viewed as a reflection of the Administration's ability BOTH to set the agenda on education reform and to harness public concern in driving that agenda.

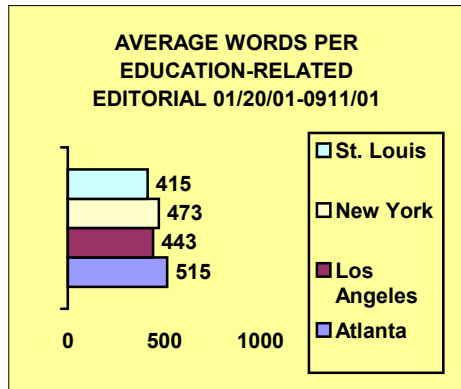
Monthly Totals of Education Editorials Published by Four Major Newspapers

	ATLANTA JOURNAL-CONSTITUTION	LOS ANGELES TIMES	NEW YORK TIMES	ST. LOUIS POST DISPATCH	Total
February 2001*	13	7	1	4	25
March 2001	9	3	2	3	17
April 2001	8	5	0	3	16
May 2001	10	4	6	8	28
June 2001	10	2	6	7	25
July 2001	2	5	6	0	13
August 2001	11	7	1	7	26
September 2001	3	1	1	1	6
TOTALS	66	34	23	33	156

* February 2001 totals include editorials from George W. Bush's inauguration January 20, 2001

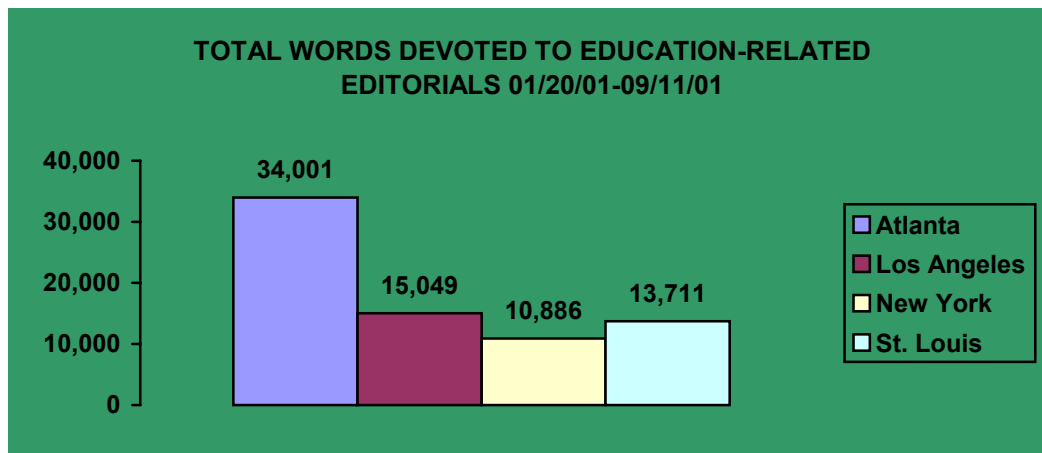
Education Editorials by Month





The length of editorials varies from newspaper to newspaper, of course. Two-thirds of the editorials in the *Los Angeles Times*, for example, were shorter than 500 words, while half the editorials in the *Atlanta Journal-Constitution* were longer than 500 words. The 23 education-related editorials in *The New York Times*

averaged 473 words, while the *St. Louis Post-Dispatch* consistently wrote the shortest editorials, averaging just 413 words. In all, from Jan. 20, 2001, to September 11, 2001, the four newspapers devoted 73,647 words to education-related editorials – about the acceptable length for a Ph.D. dissertation.⁷



Beyond the numbers of words and editorials, however, the content and tenor of the discussion of education reform varied widely from paper to paper and region to region. The *Atlanta Journal-Constitution*, for example, was a staunch advocate of school choice and wrote 12 of the 15 editorials that directly addressed charter schools. *The New York Times* never once directly took up the topic of charter schools during the period under study. The *Los Angeles*

Times focused more on teachers' unions than any other paper, writing four of the six editorials that directly addressed organized labor in schools. The *St. Louis Post-Dispatch* wrote all but one of the four editorials that dealt with corporal punishment in classrooms. And *The New York Times*, not surprisingly given its national focus, led the way in addressing education issues that came before the U.S. Supreme Court, writing three of the five editorials that dealt with the Court.

That there would be divergence on education issues is hardly surprising given the geographic, editorial and readership differences among the four papers. More revealing, perhaps, was the degree of convergence on education-related issues among the newspapers. The Bush Administration established the agenda and rhetoric, and newspaper editorial writers responded.

The 156 editorials examined for this study dealt with 750 education-related topics as defined by the 87 keywords (see Appendices B and G). No editorial was limited to a single topic. All address several reform issues and many issues overlap so there is not a direct correspondence between the number of editorials and number of topics taken up. However, there was a clear trend in the main themes examined. Testing, accountability, and two related topics – reading and math scores – were key elements of the Bush reform proposal and ranked among the top ten subjects addressed by editorial writers at the four newspapers. (See Table below and Appendices G, H, and I). Also vital to NCLB and ranked among the top ten topics of editorial discussion were four issues that tend to overlap: funding, legislation, politics, and the federal role in education. For the purposes of this study, funding was a sweeping category that covered everything from budget allocations for school districts to the drain on public school revenues by charter schools. And the federal role of education included President Bush's personal initiatives.

Not surprisingly, the top ten reform topics, as identified by keyword frequency, mirror the reform priorities set out by the Bush Administration in its rhetoric on the No Child Left

Behind Act of 2001. By contrast, issues that previously drew prominent public attention but were generally ignored in NLCB tended to be ignored by the editorial writers. Sex education, home schooling, and academic freedom, for example, were at or near the bottom of the frequency distribution list. (Appendix I).

A notable divergence between the Bush agenda and the editorial direction of the four newspapers studied was the topic of choice, an early cornerstone of No Child Left Behind. Only 16 editorials directly addressed the issue of school choice (See Appendices G, H, and I), making it the 15th most-discussed topic. However, directly linked to the topic of choice are the issues of failing schools, charter schools, private schools, teachers, poverty, vouchers, and scholarships, the last of which the Bush Administration used as a euphemism for vouchers. Viewed together, those topics played a significant role in the editorial rhetoric despite the fact the Bush Administration was forced to abandon its voucher initiative long before passage of the No Child Left Behind Act.

Top Ten Reform Topics Addressed By Editorial Writers 1/20/01-9/11/01

TOPIC KEYWORD	ATLANTA JOURNAL- CONSTITUTION	LOS ANGELES TIMES	NEW YORK TIMES	ST. LOUIS POST- DISPATCH	TOTAL	PERCENT OF TOTAL
TESTING	21	10	6	6	43	27.5 %
FUNDING	11	11	9	8	39	25.0 %
ACCOUNTABILITY	18	5	4	4	31	19.8 %
BUSH	9	5	5	8	27	17.3 %
LEGISLATION	15	6	3	3	27	17.3 %
POLITICS	8	9	7	2	26	16.6 %
MATH	11	9	1	5	26	16.6 %
READING	10	11	0	4	25	16.0 %
TEACHERS	9	6	3	5	23	14.7 %
POVERTY	8	4	4	6	22	14.1%

Testing, Accountability, Reading, and Math

While testing and accountability were listed as separate keywords, the two clearly embrace a single concept, which was at the core of George W. Bush's education reform plan. Invariably, testing and accountability were seen to be measured in reading and math scores. NCLB was explicit in linking literacy and math scores to accountability. Taken together, the four topics – testing, accountability, reading, and math – dominated the editorial rhetoric on reform during the eight months of this study. The *Atlanta Journal-Constitution* heartily endorsed testing and echoed Bush's words in most of its editorials on the subject. "Testing provides taxpayers, parents and education crucial information as to whether the students and prospective teachers are learning," the newspaper wrote on its editorial page February 23, 2001.⁸ "Testing is the only non-subjective way to measure academic achievement."

The *Los Angeles Times*, on the other hand, opposed a testing scheme in place early in the year because the newspaper feared the state would face a tangle of lawsuits. By summer, after the White House and Congress agreed on the need for reading and math tests for all students in grades three through eight, the *Los Angeles Times* adopted a cautious acceptance of testing. In an editorial entitled "Test, but Test Wisely," the *Times* argued: "Yearly tests will be a waste of time and money if states are allowed to give one test to students who live in an affluent school district and another to students who live in a poor district... States should also not be allowed to switch from test to test each year, which the pending legislation would allow. Changing exams each year would deprive parents of year-to-year comparisons needed to determine whether students and schools are really getting better."⁹ Finally, the *Los Angeles Times* called for a more sophisticated system of testing. "The No. 2 pencils and answer sheets will be empty symbols if states depend too heavily on multiple choice exams. These tests should include open-ended

questions that require students to construct answers and demonstrate critical thinking... Annual tests, like the Stanford 9 test already required in California, will become another burden for some teachers who criticize instruction that is driven by teaching to the test. Nothing is wrong with linking instruction to a statewide test as long as that test measures fairly what a student is required to know in a particular grade. The real point of all this new testing is to figure out what is wrong with public schools, especially those that serve poor children, and to quickly fix the flaws.”¹⁰

The New York Times also endorsed testing, but advocated a standardized national test. “Ideally, all states should use the same national tests to ensure that they all impose the same exacting standards and to facilitate state-by-state comparisons,” the newspaper’s editors wrote. If states can choose their own benchmark tests, some will inevitably choose dumbed-down tests that show them in the best light... Some in Congress fear that even the weak federal testing mandates under discussion would impinge on the authority of the states. But Rod Paige, the U.S. Secretary of Education, was on the mark when he described those who opposed annual testing as apologists ‘for a broken system of education that dismisses certain children and classes of children as unteachable.’”¹¹

Of the four newspapers examined, the *St. Louis Post-Dispatch* wrote the fewest editorials on testing and accountability, perhaps because the paper’s own editors were leery of accountability after misspelling the capital of Australia as Sidney, rather than Sydney, in an April editorial bemoaning U.S. results in a survey of international students.¹² After President Bush visited Missouri in February to stump for his education reform legislation, the *Post-Dispatch* politely rejected his call for standardize tests, using the words of a local school district superintendent. “Chris Wright... agrees with Mr. Bush that it’s important to regularly assess

students' progress. But... that doesn't mean federal or state government should require yearly standardized tests that could hijack the curriculum. The distinction is an important one for Mr. Bush and Congress as they flesh out his \$1 billion-a-year program to improve reading in the early grades."¹³

Funding, Legislation, Politics, and the Federal Role in Education

For the purposes of this study, funding was seen as a broad topic encompassing everything from budget allocations for school districts to the drain on public education revenues by charter schools. Also included were editorials addressing the financial incentives and drawbacks of No Child Left Behind. Often inextricably tied to funding issues were discussions of legislation needed to implement reform, the politics of enacting that legislation, the role the federal government should play in education policy and President Bush's priorities in initiating reform. The five intertwined topics were crucial to the Bush Administration's initiatives. That importance was reflected in the fact that funding, Bush, legislation, and politics all were among the top ten topics of discussion in editorials among the four newspapers in this study. But while the newspapers generally agreed on the choice of topics, they offered widely divergent opinions.

The *Atlanta Journal-Constitution*, for example, endorsed key elements of the No Child Left Behind, particularly testing and accountability, but adamantly opposed stronger federal involvement in education. "He (Bush) proposes to increase the federal education budget to \$44.5 billion. Yet states already have adequate resources to finance state and local education responsibilities," the *Journal-Constitution* wrote in April 2001 as the Senate began debating NCLB. "More spending doesn't automatically translate into improved results. ... We aren't eager to see the federal government take on a larger role when it comes to education."¹⁴

The *Los Angeles Times*, on the other hand, argued for the federal government to allocate more funds “to compensate states like California that face rising education costs driven largely by immigration and the expensive challenges of teaching an increasing number of very poor children.”¹⁵ And the paper’s editors argued for stronger federal involvement in education, particularly in mandating some form of consistent testing standards. “Decades of failure have motivated Republicans and Democrats to redraw the federal role in education. The pending legislation... does not go far enough. The current legislation would give states too much latitude to switch tests from year to year, which would eliminate a means of comparison.”¹⁶

The New York Times was unequivocal in its calls for greater federal funding for education. “The lofty rhetoric of reform will come to nothing unless the White House and Congress agree to put some real money behind the twin goals of rebuilding failing schools and closing the achievement gap that exists between white students and minority children who will soon make up the majority of the American work force.”¹⁷

The *St. Louis Post-Dispatch* signaled its mixed feelings about NCLB in an editorial entitled: “Progressive, Yes. Panacea, No,” But the newspaper, which was staunch in its support of local education reform initiatives, did hail Bush for some federal proposals. Bush, the paper wrote, “deserves credit for giving up his voucher proposal and moving the GOP away from the know-nothing position of wanting to abolish the Department of Education.”¹⁸

Vouchers, Scholarships, Charter Schools, Private Schools and Choice

Another key element of Bush’s reform package was the notion of choice – allowing parents the freedom to remove their children from “failing schools” and relocate them to the school of their choice with the help of government subsidies in the form of vouchers, or what the

president likes to call “scholarships.” Also tied to the concept of “choice” is the charter school movement, which has grown rapidly in recent years. All those topics – vouchers, scholarships, charter schools, private schools, and choice – occupied editorial writers and opinion makers throughout the first eight months of the Bush Administration.

The *Atlanta Journal-Constitution* was a passionate advocate of charter schools, addressing the topic directly a dozen times in eight months and making its stand clear. “School boards are hung up on the issue of local control and resisting schools they don’t want,” the newspaper wrote. “But the ultimate form of local control is the charter school itself, run by parents and others in the immediate community.”¹⁹ On the overall topic of choice, the newspaper’s editors were even more emphatic. “Some might be speculating that the *Atlanta Journal’s* editorial board is in heaven. After all, one of President George W. Bush’s first acts was to tackle education reform with a much-needed school choice plank,” the paper wrote just days after Bush’s inauguration. “School choice has finally come to the forefront of the American agenda.”²⁰

The *Los Angeles Times* opposed the Bush voucher plan, but saw merit to a compromise move that would allow Title I federal funds to provide remedial help for low-income students and high-poverty schools. “If the conflict over vouchers can be resolved, the bipartisanship on education could provide a road map for thornier political issues like the administration’s proposed tax cuts,” the Times wrote. “Voters have made it clear that education is a top priority.”²¹

The New York Times chastised the Bush Administration for using “Texas-style logic” to propose simplistic remedies and noted: “The only way to improve public schools... is to confront educational inequality head on.”²² The paper favored directing federal funds at programs to

narrow the achievement gap between rich and poor schoolchildren, while the *St. Louis Post-Dispatch* made clear it favored letting private entrepreneurs and charter school organizers try to solve the city's education woes. "St. Louis children and their parents desperately need education choices," the paper wrote in endorsing a former U.S. Marine Corps officer who proposed setting up a chain of alternative charter-type schools.²³ In another editorial five days later, the *Post-Dispatch* admitted charter schools and choice might not be a panacea for students and parents. "The success of the school reform models usually depends on the commitment of the teachers and the principal who implement it. As worthwhile as the new approaches to education may be, there is no substitute for a principal who can lead, a teacher who can inspire and a family that pays attention."²⁴

Conclusions

As the *Los Angeles Times* pointed out, voters made education their top priority in 2000-2001. That priority shifted with the September terrorist attacks, but education reform never left the political agenda and, in fact, the No Child Left Behind Act of 2001 was signed into law barely 100 days after the September 11 attacks. Education reform once again is rapidly returning to the forefront of the public agenda.

As seen by the outpouring of editorials and arguments proffered by opinion makers at four of the nation's leading newspapers, President George W. Bush's proposals clearly invigorated the national debate on education reform. Just as clearly, data compiled in this report indicate editorial writers at the four newspapers generally fell in line with the Bush Administration in laying out the key points of discussion for education reform. However, regional and political priorities appear to have prevented widespread agreement among the

opinion makers on any of those key topics. The debate about education reform rages on with little consensus among the public or editorial writers beyond a hazy agreement that something needs to be done. The rhetoric about testing, funding, accountability and the interconnected themes of literacy, math proficiency, and teacher quality made for good editorial copy and hints at hopes for quick fixes during the first eight months of the Bush Administration. But in the process of embracing that rhetoric, other key issues were diminished or removed from the national debate. Almost nothing was written in the nation's leading editorial pages about the commercialism that increasingly shapes the school experiences of American children. Not a single editorial in this study critically examined the growth of for-profit education management companies. Precious little, too, was written about class size, despite a growing body of research evidence that indicates reducing class size leads to higher student achievement and despite the fact that the Bush Administration heralded class-size reduction as a key ingredient of NCLB. Those issues and others that once tended to dominate public discourse on education, but generally were ignored in NCLB – topics such as sex education, home schooling, and academic freedom – tended to be ignored by the editorial writers.

Opinion makers, instead, mirrored the Bush agenda and echoed the administration's rhetoric in shaping public discourse about education reform. Vouchers, for example, became "scholarships" on the editorial pages of the *Atlanta Journal-Constitution*. Testing, accountability and funding – three pillars of the Bush reform – dominated editorial discussion, but rarely with any depth or complexity. Unspecified "testing" became "the only non-subjective way to measure academic achievement."²⁵ Accountability became synonymous with testing both on the editorial pages and in public and political debate as well. In the process, any coherent discussion of accountability or testing was subverted to generalizations, vague notions of perceived change for

the better, and, depending upon the political priorities of the particular newspaper, a resistance to – or acceptance of – increased federal involvement in education assessment. As the *Atlanta Journal-Constitution* wrote a day after Bush introduced NCLB: “A federal push toward accountability could be helpful, but the details are something that should be left to the states. The federal government can set a broad outline, but we don’t need micromanaging of an accountability program with every detail decided in Washington.”²⁶

Data compiled for this report show that only rarely did any of the four major newspapers break away from the Bush-driven rhetoric of No Child Left Behind to directly address deeper underlying issues. The overlapping and broad-stroke discussions of accountability, testing, standards, failing schools, reading and math left little room for substantive evaluation of the very issues the Bush Administration said it was trying to address with NCLB – issues such as socially entrenched inequity, teacher quality and incentives, or class size and overcrowding. In establishing the agenda so successfully for No Child Left Behind, the Bush Administration ensured that few newspapers could afford to get left behind. While the editorial writers of the four newspapers studied for this report may have disagreed widely about the Administration’s specific proposals, the data suggests that, for the most part, they embraced the reform themes promoted by the Bush Administration and rarely introduced other reform topics. The public was left to find discussion of these topics elsewhere.

APPENDIX A

SEARCH TERMS AND EDITORIAL SELECTION METHODS

The “Power Search” feature of www.nexis.com (a paid subscription service) was used to look for editorials from the four newspapers – the *Atlanta Journal-Constitution*, *Los Angeles Times*, *The New York Times*, and *St. Louis Post-Dispatch*. Once a custom newsgroup was defined using only those four newspapers, the following search terms were entered:

EDUCATION (“EDITORIALS” AND “OPINIONS” AND NOT “LETTERS”)

Because the intent of this report was to examine the editorial perspectives of the four newspapers, op-ed pieces by outside writers, all letters to the editor, and bylined opinion columns, whether by newspaper staffers or education experts, were eliminated. Only staff editorials dealing with education reform and learning-centered policy were deemed relevant.

Not surprisingly, scores of articles dealt with education as part of broader themes. Editorials about President Bush’s political agenda, for example, routinely mentioned education. So did editorials dealing with disadvantaged minorities, quality of life issues, budget priorities, crime, use of cash settlements from tobacco lawsuits, etc. Unless the overriding theme clearly was education reform, those articles were eliminated. So, too, were commentary columns on education by reporters and editors of the four newspapers. The *Atlanta Journal-Constitution*, for example, publishes an opinion column entitled @Wits’ End on its editorial pages. The column sometimes runs under the byline of an editorial board member, sometimes without a byline. In either case, @Wits’ End often bluntly states the newspaper’s stand on education-related issues, but always in brief, usually sarcastic, vernacular snippets. Those references were excluded from

this analysis, as were the opinion columns of Jim Wooten, a member of the *Journal-Constitution*'s editorial board who often writes about education issues from a personal perspective. Similarly, Gail Collins and Richard Rothstein write regularly on education issues in *The New York Times*. Their columns were excluded from this dataset.

Also culled from the "relevant" database were editorials endorsing the election or recall of local candidates for education-related public positions, including schools boards, superintendents, and mayors. Similarly rejected were editorials praising or condemning outgoing university presidents, chancellors, deans or other administrators. However, editorials dealing with bond issues to finance school-related construction or renovations were considered relevant and included.

The topic of violence in schools posed a particular methodological problem. In March 2001, a student at Santee High School in suburban San Diego, California, went on a shooting spree that left two fellow students dead and thirteen students and adults wounded. For weeks after the incident, newspapers generated reams of copy and dozens of editorials about violence in schools. Many readers, including students, produced personal essays on everything from gun control to fear in the classroom. Since those writings focused more on social behavior and attitudes than education policy, priorities, or reform, they, too, were eliminated. On the other hand, several editorials during the summer of 2001 that dealt with a new federal law banning corporal punishment in the classroom were included because the statute amounted to new education policy. Title IX issues, while clearly education related, were eliminated from the dataset on the premise that, as with gun control, funding for women's athletics falls more into the arena of social priorities than learning-centered policy.

APPENDIX B KEYWORDS

Education-related keywords derived from editorial pages of the *Atlanta Journal-Constitution*, *Los Angeles Times*, *New York Times*, and *St. Louis Post-Dispatch* from Jan. 20, 2001, to September 11, 2001:

- | | | |
|--------------------------|-------------------------|-----------------------|
| 1. Academic Freedom | 18. Community Colleges | 35. Grants |
| 2. Accountability | 19. Competition | 36. Handicaps |
| 3. Accreditation | 20. Computers | 37. Head Start |
| 4. Achievement | 21. Construction | 38. Home Schooling |
| 5. Administrators | 22. Contracts | 39. Homosexuals |
| 6. Affirmative Action | 23. Corporal Punishment | 40. Immigrants |
| 7. After-school | 24. Corporations | 41. Incentives |
| 8. Alternative education | 25. Creationism | 42. Inequity |
| 9. Assessment | 26. Curricula | 43. International |
| 10. Attendance | 27. Discrimination | 44. Latinos |
| 11. Behavior Disorders | 28. Discipline | 45. Legislation |
| 12. Bilingual | 29. Dropouts | 46. Litigation |
| 13. Bush | 30. Ethnicity | 47. Longer School Day |
| 14. Certification | 31. Ethics | 48. Marketplace |
| 15. Charter Schools | 32. Failing schools | 49. Math |
| 16. Choice | 33. Florida | 50. Minorities |
| 17. Class Size | 34. Funding | 51. Molesters |

- | | |
|-----------------------|--------------------------|
| 52. Nutrition | 75. Standards |
| 53. Overcrowding | 76. Substitute Teachers |
| 54. (Rod) Paige | 77. Supreme Court (U.S.) |
| 55. Paraprofessionals | 78. Taxes |
| 56. Parental Options | 79. Teach For America |
| 57. Performance | 80. Teachers |
| 58. Politics | 81. Tenure |
| 59. Poverty | 82. Unions |
| 60. Pre-School | 83. Testing |
| 61. Privacy | 84. Textbooks |
| 62. Private Schools | 85. Title I |
| 63. Privatization | 86. Vouchers |
| 64. Race | 87. Year-Round School |
| 65. Reading | |
| 66. Religion | |
| 67. Retention | |
| 68. Salaries | |
| 69. Savings Plans | |
| 70. Scholarships | |
| 71. Sex Education | |
| 72. Shortages | |
| 73. Social Promotion | |
| 74. Special Education | |

APPENDIX C

ATLANTA JOURNAL-CONSTITUTION

Education Editorials
 Bush Inauguration to September 11, 2001

DATE	HEADLINE	PAGE	AUTHOR	KEYWORDS / SUBJECT	L/N	Words
01/23/01	Bush Should Fight For School Choice	8A	Unsigned	achievement ... poverty ... private schools ... scholarships ... choice	L/N	497
01/24/01	Good Idea Has Limits: The Program Offering School Choice Is Welcome, But The Federal Government Should Avoid Micromanaging Local School Systems	12A	Unsigned	failing schools ... Title I ... private schools ... poverty ... scholarships ... accountability ... marketplace ... choice	L/N	601
01/29/01	Bush Deserves High Marks For Education Proposals	6A	Unsigned	testing ... accountability ... Title I ... vouchers ... failing schools ... reading ... math ... poverty ... scholarships ... private schools ... choice	L/N	537
01/30/01	Bush Should Stand Firm on School Choice Proposal	8A	Unsigned	choice ... failing schools ... vouchers ... accountability ... marketplace ... scholarships ... Florida ... poverty	N	403
02/13/01	Charter Schools Deserve a Fair Chance to Succeed	10A	Unsigned	Charter schools ... achievement ... funding ... legislation	L	394
02/15/01	Proof Education Aids Public Schools	16A	Unsigned	failing schools ... scholarships ... Florida ... Manhattan Institute ... choice ... private schools ... marketplace ... math ... scores	L/N	508
02/19/01	State Needs Viable Options to Help Failing Students	12A	Unsigned	social promotion ... retention	L	585
02/20/01	A Wiser Solution to Crowded Schools	10A	Unsigned	overcrowding ... shortages ... choice ... grants ... privatization ... corporations ... Florida ... class size	L	417
02/22/01	College Savings Plans Good, But Remove Limitations	18A	Unsigned	legislation ... costs ... savings plans ... scholarships ... taxes	L	436
02/23/01	Align School Construction With Smart Growth Plans	20A	Unsigned	class size ... shortages ... legislation ... construction ... renovations ... resources	L	479
02/23/01	Make Tests Matters: Two Important Bills Would Elevate the Stakes for Students and Teachers Taking Standards Tests, Which Are the Only Non-Subjective Way to Measure Academic Achievement	20A	Unsigned	testing ... "non-subjective" assessment ... legislation ... accountability ... Bush ... PRAXIS II ... certification ... accreditation ... dropouts	L	647

02/27/01	Education Package Short on Innovation Hardly Innovative	16A	Unsigned	legislation ... Manhattan Institute ... social promotions ... choice ... parental options ... charter schools ... failing schools ... paraprofessionals ... competition ... marketplace	L	453
02/28/01	Keep Records Public: A Proposed House Bill Designed to Protect the Privacy of School Employees Would Have Unintended Consequences	18A	Unsigned	privacy ... molesters ... public records ... teachers	L	613
(13)	Jan-Feb					
[13]	Subtotal					
03/02/01	A Chance to Catch Up: The Practice of Social Promotion Does No Favors to Low-Achieving Students, Their Peers or Their Teachers; Retention (with Extra Attention) is a Better Strategy	20A	Unsigned	social promotion ... retention ... standards ... Bush	L/N	693
03/06/01	Banning "Social Promotion" a Cliché	10A	Unsigned	social promotion ... discrimination ... equity ... race	L	341
03/12/01	Help Struggling Students; The Governor's Proposal To End Social Promotion is a Good Idea, but There's No Need for a Special Commission That Could Offset His Agenda	8A	Unsigned	social promotions ... retention ... accountability ... testing achievement ... reading ... math	L	507
03/13/01	State Board No Friend of Charter Schools	10A	Unsigned	Charter schools ... special education ... legislation ... politics	L	322
03/14/01	Banning Social Promotion Is a Leap Backward For The State	12A	Unsigned	legislation ... politics ... testing ... standards ... dropouts ... retention ... social promotion	L	402
03/16/01	Senate Falls Short on School Reform	12A	Unsigned	legislation ... Bush ... accountability ... standards ... social promotion ... scholarship ... failing schools ... Florida ... tenure ... class size	L/N	396
03/22/01	Check Your Wallets; Legislators Are Gone	22A	Unsigned	legislation ... choice ... reading ... math ... curricula ... testing	L	684 (includes Legislature wrap)
03/22/01	Testing Standards Won't Improve Georgia Schools	22A	Unsigned	testing ... legislation ... social promotions ... standards ... class size	L	528
03/29/01	No Way to Defend Social Promotions	22A	Unsigned	legislation ... minorities ... dropouts ... race ... social promotion ... achievement ... standards ... testing	L	395
(9)	March					
[22]	Subtotal					
04/02/01	Try New Approach To Aid Failing Schools	8A	Unsigned	Bush ... Title 1 ... poverty ... testing ... accountability ... achievement ... reform	L/N	542

04/08/01	Editorial: Charter New Course for Georgia Schools; Our Opinion	12C	Unsigned	Charter schools ... parental options ... choice ... private schools ... funding	L	562
04/10/01	Stifling Charter Schools	18A	Unsigned	Charter Schools ... year-round schools ... parental options ... choice ... funding	L	613
04/13/01	A Sign of Progress on Charter Schools	18A	Unsigned	Charter schools ... parental options ... choice ... litigation	L	632
04/25/01	Home Schooling Parents Ought to Receive Public Aid	8A	Unsigned	home schooling ... funding ... taxes ... achievement	L	250
04/25/01	It's About Accountability: As Congress Debates President Bush's Education Proposal, It Ought to Place Less Emphasis on Throwing Money at Additional Programs and Focus on Quality, Including School Choice	12A	Unsigned	accountability ... Bush ... funding ... politics ... testing	N	620
04/26/01	A Welcome Pipeline For Georgia teachers	14A	Unsigned	certification ... class size ... (Teach for Georgia Program) ... paraprofessionals	L	543
04/26/01	Find Way to Retain Teaching Recruits	14A	Unsigned	certification ... paraprofessionals ... reforms ... standards ... testing ... salaries	L	452
(8)	April					
[30]	Subtotal					
05/01/01	Rising Dropout Rate A Reason For Alarm In Georgia Schools	8A	Unsigned	dropouts ... testing ... reading ... math ... accountability ... parental options	L	451
05/01/01	Changes Will Worsen Dropout Rate	8A	Unsigned	reforms ... dropouts ... testing ... class size ... poverty ... marketplace	L	436
05/03/01	No Need For Federal Role in Education	18A	Unsigned	Bush ... poverty ... choice ... reading ... teachers ... testing ... accountability ... grants ... failing schools	L/N	463
05/04/01	Georgia Behind Curve; Charter Schools Are Gaining Favor in a Number of States, but Georgia Isn't One of Them.	20A	Unsigned	Charter schools ... politics ... privatization ... legislation ... competition	L	541
05/07/01	McTeachers Will Need Pros' Help	8A	Unsigned	certification ... substitute teachers	L	420
05/14/01	State Should Fund Programs to Teach 3-Year-Olds, Parents	10A	Unsigned	pre-school ... funding ... politics ... parental options	L	587
05/21/01	School Choice Loses Ground in DeKalb	10A	Unsigned	choice ... charter schools ... race ... ethnicity ... parental options testing ... funding ... taxes	L	609
05/22/01	Low Science Scores Not A Racial Issue	10A	Unsigned	testing ... minorities ... race ... math ... Latinos ... International ethnicity	L/N	596
05/29/01	It's Wrong to Use Students as Pawns	8A	Unsigned	administrators ... politics	L	670
05/29/01	Allow For Flexibility in Shaping School Councils	8A	Unsigned	accountability ... reading	L	865
(10)	May					
[40]	Subtotals					

06/01/01	Gwinnett Pioneers Exemplary Course	22A	Unsigned	social promotions ... testing ... legislation ... accountability	L	388
06/11/01	Keep Check On School Board Ethics	10A	Unsigned	scholarships ... funding ... ethics	L	328
06/13/01	Victory For Freedom: The Supreme Court Was Right To Rule In Favor Of Allowing A Bible-Study Group To Meet At A School After the Day's Classes End	18A	Unsigned	Supreme Court (U.S.) ... after school ... religion	N	693
06/15/01	Two Charter Survivors: The State Board Took The Right Step In Rejecting Local Officials' Vehement, Vocal Opposition And Approving Georgia's First Two State-Chartered Schools	22A	Unsigned	Charter schools ... privatization ... funding ... taxes ... race ... inequity... achievement ... accountability	L	485
06/19/01	Bush Should Veto New School Plan	10A	Unsigned	Bush ... failing schools ... reading ... taxes ... achievement ... accountability ... funding	N	597
06/21/01	Unreasonable Hurdles; Teach For Georgia Candidates Are Facing Obstacles From The Education Establishment, But They Ought To Be Receiving Encouragement	18A	Unsigned	paraprofessionals ... teachers ... universities ... certification	L	596
06/22/01	Bullying Gay Teens Won't Be Tolerated	18A	Unsigned	violence ... discrimination ...	L	564
06/25/01	Discouraging Words; Teach For Georgia Candidates Are Having Their Enthusiasm Tempered By Details That Will Make Their Entry Into The Classroom Considerably More Difficult	6A	Unsigned	paraprofessionals ... teachers ... certification	L	637
06/26/01	Court Right To Condemn Case Of Racial Favoritism	10A	Unsigned	Affirmative Action ... Supreme Court (U.S.) ... race ... discrimination ... inequity	N	555
06/26/01	School Board Elections Critical To Atlanta's Future	10A	Unsigned	politics ... testing ... immigrants ... funding ... construction ... dropouts	L	639
(10)	June					
[50]	Subtotal					
07/06/01	Sex Education What Doctor Ordered	18A	Unsigned	sex education ... Bush	N	388
07/23/01	A Bad Education Bill: The Revised Versions Of President Bush's Legislation Are A Far Cry From His Original Intent, Which Makes The Proposal Just More Of The Same, Ineffective Approach	6A	Unsigned	Bush ... accountability ... failing public schools ... reading ... math ... Title I	N	606* (*Note this appeared in the Final Edition. A 552-word version of the same editorial ran in the Home Edition.)

(2)	July					
[52]	Subtotal					
08/02/01	Houston: A Teaching Success Story	20A	Unsigned	Teach For America ... administrators ...paraprofessionals ... certification ... math	L/N	413
08/07/01	Charter School Law Needs An Overhaul	8A	Unsigned	Charter schools ... legislation ... construction	L	258
08/12/01	Our Opinion: Voters' Role Vital In School Reform	8C	Unsigned	politics ... Teach For America ... paraprofessionals testing ... reading ... charter schools ... accountability	L	736
08/13/01	Our Opinion: Georgia's Middle Schools Require Major Overhaul	8A	Unsigned	failing schools ... administrators ... math ... retention ... reform	L	728
08/16/01	Fresh Troops A Plus: With The Teacher Shortage Being Felt Throughout The State, There's A Need For More Professionals From Other Fields To Provide Their Unique Perspective	18A	Unsigned	paraprofessionals ... Teach for America (Georgia) ... math	L	548
08/17/01	Our Opinions (cq): Give New Teacher Needed Support	20A	Unsigned	Teach For America (Georgia) ... paraprofessionals	L	233
08/21/01	Veteran Teachers Vital As Mentors	14A	Unsigned	teachers ... performance ... inequity ... Latinos ... ethnicity ... administrators	L	498
08/22/01	Regents Exam Should Be Tougher	14A	Unsigned	testing ... reading ... math ... certification ... accountability	L	389
08/23/01	Atlanta Test Scores Show Promise	22A	Unsigned	testing ... dropouts ... taxes ... alternative education ... charter schools ... vouchers	L	313* (NOTE: A similar version of this appeared in the home edition.)
08/24/01	Our Opinions: University System Exam A Relic State Should Drop	20A	Unsigned	testing ... performance ... universities ... SAT ... accountability	L	577
08/30/01	Rich Schools Can Benefit Poor Ones	22A	Unsigned	poverty ... curricula ... class size ... taxes	L/N	344
(11)	August					
[63]	Subtotal					
09/04/01	UGA Not Root Of Diversity Problem	10A	Unsigned	diversity ... universities ... race ... inequity ... minorities	L	471
09/07/01	Our Opinions: Turn To New Paige In Education	18A	Unsigned	Paige ... Teach For America ... testing ... performance ... performance ... certification	N	456
09/10/01	Our Opinions: A Sleeping Issue: Start School Later	8A	Unsigned	achievement ... longer school day (different hours)	L	418
(3)	September					
[66]	Subtotal					
					66	Total

APPENDIX D

LOS ANGELES TIMES

Education Editorials
 Bush Inauguration to September 11, 2001

DATE	HEADLINE	PAGE	AUTHOR	KEYWORDS / SUBJECT	L/N	Words
02/18/01	School Days for a Lame Duck	M4	Unsigned	politics ... Rod Paige ... corporations ... Bush ... construction	L	532
02/18/01	ORANGE COUNTY PERSPECTIVE: Dean's Departure Poses Challenges	B14	Unsigned	politics ... administrators ... dismantling public education ... alternative education ... corrective education	L	474
02/19/01	Rewarding Can-Do Teachers	B6	Unsigned	(pro) incentives ... performance ... testing ... reading and math scores ... rewards	L	460
02/22/01	Special Ed: Discarded vow	B10	Unsigned	Special Education ... handicaps ... reading ... Bush ... shortages	L/N	459
02/25/01	Risk for L.A.'s Schools; Supt. Romer Promises That a Teacher Salary Increase Won't Come From Money Gouged Out of Education, But Will That Vow Hold Water Next Year?	M4	Unsigned	salaries ... teachers ... accountability ... unions ... textbooks ... math ... reading ... remedial education ... priorities ... hiring ... lottery	L	648
02/25/01	Ventura County Perspective; Choosing the Best Vision	B16 Ventura County Eds.	Unsigned	universities ... politics ... administrators	L	557
02/27/01	Bipartisan Opening for Education	B8	Unsigned	vouchers ... private schools ... funding ... Title I ... accountability	N	448
(7)	Jan-Feb					
[7]	Subtotal					
03/05/01	A Test for Lawmakers Too	B6	Unsigned	testing ... standards ... politics ... litigation ... discrimination	L	502
03/12/01	Food for Thought: Pupil's Health	B6	Unsigned	nutrition ... Paige ... corporations	L/N	505
03/22/01	Times Endorsement: Prop. A For Better Colleges	B10	Unsigned	construction ... overcrowding ... politics ... taxes	L	445
(3)	March					
[10]	Subtotal					
04/05/01	A Business Hand For Education	B10	Unsigned	reforms ... marketplace ... construction	L	564
04/07/01	Politics Goes to School	B9	Unsigned	politics ... funding ... after-school	L	614
04/12/01	Education-Driven Elections	B10	Unsigned	construction ... funding ... politics ... community college	L	399
04/14/01	A Home-Grown Skill: The Latest Bad News Underlies The Need For Parents To Foster Reading Among Their Children	B9	Unsigned	reading ... parental options ... testing	L	559

04/26/01	Revised RX For Middle Schools	B10	Unsigned	testing ... achievement ... funding ... legislation ... reading ... math	L	371
(5)	April					
[15]	Subtotal					
05/03/01	The ABCs of Education Spending	Metro, Part 2 Pg. 10	Unsigned	funding ... legislation ... testing ... accountability ... Title I ... poverty ... immigration ... equity ... Latino ... race ... standards	L/N	382
5/10/01	Upgrade Teacher Quality	California Part 2, Pg. 8	Unsigned	legislation ... reading ... teachers ... certification ... funding	N	377
05/11/01	"College Swap" Worth A Try	California Part 2 Pg. 16	Unsigned	immigrants ... funding ... Latinos ... legislation	L	447
05/16/01	Don't Be So Bratty: For The Sake of Children Like Those Whose Parents Lined Up Outside Cahuenga Elementary School, Our Lawmakers Had Better Be Willing to Compromise	California Part 2 Pg. 12	Unsigned	Bush ... vouchers ... poverty ... minorities ... funding ... testing ... standards ... international	L/N	415
(4)	May					
[19]	Subtotal					
06/08/01	Wake-Up Call For LAUSD; The Election Of Marlene Canter To The Los Angeles Board Of Education May Be The Bucket Of Ice-Water That Snaps The Union Leaders Out Of Their Delusional Trance	California Part 2 Pg. 16	Unsigned	unions ... teachers ... funding ... salaries	L	399
06/18/01	Test, But Test Wisely	California Part 2 Pg. 10	Unsigned	testing ... Bush ... reading ... math ... accountability	N	404
(2)	June					
[21]	Subtotal					
07/01/01	ORANGE COUNTY PERSPECTIVE: Time To Put Students First	California Part 2 Pg. 16	Unsigned	politics ... union ... homosexuals ... contracts	L	378
07/06/01	Give Schools A Steady Hand For The Record	California Part 2 Pg. 14	Unsigned	year-round school ... accountability ... unions ... administrators ... reform	L	505
07/08/01	UCI's Doctors Of Diversity	California Part 2 Pg. 16	Unsigned	diversity ... curricula ... technology ... Bush	L	342
07/15/01	ORANGE COUNTY PERSPECTIVE: Earning The Promotion	California Part 2 Pg. 18	Unsigned	retention ... social promotion ... reading ... math ... teachers ... class size ... longer school year	L	457
07/30/01	The Thicket Of Special Ed	California Part 2 Pg. 10	Unsigned	Special Education ... race ... inequity ... funding	L	517
(5)	July					
[26]	Subtotal					

08/03/01	Cheers For New High School	California Part 2 Pg. 12	Unsigned	taxes ... construction ... charter schools	L	394
08/04/01	Feed The Ugly Ducklings	California Part 2 Pg. 18	Unsigned	community college ... politics ... funding ... taxes ... legislation	L	451
08/07/01	BEST Chance For Poor Kids	California Part 2 Pg. 12	Unsigned	after-school ... poverty ... math ... reading ... parental options ... Latinos ... bilingual	L	419
08/16/01	It Looks Like Up	California Part 2 Pg. 14	Unsigned	testing ... reading ... math ... textbooks ... bilingual ... taxes	L	497
08/18/01	Learn From Can-Do Schools	California Part 2 Pg. 18	Unsigned	testing ... math ... bilingual ... assessment ... poverty ... teachers ... reform	L	487
08/19/01	ORANGE COUNTY PERSPECTIVE: Seeking A "Fresh Start"	California Part 2 Pg. 20	Unsigned	accountability ... standards ... testing ... reading ... math	L	632
08/28/01	Baby Step In Healthful Eating	California Part 2 Pg. 12	Unsigned	nutrition ... legislation ... corporations	L	386
(7)	August					
[33]	Subtotal					
09/01/01	Principals' New Principles	California Part 2 Pg. 22	Unsigned	administrators ... taxes	L	468
(1)	September					
[34]	Subtotal					
					34	Total

APPENDIX E

NEW YORK TIMES

Education Editorials
 Bush Inauguration to September 11, 2001

DATE	HEADLINE	PAGE	AUTHOR	KEYWORDS / SUBJECT	L/N	Words
02/17/01	Mysteries of the Genes	16A	Unsigned	creationism ... religion	N	512
(1)	Jan-Feb					
[1]	Subtotal					
03/01/01	Refashioning Bilingual Education	A24	Unsigned	bilingual ... politics ... foreign	L	486
03/22/01	Give Edison A Try	A26	Unsigned	privatization ... computers ... accountability ... standards	L	529
(2)	March					
[3]	Subtotal					
(0)	April					
[3]	Subtotal					
05/01/01	Progress in Special Education	A22	Unsigned	Special Education ... handicaps ... testing		
05/03/01	After-School Success Story	A24	Unsigned	after-school ... corporations ... funding	L	334
05/07/01	Breaking The Hickory Stick	A16	Unsigned	corporal punishment ... discipline ... Supreme Court (U.S.)	N	727
5/10/01	The Next Mayor's Education Agenda	A32	Unsigned	politics ... teachers ... overcrowding ... class size ... construction ... contracts ... immigrants	L	554
05/14/01	Holding Firm to State Standards	A14	Unsigned	standards ... testing ... poverty ... legislation ... politics	L	679
05/16/01	How to Leave No Child Behind	A16	Unsigned	Bush ... taxes ... vouchers ... failing schools ... poverty ... inequity ... accountability ... testing	N	503
(6)	May					
[9]	Subtotal					
06/02/01	How To Close The Achievement Gap	A12	Unsigned	assessment ... accountability ... Bush ... minorities ...	N	378
06/04/01	Confusion on Affirmative Action	A16	Unsigned	Affirmative Action ... race ... inequity ... Supreme Court (U.S.) ... ethnicity ... universities ... minorities	N	641
06/05/01	A Halfway Proposal on Schools	A22	Unsigned	politics ... unions ... administrators ... salaries ... teachers ... accountability ... funding ... discipline	L	400
06/12/01	Proselytizing In The Schools	A32	Unsigned	religion ... Supreme Court (U.S.) ... after-school	N	625
06/16/01	Fix Flaws in School Reform	A14	Unsigned	politics ... Bush ... assessment ... funding ... Title I ... inequity ... achievement	N	379

06/17/01	New York's Education Shortfall	Sect. 4 Pg. 14	Unsigned	taxes ... funding ... administrators ... politics	L	516
(6)	June					
[15]	Subtotal					
07/15/01	Public Universities And Private Money	Sect. 4 Pg. 14	Unsigned	funding ... universities ... ethics ... academic freedom	N	313
07/21/01	Congressional Clash On Education	A14	Unsigned	Bush ... poverty ... race ... inequity ... testing ... funding ... failing schools ... minorities	N	539
07/23/01	Unhealthy Cut For Head Start	A16	Unsigned	Bush ... Head Start ... funding ... pre-school ... special education ... race ... Latinos ... testing ... standards	N	390
07/24/01	Mississippi's Teacher Salaries	A18	Unsigned	teachers ... salaries ... funding ... longer school day ... unions ... legislation	L/N	353
07/26/01	A Step Forward In School Governance	A24	Unsigned	performance ... salaries ... international ... math ... certification ... administrators	L	631
07/27/01	Budgeting That Harms Education	A18	Unsigned	funding ... legislation ... standards ... testing ... class size ... construction ... poverty ... inequity ... taxes	L	581
(6)	July					
[21]	Subtotal					
08/09/01	Rebuilding School Construction	A20	Unsigned	construction ... politics ... overcrowding	L	593
(1)	August					
[22]	Subtotal					
09/04/01	Women at the Top of Academe	A22	Unsigned	universities ... inequity ... diversity ... tenure	N	223
(1)	September					
[23]	Subtotal					
					23	Total

APPENDIX F

ST. LOUIS POST-DIPATCH

Education Editorials
 Bush Inauguration to September 11, 2001

DATE	HEADLINE	PAGE	AUTHOR	KEYWORDS / SUBJECT	L/N	Words
02/18/01	Walking Upright in Kansas	B2	Unsigned	Creationism ... standards ... testing	N	441
02/19/01	Casualties of the Cola Wars	B8	Unsigned	nutrition ... corporations ... funding ... computers	N	311
02/23/01	Lessons of Riverview Gardens	B6	Unsigned	reading ... testing ... class size accountability... standards	L/N	414
02/24/01	Improving The Schools	Pg. 3	Unsigned	accreditation ... standards ... race ... math ... politics	L	472
(4)	Jan-Feb					
[4]	Subtotal					
03/04/01	Training Could Prevent Tragedy	B2	Unsigned	Special Education ... handicap	L	479
03/27/01	Feeding Young Minds	B6	Unsigned	Head Start ... pre-school ... Parental options ... poverty	L/N	303
03/29/01	Good Schools Cost \$ \$ \$	B6	Unsigned	Bush ... funding ... taxes	L/N	483
(3)	March					
[7]	Subtotal					
04/17/01	It's Not The Video Games	B6	Unsigned	international ... math ... standards ... testing ... salaries ... (NOTE: This editorial misspelled Sydney, Australia, as Sidney)	L/N	317
04/20/01	A Missed Opportunity: Vashon High School	B6	Unsigned	construction (of a swimming pool instead of an auditorium) ... administrators ... taxes	L	490
04/27/01	Reading is Fundamental	C16	Unsigned	Bush ... reading (is fundamental program) ... poverty ... textbooks ... funding ... legislation	N	378
(3)	April					
[10]	Subtotal					
05/04/01	Change is Coming	B6	Unsigned	construction (air conditioning to schools) ... inequity ... race ... funding	L	343
05/09/01	Senate To The Woodshed	B6	Unsigned	corporal punishment ... discipline ... failing schools ... teachers ... reading	L	385
05/14/01	Subs Aren't The Answer: Teacher Vacancies	C16	Unsigned	salaries ... substitute teachers ... handicaps ... behavior disorders Bush ... legislation	L/N	435
05/16/01	How To Spoil Success Riverview Gardens School District	B6	Unsigned	administrators ... Bush ... race	L	381
05/21/01	Reading, Writing and Tolerance School Organization; Diversity	B6	Unsigned	diversity ... homosexuals	L	357
05/27/01	A Worthwhile Compromise	B2	Unsigned	Bush ... incentives ... testing ... accountability ... curricula ... reading ... math ... vouchers ... poverty	N	407

05/29/01	Caps, Gowns, Minimum Wage	C6	Unsigned	Bush ... international ... marketplace ... poverty ... pre-school ... accountability	L/N	394
05/31/01	Raising A Village	B6	Unsigned	construction ... poverty ... failing schools	L	358
(8)	May					
[18]	Subtotal					
06/07/01	What Are We Teaching?	B6	Unsigned	diversity ... sexual harassment ... homosexuals	L	360
06/10/01	Chicago's Lessons: Urban Education	B2	Unsigned	administrators ... funding ... math ... science ... social promotions ... discipline ... alternative education ... construction ... after-school	L	312
06/12/01	No Time To Lose: St. Louis Schools	B6	Unsigned	computers ... race ... accreditation ... accountability	L	389
06/17/01	Progressive, Yes. Panacea, No.	B2	Unsigned	Bush ... accountability ... failing schools ... funding ... testing ... corporal punishment	N	690
06/18/01	Do The Math: They're Underpaid	C18	Unsigned	teachers ... salaries ... international corporal punishment ...	L/N	443
06/22/01	Time Out On Restraints	B6	Unsigned	administrators ... special education	L	509
06/25/01	Keeping A Close Watch: Charter Schools	B6	Unsigned	Charter schools ... certification ... funding ... choice ... parental options	L	493
(7)	June					
[25]	Subtotal					
(0)	July					
[25]	Subtotal					
08/13/01	An Imperfect Safety Net: Background Checks	B6	Unsigned	administrators ... molesters	L	434
08/15/01	Mathematically Challenged	B6	Unsigned	testing ... math curricula ... salaries	L	342
08/17/01	Success First, Then Rewards	B8	Unsigned	corporations ... incentives ... attendance	L	384
08/20/01	A Change Of Plans: Achievement Gap	B6	Unsigned	race ... inequity ... assessment ... achievement ... poverty	L/N	351
08/22/01	Can They Pull It Off: School Choice	B6	Unsigned	choice ... religion ... grants ... charter schools ... legislation ... certification ... teachers	L	526
08/26/01	The Court Of Last Resort: Truancy	B2	Unsigned	attendance ... parental options ... achievement ... discipline	L	425
08/27/01	No Quick Fixes: Education Reform	B8	Unsigned	... attendance ... dropouts ... discipline ... achievement ... teachers ... administrators	L	481
(7)	August					
[32]	Subtotal					
09/11/01	Time For Professionalism: St. Louis School Board	B8	Unsigned	administrators ... politics ... teachers accreditation funding	L	424
(1)	September					
[33]	Subtotal					

APPENDIX G

EDITORIAL KEYWORD FREQUENCY BY NEWSPAPER
1/20/01-9/11/01

KEYWORD	ATLANTA	LOS ANGELES	NEW YORK	ST. LOUIS	TOTAL
Academic Freedom	0	0	1	0	1
Accountability	18	5	4	4	31
Accreditation	1	0	0	3	4
Achievement	9	1	2	3	15
Administrators	4	4	3	7	18
Affirmative Action	1	0	1	0	2
After-school	1	2	2	1	6
Alternative Ed	1	1	0	1	3
Assessment	0	1	0	1	2
Attendance	0	0	0	3	3
Behavior Disorders	0	0	0	1	1
Bilingual	0	3	1	0	4
Bush	9	5	5	8	27
Certification	9	1	1	2	13
Charter Schools	12	1	0	2	15
Choice	14	0	0	2	16
Class Size	7	1	2	1	11
Community Colleges	0	2	0	0	2
Competition	2	0	0	0	2
Computers	0	0	1	2	3
Construction	3	5	3	4	15
Contracts	0	1	1	0	2
Corporal Punishment	0	0	1	3	4
Corporations	1	3	1	2	7
Creationism	0	0	1	1	2
Curricula	2	1	0	2	5
Discrimination	3	1	0	0	4
Discipline	0	0	2	4	6
Dropouts	6	0	0	1	7
Ethnicity	3	0	1	0	4
Ethics	1	0	1	0	2
Failing schools	11	0	2	3	16
Florida	3	0	0	0	3
Funding	11	11	9	8	39
Grants	2	0	0	1	3
Handicaps	0	1	1	2	4
Head Start	0	0	1	1	2
Home Schooling	1	0	0	0	1
Homosexuals	1	1	0	2	4
Immigrants	1	2	1	0	4
Incentives	0	1	0	2	3
Inequity	5	2	6	2	15
International	1	1	1	3	6
Latinos	2	3	1	0	6

Legislation	15	6	3	3	27
Litigation	1	1	0	0	2
Longer School Day	1	1	1	0	3
Marketplace	5	1	0	1	7
Math	11	9	1	5	26
Minorities	3	1	3	0	7
Molesters	1	0	0	1	2
Nutrition	0	2	0	1	3
Overcrowding	1	1	2	0	4
(Rod) Paige	1	2	0	0	3
Paraprofessionals	9	0	0	0	9
Parental Options	7	2	0	3	12
Performance	3	1	1	0	5
Politics	8	9	7	2	26
Poverty	8	4	4	6	22
Pre-School	0	0	1	2	3
Privacy	1	0	0	0	1
Private Schools	5	1	0	0	6
Privatization	3	0	1	0	4
Race	7	2	3	5	17
Reading	10	11	0	4	25
Religion	1	0	2	1	4
Retention	5	1	0	0	6
Salaries	1	2	3	4	10
Savings Plans	1	0	0	0	1
Scholarships	8	0	0	0	8
Sex Education	1	0	0	0	1
Shortages	3	1	0	0	4
Social Promotion	10	1	0	1	12
Special Education	1	2	2	2	7
Standards	7	4	4	4	19
Substitute Teachers	1	0	0	1	2
Supreme Court (U.S.)	2	0	3	0	5
Taxes	7	5	3	2	17
Teach For America	5	0	0	0	5
Teachers	9	6	3	5	23
Tenure	1	0	1	0	2
Testing	21	10	6	6	43
Textbooks	0	2	0	1	3
Title I	4	2	1	0	7
Unions	0	4	2	0	6
Vouchers	2	2	1	1	6
Year-Round School	1	1	0	0	2

APPENDIX H

EDITORIAL KEYWORD FREQUENCY BY NEWSPAPER BY MONTH
1/20/01-9/11/01

KEYWORD	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	TOTAL
Academic Freedom						1			1
Accountability	6	3	2	6	8	2	4		31
Accreditation	2				1			1	4
Achievement	2	2	3		4		3	1	15
Administrators	2		1	2	4	2	5	2	18
Affirmative Action					2				2
After-school			1	1	3		1		6
Alternative Ed	1				1		1		3
Assessment							2		2
Attendance							3		3
Behavior Disorders				1					1
Bilingual		1					3		4
Bush	3	3	4	7	5	5			27
Certification	1		2	2	3	1	3	1	13
Charter Schools	2	1	3	2	2		5		15
Choice	7	1	4	2	1		1		16
Class Size	3	2	1	2		2	1		11
Community Colleges			1				1		2
Competition	1			1					2
Computers	1		1		1				3
Construction	2	1	3	3	2	1	3		15
Contracts				1	1				2
Corporal Punishment				2	2				4
Corporations	3	1		1			2		7
Creationism	2								2
Curricula		1		1		1	2		5
Discrimination		2			2				4
Discipline				1	2	1	2		6
Dropouts	1	2		2	1		1		7
Ethnicity				2	1		1		4
Ethics					1	1			2
Failing schools	5	1	1	4	2	2	1		16
Florida	2	1							3
Funding	3	1	8	8	11	6	1	1	39
Grants	1			1			1		3
Handicaps	1	1		2					4
Head Start		1				1			2
Home Schooling			1						1
Homosexuals				1	2	1			4
Immigrants				3	1				4
Incentives	1			1			1		3
Inequity		1		3	4	3	2	2	15

International			1	3	1	1			6
Latinos				3		1	2		6
Legislation	5	6	2	6	1	3	4		27
Litigation		1	1						2
Longer School Day						2		1	3
Marketplace	4		1	2					7
Math	5	2	2	3	2	3	9		26
Minorities		1		2	2	1		1	7
Molesters	1						1		2
Nutrition	1	1					1		3
Overcrowding	1	1		1			1		4
(Rod) Paige	1	1						1	3
Paraprofessionals	1		2		2		4		9
Parental Options	1	1	4	3	1		2		12
Performance	1					1	2	1	5
Politics	4	5	3	5	4	1	3	1	26
Poverty	4	1	2	9		2	4		22
Pre-School		1		1		1			3
Privacy	1								1
Private Schools	5		1						6
Privatization	1	1		1	1				4
Race	1	2		5	4	3	1	1	17
Reading	5	2	3	6	2	2	5		25
Religion	1				2		1		4
Retention	1	3				1	1		6
Salaries	1		2	1	3	2	1		10
Savings Plans	1								1
Scholarships	6	1			1				8
Sex Education						1			1
Shortages	3						1		4
Social Promotion	2	7			2	1			12
Special Education	1	2		1	1	2			7
Standards	4	7	2	3		2	1		19
Substitute Teachers				2					2
Supreme Court (U.S.)				1	4				5
Taxes	1	2	2	2	3	1	5	1	17
Teach For America							4	1	5
Teachers	4	1	1	6	4	2	4	1	23
Tenure		1						1	2
Testing	5	6	6	10	4	3	8	1	43
Textbooks	1		1				1		3
Title I	3		1	1	1	1			7
Unions	1				2	3			6
Vouchers	3			3					6
Year-Round School			1			1			2

APPENDIX I

EDITORIAL KEYWORD FREQUENCY FROM MOST TO LEAST
1/20/01-9/11/01

KEYWORD	ATLANTA	LOS ANGELES	NEW YORK	ST. LOUIS	TOTAL
Testing	21	10	6	6	43
Funding	11	11	9	8	39
Accountability	18	5	4	4	31
Bush	9	5	5	8	27
Legislation	15	6	3	3	27
Math	11	9	1	5	26
Politics	8	9	7	2	26
Reading	10	11	0	4	25
Teachers	9	6	3	5	23
Poverty	8	4	4	6	22
Standards	7	4	4	4	19
Administrators	4	4	3	7	18
Race	7	2	3	5	17
Taxes	7	5	3	2	17
Choice	14	0	0	2	16
Failing schools	11	0	2	3	16
Achievement	9	1	2	3	15
Charter Schools	12	1	0	2	15
Construction	3	5	3	4	15
Inequity	5	2	6	2	15
Certification	9	1	1	2	13
Parental Options	7	2	0	3	12
Social Promotion	10	1	0	1	12
Class Size	7	1	2	1	11
Salaries	1	2	3	4	10
Paraprofessionals	9	0	0	0	9
Scholarships	8	0	0	0	8
Corporations	1	3	1	2	7
Dropouts	6	0	0	1	7
Marketplace	5	1	0	1	7
Minorities	3	1	3	0	7
Special Education	1	2	2	2	7
Title I	4	2	1	0	7
After-school	1	2	2	1	6
Discipline	0	0	2	4	6
International	1	1	1	3	6
Latinos	2	3	1	0	6
Private Schools	5	1	0	0	6
Retention	5	1	0	0	6
Unions	0	4	2	0	6
Vouchers	2	2	1	1	6
Curricula	2	1	0	2	5

Performance	3	1	1	0	5
Supreme Court (U.S.)	2	0	3	0	5
Teach For America	5	0	0	0	5
Accreditation	1	0	0	3	4
Bilingual	0	3	1	0	4
Corporal Punishment	0	0	1	3	4
Discrimination	3	1	0	0	4
Ethnicity	3	0	1	0	4
Handicaps	0	1	1	2	4
Homosexuals	1	1	0	2	4
Immigrants	1	2	1	0	4
Overcrowding	1	1	2	0	4
Privatization	3	0	1	0	4
Religion	1	0	2	1	4
Shortages	3	1	0	0	4
Alternative Ed	1	1	0	1	3
Attendance	0	0	0	3	3
Computers	0	0	1	2	3
Florida	3	0	0	0	3
Grants	2	0	0	1	3
Incentives	0	1	0	2	3
Longer School Day	1	1	1	0	3
Nutrition	0	2	0	1	3
(Rod) Paige	1	2	0	0	3
Pre-School	0	0	1	2	3
Textbooks	0	2	0	1	3
Affirmative Action	1	0	1	0	2
Assessment	0	1	0	1	2
Community Colleges	0	2	0	0	2
Competition	2	0	0	0	2
Contracts	0	1	1	0	2
Creationism	0	0	1	1	2
Ethics	1	0	1	0	2
Head Start	0	0	1	1	2
Litigation	1	1	0	0	2
Molesters	1	0	0	1	2
Substitute Teachers	1	0	0	1	2
Tenure	1	0	1	0	2
Year-Round School	1	1	0	0	2
Academic Freedom	0	0	1	0	1
Behavior Disorders	0	0	0	1	1
Home Schooling	1	0	0	0	1
Privacy	1	0	0	0	1
Savings Plans	1	0	0	0	1
Sex Education	1	0	0	0	1

REFERENCES

- ¹ U.S. Department of Education. (2002). The No Child Left Behind Act of 2001 Executive Summary. Available online at: <http://www.ed.gov/offices/OESE/esea/exec-sum.html>
- ² Wide-Ranging Bill on Education Gets Bush's Signature. (2002, January 09). Associated Press. Published in the St. Louis Post-Dispatch, p. A2.
- ³ Ibid and U.S. Department of Education (2002). No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act. Available online at: <http://www.ed.gov/offices/OESE/esea/index.html>
- ⁴ Wide-Ranging Bill.
- ⁵ U.S. Department of Education. (2002) The NCLB Act Executive Summary.
- ⁶ Wide-Ranging Bill.
- ⁷ Postgraduate Studies in Philosophy: Information for Prospective Graduates 1997-98. The University of London. Available online at: <http://www.ucl.ac.uk/philosophy/degreetext.htm>
- ⁸ Make Tests Matter. (2001, February 23). Atlanta Journal-Constitution, p. 20A.
- ⁹ Test, But Test Wisely. (2001, June 18). Los Angeles Times, Part 2, p. 10
- ¹⁰ Ibid.
- ¹¹ How To Leave No Child Behind. (2001, May 21). The New York Times, p. A16.
- ¹² It's Not The Video Games. (2001, April 17). St. Louis Post-Dispatch, p. B6.
- ¹³ Lessons of Riverview Gardens. (2001, February 23). St. Louis Post-Dispatch, p. B6.
- ¹⁴ It's About Accountability. (2001, April 25). Atlanta-Journal Constitution, p. 12A.
- ¹⁵ The ABCs of Education Spending (2001, May 3). Los Angeles Times, p. 10, Part 2
- ¹⁶ Ibid.
- ¹⁷ Fix the Flaws in School Reform. (2001, June 16). The New York Times, p. A14.
- ¹⁸ Progressive, Yes. Panacea, No. (2001, June 17). St. Louis Post-Dispatch, p. B2
- ¹⁹ Charter School Law Needs Overhaul. (2001, August 7). Atlanta Journal-Constitution. p. 8A.
- ²⁰ Good Idea Has Limits. (2001, January 24). Atlanta Journal-Constitution, p. 12A.
- ²¹ Bipartisan Opening For Education. (2001, February 27). Los Angeles Times, p. B8.
- ²² Congressional Clash on Education. (2001, July 21). New York Times, p. A14.
- ²³ Can They Pull It Off? (2001, August 22). St. Louis Post-Dispatch, p. B6.
- ²⁴ No Quick Fixes. (2001, August 27). St. Louis Post-Dispatch, p. B8.
- ²⁵ Make Tests Matter. (2001, February 23). Atlanta Journal-Constitution, p. 20A
- ²⁶ Good Idea Has Limits. (2001, January 24). St. Louis Post-Dispatch, p. B6.