

AN EVALUATION OF THE PUBLIC-RELATIONS PROGRAMS OF THE
FOUR-YEAR AFFILIATED HIGH SCHOOL DISTRICTS
IN McLENNAN COUNTY, TEXAS

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IN McLENNAN COUNTY, TEXAS

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to make an evaluation of the public-relations programs of the eleven affiliated four-year high school systems of McLennan County, Texas.

Quiett and Casey¹ observe that as society grows more complex, it becomes increasingly difficult for any large part of it to know how the other half lives, thinks, acts, or what it is trying to accomplish. It has become so difficult that enterprises which are among the greatest have been organized for the specific purpose of keeping the public informed. Certain activities of interest to the masses of people are published in the newspapers, heralded over the radio and sound trucks, or reproduced in a very vivid way in motion pictures. Other topics, because they affect the welfare of large numbers of people, are made the subject of discussion by speakers from the pulpit and the platform. But certain other subjects of equal but less obvious interest and importance are often so neglected or so incompletely treated that the public has little or no opportunity to form

¹Glenn C. Quiett and Ralph D. Casey, Principles of Publicity, p. 1.

an intelligent opinion concerning them; and occasionally matters are presented in so biased a fashion that it is necessary to inform the public as to the whole truth on both sides of the question.

The purpose of a public-relations program in the school is to inform the general public so as to create an opinion that is intelligent, informed, and, if possible, favorably impressed.

An Explanation of Terms

Reeder² defines the term by explaining that public-school relations is a phase of school administration which gives information concerning the educational system. Its scope is local, state, or national, depending upon the prevailing administrative organization of the schools. Since schools in this country are organized and administered chiefly on a local basis, the emphasis is placed on the public-relations functions and activities of local school systems.

The term, "public-school relations," is usually used interchangeably with public-school publicity or interpretation. Public-school relations is, however, a more diplomatic term to use than public-school publicity, because the latter term often suggests aims and procedures such as advertising, press agency, propaganda, and "putting the best foot forward." During recent years, school systems as

²Ward G. Reeder, An Introduction to Public-School Relations, p. 1.

well as private businesses have sensed the skepticism of publicity which a large portion of the public possesses and have changed the name of their publicity activities to public-relations activities or interpretation endeavors.³

Then, for the purpose of this study, the terms, "publicity," "public relations," and "interpretation," will be used interchangeably. Either of the three terms will convey the idea of giving information about the school system to the students, teachers, patrons, and the general public.

Purpose of the Study

In this study, the purpose is to ascertain the types and media of public-relations programs in effect, to determine the uses being made of these types and media, to evaluate the findings of the methods in use, and to make suggestions and recommendations for an effective public-school relations program in the schools included in the survey.

Scope of the Study

The study is limited to the eleven school districts of McLennan County, Texas, that maintain fully accredited four-year high schools. These school districts, in alphabetical order, are Axtell, Bruceville-Eddy, Crawford, La Vega, Lorena, Mart, McGregor, Moody, Riesel, South Bosque, and West. The Waco School District is not included, because the large population of the community and its social complexities

³Ibid.

render it incomparable to the four-year high schools in the smaller communities of the county.

The elementary schools are considered as integral parts of the districts under consideration.

Sources of Data

The data used in this evaluation were compiled after a visit by the writer to each school. The general data pertaining to the school districts were secured from the superintendents by questionnaires and personal interviews. A copy of the questionnaire is incorporated in the Appendix. The data pertaining to the newspapers, students, and parents were also tabulated from a different questionnaire, a copy of which is included in the Appendix.

Of the questionnaires presented to the eleven superintendents, all were filled out and returned, a response of one hundred per cent. From the 1,809 questionnaires given to high school students, 1,469 replies were received, or a response of 81.2 per cent. The replies represented 1,324 different homes in the eleven communities.

In the itinerary, a random sampling of the schools' publications such as newspapers, yearbooks, and handbills was assimilated for evaluation. In communities where a local newspaper was published, several representative copies were obtained, and in some cases a complete file of the issues from September, 1940, to June, 1941, was obtained. This phase

of a public-relations program is given important consideration by Garlin,⁴ who states that the newspaper is probably the greatest and best medium of school publicity.

Procedure and Analysis of the Problem

This study is presented in four chapters. The first chapter deals with a statement of the problem, an explanation of the terms, the purpose of the study, the scope of the study, the sources of data, and the procedure and analysis of the problem.

The second chapter presents data for setting up certain criteria for evaluating a public-relations program. The object and need of school publicity as presented by recognized school authorities are shown; the responsibilities of boards of education, school administrators, and teachers are emphasized; the publics, or groups, to be reached by the program are designated; and the data to be disseminated and the methods to be used are weighed.

The third chapter deals with the methods used in the evaluation, an analysis of the public-relations data submitted, and an evaluation of existing conditions as revealed through the visitations, conferences, school publications, newspapers, and questionnaire data. Several tables and figures are presented for emphasis.

⁴R. E. Garlin, A Study of Educational Publicity in Texas Newspapers, University of Texas Bulletin No. 3044, 1933, p. 11.

The fourth chapter contains a brief summary, the conclusions reached as a result of the study, and some suggestions and recommendations for setting up a dynamic and functioning public-relations program whose primary purpose will be to inform the citizens about what is desirable, and what is necessary for them to know if they are to give reasonable consideration to the progress and needs of the public schools.⁵

⁵William Hall Todd, What Citizens Should Know about Their Schools, Teachers College (Columbia University) Contributions to Education, No. 279, 1927, p. 85.

CHAPTER II

CRITERIA FOR EVALUATING A PUBLIC- RELATIONS PROGRAM

A Basic Policy

The purpose of this discussion, as a preface to a more detailed subsequent statement of its direct application to social interpretation, is to demonstrate that high-pressure tactics are of doubtful value and that the presentation of educational conditions and needs must be prefaced by a long period of community education to a general understanding and acceptance of possible needs. It is obvious that a social-interpretation program cannot be built successfully overnight. It requires at least five years of consistent and intelligent thought, unless the recognition of need has arisen from the community itself. Programs should be developed and built upon a sound foundation. Under such a policy development as described here, the legal responsibility is placed upon the community and the technical responsibility upon the educator.¹

¹Arthur B. Moehlman, Social Interpretation, p. 87.

The Need for Interpretation

American citizens know too little about the public schools.² Possibly one of the most vital problems confronting the public school program is the need to "sell good will" to the supporting public. As was stated in the previous chapter, the purpose of any school's attempting a public-relations program is better to inform the general public, those who pay the bill, so as to create an opinion that is intelligently informed and, if possible, favorably impressed.

This chapter will, in the main, present the views of recognized authorities as gleaned from books, magazine articles, and other materials. The lack of information relative to the public schools parallels very closely the idea presented by Cooper, who in turn quotes others when he says:

People may be classified into two groups: the enlightened and the ignorant. Borderline values, always present, will shade into each other. From these two classes three kinds of government may result.

When the ignorant govern the ignorant, anarchy will sooner or later prevail.

When the enlightened govern the ignorant, autocracy -- malevolent or benevolent -- will evolve.

When the enlightened govern the enlightened, an enduring democracy will ensue.

The early statesmen of America recognized the absolute necessity of an enlightened citizenry. Witness Jefferson's letter to Madison:

"Say finally whether peace is best preserved by giving energy to the government or information to the people.

"The last is the most certain and the most legitimate engine of government. Educate and inform the whole

²Dorman G. Stout, Teacher and Community, p. 42.

mass of the people -- they are the only sure reliance for the preservation of our liberty."

Our own Texas statesmen likewise conceived the power which knowledge gives. Early in the infant days of the republic, President Lamar made many efforts to insure a general diffusion of knowledge for Texas youth and posterity. His classic statement should be memorized by every Texas school pupil today.³

Lamar proclaimed: Education is a subject in which every citizen, and especially every parent, feels a deep and lively concern. It is one in which no jarring interests are involved and no acrimonious political feelings excited; for its benefits are so universal that all parties can cordially unite in advancing it. It is admitted by all that a cultivated mind is the guardian genius of democracy, while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that free men acknowledge, and the only security that free men desire.⁴

Sexson, in an address before the general session of the American Association of School Administrators in Atlantic City, reasoned that public relations in essence is not lobbying, political hand shaking, or political horse trading. He said:

We are concerned with the problem of administering an adequate problem of public education. We are committed to democratic procedures, and we are concerned with outcomes that will be evaluated in large part by generations yet unborn.

Too often these professional public relations' experts have had too much technique and too little program.

Public education in America rests upon a sustaining public opinion.⁵

³L. B. Cooper, The Permanent School Fund of Texas, Preface, p. v.

⁴M. B. Lamar, "Message to Congress," Journal of the House, Regular Session of Third Congress of the Republic of Texas, pp. 279-278.

⁵J. A. Sexson, "Public Relations," School and Society, XLVII (March 19, 1938), 353-359.

Public-school interpretation, strictly as such, is a comparatively recent innovation in educational realms, as is revealed by Weber⁶ in a chapter dealing with community contacts and public relations of the public schools. He makes the observation that formal organization to influence public opinion is somewhat recent even in the business world, where the predominance of advertising is so great and has been justified by increasing returns on the investments in it.

Activities leading to the establishment of adequate public relations in the educational field is even a more recent development than in the business world. The problem has been a center for educational study and thought; but little of what may be termed a "specialists'" literature has developed.

Hyde⁷ writes that during recent years the term "publicity" has acquired conflicting and sometimes unpleasant connotations. Many people seem to think of publicity as mere advertising, a program of propaganda, or a deliberate attempt to mislead and deceive the public. It is necessary, therefore, in a study of educational publicity, to define clearly at the outset what is meant by the term.

⁶Oscar F. Weber, Problems in School Administration, p. 663.

⁷M. W. Hyde, Standards for Publicity Programs in Colleges and Universities, p. 1.

Alexander⁸ expresses the thought that even the world's best merchandise must have advertising to attract the desired customers. He also believes that school publicity should be continuous, as distinguished from short campaigns or drives. However, there are times when the drive view is advisable and even indispensable. A happy medium of both types should be reached. There are times when the drive might need to be preceded ten years by the continuous programs. To quote Alexander directly on two phases of public-school relations, one discovers that he has the following point of view:

The most potentially dangerous person for any school system is the able citizen who imagines, guesses or fears what is going on in it, but does not know. Citizens well informed on state and national educational issues are sure to view their local community's educational problems in a broader and more helpful way.⁹

Schellhammer and Hervey,¹⁰ in discussing the needs of interpretation of reports, state that for years the school has known of and used the medium of the newspaper to acquaint the outside community with its activities; yet this use of the press has been more or less limited to the club, social, and other minor school activities. The many more important activities concerning the curriculum, school organization, and the like, were rarely referred to in outside publications. In order

⁸Carter Alexander, "The Continuous School Publicity Program," School and Society, XXI (January 3, 1925), 523.

⁹Ibid.

¹⁰F.M. Schellhammer and L. Hervey, "School Publicity," School and Society, XLV (March 13, 1937), 379-380.

to develop an organized campaign of news, a publicity committee should be formed. The committee may consist of a group of students interested in journalism, directed by members of the faculty. Schools are public organizations. The schools must show the public that they are satisfying the needs of the students and the needs of the community. They must lead the public to an awareness of the functions and work of the school. When the school is engaging in worthwhile activities, it should inform the public of them, but all publicity should be fair, correct, and non-partisan.

Henry¹¹ approaches the subject from the angle that, if essential public support and good will are to be recreated, our citizenry must be made to realize that there are important values of education that are not measured entirely in terms of dollars-and-cents returns to the individual.

The Responsibility of the Board of Education,
the Administration, Teachers, and
Other Personnel

Too much emphasis cannot be brought to bear as to where the responsibility for a constructive interpretations program should be placed.

To express the sentiment conveyed in an issue of the Maryland School Bulletin,¹² the responsibility is definitely

¹¹David D. Henry, "Approaching the Public -- New Style," Nation's Schools, XVI (December, 1935), 24.

¹²"School Publicity -- A Professional Opportunity and Obligation," Maryland School Bulletin, V, 3.

placed. It is a professional obligation on the part of superintendents, supervisors, principals, and teachers to let the public know why old methods of teaching have given way to newer methods; why certain subjects have been added to the curriculum that formerly were not taught; what the schools are doing to promote the health and physical welfare of boys and girls; what supervision is accomplishing in the matter of improving classroom teaching; to what extent school legislation is meeting the educational needs of the state; and what the big national educational movements are. The Board of Education of Detroit¹³ organized a Division of Informational Service for the purpose of furnishing information, both to the school personnel and the general public, concerning the activities, services, and facilities of the public schools. The chief aim was to make the public schools more public.

The extent of the misconception due to lack of an interpretations program is vividly explained in a committee summary for the National Education Association.¹⁴ The report brings out the fact that there are literally millions of people in America today who do not understand why their children in the first grade are not taught the A. B. C.'s,

¹³"The Detroit Plan of Disseminating Information Concerning the Work of Public Schools," Elementary School Journal, XXXVIII (July, 1938), 728-729.

¹⁴"The Problem," Journal of the National Education Association, March, 1930, p. 71.

just as they were taught them; who think that music, art, vocational training, and the other new features of the enriched curriculum are fads and fancies; who firmly believe that one reader a year is enough for any child in the primary grades and that the addition of other books is the result of good salesmanship on the part of book-company representatives; who are positive that the vast increase in expenditures for public schools is the result of inefficient management on the part of school officials and teachers; who still believe that the "Blue-Back" speller is the best textbook ever published; who have no conception of the additional duties and responsibilities which society has loaded on the schools; and who are not yet convinced that the youth who went to the little red schoolhouse was not better prepared for life and had more useful information than does the modern youth who graduates from one of the institutional high schools. Such people think an activity program is play. They understand nothing of the spirit of freedom in the schools today. They are positive that the child in the modern school gets a smattering of many things but learns nothing thoroughly.

Grinnell fears for the worst, if the public is not adequately informed. He says:

Out of the recent troubled years of tax reduction and budget slashing has come a new consciousness of this principle; if our communities are to support a forward-looking program of free public education, they must be told, not once a year in a formal report, but day after day, week after week, from September to June, and in vacation time. They must be told through every voice the school can command. They must see as well as

hear. They must feel pride in the achievements of the schools. They must hold their schools not as less than their prisons and fire departments and sewage-disposal plants, but as the very life of the community and its only real chance for future prosperity and distinction.

The dereliction of educational leadership in this all important duty of keeping the public informed has been frequently noted. It is pleasant, therefore, to remark the vigor with which leaders are now throwing themselves into the full and fascinating discharge of that duty. Experiment in interpretation follows experiment. Newspapers, magazines, bulletins, exhibits, demonstrations -- scores of ways have been found to carry the story of the schools to the homes. Progressive school officers are convinced that the community hereafter must be taken along with the schools.¹⁵

To conclude the discussion on the importance of school administrators in recognizing a public-relations program, the following is presented:

The administrative head of the school should share with the controlling board responsibility for establishing and maintaining desirable relations with the school's public. Communities too little appreciate that the school is their greatest cooperative enterprise and that it permanently affects the welfare of their children. This requires that the supporting public be informed regarding the policies, program, objectives, activities, and plans for the future of the school and that the support of the public be secured of the school's undertakings. There should always be a sympathetic and understanding relationship between the school and its administration on the one hand and its public on the other -- whether this public be closely concentrated as is usually the case with public schools or more widely distributed as is often the case with private schools.¹⁶

¹⁵J. Erle Grinnell, Interpreting the Public Schools, Preface, p. v.

¹⁶Cooperative Study of Secondary School Standards, How to Evaluate a Secondary School, p. 16.

Specific Evaluative Criteria

The Cooperative Study of Secondary School Standards in the publications, Evaluative Criteria¹⁷ and How to Evaluate a Secondary School,¹⁸ devotes several pages to "School and Community Relations." These data are set forth below, along with the symbols for scoring the checklists and the evaluations. In brief, the symbols for scoring the checklists are as follows:

- (✓) condition is present to a very satisfactory degree.
- (-) condition is present only to a fair degree.
- (0) condition is present but not satisfactory.
- (N) condition or provision does not apply.¹⁹

For the evaluations, the five-point rating scale is used:

- (5) very superior.
- (4) superior.
- (3) average.
- (2) inferior.
- (1) very inferior.
- (N) does not apply.²⁰

For illustrative purposes, the checklist on school publications is reproduced here:

- () 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- () 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.

¹⁷Pp. 43, 145-146.

¹⁸p. 16.

¹⁹Evaluative Criteria, p. 38.

²⁰Ibid.

- () 3. Untruth and offensiveness are avoided in all publications.
- () 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- () 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- () 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- () 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- () 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- () 9. School publications have a wide circulation and are extensively read in school and community.
- () 10. Over-emphasis on expensive publications is avoided. 43

Evaluations

- () a. How adequate are the number and frequency of school publications?
- () b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- () c. Evaluate three successive issues of all publications.²¹

For further illustration, the checklist for school and community relations is inserted here:

The school furnishes the parents and community with information about the following:

- () 1. The purposes and objectives of the school.
- () 2. The curricular offerings and their aims.
- () 3. The pupil activity program and its objectives.
- () 4. The library service and its objectives.
- () 5. The school staff -- its personnel and organization.
- () 6. The school plant and its equipment.

²¹Ibid., p. 43.

- () 7. Financial needs.
- () 8. Business management.
- () 9. The school guidance program.
- () 10. Community relations organizations.
- () 11. Rules and regulations regarding school attendance, home study, reports, etc.

Evaluation

- () a. How well is information about the school provided to the parents and community?²²

The checklist on community services is significant to the present investigation:

- () 1. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- () 2. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- () 3. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- () 4. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- () 5. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- () 6. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- () 7. The auditorium is made available for community programs.
- () 8. Clubrooms and facilities are made available for social activity of the community.
- () 9. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.

Evaluations

- () a. How extensive is the participation of staff members in community life and activities?

²²Ibid., p. 145.

- () b. How well does the school provide for the educational needs of its public?
- () c. How well does the school provide for the recreational needs of its public?²³

Vital procedures in connection with school and community relations and services are implied in the following checklist:

- () 1. The principal establishes and maintains cordial relations with local editors and reporters.
- () 2. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- () 3. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- () 4. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- () 5. Representative citizens of the community serve on committees for developing better school and community relations.
- () 6. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- () 7. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- () 8. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- () 9. The school has one or more special visiting days night sessions to which it invites all parents pupils to observe the regular class work and pupil activities.
- () 10. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- () 11. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.

²³Ibid.

- () 12. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

Evaluations

- () a. How well does the school use the public and school press to promote better school and community relations?
- () b. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- () c. How well does the community cooperate with the school and support school projects?²⁴

The Groups to Be Reached

Figure 1 illustrates in a very simple way the various groups to be contacted by a public-relations program. The center or core of the responsibility is in the executive or administrative offices. Thence, the information is disseminated to the groups in order of numerical size; that is, to the school board, the teachers, the parents, the children, and the general public.

Figure 2 presents the plan for the formulation and dissemination of publicity in a large school system. The significance of this plan is emphasized by virtue of the fact that several of the outstanding authorities refer to it and insert a facsimile in their publications.

The problem of public-school relations is to keep the public fully informed as to the organization, functions, and needs of the most important social activity conducted by the

²⁴Ibid., pp. 145-146.

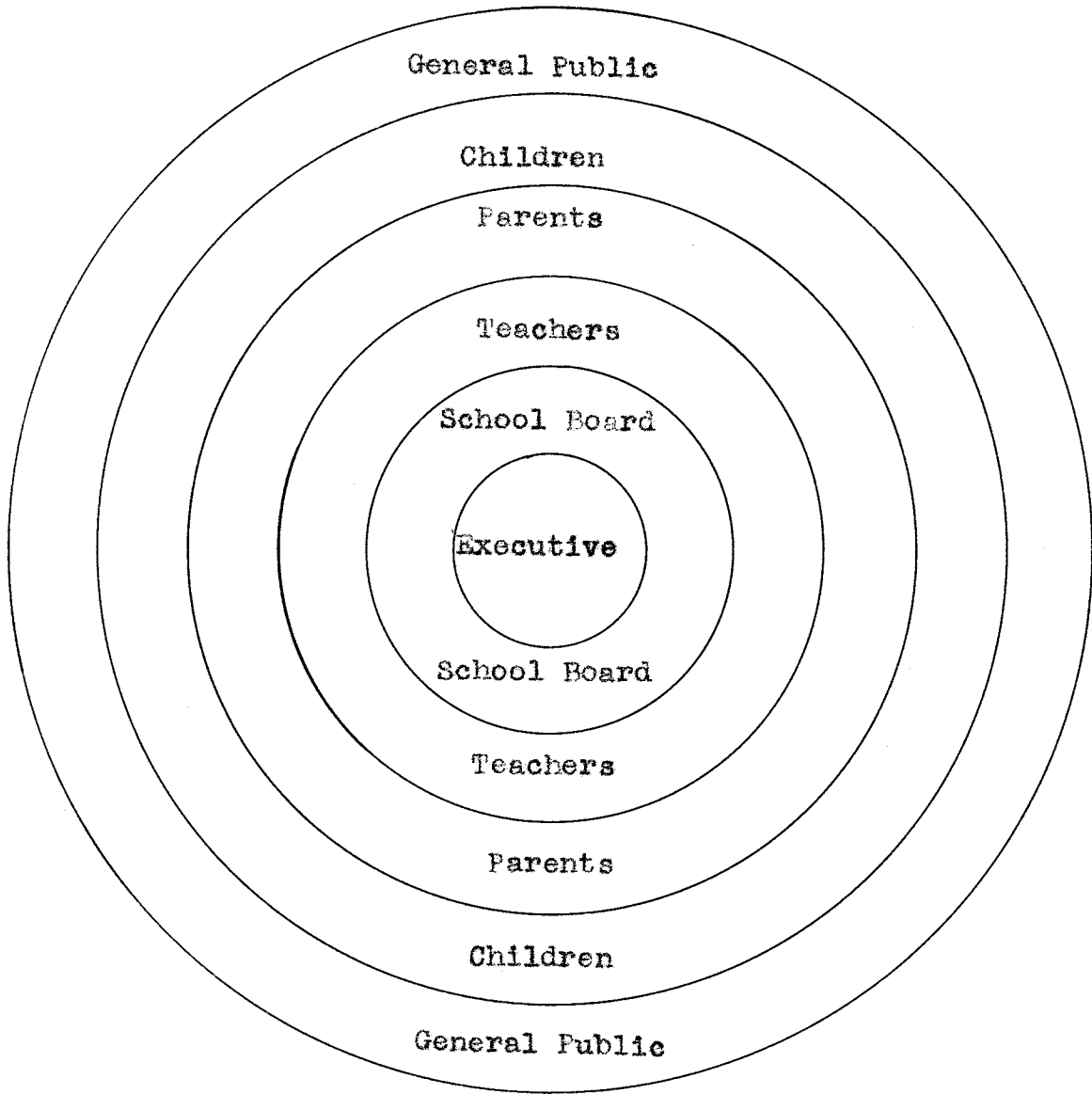


Fig. 1. -- Differentiated audience confronting the executive in the development of a public-relations program. (Taken from Moehlman, Public School Relations, p. 25.)

ORGANIZATION OF THE INFORMATIONAL SERVICE ACTIVITY OF HAMTRAMCK,
MICHIGAN AS OUTLINED IN THE HAMTRAMCK PUBLIC SCHOOL CODE

(1)-PLAN MAKING

(2)-EXECUTIVE

(3)-APPRAISAL OF RESULTS

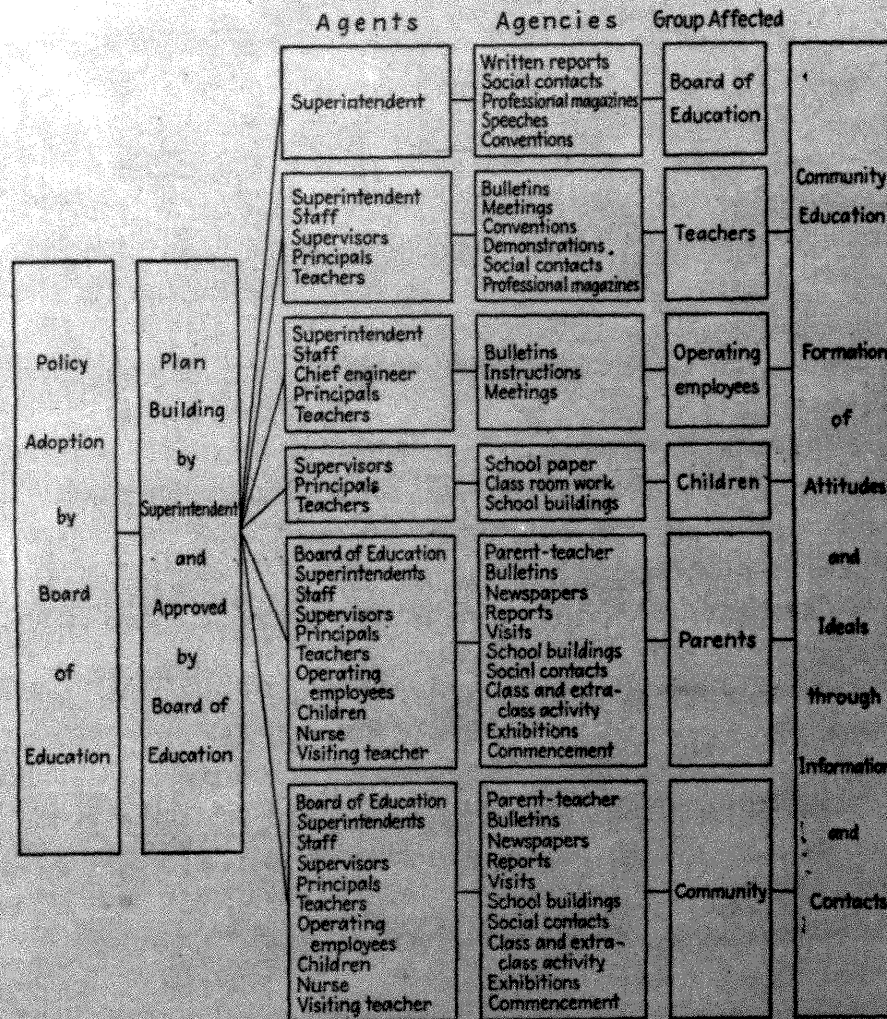


FIG. 2.—(From "The Public School Code of the Hamtramck, Michigan, Public Schools," Research Series. No. 2, Hamtramck, 1927, p. 270.)

community for the child in the interest of society. The statement of problems should be true, brief, frequently presented, understandable to all, and accessible to everyone in the community.²⁵

Agents for Disseminating Information

The types of information to be disseminated should be presented by the superintendent to the following:

1. The school board of education.
2. The principals and supervisors.
3. The teachers.
4. The parents.
5. The children.
6. The general public.

The available distributing agents or agencies are:

1. Professional group (responsible for organization, direction, and execution of work) includes:
 - a. Superintendent and principals.
 - b. School board members.
 - c. Teachers.
 - d. Janitors and bus drivers.
 - e. County supervisors and supervisors.
 - f. Deputy state superintendents and others.
2. Organized groups (more or less passive to be motivated by the professional groups) are:

²⁵Arthur B. Moehlman, Public School Relations, p. 13.

- a. Clubs.
 - b. Class organizations.
 - c. Parent-Teacher Associations.
3. Unorganized groups (more or less passive to be motivated by professional groups) are:
- a. Editors and reporters.
 - b. Prominent citizens and business men.
 - c. Clergy.
 - d. Public office holders.
 - e. Social, civic, and commercial clubs.
 - f. Fraternal organizations.

Motivation and Media

The public-relations policy may be propagated through:

- 1. Periodic publicity.
- 2. Continuous publicity.
- 3. Items to be publicized.

The organization should include:

- 1. The superintendent and principals.
- 2. The teachers and teacher-organizations.
- 3. The types of information to be disseminated such as:
 - a. Detailed service reports on instruction, child accounting, housing, finance, etc., as to the administration and the school.
 - b. Detailed data to all employees.
 - c. General information to parents and the general public.

The newspaper may be used in the public-relations program by

1. Securing publicity.
2. Making favorable contacts with the editors and reporters (after all, they are human).

The school paper may be used in the public-relations program in

1. Conveying school news.
2. Creating good will.
3. A wide school and general circulation.

The use of home contacts may be realized by

1. Oral and written reports (cards and letters).
2. Home visitation (especially by the teachers).

The Parent-Teacher Association may be utilized to convey

1. What parents should know about the school.
2. The parents' part in the program.
3. The needs of the school and of the community.

The organizations and activities needed within the school are:

1. Student councils.
2. Class organizations and clubs.
3. Assembly programs, for
 - a. Widening and deepening of interests.
 - b. Observance and celebration of special days.
 - c. Invitation of outside talent.
4. Handbook of data for students.

5. Exhibits at school and downtown.
6. Special visitation days or weeks for parents.
7. Athletic contests.
8. Dramatics, musicals, etc.
9. Commencement exercises (new type).
10. The school as a community center:
 - a. Facilities offered to the public for all legitimate church, commercial, lodge, and other activities.
 - b. As many free programs as possible in school building, such as church plays, agricultural meetings, night classes, public forums, political rallies, etc.
11. Alumni organizations.

Agents, Agencies, and Audiences

In the formulation of a public-school relations program, the agents, agencies, and audiences that should be reached are vital factors. Figure 3 very vividly sets forth these agents, agencies, and audiences. The superintendent and other members of the administrative staff contact the school board through the annual report, periodic reports and bulletins, personal interviews, the regular and called school-board meetings, and the press.

The principals and teachers in the schools are informed through handbooks, special reports and bulletins, faculty

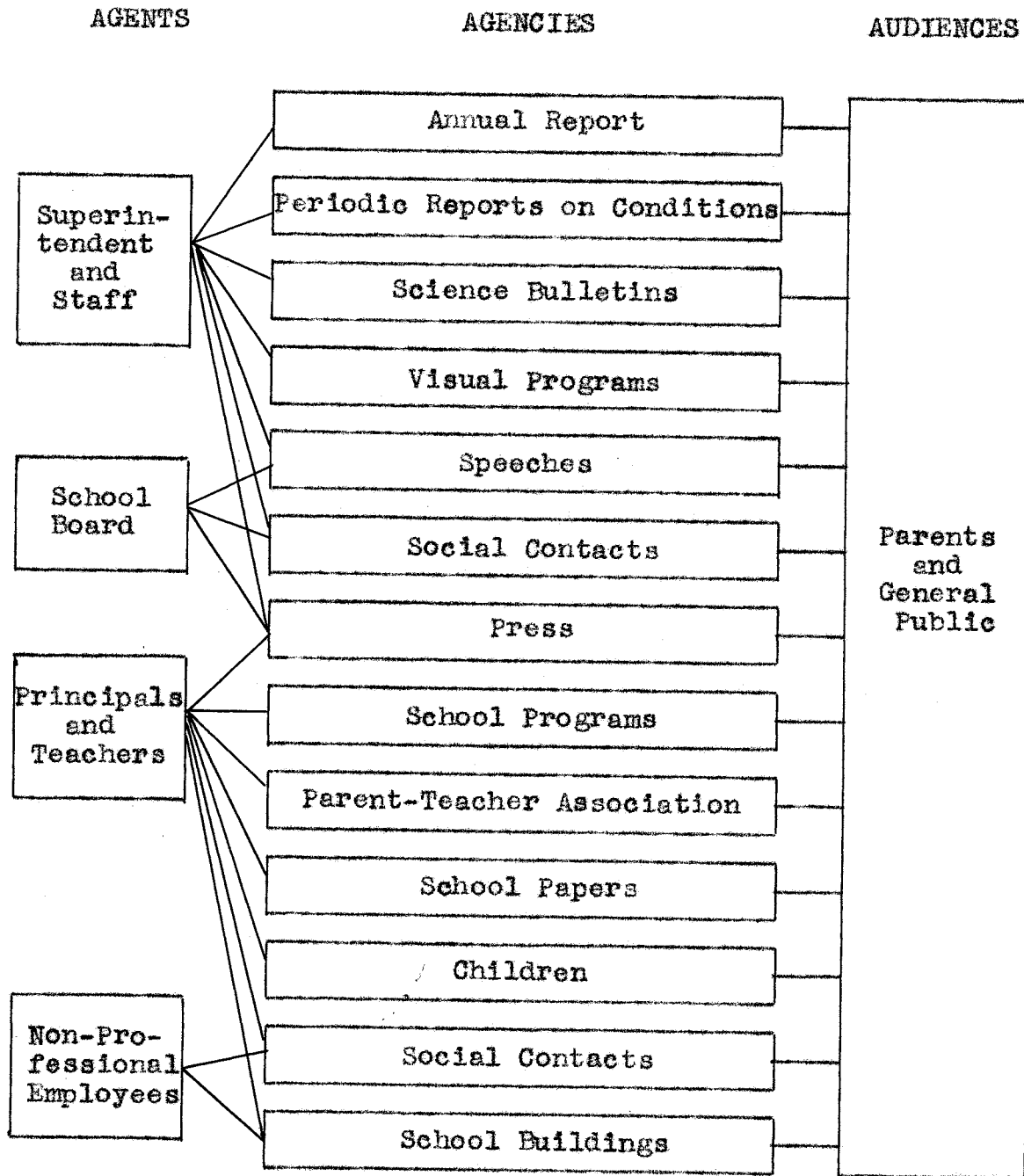


Fig. 3. -- Agents and agencies in a complete public-relations program. (From Moehlman, Public School Relations, p. 222.)

meetings, school programs, Parent-Teacher Association, school paper, the public press, and other media.

The importance of the role of the principals and teachers in a functional interpretation program cannot be over-emphasized. Allen says:

It is coming to be recognized that teachers should spend more time in studying their pupils even at the expense of less time in teaching them. The teacher should know each child as an individual; she should know so far as possible, his purposes, needs, and interests. To understand a child as a person, a teacher must know, in a general way at least, something of his total environment. It is important that the teacher understand the social pattern of the community in which the child lives; it is imperative that she have some insight into the conditions of his home life.

Home visitation, therefore, should be an important part of the teacher's work.²⁶

Gruhn, in summarizing a discussion, suggests that the entire teaching staff share the responsibilities of public relations through participation in community affairs. He states:

It is true that the superintendent and his principals should assume considerable responsibility in interpreting school policies to the community. But it is not advisable for the entire teaching staff to rely upon a few administrators to keep them in the good graces of Mr. John Citizen. Would not the combined personalities of the teaching staff, if projected into the community, materially increase the effectiveness of these efforts to improve the public relations?

If every staff member of a school system could be made conscious of her responsibility in public relations, the results would be immeasurable.²⁷

²⁶W. P. Allen, "Program of Teacher Home Visitation, Garfield Heights Elementary School, Cleveland," Elementary School Journal, XXXVIII (December, 1937), 247-249.

²⁷W. T. Gruhn and Charles J. Dalthorp, "Teachers Should Meet John Citizen," Journal of Education, CXXII (February, 1939), 54-55.

Every department in the school should and could promote regular publicity as suggested in the following excerpt:

As a novice in publicity I have been elated at the many rewarding results of a publicity program for a high school home economics program. The idea that it is a teacher's responsibility to interpret her work to an increasingly large group has been growing in our school and community. . . . No two years will furnish identical items for publicity, but the program has proved its worth by the increasing understanding. . . . 28

The principals and teachers should disseminate information to the children through all the above-named media plus the home-room, the classroom, personal contact, yearbooks, band concerts, dramatics, and other entertainment features; parades, exhibits, field days, athletic events, commencement exercises, and alumni organizations.

The parents are contacted through the Parent-Teacher Association, room mothers, dads' clubs, special programs and assemblies, etc., visitation days or visitation week, and publications, including the press, school paper, handbooks, yearbooks, magazines, and miscellaneous bulletins.

In a chapter devoted to public-school relations, Cox and Langfitt²⁹ admit that the American public has a sincere faith in the beneficial efforts of its schools. Such high regard, however, has been accorded it only after a century of struggle. Public support based on blind faith in education hampers progress. Changes in school procedure are

²⁸H. McDougall, "High School Publicity Program," Journal of Home Economics, XXVIII (November, 1936), 606-608.

²⁹p. L. W. Cox and R. E. Langfitt, High School Administration and Supervision, p. 632.

inevitable; the general public must be kept informed of the educational program. Teachers and parents and all others connected with the school are engaged in a common undertaking; their association is potentially valuable. The school should be the community center for various types of athletics, clubs, entertainments, lectures, social functions, civic meetings, night schools, and library facilities.

The general public may be reached through most of the media listed for the parents plus forums, adult-education classes, the service clubs of the community, downtown bulletin boards, intra-school and inter-school relations, the radio, and more emphasis placed in the importance of the press. Grocock,³⁰ in discussing effective newspaper publicity for high schools, maintains that the high schools of America are not obtaining the best in newspaper publicity. Major athletic events and outstanding functions such as school plays and graduations, which have news value because of their great interest to large sections of the general public, are usually well covered, but occurrences of lesser significance are often not reported at all. Frequently, also, coverage is complete as far as it goes, but it does not bring out the underlying educational purposes and techniques. These failures are, in a large measure, responsible for many a community's lukewarm appreciation of its schools.

³⁰H. B. Grocock, "Effective Newspaper Publicity for the High School," School Review, XLVII (March, 1939), 205-209.

Grocock further recommends the appointment of a faculty director for all publicity or news and suggests that such items as club news, assemblies, class notes, stories of the success or achievements of recent graduates, class projects, field trips, and official notices should be reported. A further recommendation is to have a staff of student assistants as editors and typists, and to secure the cooperation of all members of the faculty, sponsors, and school personnel. The results will be an informed public, an appreciative public, a more active student body, a better-trained student body, and a new urge among students and parents for a better educational system.

In considering press relations, Stewart³¹ lists nine general principles for the school administrator to consider in his relations with the press. These are in essence:

1. Play fair with newspapers, if you expect them to play fair with you.
2. Editors welcome news, but they dislike thinly disguised propaganda.
3. Publish both the favorable and the unfavorable news.
4. Don't expect too much space; it is valuable.
5. Examine school news copy closely, and from the editor's point of view: timely, significant, accurate, newsworthy.

³¹Harral Stewart, "The Technique of Press Relations," Nation's Schools, XXIV (August, 1939), 18.

6. Editors are interested in knowing the significance of educational news.

7. Go out of your way to give the press special feature stories.

8. Do not keep continually demanding more and more space even if the editor is generous.

9. The editor is civic minded; he is proud of the schools of his city. He gives to the school more free space than to any other community activity.

The Information to Be Disseminated

According to Engelhardt,³² publicity is a product of democracy, and its purpose is enlightenment. Publicity in the management of a public-school system is a means to an end, the end a worthy and desirable one. He recommends that school-board meetings be open to the press, that printed reports be available for the public, that survey reports be published, and that publicity be continuous on all pertinent subjects.

Interests in the topics of school news, according to Farley's³³ investigation, are here listed in their order of importance:

1. Pupil Progress and Achievement
2. Methods of Instruction
3. Health of Pupils

³²N. L. Engelhardt, Public School Business Administration, p. 864.

³³Belmont Farley, What to Tell the People about the Public Schools, p. 16.

4. Courses of Study
5. Value of Education
6. Discipline and Behavior of Pupils
7. Teachers and School Officers
8. Attendance
9. School Buildings and Program
10. Business Management and Finance
11. Board of Education and Administration
12. Parent-Teachers Association
13. Extra-Curricular Activities

Certainly, it is possible to classify many school items under more than one heading of the above-listed topics. What the people want to know and what the people are being told about the public schools are not very closely correlated, as was disclosed in the investigation by Farley.³⁴ He found that extra-curricular activities were given more newspaper space than any other topic studied, a total of 47.1 per cent of all the space.

Paul Hedlund³⁵ repeated the study five years later and found that what he termed school publicity had nearly doubled, and that athletics still had the lion's share of attention and that on the basis of total space, much emphasis was given to conventions, institutes, and activities of the Parent-Teachers Associations.

In A Study of Educational Publicity in Texas Newspapers, Garlin³⁶ found that athletics, which is only one phase of

³⁴Ibid.

³⁵Paul A. Hedlund, "School Publicity in the Press," Elementary School Journal, April, 1931, pp. 585-591.

³⁶R. E. Garlin, A Study of Educational Publicity in Texas Newspapers, p. 24.

extra-curricular activities, ordinarily comes in for the lion's share of publicity. Figure 4 is evidence to substantiate this statement.

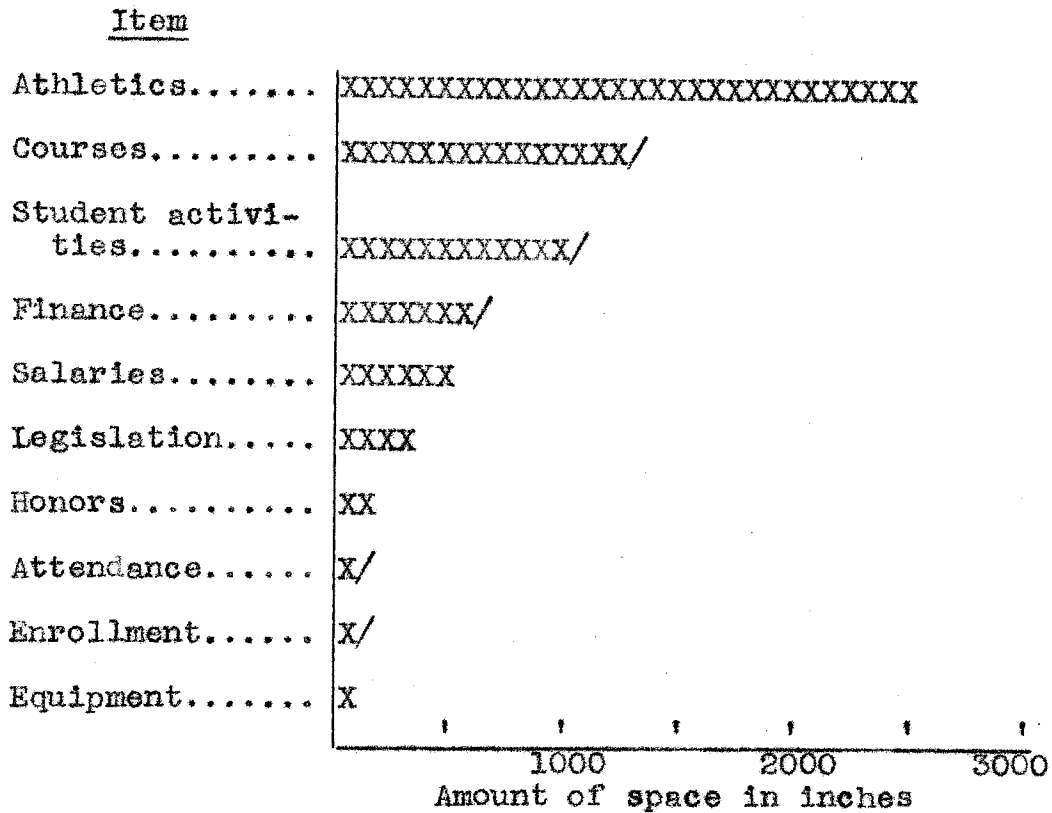


Fig. 4. -- Comparison of the amount of space in inches given by news columns to athletics with the amount of space given to each of ten other items of publicity. (From Garlin, A Study of Educational Publicity in Texas Newspapers, p. 24.)

The information to be interpreted will vary greatly in different communities. But regardless of the location and the size of the community, the true picture should be presented. Weyer³⁷ contends that the public should be informed

³⁷F. E. Weyer, "School in Community Leadership and Improvement," School and Society, XLIX (June, 1939), 776-777.

that a small school is not a small edition of a large system. The small school can be an excellent school if only lay and professional leadership will measure up to the challenge and the opportunity.

As described by Proffitt,³⁸ a school is a social institution organized for and serving the community in which it is located. It is evident that the school's proper functioning can take place only where there is an intelligent interest on the part of the school in the community and of the community in the school. The importance of this reciprocal interest has become a recognized principle in education.

Reeder³⁹ suggests a philosophy of public-school relations that will include the newspaper, student publications, school reports, teachers' handbooks, Parent-Teacher Association contacts with the home through the pupils, the influence of the janitor, the school plant, special events, and campaigns. He also suggests the use of publications for the annual report in addition to all the other data listed by other authors.⁴⁰

Scates, school statistician of Cincinnati, in discussing the use of statistics in publicity, declares:

³⁸M. M. Proffitt, "Building School-Community Interests," School Life, XXV (April, 1940), 205-206.

³⁹Ward G. Reeder, An Introduction to Public School Relations, p. 13.

⁴⁰Ward G. Reeder, The Fundamentals of Public School Administration, p. 546.

During the past few years, when educators have found it appropriate to give a new degree of attention to what the public thinks about public education, new conclusions have been reached about the relative importance of various aspects of administration. For one thing, it appears that educators have devoted too large a proportion of their time to what they are doing and too little time reporting what they are doing. The public, like any other employer, wants to know what is being done by those who are serving it; if it lacks a vital stimulating contact . . . it will lose interest and will fail to continue enthusiastic support.⁴¹

Relating to this same topic, Alexander says:

The chief weapon for leading the people of a community in educational activity is publicity. And this may be obtained in three ways. One method is to develop excellent schools and let the work speak for itself through satisfied parents, loyal teachers, and efficient children.

A second method is personal explanation of what the school is doing and attempting, carried on by conferences with the school board, by public meetings, and by private conversation. But a third method to be added to these is the superintendent's annual report and printed communications, in which a wider audience is reached. All three of these methods are used by those superintendents who have been successful in molding public opinion.⁴²

Alexander⁴³ also discusses and illustrates the uses of scales, tables, graphs, and charts, in getting over to the public the desired data from the superintendent's report and other sources.

Floyd urged that schools must hold themselves responsible for the development of new goals of cooperation, scientific thinking, and considerate group action. He says in part:

⁴¹D. E. Scates, "School Statistician in Publicity Work," Elementary School Journal, XXXVII (October, 1936), 97-106.

⁴²Carter Alexander, School Statistics and Publicity, Preface, p. vii.

⁴³Ibid.

Many ways of enlightening the public have placed new and added responsibilities on the educational system and on the people engaged in education. "Education for a Changing Society" has been the topic for discussion for many years.

Schools must hold themselves responsible for the development of new goals, of cooperative, scientific thinking, and considerate group action. If our democratic government is to endure, the will of the people must be intelligent.⁴⁴

Strayer⁴⁵ recommends a comparative study with other schools of similar size and conditions to see what they are doing in the field of public relations. He suggests the following procedures and criteria:

1. Make a survey of the essential facts that need to be presented or that have been presented over a period of years.
2. Make concise statements of what is being done in other localities.
3. Make some specific recommendations for work to be done in the local community.
4. Do not let building-program needs be the only item for publicity.

By way of a brief summary as to agents and agencies for the dissemination of public-school information, it may be seen that the teaching profession has a definite responsibility for the improvement of public education as well as for the

⁴⁴Edwin B. Floyd, "Enlightening Public Opinion," Nation's Schools, XXIV (October, 1939), 57.

⁴⁵George D. Strayer, Problems in Educational Administration, pp. 259-284.

protection and improvement of its individual members. It is only to the extent that the teaching profession is willing to accept and carry out this responsibility that the educational function may be progressively improved and adjusted to social ends. As an independent professional group, the teachers are definitely entrusted with keeping the people informed of the value, conditions, failures, and needs of their educational institutions.

As agents of the state, the teachers are confined in their interpretative activities to keeping the people informed of the value and needs of public education through normal and accepted means of communication. They are definitely constrained, however, to working within the confines of the existing pattern and are professionally enjoined from using the schools as a means of advancing their own interests, even when these interests may be in harmony with the increase of efficiency within the school organization. Only as teachers and administrators perform their official duties in accord with the high tradition of disinterested service already established, can they retain the full confidence of the public.⁴⁶

⁴⁶Moehlman, Social Interpretation, p. 98.

CHAPTER III

AN EVALUATION OF THE PUBLIC-RELATIONS PROGRAMS IN THE ELEVEN AFFILIATED FOUR-YEAR HIGH SCHOOL SYSTEMS IN McLENNAN COUNTY, TEXAS

Objectives and Sources of the Data

In considering the sources of the data, to a degree based on the criteria for evaluation, one should remember that the educational program is paralleled by the nature, form, and practice of the school. The great need, then, is for the school to remain flexible and dynamic. This condition may be achieved through the development of understanding and through the two-phase activity of interpretation and understanding of the community by the school and the understanding of the school by the community. Moehlman¹ avers that the basis of interpretation is naturally crystallized expressions of objectives.

It was with these objectives in mind that the data on the questionnaires to the eleven superintendents and to the 1,809 high school students were sought. Interesting and informative interviews were accorded by the superintendent of each school district visited. These eleven schools, listed

¹Moehlman, Social Interpretation, p. 115.

in alphabetical order, are Axtell, Bruceville-Eddy, Crawford, La Vega, Lorena, Mart, McGregor, Moody, Riesel, South Bosque, and West.

The data presented from newspapers were gleaned from The Waco News-Tribune, The Waco Times-Herald, The Waco Record, The Crawford Sun, The Mart Herald, The McGregor Mirror, The Moody Courier, Riesel Rustler, The West News, Temple Daily Telegram, The Marlin Democrat, and The Waco Sunday Tribune-Herald.

The materials presented later in this chapter in Fig. 10 represent a cross section for all the schools included in this study. The series of youth educational articles was intended for a general program, including all the schools in the county, as is explained in one of the inserts in the figure. To quote: "This educational endeavor is made possible by the cooperation of the News-Tribune and Times-Herald and the following public spirited citizens who are always in the fore in striving to make our community a better place in which to live." Below the article appeared the list of names of the individuals and the firms cooperating in the enterprise. The series of articles was published over a period of several weeks and aroused some very favorable reactions and served as significant interpretations media for the schools.

The data and figures presented from school publications were secured from The La Vega Press and the Lorena Leopard.

The data and materials presented from yearbooks were

selected from El Aguila, published by the students of the Bruceville-Eddy High School; Las Memorias, published by the Lorena High School; and The Trojan, published by the West High School.

The major portion of this chapter has to do with the analysis and evaluation of the data available for the schools included in this discussion. Each school evaluation is submitted as a complete unit. There is no significance as to the order of arrangement.

West School District

General data. -- The data obtained through the questionnaires reveal that the West School District is a consolidation of several small school communities embracing an area of thirty-three square miles. In addition to this, several adjacent small schools either transfer or contract to West. From an estimated total population of 3,500, the scholastic census enumeration is 600. Three hundred twenty-five students and eleven teachers are in the elementary school; 275 students and twelve teachers are in the high school.

The administrative officials have a definite and functional public-relations program through the use of the local newspaper, a student handbook, and a yearbook to disseminate information pertaining to the school to the general public. In addition to these, the school sponsors five well-organized and well-supervised club activities in band, public

speaking, homemaking, Future Farmers of America, and Czech, all utilized in a public-relations program. The weekly assembly programs and the new-type commencement exercises also convey to the parents and the community the outstanding phases and activities of the school.

Athletic events include football, basketball, softball, tennis, track and field events, and interscholastic league activities. The school and community support all the athletic activities very enthusiastically.

Community activities sponsored by the school include a Parent-Teachers Association, a band-parents organization, the annual community fair and carnival, public band concerts, and special exhibits.

School publications. -- The West School sponsors the editing of a weekly section, "The Trojan Tribune," in The West News, the publication of a student handbook, the publication of a yearbook, and a special news sheet printed by a duplicating machine. In addition to the above, school-news items are carried in the large daily and weekly newspapers of Waco.

An insight is given in Table 1 as to the number and the per cent of the homes represented in the high school that subscribe to The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and The West News. Table 1 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent

of parents and pupils who read the school news. One may observe that The West News has the largest circulation and The Waco News-Tribune ranks second. However, the 171 students receiving The West News represent only 70.9 per cent of the student body; the 152 students receiving The Waco News-Tribune represent only 60.2 per cent of the homes.

An analysis of the school-news items appearing in The West News under the section heading, "The Trojan Tribune,"

TABLE 1

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE WEST HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	136	60.2	152	63.1
<u>The Waco Times-Herald</u>	66	29.2	74	30.7
<u>The Waco Record</u>	48	21.2	52	21.2
<u>The West News</u>	160	70.8	171	70.9
All other newspapers.....	100	42.2	103	42.3
No newspapers.....	18	7.9	18	7.5
Reading of School-News Items				
Students reading items...	196	86.7	202	83.8
Students not reading.....	17	7.5	19	7.9
Parents reading items....	142	67.6	151	63.0
Parents not reading.....	68	30.1	72	29.8

*From the total high school enrollment of 275, only 241 pupils replied, representing 226 homes.

reveals some well-edited work. However, according to Farley's² evaluation of the various phases of school-news items, some improvements could be made in the section in which school news is presented. Figure 5 presents a cross section of the school-news items that appeared in various issues of The West News during the 1940-1941 school year. The distribution of space is for a wide variety of topics such as pupil progress, pupil achievement, health, subject offerings, teachers, school officers, attendance, school buildings, methods of instruction, business management, and finance.

The type of school-news articles appearing in the various Waco papers is shown in Fig. 10, along with news items from other schools.

The Trojan, the yearbook of the school activities, is a well-edited pictorial publication which presents the general activities of the school. One of the most commendable features of this annual is that all students and teachers in the elementary and high schools are given recognition. A representative sampling of the general activities represented in this publication is shown in Fig. 6. Even though much reduced in size, the figure shows evidence of thought and planning on the part of the personnel editing the yearbook.

Copies of the student handbook and the special school-news bulletins were not available for this study.

²Belmont Farley, What to Tell the People about the Public Schools, p. 16.

20%
SEE E. K. WALLS

The West News

GRADUATION INSURANCE
The West...
See E. K. WALLS

West F.F.A. News

The West Chapter of Future Farmers met in the High School building Tuesday, Nov. 20. A business meeting was held according to parliamentary procedure. Several questions were discussed. The chapter decided to have a...

Debate News

The debate team, victorious in the McLennan County Class tournament, is preparing for the all-county meet which will probably be held in Waco Saturday.

West Girls Win County Cage Title

PLAY FIRST GAME IN DISTRICT ON THURSDAY
By virtue of two victories over South Houston, 20 to 7, 20 to 18, Coach A. W. Marchant's West High girls basketball team...

West High Students In Baylor Play

Baylor Civic Theater's latest production of the year, "The Lincoln in Detroit," will be presented next week for Central Texas in Waco at Waco Hall.

Final Check-up On School Census

With the taking of the school census nearing completion, Mrs. J. F. Urbanowicz, census taker, asks all parents to cooperate in a final check-up.

Curtain Fall On 1940-41 School Term

Many things young and old are being done to mark the closing of the school year. The school board has decided to have a...

Thanksgiving Date Changed Back Again

Washington, May 20.—President Roosevelt declared Tuesday that the experiment of moving to the date of Thanksgiving Day by a week to improve retail business had not worked and that it...

Comedy-Mystery To Be Presented

The comedy-mystery play "The Mystery of the Yellow Room" will be given at the City Club Monday night.

Trojan School Announced Wed.

Death E. J. Bennett announced the West Trojan basketball team for the opening of the school year.

America's New Fighting Giant Nears Completion



Work is being done on the battleship USS Wisconsin, at the shipyard in San Francisco. The battleship is the largest ship ever built in the United States. It is expected to be completed in 1941.

Graduation Time For West Public Schools

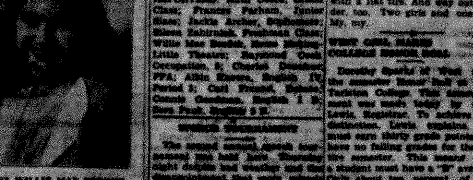
P. T. A. to Sponsor Patriotic Program
After a year of intensive effort of the part of teachers and students, schools of this county...

School Trustees Election Saturday

Two school trustees for the West Independent District are to be elected Saturday, April 20. Only the names of Ed Moran and A. C....

West Girl Wins State Club Honor

Miss Helen... won the state championship in the West F.F.A. contest.



Miss Helen... won the state championship in the West F.F.A. contest.

Local Dentists Examine Teeth of School Children

Cooperating in a state-wide health movement, local dentists, Dr. Joe Derrick and Dr. E. E. Ryan examined the teeth of...

West Girl Wins State Club Honor

Miss Helen... won the state championship in the West F.F.A. contest.

West School to Receive State Aid

West High School has been selected to receive state aid for its new building.

Teachers to Attend Association Meeting

A number of public school teachers of West and McLennan counties will meet at the...

WPA School Lunch Projects Increase

The number of school lunch projects sponsored by the W.P.A. has increased...

Two One-Act Plays

The school board has approved two one-act plays for the school year.

Closing Exercises for West Schools Set for May 18, 1941

The closing exercises for the 1940-41 school year will be held on May 18.

THE TROJAN TRIBUNE

Snoop and Reanoop

1:00 NEWS REPORT
Florida, Mary, and Gene in Italy's car men on the A-way...
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Closing Exercises for West Schools Set for May 18, 1941

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West F.F.A. News

A recent party was given to Mr. O. L. Paddock by the High School gym on Monday night. Paddock is the president of the...

Editorials

Many students who go to high school should take part in some extra-curricular activity. This will...

Lunch Projects Here Rank First in County

A new merit system has been inaugurated in judging school lunch projects throughout the county. Under the new system of...

School Officials Re-elected Tuesday

At a meeting of the West school board Tuesday night it was announced that...

Closing Exercises for West Schools Set for May 18, 1941

The closing exercises for the 1940-41 school year will be held on May 18.

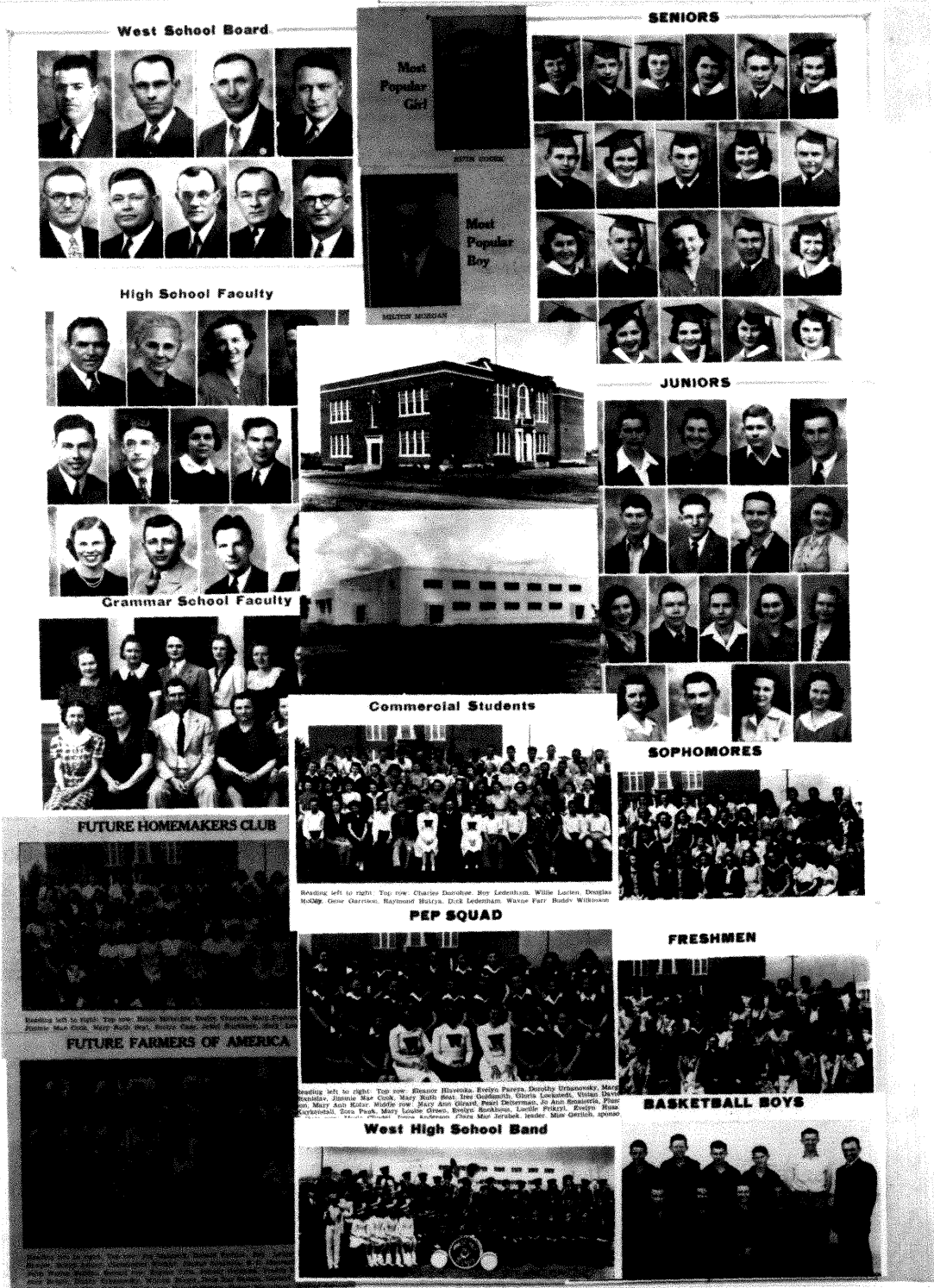


Fig. 6. -- A representative sampling of the general lay-out of The Trojan, a 1940-1941 yearbook published by the West School.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the West School District.

- (/) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (/) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (-) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (/) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

The above checklist of ten items includes seven that were checked (/) and three that were checked (-). These checks indicate a score above average for secondary schools of this size and type.

The following evaluation questions were rated to determine how well the West School District was furnishing media for disseminating school news.

- (3) a. How adequate are the number and frequency of school publications?
- (3) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) c. Evaluate three successive issues of all publications.

Each of the three evaluation questions was given the score of (3); this signifies that this school is about average in furnishing media for disseminating school news.

There is some doubt as to the adequacy of the present publications. There is also doubt that the pupils are getting full experience and training in the preparation of the school publications.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the West School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.

- (-) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (-) 7. Financial needs.
- (O) 8. Business management.
- (O) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (-) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (-) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (-) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (/) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (/) 22. Staff members and pupils are alert to school activities that have news value and report them to the person in charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.

- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such social occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parents and community, items twelve through twenty refer to community services, and items twenty-one through thirty-two have to do with procedures used by the school. Of the total items, twelve were checked (/), seventeen were checked (-), and three were checked (0). These checks would indicate that the West School is not satisfactorily meeting the provisions or conditions characteristic of an adequate school and community relations program.

The following evaluation questions were marked to show how well the West School District is making provisions for

a satisfactory school and community relations program.

- (3) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of the public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?
- (3) f. How effectively does the school provide for special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, six were given the score of (3) and one was given the score of (2). The scores, question by question, indicate that (a) information about the school is provided to the parents and the community; (b) staff members are reasonably active in community activities; (c) the school is not fully providing for the educational needs of the community; (d) average provisions are made for recreational needs; (e) the school uses the public press to promote better school and community relations; (f) special exhibits and entertainments are used for interpretation purposes; and (g) the community cooperates with and supports school projects.

Summary of evaluations and recommendations for improvement. -- Some of the commendable features of the school's public relations program are the school-news section in the local newspaper, the yearbook, the student handbook, and the mimeographed news bulletin. Other commendable features are

a Parent-Teachers Association, a band-parent organization, a staff that participates in community activities, special provisions for exhibits and entertainments, and a cooperative community.

It is recommended that the school supply more information about the school staff, both the professional and the non-professional personnel, about the school guidance program, and about library service; and that it use less newspaper space for student frivolities such as the "Super Scoop," "Burps and Rebounds," and similarly entitled columns.

As media for increasing good will and for interpretation purposes, it is further recommended that the school continue to expand its recreational program utilizing school facilities. The organization of classes in adult education and public forums should be encouraged as an interpretations medium.

La Vega School District

General data. -- The data revealed through the questionnaire show that the La Vega School District is a consolidation of several small school communities. The La Vega School is a suburban community, just outside the Waco city limits and extending out to and including some farming territory. The scholastic census enumeration is 917, from a total estimated population of 4,000. There are 550 pupils enrolled in the elementary school and 265 enrolled in the high school; the

faculty numbers seventeen in the elementary grades and fourteen in the high school.

The administration makes a definite attempt toward a functional public-relations program through adequate publicity and information pertaining to the school. The school sponsors well-organized and well-supervised club activities in band, public speaking, choral, press, hobbies, Future Homemakers, and Boy Scouts. The assembly programs and commencement exercises convey to the parents and the community the outstanding phases of the school activities.

Athletic events include football, basketball, volleyball, track and field, and other minor sports and interscholastic league activities. The school and community support the athletic teams very enthusiastically in all contests.

Community activities sponsored by the school include a splendid Parent-Teachers Association, meeting at nights so the men can attend, and a band-mothers' club.

School publications. -- The school sponsors only one publication, The La Vega Press, a school newspaper. The editions are small three-column papers, designed for filing or binding at the close of the school term, and thus answer for a yearbook. In addition to the school publication, due to the proximity of Waco, this school makes splendid use of the larger daily and weekly newspapers of Waco. The data in Table 2 give an insight as to the possibilities for utilizing

TABLE 2

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE LA VEGA HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	161	78.5	173	73.9
<u>The Waco Times-Herald</u>	106	51.7	118	50.4
<u>The Waco Record</u>	68	33.2	78	33.3
<u>The La Vega Press</u>	129	62.8	135	57.9
All other newspapers.....	84	41.0	94	40.2
No newspapers.....	6	1.9	7	0.3
Reading School-News Items				
Students reading school-news items.....	182	88.7	205	87.6
Students not reading school-news items.....	13	6.3	18	7.6
Parents reading school-news items.....	136	66.3	159	67.9
Parents not reading school-news items.....	15	7.3	20	8.5

*From the total high school enrollment of 265, only 234 pupils replied, representing 205 homes.

The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and the La Vega Press. Table 2 also shows the number and per cent of the high school population who live in homes where

each newspaper is received, and the number and per cent of parents and pupils who read the school-news items. A significant fact is that The Waco News-Tribune is read by a larger percentage of both parents and children than is The La Vega Press. The percentage of students and parents who read school-news items is satisfactory when compared to the school-news items read by the students and parents in other schools included in this study.

An analysis of the school-news items included in The La Vega Press presents a well-balanced presentation of various school activities as discussed by Farley.³ Figure 7 is a cross section of school-news items that appeared in various issues of the school publication during the year 1940-1941, but featuring in the main the dedication of a new building. A second illustration of selected clippings, featuring in the main the closing exercises, is shown in Fig. 8. The patchwork of items is not presented in any effort to follow logical sequence or to give recognition of departmental significance.

The distribution of space provides for various topics such as pupil progress and achievement, health, subject offerings, teachers and school officers, attendance, school building and program, Parent-Teachers Association, and extra-curricular activities. Too little recognition is given to methods of instruction, courses of study, values of education,

³Farley, op. cit., p. 16.

Formal Opening Ceremony Soon
P. W. Shelton announces the formal opening of the new high school building in the near future after the Christmas holidays.

La Vega Laboratory One of Best in McLennan County
It is highly with other improvements in high school building, the Science Department has been greatly improved. This year two rooms are available for the teaching of science subjects.

H. E. III Girls Entertain Friends
The third year H. E. girls entertained the seven trustees, Messrs. Charles Cox, E. V. Bowden, James P. P. Richardson, P. N. Hallmark, F. A. Berry, A. H. Harshfield, and Superintendent P. W. Shelton with a supper on December 12 at 7:30. This took place in the kitchen-dining room.

Safety Program To Be Presented Tonight
The pupils from Miss Ida Parron's room will present a play entitled "Traffic Court" at the regular P. T. A. meeting tonight, March 6 at 7 o'clock.

Choral Club Entertains At Last Assembly
In observance of National Music week the La Vega High School Choral Club gave the following program in assembly, Friday, May 9, in the high Junior English classes begin drive to build magazine.



The 1940-'41 La Vega High School Faculty
Reading left to right: back row—H. C. Fligo, science; Miss Matthe...

Choral Club Entertains At Last Assembly
In observance of National Music week the La Vega High School Choral Club gave the following program in assembly, Friday, May 9, in the high Junior English classes begin drive to build magazine.

Junior English Classes Begin Drive To Build Magazine
The two junior English classes taught by Miss Othella Denman have...

La Vega Students Win More Honors In League
Our participants in the Interdistrict League Contest have added more...

Soft Ball Team
Standing, Miss Gordon Clarkson (coach), back row, left to right, Mar...

Base Soccer Honors
Basketball Team
Track and basketball boys were honored Thursday night, May 11, 1941.

Baylor Play Well Attended By La Vega Students
The Waco production of "The Little Field in Illinois" has thus far been successfully attended by the students of...

La Vega Little Theatre Presents Two Plays
Two plays entitled "The Road Goes On" and "The Road Goes On" will be presented today at 8 o'clock by the La Vega Little Theatre. The first play is directed by Alvin Rubin. The members of the cast are: Jack Edney, Quinton Eby, Elizabeth Phillips, Don...

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DEDICATION ISSUE THE La Vega Annual WELCOME

La Vega Press

OFFICIAL PUBLICATION OF LA VEGA SCHOOLS VOL III Belton, Texas, Tuesday, February 4, 1941 No. 7

LA VEGAS NEW BUILDING TO BE DEDICATED TONIGHT



The New La Vega High School Building The New La Vega Gymnasium

Chairman of School Board Expresses Appreciations
A. H. Harshfield, chairman of the La Vega School Board, expresses the following words of appreciation in connection with the dedication of the new school building.



Superintendent P. W. Shelton

Program for the Dedication Exercises
The officials of La Vega Public Schools formally dedicate the new building tonight at 7:30 o'clock in the recently completed combination auditorium-gymnasium.

"We deeply appreciate the splendid cooperation given by H. P. Hite, Ray D. Morgan, and other W. P. A. officials. It was through their help that we have been able to build the \$65,000 building, do extensive remodeling on the frame buildings, and improve the football field with a debt of only \$28,000. We hope to operate without increasing taxes any day."

HISTORY OF LA VEGA PUBLIC SCHOOLS TRACED FROM 1827 TO THE PRESENT
On July 14, 1827, the Pecan Grove Common School District No. 6, composed of three separate school buildings, was consolidated, \$30,000 of actual bonds were voted on March 14, 1827, and a brick building was erected. During the time that the

Program for the Dedication Exercises
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Football Players & Pep Club Girls To Be Given Banquet February 28



LA VEGA PIRATES—1940 La Vega Pep Club for 1941 LA VEGA PEP CLUB—1940

Football Team, 1940
Top row, reading from left to right: John Ed Williams, Lester Givens, Lewis Robinson, Robert Crawford, Raymond Talley, T. E. Rutherford, Ernest Wood.

La Vega Pep Club for 1941
Reading from left to right on the top row, the girls are as follows: Lorena Moore, Otha Mae Olson, Dorothy Sharp, Elizabeth Phillips, Georgia Carmichael, Margie Hooker, Helen Booth, Katherine, Sue Green, Mary New Offices Get New Equipment And More Coming

LA VEGA PEP CLUB—1940
Marie Jacobs, Geraldine Teague, Bernice Jacobs, Wash Wilkins, Jean Langford, Virginia Campbell, Hattie Mae Hall, Fern Dixon, Katy Jo Coats, Miss Othella Denman, Third year: Miss Gordon Clarkson, Ida Mae Holley, Zella Ruth Johnson, Bessie Ketchum, Patsy Gadsden, Evelyn Price.

GIRLS PHYSICAL EDUCATION IS REQUIRED
Each girl is required to take Physical Education this year. Miss Gordon Clarkson, the teacher, directed...

New Offices Get New Equipment And More Coming
Superintendent P. W. Shelton's office has a beautiful new desk made of oak, new stove, new chairs, and a large safe to keep valuable things in. Eight new desks enable the reception room, book room, auditing, lab, etc.

Radio Program Given By Fifth Grade
The fifth grade pupils of Miss Ruth McCord's room presented a radio program over station WACO, Wednesday, April 9. They enacted an original play based on their study of com...

Faculty Loses Two Teachers
La Vega recently had the misfortune to lose two of its teachers, Mrs. J. M. Kendrick is teaching for Mrs. Katherine Arwood, who resigned because of her health. Mr. H. D. Martin, who has taught at La Vega for the

New Building is Occupied
On November 6, the new high school building was occupied with the exception of the science laboratory. There are two class rooms, a library, a reception room which adjoins the two offices, a room for sick children, a book room, a boiler room, and two lavatories in the building.

Book Week Observed
The fifth grade pupils of Miss Ruth McCord's room presented a radio program over station WACO, Wednesday, April 9. They enacted an original play based on their study of com...

HAVE YOU FOUND YOUR NAME YET?
Everyone likes to see his name in print, and the staff is trying hard to get YOUR name in the paper soon! You may not have signed to count, but there were 50 different names in the first issue and 85 in the second. Did you find your name? If you did not, we promise that you will find it in a very early date. In the meantime, ask yourself if you have done anything of value, and we will be interested enough to get your name put in the paper!

Work is going on in the installing of lights, heating, and bell service. New lockers have added to the rear part of the halls. It will be a real day of celebration when every detail of the building is completed. We hope faculty and students are working to keep the building looking nice and clean.

Book Week Observed
Every grade in La Vega School has observed Book Week this week. All of the high school students have enjoyed reading a four page book newspaper entitled "The Magic Carpet".

NEW TEACHERS

P. W. Shelton, superintendent, has seen the faculty grow from seven to thirty in his eleven years here. New high school teachers include C. H. Byrnes, shop; John Hugh Smith, boys' physical education; Hollis C. Fligo, science; H. D. Martin, history; and Misses Gordon Clarkson, etc.

First Semester Honor Roll Announced

With half of the 1940-1941 school year gone, the following have made the much-coveted honor roll (an average of 90 or above in all their courses): David Campbell, etc.

Library Improvements

The library has undergone a number of improvements in the thirteen and one half years of the school's history. At present, there are 1,522

National Music Week Observed at P. T. A.

National Music Week was observed.

Entries and Withdrawals

Info the beginners class, Jimmie Cash from Hubbard and Hollis Coates from Nalley have entered. Noting the first grade were Joan



The 1940-'41 La Vega School Board

Reading left to right, back row: L. V. Bowden, treasurer; James S. Pitt...

Entire School Assembles

On Wednesday, February 8, the La Vega High School and Grammar School students met together for

OUR SCHOOL SPIRIT

Yes, the spirit that is displayed in school makes or breaks the standards of our school life. Does our school need more school spirit? Is someone

TENNIS ITEMS

The netters of the school have been hoping for cement courts on the school ground for a long time, and at long last their wishes are to be realized. The two courts are nearing comple...



Inside View of New Gymnasium

Health Education Program Prepared

The health education program was prepared.

BOOK WEEK NOVEMBER 10 TO 16

Every grade in La Vega School has observed Book Week this week. All of the high school students have enjoyed reading a four page book newspaper entitled "The Magic Carpet".

Book Week Observed

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Fig. 7. -- A cross section of school-news items that appeared in the various issues of The La Vega Press at the opening of the school term and at various intervals during the school year, 1940-1941.

THE LA VEGA PRESS
Published by the Press Club of
La Vega High School
Member of I. L. F. C.

STAFF

Coeditor: Jim New Bruner
Mrs. Mae Sommerfeld
Circulation: Marie Wylie
Society: Maxine Inman
Exchange: Dorothy Shaw
Business: Everedaya Teague
Advertisements: Ina Mae Bowden
Maxine Inman
Features: Blanche Gregory
Dorothy Shaw, Emma Ruth Sinker
Managers: Ina Mae Bowden

"College Daze" Presented By Seniors
Were you in on the fun at the High School Auditorium, Thursday night, April 24, at 8:00 o'clock when the seniors presented a three act comedy "College Daze"? The audience, old and young alike, enjoyed moments of seriousness and laughter.

Seniors Entertained By Room Mothers
Mentelma R. B. Tally, A. Escamilla, L. Y. Bowden, and Roy Hall, senior home mothers, entertained the seniors with a Christmas party at the home of Miss Obella Dezman, Friday night, December 18. The games

"God Bless America"
This has become a commonly expressed phrase. We see it written on banners and we hear the song being sung constantly. Now do we really

Among The Books
The Marks of An Educated Man
How far does your education extend? How do you break a bad habit? Do you hear gradates? Do you believe in popular ideas? No, this is not Professor Quiz, but it is something that has just about as much information to be had. The book being discussed is Albert E. Wiggam's famous book, The



Winning Training Team
Standing left to right are Jim New Bruner, George Call, and Nora Mae Sommerfeld, who were first place as a team for La Vega School in the

RED LETTER DAYS MAKE SCHOOL COLORFUL
The first quarter of the 1940-41 La Vega School session closes today with several red letter days attracting attention.

Press Club Undertook A Big Task
Last November, the seventeen students and the two sponsors who were



Who's Who
The above students were selected by the Press Club in the Who's Who Club in the

Fifth Grade Makes Junior Red Cross
Mrs. Ruth McCarter's fifth grade class has organized a Junior Red Cross

Why's of Common School
We've always heard that opposites attract each other. If this is true, why

CIVICS CLASS
The Civics Club has been studying how Congress makes laws. The two classes were organized into the Senate and House of Representatives and

THE NEWS

La Vega Press

OFFICIAL PUBLICATION OF LA VEGA SCHOOLS

VOL. III Bolinas, Texas, Friday, May 22, 1941 No. 13

Prospective La Vega Graduates for 1941



Above are pictured 43 seniors, the largest number ever to be candidates for graduation from La Vega High School. They are, reading left to right, front row: Frank Bagwood, Yelma Harris, Nora Mae Sommerfeld (valued editor), Ina Mae Bowden, Maxine Inman, Dorothy Teague, Laura Jean Pearson, Emma Ruth Sinker, Blanche Gregory, Gladys Carter; second row: Payne Hallmark, Elizabeth Phillips, Jim New Bruner, Pearl Griffin, Ora Belle Sharp, George Call, Mary Evelyn Logan, Everedaya Teague, Margie Freeman, Charlotte Hawk, Albert McCarter; third row: Jack Anderson, Dorothy Dymars, Robert Crandall, Dorothy Shaw, Raymond Talley, Alma Ruth Hall, Emma Ruth Sinker, Evelyn Moses; fourth row: Louise Freeman, Agnes Eberstrom (lecturer), back row: Manuel Christian, Vera Mae Stephens, Johnny Abraham, Albert Escamilla, Joe Ballenger, Dorothy Hill, Billy McCoy, Ed Howard, Betty Jane Williams, Frank Gork, and John Anderson (high average for boys), George Rodgers is not in the picture.

Baccalaureate Services To Be Held Sunday Night
Sunday night, May 25, at 8:00 o'clock the baccalaureate services for the 1941 La Vega High School Senior Class will be held in the new auditorium. Reverend Paul H. Vancher, pastor of the La Vega Baptist Church, will de-

High School Faculty Entertains Seniors Tonight
The Senior Class members are to be entertained by the high school faculty with a garden party tonight at 8:00 o'clock at the home of Miss Obella Dezman, 2912 Fort Avenue.

Commencement Exercises Scheduled For May 30
The commencement exercises for the largest graduating class in La Vega School history will be the event of May 30, at 8:15 o'clock in the new auditorium. Superintendent F. W. Sullivan will be in charge of the exercises.

James Crown Wins Place In Remonts
James "Charley" Roy Crown became the first La Vega athlete in the history of the school to win a place in the big regional track and field meet which is in Denton, April 19. He will compete in the 100 yard dash.

Senior Class Largest In History
La Vega has 45 students in the senior class. These seniors are studying hard—no hope—no try and make the grade. The seniors are recognized by everyone in school and should set examples to the future seniors and be able to look back and say they were

Music Department Improvement
This year music has been given a regular place in the grammar school curriculum. Music appreciation, singing, piano, and orchestra are being taught in the music classes.

History of The 1941 Senior Class
Starting from all parts of Texas and from other states is our 1941 senior class. The lucky students are the 43 who stand in the new gymnasium.

Speech Department
The speech department is the most popular in the school. The students are given a chance to express their thoughts and feelings in public speaking.

Science Department
The science department has improved rapidly in the La Vega School and has been selected in 1937. The department was affiliated last year. It is now a separate department.

English Department
The English department has had an interesting development. In the first year of the school history, English I was affiliated. This year has in 1940-41, English I and II are now separate departments.

Mathematics Department
The mathematics department has had an interesting development. In the first year of the school history, mathematics was affiliated. This year has in 1940-41, mathematics is now a separate department.

Who's Who in Seniors Class
In spite of a strong spring breeze, the seniors are making a fine record in their studies.

In Memoriam To Our Friends
ANN WOODLOCK
MARIE WYLIE
J. C. SIMONTON
DONALD IRVIN

WITH THE CLUBS

ALUMNI HISTORY
The La Vega school history reveals a total of 227 students who have graduated from the classroom ranks of the "grand old school," the first class being in 1922. Prior to 1932, there were 100, 200, 300, 400, but the total

Alumni Gifts for the New Building
The 1938 Senior Class started a fund to be used toward the starting of a new building for the school. The class gift amounted to \$26.27. The 1939 class designated its gift of \$27.31 to be added to the 1938 fund. These

Home Economics Girls Attend Convention
Jim New Bruner Wins Place
La Vega was represented at the 91st State Convention held in San Antonio May 1, 2 and 3, by seven girls and the sponsor, Miss Mary Nell Johnson. Place: Houston, J. C. Moore, and

Reception To Be Given For Seniors
The seniors are to be entertained with a reception next Friday night, May 30, after Commencement, at the home of Reverend and Mrs. Fred A. McCawley, 1400 South Fifth Street. This honor is a courtesy of the Bolinas Baptist M. M. of which Mrs.

High School Choral Club
The High School Choral Club began about eight years ago. It has won several cups and has served the school and community on various programs. Since the student body has grown and several more teachers have been



Fig. 8. -- A cross section of school-news items that appeared in various issues of The La Vega Press during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

behavior of pupils, and business management and finance.

The type of news articles appearing in the various Waco newspapers is shown in Fig. 10.

Below is a checklist for evaluating school publications with symbols indicating how each item was checked concerning the publications of the La Vega School.

- (/) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (/) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (/) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (/) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

The above checklist of ten items includes eight which were checked (/) and two which were checked (-). This is

slightly above the average for secondary schools. Indications of some splendid work are manifested.

The following evaluation questions were rated to determine how well the La Vega School District was furnishing media for disseminating school news.

- (3) a. How adequate are the number and frequency of school publications?
- (3) b. How valuable educationally is the experiences of pupils in preparing and issuing school publications?
- (4) c. Evaluate three successive issues of all publications.

One of the items in the three evaluations was rated (4) and two were rated (3). The evaluation placed upon the school newspaper was superior. It is doubtful whether the one publication is adequate for a school the size of this one.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were made by the La Vega School District.

The school furnishes the parents and community with information about the following:

- (/) 1. The purposes and objectives of the school.
- (/) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (/) 5. The school staff -- its personnel and organization.
- (/) 6. The school plant and its equipment.

- (-) 7. Financial needs.
- (-) 8. Business management.
- (0) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (/) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (-) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (-) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (/) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities for such classes.
- (/) 18. The auditorium is made available for community programs.
- (-) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (/) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (/) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (/) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (/) 25. Representative citizens of the community serve on committees for developing better school and community relations.

- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (/) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (/) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community

In the above checklist of thirty-two items, the first eleven relate to information for parent and community, items twelve through twenty concern community services, and items twenty-one through thirty-two relate to procedures. Twenty-two items were checked (/), nine items were checked (-), and one item was checked (0). These checks indicate that this school ranks above the average in its community relations program.

The following evaluation questions were marked to show how well the La Vega School District is making provisions for a satisfactory school and community relations program.

- (3) a. How well is information about the school provided for the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (3) c. How well does the school provide for the educational needs of its public?
- (2) d. How well does the school provide for the recreational needs of its public?
- (4) e. How well does the school use the public and school press to promote better school and community relations?
- (4) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (4) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, three were rated (4), three were rated (3), and one was rated (2). The average school rating is (3.3), which is above the general average for schools.

Summary of evaluations and recommendations for improvement. -- Some of the commendable features of the public-relations program of the school evaluated are a splendid school newspaper with membership in the Texas High School Press Club, a progressive Parent-Teachers Association that has active men members, a staff that participates in community activities, special provisions for exhibits and entertainments, and a cooperative community.

The school does not supply adequate information about business management, the school staff, both professional and non-professional, the school guidance program, library service, and other items. As media for interpretation and good will, the school play areas and facilities should be made available for community use; the organization of classes in

adult education and public forums should be encouraged; and clubrooms and other facilities of the school should be available for more social activities of the community. The circulation of The La Vega Press should be increased, so that it would be in every home in the community, if at all possible.

Mart School District

General data. -- A survey of the data secured through the questionnaires reveals that the Mart School District is situated in an agricultural section with a railroad division point in the town. The area of the district is fifty-nine square miles; the scholastic census enumeration is 604 from an estimated population of 4,000. The enrollment in the elementary grades is 450 with fifteen teachers, and the enrollment in the high school is 208 with eleven teachers.

The administration makes no definite attempts toward a functional public-relations program. Special programs, commencement exercises, and the press are listed as the most effective interpretation contacts. Organized clubs that are sponsored by the school include Future Farmers of America, homemaking, and Spanish. Weekly assemblies are utilized, but the traditional type of commencement exercises lends very little toward furthering a satisfactory public-relations program.

Athletic events are limited largely to two major sports, football and basketball. Some interest is manifest in track and field events. Football creates the most enthusiasm in so far as the community is concerned.

No community activities are listed as being sponsored by the school. The school has no Parent-Teachers Association. The school facilities are not utilized in any way as a community center. The administrative officer of the school explained that the community had adequate private, church, or municipal facilities for the activities of the community.

School publications. -- The school does not sponsor any publication as such. However, the school contributes news items to the three Waco newspapers and edits a special school section, "The Panther Screams," in The Mart Herald. The data presented in Table 3 reveal that the local newspaper is received in the homes of 135 pupils, representing 84.9 per cent of the student body, and that 84.9 per cent of the students read the school-news items. This indicates a wholesome condition. Other interesting data are presented in the table relative to the number of families that receive the following newspapers: The Waco News-Tribune, The Waco Times-Herald, and The Waco Record. Table 3 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items.

A cross section of school-news items as published in various issues of The Mart Herald are presented in Fig. 9. The items were selected at random from a rather limited number of issues, and pertain only to the school year 1940-1941.

TABLE 3

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE MART HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
The Waco News-Tribune.....	79	47.5	94	59.1
The Waco Times-Herald.....	61	41.3	67	42.1
The Waco Record.....	16	11.0	18	11.3
The Mart Herald.....	117	80.3	135	84.9
All other newspapers.....	66	44.8	75	47.1
No newspapers.....	3	2.1	4	2.5
Reading School-News Items				
Students reading school-news items.....	123	84.8	135	84.9
Students not reading school-news items.....	13	8.9	18	11.3
Parents reading school-news items.....	101	69.6	113	71.1
Parents not reading school-news items.....	34	23.4	39	24.5

*From the total high school enrollment of 208, only 159 pupils replied, representing 145 homes.

The items are not arranged with any particular intent of sequence or departmentalization. The news sections contained no pictures or illustrations of any kind. Many of the news

THE MART HERALD

VOLUME 41

MART, McLENNAN COUNTY, TEXAS, MAY 29, 1941

NUMBER 7

Three Mart Boys To Receive Degrees From Texas A. & M.

Among the total of 800 students who are candidates for degrees to be conferred at Texas A. & M. College Friday, June 6, and the following local boys will receive the degrees for which they are candidates: Bachelor of Science in Agricultural Engineering...

Mart Hi Panthers Competed in Fast Company Saturday

The Mart High Panther track squad scored nine points in the district meet Saturday in Waco. The points for the meet were fairly well divided, Odd Fellows...

Mart Future Farmers Get Good Prices For Show Calves

The Mart Future Farmers, showing five lot-led calves at the Bi-Stone Livestock show in Mexia last week, not only carried away several ribbons but sold all the calves for a fancy price...

Former Mart Girl To Teach in Lamar College at Beaumont

From the publicity department of Lamar college, Beaumont, comes the information that Miss Norma Dorothy Schwartz, former Mart girl, a graduate of Mart High School...

Senior Field Day Open House to the Senior Classes

Open house to the senior classes of the high schools of eight neighboring counties was extended by Baylor University last Saturday, when about 2,800 students gathered there. About 25 or 30 Mart Hi seniors attended...

Soil Conservation Team Wins High in Contest

The Future Farmers soil conservation team, competing in the state contest at A&M college Monday, came home with high individual and team honors, it is announced by their teacher, Mr. Childers...

New Band Director Presented at Chapel

Almost everybody has seen or at least heard about the new band director, Mr. J. Harold Grissom. He is not "all ears" but at any rate all the girls seem to think he's plenty handsome...

New Car Designed by Mart Hi Student

All students sat up and took notice when announcements were made that a new 1941 LITZ-BAKER SUPER special deluxe automobile would be exhibited Tuesday afternoon...

Expert Urges "Tank Chasers"

Washington, April 21.—"Tank chaser" with a big cannon in its business end was suggested Saturday by an American expert as the most effective single means of repelling German armor attacks such as the current German onslaught on Allied lines in France...

Tall Tales From Mart Sportsman

The following fish prevarications come from Joe Barlett regarding the big gars in the Colorado river and Buchanan Dam. An American fisherman has written King George and suggested a solution for Britain's troubles with German mines. The British should import, so this fisherman advises, 500 big Colorado river alligator gars...

Congressman Poage Congratulates Seniors

Mart Hi graduates for 1941 who are in the center of attention in the baccalaureate exercises Monday morning and Tuesday night, are already receiving the congratulations of their many friends among whom is Congressman W. K. Poage who mailed his expression from Washington...

BACCALAUREATE SERVICE MART HIGH SCHOOL

High School Auditorium Sunday Morning, June One Nineteen Hundred Forty-one 11:00 o'clock Order of Exercises Procession of Graduates Hymn Invocation Holy, Holy, Holy! Scriptures Lesson Reverend Charles L. Cokerell Sole Mrs. C. L. Taylor Sermon Reverend F. P. Goddard Doxology Benediction

COMMENCEMENT EXERCISES MART HIGH SCHOOL

High School Auditorium Monday Evening, June Two Nineteen Hundred Forty-one 8:15 o'clock Order of Exercises Procession of Graduates Music by School Orchestra Invocation Reverend A. B. English Welcome Buddy Rogers Class Song—America for Me MRS. Hon. Sam McCorkle Commencement Address Hon. Sam McCorkle Plans Duet—On the Trail Carolya Nolling and Maxine Potts Feeds Grads Presentation of Diplomas E. A. Reichert President of S. H. Board Announcement of Names and Presentation of Scholarships J. J. Youngblood

COMMENCEMENT SERVICES Ben Hur High School

Friday, May 30, 1941, 8:00 P. M. Auditorium Processional, "Tannhauser March" (Wagner) Rev. C. E. Wide Salutatory Albert Lee Henley "When Day is Done" (Bond) Robert Grady Monaghan "Prayer Perfect" Mrs. Herschell Crowell Valedictory Bobbie Hazel Folley Introduction of Speaker R. H. Brown Address T. H. Elberidge "I Am An American" Sam Houston State Teachers College Graduating Class Presentation of Diplomas Recessional

More Wedding Bells

It looks as if there will be more of those delightful bells tolling in Mart. Yes, we have it first hand that a certain junior girl will become an immortal one before, in fact, we add editor heard the proposal himself, from the lips of a certain senior boy. This junior girl is one of the most beautiful girls in Mart, Hi, and that boy says that he is the luckiest guy in the world. The couple will probably have an anniversary party...

Mart Hi FFA Boys Win Honors At Judging Contest

Young teacher A. B. Childers of Mart High school, with a number of his FFA boys, attended an area judging contest at Moody Saturday, March 7. His team in soil conservation—Kirley Dill, Fred Preston Gray and Smith Dean Eckert—placed second in the contest, which qualifies them to enter the state contest at A&M in April. This team had previously placed first in the district contest at Gattsville in February.

The Mart Livestock Team, Composed of Clyde Havers, Lawrence H. Havers, and...

The Mart Livestock team, composed of Clyde Havers, Lawrence H. Havers, and... won several ribbons and sold all the calves for a fancy price...

Twenty-five Mart Hi Panthers Report For Spring Practice

The first day of spring football practice found the boys of Mart Hi turning four plays and running them as they had the second time. Equipment was issued the following members of the A' squad: Jimmie Aycock, Billy Dizon, Gene Charnick, Randall Childers, Charles David, James Davis, Dayton Ramsey, Fred Berg, Ed...

Mart Boy To Get Electrical Engineering Degree From Texas U.

Keith, May 17.—Meeting the nation's need for trained engineers, the University of Texas will send more than 200 graduate engineers into industry in June. Among the 212 candidates for degrees of bachelor of science in electrical engineering and bachelor of architecture to be conferred at the June 2 commencement is James Randall, who will receive his degree in electrical engineering...

Plan Mart High School and Graduate School Studies in the Country

Plan Mart High School and Graduate School studies in the country, some of the boys...

Interscholastic League Meet Scheduled For May 1-3 In Austin

Austin, April 21.—Boasting state finals in 11 fields of athletics, argument and academics, plans were completed today for the 1st annual Texas interscholastic league meet, May 1 to 3. Approximately 2,000 schoolboy champions in everything from track and field competition to typing are expected to attend the University of Texas-sponsored meet, Roy Bedwick, league director, said today.

Mart High School News of 1913-1914

Old school records of 1913 and 1914 show that school opened on September 8 in 1913 with W. E. Pate, superintendent. J. Post H Berry was principal and history teacher while Hal H. Hunter was coach and assistant teacher in Mart were in their "hay day" with sixteen unmarried school teachers on the faculty. They included Misses Beulah Pearce, Math, Bess Bortery, English; and Adele Horton, Latin and German in the high school.

Children Gives Hog Feed Demonstration Report for VocAg Boys

In commenting on his Future Farmer club and its work, A. B. Childers, Mart Hi vocational agriculture teacher, stated a group of his high school boys now have...

Tryouts For the Senior Play

A gay group of girls and boys assembled Monday afternoon to tryout for roles in the senior play; however, actual tryouts did not begin until Tuesday afternoon. There are only about 4 or 5 boys who are highly available for attainable every afternoon, and it was quite hard to secure enough boys for the number of roles required.

Spooks from the Bull Wood

Mrs. Todd: What inspired the old-time pioneers to set forth in their covered wagons? Robert Bruce: Well, maybe they didn't want to wait about 30 years for a train.

Trustee Election 'Gets Hot' Late Saturday

One hundred and thirty-four votes were tallied in the independent school district trustee election held here Saturday, which was a record vote for the past several years in a local school trustee election. The election started off at 7 a. m. Saturday in a quiet, peaceful manner and continued this way until someone asked the rumor...

Mart Panthers Made Good Showing in Regional Track Meet

None of the five Mart Hi Panther trackmen managed to place in the regional meet in Denton Saturday but all of them made a good showing nevertheless. The Dud Thompson, Buddy Rogers, Bruce Ramsey and Curtis Mullins, set a new all-time Mart Hi record in the 100 yard dash.

High School Tennis Tournament Starts Monday

At a tennis club meeting last Monday afternoon, it was decided to hold the annual school tournament which will begin on Monday afternoon and which will be played on Friday afternoon.

Children Gives Hog Feed Demonstration Report for VocAg Boys

In commenting on his Future Farmer club and its work, A. B. Childers, Mart Hi vocational agriculture teacher, stated a group of his high school boys now have...

Spooks from the Bull Wood

Mrs. Todd: What inspired the old-time pioneers to set forth in their covered wagons? Robert Bruce: Well, maybe they didn't want to wait about 30 years for a train.

PANTHER SCREAMS

A STUDENT PUBLICATION OF MART HIGH SCHOOL. PANTHER STAFF: Editor-in-Chief: Ben Hartley; Assistant Editor: Mary Beth Chadwell; Assistant Editor: A. Pala Watson; Assistant Editor: Curtis Farnsworth; Assistant Editor: Mary Walton Smith.

Tennis Notes

In an important meeting of the tennis club on Tuesday afternoon there were several important steps taken which will influence tennis in Mart and Mart Hi school. The first step taken was toward affiliation with the state and national tennis associations, and it was generally agreed by the whole body that this affiliation with these organizations would be a great move forward in Mart Hi tennis.

Remembering News

As the third year club meeting which met Friday, March 28, there was a general discussion on needlework and handicraft work. Several of the students...

Remembering News

As the third year club meeting which met Friday, March 28, there was a general discussion on needlework and handicraft work. Several of the students...

Mart Hi School Band Makes Fine Showing in Contest at Waco

The Mart Hi Panther band, under direction of Mr. Childers, placed second in the Central Texas area contest held at Waco Friday and Saturday. With the assistance of the former Mart band director, J. R. Kiser, the Mart band received a second division rating and were awarded a bronze championship which will be sent to the trophy case with other such annual recognitions of achievement.

Fig. 9. -- A cross section of school-news items that appeared in various issues of The Mart Herald during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

items listed by Farley⁴ are not presented in this paper. Those items mentioned are virtually in the reverse order of rank when compared to what Farley found the parents are interested in reading. The elementary school is given practically no recognition; health of pupils, teachers and school officers, attendance, business management, administration, financial needs, and many other important items are given very little space.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions are being met by the Mart School District.

- (-) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting sportsmanship in all contests, exchange of publications, and otherwise.
- (-) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.

⁴Farley, op. cit., p. 16.

- (0) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

The above checklist of ten items includes three which were checked (/), five which were checked (-), and two which were checked (0). This is below the average for secondary schools of this size and rank.

The following evaluation questions were rated to determine how well the Mart School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (2) c. Evaluate three successive issues of all publications.

Of the three evaluation questions above, all three items are rated (2). This is an average rating of (2), or inferior, for the evaluated school in regard to its publications.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community activities and services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were made by the Mart School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (O) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (O) 7. Financial needs.
- (O) 8. Business management.
- (O) 9. The school guidance program.
- (O) 10. Community relations program and organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (-) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (/) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (O) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (O) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (O) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (O) 18. The auditorium is made available for community programs.
- (-) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.

- (-) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (-) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (0) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (-) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parents and community, items twelve through twenty refer to community services, and items twenty-one through thirty-two have to do with procedures.

Of the total items, six were checked (✓), fifteen were checked (-), and eleven were checked (0).

The following evaluation questions were marked to show how well the Mart School District is making provisions for a satisfactory school and community relations program.

- (1) a. How well is information about the school provided to the parents and community?
- (2) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (2) d. How well does the school provide for the recreational needs of its public?
- (2) e. How well does the school use the public and school press to promote better school and community relations?
- (2) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, one was given the score of (3), five were given the score of (2), and one was given the score of (1). This results in a general average evaluation of (2), which is an inferior score. Apparently there is a great opportunity for concerted effort on the part of the school personnel to "sell" this school to the community in an even more commendable way.

Summary of evaluations and recommendations for improvement. -- One of the strong features of the public-relations program of the school evaluated is the prestige that it commands in the community. The personnel of the administration has been stable for many years; the academic achievements and other attainments are worthy of merit.

The school is not maintaining or securing an adequate public-relations program in its publications, in information to parents, in provision for educational needs, in community cooperation, in an active Parent-Teachers Association, and in many other items.

It is recommended that more attention be given to making the school a community center; that public forums, classes in adult education, and recreational activities be encouraged as interpretations media. It is also recommended that a concerted effort for a definite and functional public-relations program be considered by the administrative personnel.

South Bosque School District

General data. -- A general survey of the South Bosque School District reveals a scholastic enumeration of 131 from an estimated population of 3,500, in a community embracing thirty-three square miles of territory. Of the scholastic enumeration, ninety are in the elementary grades and fifty-three are in the high school. The faculty consists of four elementary teachers and four high school teachers.

The administration endeavors to maintain a type of public-relations program. The clubs sponsored by the school include the Four-H, Home Demonstration, and Recreational. The last-named is a community-wide organization for old and young people. They assemble at regular intervals for purely social and recreational purposes.

Assembly programs are presented bi-weekly, to which

parents and patrons are invited. The new-type commencement exercises are utilized in advancing the programs and philosophy of the school; the public attendance at these exercises is satisfactory.

The athletic events sponsored by the school include football, basketball, and volleyball. Track and field events receive very little support from the community. All athletic contests are held at the school site and are well supported by the public.

The school functions as a community center for all school-sponsored clubs and activities. The Parent-Teachers Association sponsors the annual fair and school carnival.

School publications. -- The school has no school publications. The only medium for conveying school news to the public is through the newspaper. Since there is no local newspaper, the only available ones are The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and The McGregor Mirror. A study of a number of issues of each of these newspapers shows that, in the main, very little of the school's news is published in them. The major part of the meager space allotted was given over to athletic activities. The data presented in Table 4 reveal some very pertinent facts pertaining to the newspaper phase of this school's public-relations program. The newspapers that are read by the highest percentage of the parents and students are The Waco News-Tribune and The Waco Times-Herald, each showing that 48.5 per cent of the students read them and that 57.5 per cent of the

TABLE 4

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE SOUTH BOSQUE HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	13	48.1	16	48.5
<u>The Waco Times-Herald</u>	14	51.8	16	48.5
<u>The Waco Record</u>	8	29.6	9	27.2
<u>The McGregor Mirror</u>	3	11.1	3	9.1
All other newspapers.....	7	25.9	8	24.2
No newspapers.....	4	14.8	5	15.1
Reading School-News Items				
Students reading school-news items.....	17	62.9	19	57.5
Students not reading school-news items.....	11	40.7	12	36.3
Parents reading school-news items.....	17	62.9	20	60.6
Parents not reading school-news items.....	11	40.7	12	36.3

*From the total high school enrollment of fifty-three, only thirty-three pupils replied, representing twenty-seven homes.

students read the school-news items. The school-news items appearing in two of the Waco newspapers, in which this school

has articles from time to time, are illustrated in Fig. 10 under the caption, "County Schools Plan Exercises."

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the South Bosque School District.

- (N) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (N) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (O) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, poetry, layouts, headlines.
- (-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (O) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (O) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (-) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (O) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

Waco Sunday Tribune-Herald

(The News-Tribune and The Waco Times-Herald)



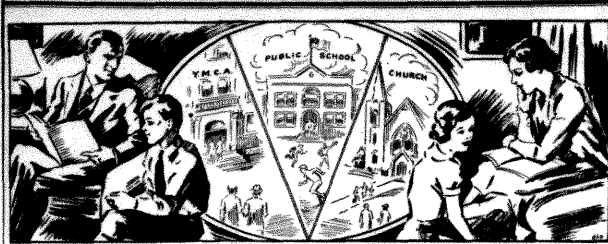
DOES CRIME PAY? "Where Are the Gray Haired Bandits?"

By Edgar E. Witt, Attorney-at-Law

If any bandits have gray hair, it turned gray from the wide eyes of law-enforcement men.

"CRIME VS. HOME INFLUENCE"

GUIDING A BOY'S HEART



"WHAT OF THE YOUTH OF TODAY?"

By REV. W. W. MELTON, Pastor Seventh and James Street Baptist Church

Any discussion of the youth problem is a live topic. This is demonstrated by the fact that the youth problem is a live topic. This is demonstrated by the fact that the youth problem is a live topic.

This educational endeavor is made possible by the cooperation of the News-Tribune and the Waco Times-Herald and the following public spirited citizens who are always in the fore in carrying out our community plan and a better place in which to live.

County Trustees Stumped on City Tuition Demands

Waco School Board Asks \$150 Above State Aid Figure for Rural Attending High School

The trustees of the Waco school district are stumped by the city's demand for \$150 more than the state aid for rural students attending high school in the city.

La Vega Commencement Is Scheduled for Friday

Rev. Paul H. Vercher Is To Deliver Baccalaureate Sermon to Graduates Sunday Evening

The La Vega Baptist church will hold its annual commencement on Friday, June 14, at 8 o'clock. Rev. Paul H. Vercher, pastor of the church, will deliver the baccalaureate sermon.

Crawford Grads To Hear Rev. May

Rev. T. B. May, pastor of the First Baptist church, will deliver the baccalaureate sermon at the graduation exercises of the Crawford school on Friday, June 14, at 8 o'clock.

County Schools Plan Exercises

Graduation Date For 546 Students Is Set Thursday

Largest Rural Graduating Group in History Will Receive Diplomas at Program in Waco Hall

P.-T. A. Is Sponsor Of Annual Fair

Stonie R. Cotten of La Vega and Inez Behring of Riesel Talk Top Honors in Exam

The P.-T. A. is sponsoring an annual fair at Waco Hall on Saturday, June 15. Stonie R. Cotten and Inez Behring were the top scorers in the county-wide examination.

Baccalaureate At Lorena Is Tonight

At 8 o'clock on Monday, June 13, the baccalaureate service will be held at Lorena. Rev. W. W. Melton will deliver the sermon.

Lorena High Has Top Score in 'B' County Contest

Axell Is Second, South Boogie Third, Results of Forensic, English, Other Events Published

Lorena High School has won the top score in the 'B' county-wide examination. Axell is second, and South Boogie is third. Results of the forensic, English, and other events are published.

Part of Junior Defense Guard at West High School

Members of the Junior Defense Guard are participating in a training program at West High School. The program includes military drill and other exercises.

Speaker Urges Parents to Create Happy Home Life

Parents are urged to create a happy home life for their children. The speaker emphasizes the importance of a stable and loving family environment.

Last Program of Radio Series Is Given Wednesday

The final program of the radio series is being given on Wednesday. The series has been a success and is well-received by the audience.

Junior-Senior Banquet At Axell High Is Held

A banquet was held at Axell High School for the junior and senior classes. The event was a social gathering and a success.

Stonie Cotten To Be Valetudinarian For Seventh Grade

Stonie Cotten will be the valetudinarian for the seventh grade. He will be responsible for the health and well-being of the students.

Educators Blamed For School Woes, Taxpayers Wrath

Educators are being blamed for school problems, leading to taxpayer anger. The community is demanding better results and more accountability.

Bruceville-Eddy's Exercises Friday

Exercises will be held in Bruceville-Eddy on Friday. The event is a community gathering and a success.

Food Going Into Cans for School Children's Meals

Food is being canned for school children's meals. The program is a success and provides for the needs of the students.

County Council Of P.-T. A. Meets For Closing Program

The County Council of P.-T. A. is meeting for a closing program. The event is a social gathering and a success.



Fig. 10. -- A cross section of McLennan County school-news items appearing at various intervals during the year, 1940-1941, in The Waco News-Tribune and The Waco Times-Herald.

In the preceding checklist of ten items, two were checked (✓), two were checked (-), and four were checked (0). Two other items, marked (N), indicate that the school has no publication nor a regular section in any newspaper. The checks indicate a score that is far too low for a high school of this type.

The following evaluation questions were rated to determine how well the South Bosque School District was furnishing media for disseminating school news.

- (N) a. How adequate are the number and frequency of school publications?
- (1) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (1) c. Evaluate three successive issues of all publications.

In the above evaluations two items were ranked (1) and one item was ranked (N). This school was ranked as inferior in regard to its provisions for school publications.

School and community relations. -- The school and community public-relations program provides information concerning the evaluated school, both for parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were made by the South Bosque School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (O) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (O) 7. Financial needs.
- (-) 8. Business management.
- (-) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent that school efficiency is impaired.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its services are made available at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (O) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (-) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (N) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.

- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (0) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (-) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (-) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (N) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (0) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (-) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information furnished to the parents and community about the school, items twelve through twenty concern community services rendered by the school, and items twenty-one through thirty-two relate to procedures used by the school. Of these items, eleven were checked (/), fourteen were checked (-), five were checked (0), and two were

checked (N). This indicates that the school maintains an inferior public-relations program in so far as the program is measured by this checklist.

The following evaluation questions were marked to show how well the South Bosque School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (2) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (1) e. How well does the school use the public and school press to promote better school and community relations?
- (2) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

In the above list of seven evaluation questions, two were rated (3), four were rated (2), and one was rated (1). The average score is (2); this score indicates an inferior public-relations program is being maintained in the South Bosque School District.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of this school's public-relations program are that it serves as a community center, the community frequently calls upon the school, the school library and other facilities are available to the community. Other commendable features are an active Parent-Teachers

Association, and a cooperative teaching staff in its community relations.

From the foregoing data, it is evident that this school does not have an adequate public-relations program. Reports of school activities should be given to one or more of the newspapers published in Waco. Since the school does not have access to a local newspaper, a bi-weekly or monthly school publication of the mimeographed type is recommended. The school could thus use its publications to stimulate expression on the part of the pupils, to act as a medium for public relations, and to serve as a record of the life of the school. A press or publications club, sponsored by a faculty member, should be organized and should work in cooperation with the entire school.

It is recommended that the school encourage forums of an educational and economic nature and also encourage and sponsor the organization of adult classes as agents and agencies for a better public-relations program. The school should provide special exhibits of class and departmental work and should have open-house programs at intervals during the year as interpretations media.

Axtell School District

General data. -- A general survey of the data of the Axtell School District shows a scholastic census enumeration of 245 from an estimated population of 900, in a community embracing forty-eight square miles. Of the scholastic

enumeration, 160 are enrolled in the elementary grades, and eighty-six are enrolled in the high school. The faculty consists of five teachers in the elementary grades and four teachers in the high school.

The administrative officers make no claim to having a public-relations program in this school, but there are certain elements of an interpretations program in effect. Four organizations sponsored by the school include Future Farmers of America Club, Four-H Club, Spanish Club, and Science Club, that serve as interpretation media. Weekly assembly programs are utilized and likewise the annual commencement. The commencement exercises are a combination of the traditional and the new-type. Athletic events include football, basketball, and volleyball. The Parent-Teachers Association sponsors an annual carnival and fair. The school facilities are all that are available for civic, social, recreational, and community-wide activities. Hence, the school serves as a community center.

School publications. -- The school does not sponsor any publication. The only media for publishing school news are The Waco News-Tribune, The Waco Times-Herald, and The Waco Record. A study of a number of issues of each of these newspapers reveals that this school had very few school-news items published. The data shown in Table 5 indicate that this school would not have satisfactory media even if adequate school-news items were published. Table 5 also shows

TABLE 5

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE AXTELL HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	36	67.8	40	63.5
<u>The Waco Times-Herald</u>	3	5.6	7	11.1
<u>The Waco Record</u>	6	11.2	8	12.6
All other newspapers.....	9	16.8	10	15.8
No newspapers.....	13	24.3	13	20.6
Reading School-News Items				
Students reading school-news items.....	30	56.5	35	55.5
Students not reading school-news items.....	14	26.4	19	30.1
Parents reading school-news items.....	27	50.9	30	47.7
Parents not reading school-news items.....	20	37.7	24	38.1

*From the total high school enrollment of eighty-six, only sixty-three pupils replied, representing fifty-three homes.

the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items.

The Waco News-Tribune, which has the largest circulation of any newspaper received in the community, is available in only 63.5 per cent of the students' homes and then only 30.1 per cent of the students read the school-news items. The only newspaper item for this school is shown in Fig. 10, which is taken from Waco publications for the school year 1940-1941.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Axtell School District.

- (N) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (N) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (0) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (0) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.

- (0) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (0) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

In the above checklist of ten items, two items are marked (/), one item is checked (-), five are checked (0), and two are checked (N), the latter because the school has no publications of its own and does not have a regular section in any newspaper. These checks indicate a score far below average for secondary schools of this size and type.

The following evaluation questions are rated to determine how well the Axtell School District was furnishing media for disseminating school news.

- (N) a. How adequate are the number and frequency of school publications?
- (1) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (1) c. Evaluate three successive issues of all publications.

In these evaluation questions, one item was given a score of (N) because the item is not applicable, and the other two evaluations were given a score of (1), or inferior. This signifies that this school is far below average in furnishing media for disseminating school news.

School and community relations. -- The school and community public-relations program provides information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and

various activities are utilized for the promotion of better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Axtell School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (/) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (-) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (0) 7. Financial needs.
- (-) 8. Business management.
- (-) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc.
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (/) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (0) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (0) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.

- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (O) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (N) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (-) 27. Home rooms, clubs, assembly programs, and school games and entertainments promote better understanding between school and community.
- (-) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (-) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (-) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parent and community, items twelve through twenty concern community service, and items

twenty-one through thirty-two have to do with procedures. Of all these items, twelve were checked (✓), fourteen were checked (-), four were checked (0), and one was checked (N). These checks indicate that the Axtell School is inferior in its meeting the provisions or conditions to effect an adequate school and community relations program.

The following evaluation questions were marked to show how well the Axtell School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (1) e. How well does the school use the public and school press to promote better school and community relations?
- (2) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

In the above list of seven evaluation questions, three were given the score of (3), two were given the score of (2), and one was given the score of (1). The average rating score was (2), which is inferior as relates to meeting the provisions or conditions to effect an adequate school and community relations program.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of this school's public-relations program are: (1) the vital part it serves as a

community center, (2) the school library and other facilities are available to the community, (3) an active Parent-Teachers Association, and (4) a cooperative teaching staff.

From the foregoing data, checklists, and evaluations, it is evident that this school does not have an adequate public-relations program. Reports of school activities should be given to one or more of the newspapers published in Waco. Since the school does not have access to a local newspaper, a bi-weekly or monthly school publication of the mimeographed type is recommended. The school could thus use its publications to stimulate expression on the part of the pupils, to act as a medium for public relations, and to serve as a record of the life of the school. A press or publications club, sponsored by a faculty member, should be organized to work in cooperation with the entire school.

It is recommended that the school encourage forums of an educational and economic nature and also encourage and sponsor the organization of adult classes as a part of its public-relations program. The school should provide special exhibits of class and departmental work and have open-house programs at intervals during the year as interpretations media.

Crawford School District

General data. -- The data obtained through the questionnaires reveal that the Crawford School District is a consolidation of six school communities with an area of seventy-eight square miles. The scholastic census enumeration is 404, from a total estimated population of 1,500. The faculty consists of fourteen teachers, seven each in the elementary and high schools.

The superintendent reports that a purposeful public-relations program is attempted. The program is developed through organized clubs such as the Future Farmers of America, Future Homemakers, Boy Scouts, Campfire Girls, and choral club. The assembly programs and commencement exercises are used as a very effective public-relations medium. The athletic events embracing football, basketball, track and field events are utilized in a unifying program with outside adults and for building an enthusiastic school spirit among the students.

The school serves as a community center in many of the social, civic, and religious enterprises; the facilities of the school building, the gymnasium, and the home economics cottage are available for use without cost or charge for utilities.

Community activities sponsored by the school include an active Parent-Teachers Association, the Boy Scout and Campfire Girls' organizations, the annual community fair and carnival,

and special exhibits on various occasions through the school year.

School publications. -- The school sponsors no publications. The only media for publishing school-news items are newspapers. An analysis of the newspapers as media of interpretation reveals some very pertinent facts. Table 6 shows some of the findings of this study. The four newspapers listed for the tabulation were The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and The Crawford Sun. Table 6 also shows the number and the per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school news items. From these data it is shown that The Crawford Sun is the only newspaper received in more than forty-three per cent of the homes; it, however, is received in seventy per cent of the homes. In view of the fact that not more than an announcement of an event or the result of an athletic contest is published in other than the Sunday edition of The Waco News-Tribune and The Waco Times-Herald, it is clear that neither of these papers could be considered adequate for school-news items.

Other facts revealed by Table 6 are that twenty per cent of the students and twelve per cent of the homes receive no newspaper. However, ninety-three per cent of the students reported that they read the school-news items. This is due to the fact that papers are made available through the school libraries.

TABLE 6

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE CRAWFORD HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
The Waco News-Tribune.....	40	40	50	42.3
The Waco Times-Herald.....	43	43	53	45.0
The Waco Record.....	18	18	20	17.0
The Crawford Sun.....	70	70	80	68.0
All other newspapers.....	31	31	34	28.9
No newspapers.....	12	12	20	17.0
Reading School-News Items				
Students reading school-news items.....	96	96	110	93.2
Students not reading school-news items.....	2	2	4	3.4
Parents reading school-news items.....	94	94	108	91.5
Parents not reading school-news items.....	4	4	6	5.0

*From the total high school enrollment of 126, only 118 pupils replied, representing one hundred homes.

An analysis of the school-news items reported indicates a very liberal allowance of space, in a desirable location, for all items. A cross section of the school-news items that

appeared in various issues of The Crawford Sun, from the opening of the school year 1940-1941 and at intervals during the school term, is shown in Fig. 11. The news items are not arranged in any degree of sequence or departmental significance. Conspicuous by their absence are many of the items listed by Farley,⁵ and those mentioned are virtually in the reverse order of rank when compared to what Farley found parents are interested in reading. Some of the news items that are not given adequate emphasis are pupil progress, methods of instruction, health of pupils, teachers and school officers, values of education, discipline and behavior of pupils, attendance, business management, board of education, and administration. As is the case in most school-news sections of any publication, too much space is devoted to "The Snooper's Corner," "The Super Scoop," or "Did You Know?" and other similar titles. Figure 12 is a second illustration of a patchwork of school-news items obtained from various issues of The Crawford Sun during the school year with the major emphasis on the "Senior Edition." The items are not arranged with any degree of sequence or departmental significance.

The type of school-news items appearing in the various Waco newspapers is shown in Fig. 10, along with news items from other schools in the county.

The items of the following checklist, designed to measure a school's media for disseminating school news, were marked

⁵Farley, op. cit., p. 16.

THE CRAWFORD SUN

Entered as Second-class mail at the Postoffice in Crawford, Texas

Issued Every Friday. S. B. Compton, Owner and Publisher.

OLD SERIES—Vol. 45 No. 36

Crawford, McLennan County, Texas, Friday, September 13, 1940

NEW SERIES—Vol. 12 No. 46

Crawford School Term Opens Monday!



O. H. Cross Speaker at First School Assembly

Crawford Schools Begin Registration Friday

SENIORS TO REGISTER FRIDAY MORNING

Back to school is the thing kids are now confronted with. Crawford schools will begin regular study courses next Monday, September 19. School officials will attempt to

SCHOOLS CO-OPERATE IN CHRISTMAS SEAL DRIVE

School children in all county will participate in the Christmas Seal drive, sponsored by

COMPULSORY SKIN TEST FOR SCHOOL CHILDREN

McLennan County Tubercular association hopes to make skin testing of school children for tuberculosis as compulsory as is vaccine for smallpox and toxoids for diphtheria. Board members at next meeting last week passed a res-

F. F. A. DOINGS

The following Ag boys to their calves to Fort Worth Sunday night ready for the World market: Neal Allan Nelson, (Angus calf, weight 820, blood line) Merced

PEP LEAD

The students of the Crawford School Choral Club

GRAMMAR SCHOOL ALSO VICTORIOUS

Students of the grammar school won first place in the All-Around League events. Below are the results and points of each school participating in the activities.

MAKES THE HONOR ROLL!

Two Crawford girls, Misses Fern and Lorene Barton, have

SENIOR HOLD CLASS MEETING

The Senior Class of 1940-41 has started the year off right by electing for their candidates for football sweetheart at Woods Jay

THE BEAN SUPPER

REPORT ON COUNTY SCHOOL TRANSPORTS

Annual transportation report for McLennan county schools, involving operation of 69 buses valued at \$40,000, had been compiled in the office of County School Superintendent J. F. Bateman and sent to Austin for approval Tuesday.

COMPULSORY SCHOOL ATTENDANCE IN EFFECT

The date of November 1 was set by the county and local school board for the beginning of the com-

FOOTBALL BANQUET TO BE WEDNESDAY, DEC. 14

Letter men of this year will be

SPYING ON SPORTS

The Crawford junior team played Speegleville squad while the boys' A squad played Speegleville Independents. The Speegleville girls got off to an early lead to dump Crawford girls 15 to 9. Dorothy Travis and Bobbie Marie England tied for home runs for Crawford, getting four and two points each. Warren and Buice

VIOLIN PUPILS IN RECITAL MONDAY EVENING

On Monday evening, May 21 Mrs. S. H. England presented her violin pupils in recital at her home

F. F. A. BOYS WIN AT GRAZOS VALLEY FAIR

The boys exhibit at the fair was a seed treater. The exhibit was made exclusively by the Ag boys. This seed treater was made from a barrel and two saw horses, on a rod, similar to a cement mixer. By means of this treater you get your seeds in condition for planting. It keeps the insects from harming the seeds.



BONNIE ALEXANDER Most outstanding girl citizen

SCHOOL TERM READY TO OPEN MONDAY

School days are again staring the youngsters of this district in the eyes.

The task of studying reading, writing and arithmetic will begin in earnest Monday morning for about 800 pupils of Crawford schools. Seniors will register at 9:00 a. m. Friday afternoon.

F. F. A. FAIR AND P. T. A. CARNIVAL

The F. F. A. department on the P. T. A. of Crawford High School will have their annual



JOHN BENNETT Most outstanding boy citizen

HOME ECONOMICS COTTAGE OF CRAWFORD PUBLIC SCHOOL SYSTEM



TRANSPORTATION SYSTEM OF CRAWFORD INDEPENDENT SCHOOL DISTRICT

Thanksgiving Holidays

Crawford Schools will observe Thanksgiving Holidays next Thursday and Friday, November 21 and 22. A majority of the faculty will attend the Tex-

Choral Club Solicitors

Plans are under way for making 30 solicitors for our High School Choral Club. The work will be done by the Home Economics Department, and probab-

P. T. A. MEETING

The first meeting of the Parent Teacher Association will be Tuesday, October 8 at 8:00 a. m. All friends of the school especially invited to attend

PIANO-EXPRESSION RECITAL

Mrs. P. I. Stinnett and Mrs. Horace Brouth presented their pupils in Expression and Piano Recital at Crawford High School auditorium, May 21.

New Faculty Members

Miss Lora Titus of Denton was elected as teacher of commercial subjects of Crawford High School. Miss Titus has a B. S. Degree from Teachers College at Denton, and comes to us Stage Improvements

Definite plans are under way for the purchase and installation of some new stage equipment for our auditorium. This will con-

TRACK AND FIELD

Preliminaries in Junior and Senior Track 9:30 to 11:00 a. m.

Finals in all Events 1:00 p. m.

Order in all events occur



S. H. ENGLAND Superintendent of Schools

PIRATES GALLEON

Activities of Your School Days in Crawford Public School--1940-1941

SIXTH GRADE NOTES

The sixth grade elected officers for the term. They are: Wilfred Meyer, president; Doyle Sanders, Vice-president; Ray Hopper, Secretary; Carol Jane Candy, Librarian.

SECOND GRADE

Our room is growing quite spunky looking with black and white and lots of evergreens. Since learning the meaning of Halloween, we think it is not a

FOURTH GRADE

We are beginning to about Santa Claus and his grandmas. The next three weeks (father in Teague, Saturday) are going to study how to children in other lands celebrate Christmas. We are especially interested in the children of

SEVENTH GRADE NOTES

Leslie Cox visited his great grandmother and great grandmas. The next three weeks (father in Teague, Saturday) are going to study how to children in other lands celebrate Christmas. We are especially interested in the children of

EIGHTH GRADE

The eighth grade and Junior School Choral Club will present a concert Friday night at 8:00 p. m. The concert will be titled "What So Proudly

STRIKED GRADE

We are beginning to about Santa Claus and his grandmas. The next three weeks (father in Teague, Saturday) are going to study how to children in other lands celebrate Christmas. We are especially interested in the children of

FIFTH GRADE

The perfect attendance roll for the eighth month closed. Mrs. Betty H. H. will participate in rhythm band at

FIRST GRADE NEWS

Crawford school will broadcast on Thursday at 5:00 o'clock. The first graders who will participate in rhythm band at

JUNIORS

The Junior Club of Crawford Club had a social on the 15th. The social was out in the form of a Billy Gene Barker was master and Kathryn (re-

SOPHOMORE ACTIVITIES

The Sophomore Class of Crawford School presented The Man of the Green Street Thursday night

SENIOR ACTIVITIES

The Seniors and Juniors program Monday night at Christmas holidays and hoping we hope everyone who att-

FRESHMEN

We are all waiting for the Christmas holidays and hoping we hope everyone who att-

DEBATE PRACTICE

The debate students had first practice debate Friday afternoon in the World H class. The question was: solved that the tax on resources in Texas should be increased. This is the first for discussion in County

Field Day Trip

The Bookkeeping Class and the Business Training Class, composed by Mr. and Mrs. S. H. England and Miss Titus made a trip to Waco, Tuesday. They

HOMEMAKING CLASSES

The Homemaking Classes of Crawford High School will present a Style Show Friday night April 4 at 7:45.

Field Day Trip

The Bookkeeping Class and the Business Training Class, composed by Mr. and Mrs. S. H. England and Miss Titus made a trip to Waco, Tuesday. They

Fig. 11. -- A cross section of school-news items that appeared in various issues of The Crawford Sun at the opening of the school term and at intervals during the school year, 1940-1941.

THE CRAWFORD SUN

Entered as Second-class mail at the Postoffice in Crawford, Texas

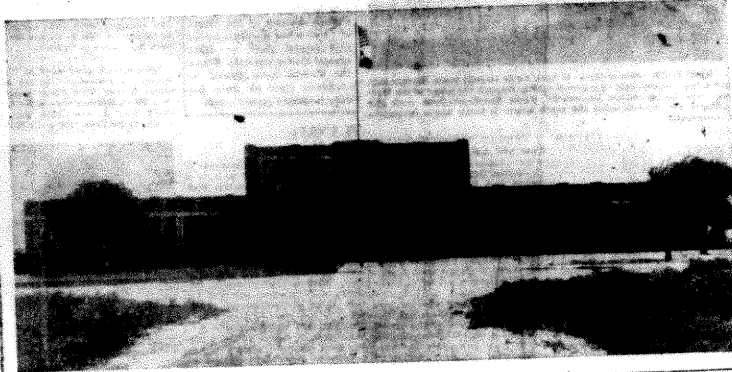
Issued Every Friday. J. B. Compton, Owner and Publisher.

OLD SERIES—Vol. 46 No. 20

Crawford, McLennan County, Texas, Friday, May 30, 1941

NEW SERIES—Vol. 13 No. 28

Crawford School Ending Another Successful Term



L. L. COX
Principal

ACTIVITIES OF P. T. A. THIS SCHOOL YEAR

This has been a very successful year for the P. T. A. under the leadership of Mrs. LeRoy Maize as president and Mrs. H. T. Hall as vice president.

SENIOR HOME EC.

The Senior Home-making class has been studying teas. We have divided in two groups and are taking time about serving each other tea. The first group served Tues-

SCHOOL PERSONALS

The faculty, patrons, pupils and friends of Crawford school join in expressing deepest sympathy to Miss Katherine Hughes, teacher of the 7th grade, in the death of her father last Thurs-

CRAWFORD SCHOOL PLACES IN CLASS A LEAGUE EVENTS

Interscholastic League contests have occupied prominent places on the local school calendar the last ten days. Because of the increased

WOODCRAFT SHOP SUMMER SCHEDULE

The wood craft shop, supervised by Mr. Clairborne Bunnell, will continue through the summer of the following schedule:

Crawford Scouts Win in First Aid Contest of District

At this district meeting in Crawford last Saturday, the Crawford health drive for schools is discussed.

FACULTY TRUSTEE DINNER WEDNESDAY

On Wednesday evening the trustees and faculty of the Crawford

ACHIEVEMENT DAY HERE SATURDAY

On Saturday in the Naler building the Home-making Girls are sponsoring an exhibit of the



BILLY GENE ANDERSON
Class President

Seniors Start Gift Fund!

ENTERTAINS FACULTY

Mr. and Mrs. B. L. Brown entertained the teachers of their sons, J. Fred and Edward, with a chicken barbecue at Withrow Park near Oreee Monday evening. Those enjoying this country were: Supt. and Mrs. S. H. England, Mr. and Mrs. L. L. Cox, Mr. and Mrs. W. J. Tebeaux, Mr. and Mrs. C. L. Canady, Mrs. Vela Homan.

Six-Year-Olds Enumerated

Below is a list of the six-year old children enumerated to attend school next year. In the

BOY SCOUT ACTIVITIES

The Boy Scouts of Crawford are to be host to the Scout Troops of Highland, Speegville, and McGregor on January 14. On that date these troops will compete in the codification of first aid principles.

PARENT-TEACHER NEWS

Tuesday afternoon the P. T. A. met for its monthly program meeting. The program was a brief discussion on the ability to get along. It was led by Miss Burke who was assisted by Mary Sue Davis.

New Library Equipment

Crawford High School's Public School Teachers

HONOR STUDENTS



DUANE SMITH
Valedictorian



JAMES ROY ENGLAND
Salutatorian

COMMENCEMENT SERMON

MAY 29, 1941
8:15 O'CLOCK

Invocation
Hymns
Scripture

America the Beautiful
Lead us O King Eternal

COMMENCEMENT PROGRAM

MAY 29, 1941
8:15 O'CLOCK

Invocation
Address

The Meaning of America
James Roy England, Salutatorian

LOCAL TEACHERS TO BAUSTIN FRIDAY

Crawford School, along with many other schools of Central Texas, will not meet classes Friday of this week in order that the teachers may attend the Central Texas Teachers' Conference.

CODE OF ETHICS FOR PUBLIC SCHOOL TEACHERS

The teaching profession in

CRAWFORD WINS CUP SECOND STRAIGHT YEAR

Before the games started the Larena boys were saying "shine it the cup, Crawford, for she's coming back home." Of course Crawford won.

F. F. A. NOTES

The public is invited to attend

HISTORY OF OUR PUBLIC SCHOOL SYSTEM

Crawford's public school had its origin in 1847 when a one-room wooden structure built on Old Main street in May

HOT LUNCHES FOR SCHOOL CHILDREN

Free, hot lunches for McLennan county school children who are needy or undernourished is the aim of a growing number of

Gym Repairs

For several weeks the gym and the dressing rooms have been undergoing repairs. The gym floor has been sanded to a satin smooth finish, new artificial

HISTORY OF SENIOR CLASS OF CRAWFORD HIGH SCHOOL

Junior-Senior Banquet Tuesday Night

CHILDREN READ MORE THAN ADULTS—IT SEEMS

Tuesday night, April 30, the usual junior-senior banquet

SENIOR TRIP WAS GREAT

Twenty-nine seniors accompanied by Mrs. Canady, the class sponsor, and Supt. S. H. England made their annual trip to Austin Friday and Saturday. Leaving the

Adult Homemakers Club

The Adult Homemakers Club met Tuesday afternoon and decided to learn to become better seamstresses. In order to do this, each one is going to bring material and pattern to the next meeting to be



SIDNEY ROBBINS
Editor in Chief of The Crawford Sun

EDITORIAL

For the 66th year, these 17 farmers have worked hard with



THE SPOT IS ROUNDED UP

The boys have been



J. FRED BROWN
Class Secretary



Fig. 12. -- A cross section of school-news items that appeared in various issues of The Crawford Sun during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

with the proper symbols to indicate to what extent the conditions or provisions were made by the Crawford School District.

- (-) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (-) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (-) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

The above checklist of ten items includes three which were checked (/), six which were checked (-), and one which was checked (0). These checks indicate a score showing the school to be inferior in its media for disseminating school news.

The following evaluation questions were rated to determine

how well the Crawford School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (2) c. Evaluate three successive issues of all publications.

Each of the three items in the above evaluations was rated (2). This indicates that publications are not adequate in number, since only newspaper space is utilized. The experiences of pupils in preparing and issuing the school publications are not adequate. The school is below average in furnishing media for disseminating school news.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions and provisions were being met by the Crawford School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (0) 5. The school staff--its personnel and organization.
- (-) 6. The school plant and its equipment.
- (0) 7. Financial needs.

- (O) 8. Business management.
- (O) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (-) 11. Rules and regulations regarding school attendance, home study, reports, etc.
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, civic and service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (-) 15. The school library and its services are available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (O) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (/) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (-) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and of its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.

- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, father-son banquet, for interpreting the school to the public.
- (-) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parent and community, items twelve through twenty concern community services, and items twenty-one through thirty-two have to do with procedures. This checklist contains eleven items that were checked (/), sixteen that were checked (-), and five that were checked (0). These scores indicate that the school is average in its community relations.

The following evaluation questions were marked to show how well the Crawford School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (2) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?
- (3) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (2) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, three were given the score of (3), and four were given the score of (2). The school's average score was (2.4). The scores, question by question, indicate that (a) information about the school is provided to the parents and the community; (b) staff members are reasonably active in community life; (c) the school is not fully providing for the educational needs of the community; (d) average provisions are made for recreational needs of the community; (e) the school uses the public press to promote better school and community relations; (f) special school exhibits and entertainments are used for interpretation purposes; and (g) the community cooperates reasonably well with the school in the support of school projects.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of this school's public-relations program are an active Parent-Teachers Association, an average school-news section in the local newspaper, a

community that frequently calls upon the school for assistance, a staff that participates in community activities, school facilities available for use by the community, the observance of special weeks, and special provisions for school exhibits and entertainments.

The school does not have adequate publications, adequate information for the parents and community, adequate provision for the educational needs of the community, and adequate community cooperation.

It is recommended that more directed attention be accorded school publications and the public-relations program at large. A concerted effort for a functional interpretations program is recommended. Public forums, classes in adult education, increased recreational facilities are recommended as public-relations agents and agencies.

Lorena School District

General data. -- Information derived from the questionnaires reveals that the Lorena School District is a consolidation of several small school communities incorporating an area of forty-nine square miles. The estimated population is 2,000, with a scholastic enumeration of 456. Of this number, 302 are enrolled in the elementary grades and 156 are enrolled in the high school.

The administrative officers attempt a definite interpretations program through adequate publicity and information pertaining to the school. The school sponsors organized

clubs as follows: Future Farmers of America, Future Homemakers, and an adult club. Weekly assembly programs are utilized in the interpretations program. The commencement exercises, although the old or traditional type, are a vital factor in the public-relations program; the large audiences attending these exercises are satisfactory.

Athletic events sponsored by the school include football, basketball, baseball, track and field events. Other minor sports and interscholastic league activities are also sponsored by the school. All events are supported enthusiastically by the community.

Community activities sponsored by the school include many social phases of the school and community life such as banquets, the home demonstration club, a woman's civic club, and others. The school facilities are utilized for almost all community activities of a public nature.

School publications. -- The school sponsors two publications, a school newspaper, Lorena Leopard, and a yearbook, Las Memorias.

The newspaper is an eight-page mimeographed publication. Figure 13 is an altered form of the publication for the year 1940-1941, but it shows the general appearance and a cross section of the school-news items published. In addition to the school newspaper, this school submits items to the larger daily and weekly newspapers of Waco. Figure 10 is representative of this type of school-news items. The general

May 4, 1940

EDITORIAL STAFF
Editor-in-chief-Gladys Sue Herton
Asst. editor--Mary L. Stanford
Society editor--Clara J. McCallum
Humor editors--Helen Smith
Margaret Hutton
Sports editors--Olson Earl Anderson
Herman Baker
Literary editor--Charles Ruth Hall
Art editor--Hollan Hill
Copy editor--Marjorie Ann Cousins
Chief reporter--Mary E. Aert

REPORTERS
Karl May, Georgia School, Carroll
Hutton, B. F. Hutton, Jr.

BUSINESS STAFF
Business manager--Dorothy Harmon
Advertising manager--Evelyn Hoot
Circulation manager--Opal Byrd
Minigrapher--Arlene Fitzpatrick

AG BOYS RUN TERRACE
LINES MAILED FROM CAR
The boys ran some terrace lines on the boys'
campus a while on the way back to school.
One boy spilled the beer of the car and
walked into the ditch. The other fell off
the fence and lost perhaps a dollar's worth
of skin. Neither injury turned out to be
serious.

JUNIORS GIVE WELCOME
ON FRIDAY NIGHT, November 24, the juni-
ors gave a welcome to the new students
at the school. The girls were dressed in
their best and the boys in their best
suits. The evening was a delightful
success.

HOMEMAKERS CLUB ALREADY
PLANNING FOR STATE RALLY
Our Future Homemakers Club members have
just completed their year books, which are
very attractive and will be entered at the
state rally this year.

THE GIRLS ENTERTAIN TEACHERS
On Tuesday night, November 28, the
third-year home economics class entertain-
ed their teachers with a buffet sup-
per. The supper was prepared by the mem-
bers of the class, each two girls having
a certain job. The girls held up their
heads with pride at the killing of the turkey.

LORENA FAIR BIG SUCCESS
The annual Lorena Fair was held
last week end, October 4 and 5.
From the crowds that gathered and
from the success of the fair.

H. E. GIRLE ATTEND AREA MEETING IN
SAN MARCOS
The officers of the Future Home-
makers Club and their sponsor, Miss
Burdett, attended an Area Meeting in
San Marcos, Saturday, November 2.
More than twelve hundred girls
from high schools in this area at-
tended the meeting. Our Area at-
tends to San Marcos on the south,
Brownwood on the west, Hillside on the
north, and Hearne on the east.

FIRST GRADE NEWS
Hello Everybody!
We are busy little boys and
girls. We have had Easter houn-
ies and were ready for Easter.
We had an Easter egg hunt Thurs-
day afternoon. We each tried to

FIFTH AND SIXTH GRADE NEWS
Understand?
Bill had a billboard; Bill also
had a board bill. The board bill
bored Bill, so that Bill sold his
billboard to pay his board bill.
The board bill no longer bored

TEACHERS HAVE VISITING DAY
The primary teachers of Helen-
man County were divided into five
groups when they made their visit-
ing tours last Saturday. Each
school in the county was visited
but no teacher went to her own
school. All teachers had exhibits
of the work which they had done in
elementary science. An enjoyable
and profitable morning was spent
by all.

Lorena Leopard

COURTESY AND COURAGE LOYALTY AND VERITY
PRELIMINARY LORENA SCHOOL AUGUST 17, 1939

FREE PICTURE SHOW
relation to the world; scenes of breath-taking grandeur, loneliness, and lag, saloon battling up the stream to their

NEW DEPARTMENTS
A Vocational Agriculture department has been granted the Lorena High School. This is one of the most practical units offered by any school. A great number of the pupils parents make a living from soil. The first year of this work carried with it a responsibility -- the obligation

THE GREAT TEACHER
Mr. Harmon was born in 1896 in Uaco, Texas. His father died when B. F. was eleven years old. That is a hard thing for a youngster, spawning grounds, can-neries speedily pre-paring and canning

FOOTBALL BANQUET HELD

Lorena Leopard

COURTESY AND COURAGE LOYALTY AND VERITY
Volume VII LORENA HIGH SCHOOL Number 8

BOY SCOUTS
A new scribe and three new patrol leaders have been appointed by Scoutmaster O.E. Scidling and Assistant G. M. Crook. The patrol leaders are Floyd Byrd, Billie D. Aert, and Bill Mirick. Earl Scidling is the new scribe.

LORENA HIGH SCHOOL
ANNOUNCEMENT
After days of hard labor than most of us could guess, our annual staff, headed by Clau-dine Chimer, has finally sent off the last of the copy of THE MEMORIAN. The last three pages, all of which were advertisements, were mailed Tuesday.

TRACK STARS TO DENTON
Coach A. B. Medlen and the four members of our star mile relay team--Olson Anderson, Herman Baker, Reid McBrayer, and Joyce Mirick--left Thursday afternoon, May 2, for the state track meet at Denton.

FOURTH GRADE NEWS
We are glad to have Jay back with us since her rec-ress. Clifton Woodruff has Jo class since the last paper

SOIL CONSERVATION ACT
In accordance with the Soil Conservation Act, passed by the State Legislature in 1936, there is to be an election for the DARDEN MAIN SPEAKER

SENIOR PARTY
Hallowe'en night the senior of Lorena High honored themselves with a party. The gym was appropriately decorated with black cats, pumpkin Jack-o'-lanterns, and witches.

THE OLD SNOOPER
Lots has happened since you've heard from ye old snooper. What's that I said about Frank and Becky? Well, seems she thinks a certain senior boy is the thing now, and I think we all know the circumstances of the mix-up.

NEWS OF F. F. A.
The new 1941 Future Farmers Association met on October 22. The new president, Frank Anderson, president, Bill Mirick, secretary, Carroll Miller, treasurer, Jim Ketch, attended. Dennis Larson, reporter, and L. J. Crook, advisor.

SEVENTH AND SIXTH GRADE NEWS
The seventh and sixth grades' first was patriotic. We had the State of Liberty represented by the

TEACHERS
The all-star team in County Meet was held in Lorena on March 2 and 3. Coach Hooton, Lorena and Artell were the only schools

LEARNER NEWS

First Grade--Shelby Willis
Second and Third Grades--Les Williams
Fourth Grade--Frances Young
Fifth Grade--Alice Bell Callaway
Sixth and Seventh Grades--Willa Holt
Eighth Grade--Aline Agnew

EIGHTH GRADE NEWS
So are glad to have Vivian Keen-um and G. V. Hill with us this year. Vivian is from Walnut Springs and G. V. is from Cotton-

FOURTH GRADE NEWS
Frances Young is the fourth grade reporter. Joyce Price is reported to be suffering from pneumonia. The Fourth grade is studying insects and classifying them as our friends or enemies. The study is proving interesting and the class is getting together a nice collection of insects and exhibits.

LIBRARY NEWS
The library has been kept open all this summer, and we have had splendid circulation of books. The library is growing by leaps and bounds and we greatly appreciate the cooperation of our patrons in donating books. We have

CURRIE FOR LUNCH ROOM
The pupils and teachers of the Granger School wish to express their thanks and appreciation to Mrs. Harry Stearns for making the lovely curriens for the lunch room. The trimming of red, white, and blue ribbon-braid makes them very attractive.

ALL-ROUND CHAMPIONSHIP CUP
The students of Lorena High are very proud of themselves; the All-Round Championship Cup for Class B is now in their possession. It shall remain in the trophy case from here on. This is the third year that Lorena has won the Class B Championship.

Through the efforts of every student in any way we were able to come out on top. We have all worked hard and we can feel justly proud of ourselves and our school. The big cup is ours! Let's win again next year.

OPEN HOUSE FOR COUNTY LIBRARY
The County Library is holding Open House at the Court House in Uaco from 9 a.m. to 5 p.m. All teachers are especially invited.

Assembly
An assembly of the entire school will be held every Thursday morning at the first period in the high school auditorium. The program will give by the home room groups.

SENIOR PARTY
Hallowe'en night the senior of Lorena High honored themselves with a party. The gym was appropriately decorated with black cats, pumpkin Jack-o'-lanterns, and witches.

THE OLD SNOOPER
Lots has happened since you've heard from ye old snooper. What's that I said about Frank and Becky? Well, seems she thinks a certain senior boy is the thing now, and I think we all know the circumstances of the mix-up.

NEWS OF F. F. A.
The new 1941 Future Farmers Association met on October 22. The new president, Frank Anderson, president, Bill Mirick, secretary, Carroll Miller, treasurer, Jim Ketch, attended. Dennis Larson, reporter, and L. J. Crook, advisor.

SEVENTH AND SIXTH GRADE NEWS
The seventh and sixth grades' first was patriotic. We had the State of Liberty represented by the

TEACHERS
The all-star team in County Meet was held in Lorena on March 2 and 3. Coach Hooton, Lorena and Artell were the only schools

Fig. 13. -- A cross section of school-news items that appeared in various issues of the Lorena Leopard at the opening of the school term and at various intervals during the school year, 1940-1941.

trend of the news items included in all publications apparently is representative of all the school activities. However, a more scientific management would improve the reports. The data shown in Table 7 give an insight as to the results of newspaper publicity in the various newspapers listed. Table 7 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items. The writer feels that the questionnaires to the students were not properly understood, in view of the fact that only 43.2 per cent state that they receive the Lorena Leopard, and that only forty per cent of the students read the school-news items. The Waco News-Tribune shows 52.3 per cent circulation in the homes of the community. This presents the best newspaper medium for this school as an outside publication.

Las Memorias is a well-edited but small yearbook. A survey as shown in Fig. 14 reveals that all grades and all the school personnel, professional and non-professional, are given recognition.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Lorena School District.

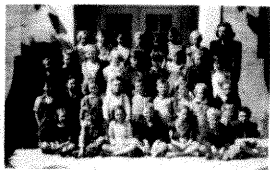
TABLE 7

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE LORENA HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
The Waco News-Tribune.....	42	51.2	46	52.3
The Waco Times-Herald.....	34	41.5	38	43.2
The Waco Record.....	16	19.5	20	22.9
Lorena Leopard.....	34	41.5	38	42.2
All other newspapers.....	10	12.2	10	12.5
No newspapers.....	12	14.6	12	12.6
Reading School-News Items				
Students reading school-news items.....	52	63.4	54	61.3
Students not reading school-news items.....	28	34.1	34	40.0
Parents reading school-news items.....	48	58.5	50	57.0
Parents not reading school-news items.....	34	41.5	38	43.2

*From the total high school enrollment of 115, only eighty-eight pupils replied, representing eighty-two homes.

Las Memorias



OLAN ANDERSON Most Representative Boy
 DEPT. LOUIS MOULT A. B., B. S. - U.M.C. - U.S. - Mathematics
 PETER A. D. BELLIN A. B., A. M. - Taylor School, Science
 LARSON MERRICK Outstanding Scholar



THURTELL SMITH A. B., A. M.
 IRMA W. PYZDOL A. B. - Taylor School, English
 GEORGE W. OGDEN A. B. - Taylor School, Agriculture
 MAURIE WRIGHT A. B. - Mary Mc-Donnell - Taylor School, History
 R. P. DUMALGIAN A. B. - Vanderbilt School, History

SENIORS

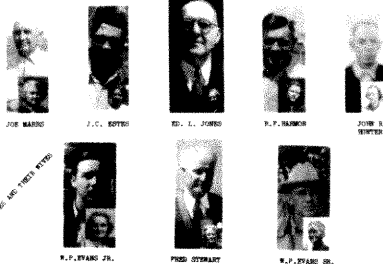


MARY ELIZABETH ARBE English, History, Math, Latin
 OLAN ANDERSON Football, English, 1st Prizes, Senior Class
 EDWARD BAKER Football, 1939-40, Debate, 1939-40

ATHLETICS



Front row: left to right: Anderson, Lewis, May, Gundersen, Langert, May, Allen, Baker.
 Middle row: Merrill, Captain Anderson, Matlock, Ketch, Schreyer, Pulbright, Merrin, Broadway, Coach Matlock.
 Back row: Becking, Hansen, Plante, Hall, Dyck, Crow, Gilmer, Pulbright, Buckley.



JOE BARDI J. C. BOYD ED. L. JORDO R. P. HANSON JOHN D. WERTER
 R. P. DYACK JR. FRED STRYKER R. P. DYACK SR.

JUNIORS



EMMA ALLEN MARY LOU ANDERSON ADA BAKER BETTE BARBER

SOPHOMORES



HELENE S. ADL MARGA ANDERSON FRANK ANDERSON JOHNNIE LOUISE ANDERSON

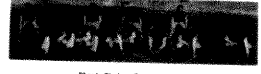
FRESHMEN



WALTER HARTY SALMOND BAKER CAROL BERRY FLOYD BETH VERA DORRISON



CHARLES RUTH WALL Most Representative Girl



First String Football Team



Second String Football Team



MISS MCLAUGHLIN'S ROOM



MISS REMBERT'S ROOM

Fig. 14. -- Representative cuts and full pages from Las Memorias, 1940-1941 yearbook of the Lorena School.

- (-) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (-) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (-) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

In the above checklist of ten items, three were checked (/), six were checked (-), and one was checked (0). These scores indicate that the school is about average for schools of this type.

The following evaluation questions were rated to determine how well the Lorena School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) c. Evaluate three successive issues of all publications.

Of the three evaluation questions, one was rated (3) and two were rated (2). This is an average rating or score of (2.3), which is not satisfactory as relates to this school's publications and media for dissemination of school news. The adequacy and frequency of the publications are questioned.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Lorena School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (/) 5. The school staff -- its personnel and organization.
- (/) 6. The school plant and its equipment.
- (-) 7. Financial needs.
- (-) 8. Business management.
- (0) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (-) 11. Rules and regulations regarding school attendance, home study, reports, etc.
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.

- (/) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (/) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume the responsibility for their proper use.
- (-) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.

- (-) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parents and community, items twelve through twenty refer to community services, and items twenty-one through thirty-two have to do with procedures. Of the total items, sixteen were checked (/), fifteen were checked (-), and one was checked (0). These checks indicate that the Lorena School is hardly meeting satisfactorily the provisions or conditions to effect an adequate school and community relations program.

The following evaluation questions were marked to show how well the Lorena School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?

- (3) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

From the above list of seven evaluation questions, five were given the score of (3), and two were given the score of (2). This gives a school average score of (2.7), which is slightly below average for secondary schools of this type. These evaluation scores, question by question, indicate that (a) inadequate information is provided; (b) staff members are active in community affairs; (c) the school is not fully meeting the educational needs of the community; (d) the school provides for the recreational needs of the community; (e) the school utilizes the press for interpretation purposes; (f) the school provides exhibits and entertainments; and (g) the community cooperates in supporting the school.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of the school's publications and public-relations program are its school newspaper and school yearbook, the cooperative spirit of the community, and the needs of the community that are being met by the school in forums and civic enterprises.

It is recommended that the school improve the two publications now being used, and get the school newspaper into many more of the homes than at present. The school should supply more information relative to guidance, school management, library service, pupil achievement, educational needs,

financial needs, and many other items as listed by reputable authorities as essentials of an adequate school interpretation program. A more concerted effort for a definite and functional public-relations program should be encouraged by the administrative personnel.

McGregor School District

General data. -- A general survey of the data obtained through the questionnaires for the McGregor School District reveals a scholastic population of 564 from an estimated population of 4,000, in a consolidated district area of thirty-five square miles. The elementary school has an enrollment of 430 and a faculty of thirteen teachers; the high school has an enrollment of 234 and a faculty of eleven teachers.

The administrative officers endeavor to maintain a continuous public-relations program. The organized clubs sponsored by the school include the following: Future Farmers of America, Future Homemakers, Band, Choral, and Bow-Wow. These clubs serve in a very vital capacity in the interpretation program of the school. An active Parent-Teachers Association and other interests manifested by the community are stimulating and aid in an interpretation program.

The weekly assembly programs and the annual commencement exercises, which are a combination of the traditional and the new-type, serve as effective interpretation media. The assembly programs relate to special days, health, religion,

dramatics, patriotism, lyceum numbers, pep rallies, and local speakers.

The athletic events sponsored by the school are football, basketball, track and field events, volleyball, and various interscholastic league activities.

The school functions as a community center in that many of the larger civic and religious dinners and banquets are held in the school buildings. Public meetings of various types are conducted in and about the school buildings and grounds. The school athletic field is utilized for the annual rodeo and horse show; this event, sponsored by the Chamber of Commerce, attracts thousands of spectators for each performance.

School publications. -- The school has no publication. However, the school edits a regular "School News" section in The McGregor Mirror. School-news items are also published in The Waco News-Tribune, The Waco Times-Herald, and The Waco Record. An analysis of the newspaper data as presented in Table 8 shows that no one of the above-named newspapers would serve as an adequate medium for school-news items. Table 8 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items. The local newspaper, The McGregor Mirror, has the highest ranking in so far as the number of students and parents is concerned. There are 124 students, or seventy-six per cent, and 110 parents, or 74.8 per cent, who read this

TABLE 8

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE MCGREGOR HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
The Waco News-Tribune.....	91	61.9	108	66.6
The Waco Times-Herald.....	57	38.7	61	38.8
The Waco Record.....	46	31.3	57	35.2
The McGregor Mirror.....	110	74.8	124	76.0
All other newspapers.....	30	20.4	32	19.8
No newspapers.....	50	34.0	50	30.8
Reading School-News Items				
Students reading school-news items.....	131	89.1	147	90.7
Students not reading school-news items.....	15	10.2	15	9.2
Parents reading school-news items.....	120	81.6	136	84.0
Parents not reading school-news items.....	24	16.3	24	14.9

newspaper. The Waco News-Tribune ranks second with 66.6 per cent for students and 61.9 per cent for parents. Other data presented in the above-mentioned table are important as pertains to the newspaper interpretation program of this school.

An analysis of the news items appearing in the school-edited section of The McGregor Mirror indicates that the phases of a well-balanced school-news section as recommended by Farley⁶ were not adhered to very closely. Athletics, band, homemaking, and agriculture were the activities given most of the space. In this school, as in other schools, it is questionable to permit the use of newspaper space for students to delve into petty personalities such as "Who dated whom last Thursday night?" as divulged by the "Super Snooper."

In Fig. 15 a cross section of school-news items is presented as they appeared in various issues of The McGregor Mirror from the opening of school on through the term of 1940-1941. Likewise, in Fig. 16 another group of representative articles is presented, featuring in the main the commencement exercises and the senior activities. The items are not arranged with any degree of sequence or of departmental significance.

The items in the following checklist, designed to measure a school's media for dissemination of school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were made by the McGregor School District.

- (-) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.

⁶Farley, op. cit., p. 16.

Football Games To Be Presented at Bus

In the school gym on Tuesday night, January 7, the McGregors will present the Regional Champion McGregors' players with a number of school football games and awards to the players and coach will be presented. A large turnout of local football fans is expected to be in attendance to the thirty members of the McGregors' team who worked through a five-game regular season undefeated and who, for the second year in a row, continued through undefeated and regional play to a championship. Coach Lloyd Mitchell and the following players and managers...

Wrestling Starts in Basketball

With a football program which extended in within a very few days of the season, Coach Mitchell has set his mind on the basketball team for the new school year at the McGregors' Public Schools. Registration of high school pupils and their parents will be held in the gymnasium on Friday night. The McGregors will be the first to start in basketball. The McGregors will be the first to start in basketball. The McGregors will be the first to start in basketball.

School Opened Last Monday Morning With Good Attendance; More to Register

The McGregors' school opened its doors on Monday morning, September 1st, with a very good attendance. The McGregors' school opened its doors on Monday morning, September 1st, with a very good attendance. The McGregors' school opened its doors on Monday morning, September 1st, with a very good attendance.

High School Band in 15-Minute Broadcast Over KELD, October 19

The McGregors' High School Band has received and accepted an invitation from Patton Broad, local International Harvester dealer, to visit that company's exhibit at the State Fair of Texas on Friday, October 19.

McGregor High School Head Has Received and Accepted an Invitation from Patton Broad, Local International Harvester Dealer, to Visit that Company's Exhibit at the State Fair of Texas on Friday, October 19.



ROBERT MANIRE

State Director of Vocational Agr. Visits Local FFA Chapter

Mr. Robert A. Manire, state director of vocational agriculture, and Mrs. C. H. Hester, supervisor of Area VIII, visited the McGregors' FFA chapter and homes of the members for the purpose of giving them a talk on the importance of education for the common welfare.

Gene Autry Invited to McGregor Rodeo; School Children Write Invitation Letters

Since take was started some time ago in regard to the personal appearance of Gene Autry at the McGregor Rodeo on July 19 and 20th next, enthusiasm has been shown by the entire community of the McGregors' school children.

SPRING BAND CONCERT ENJOYED BY AUDIENCE

Last Thursday night, May 23rd, the McGregors' High School Band gave a concert in the gymnasium.

Our Lines Taken From Beneath Building

In the interest of safety, all gas lines during the new elementary school building were taken from beneath the building and replaced in the building.

Want To Make Of It

A recent educational report of New York State's elementary schools by Director Luther Gulik says that "New York State's elementary schools are neither better nor worse than any other state's and are inferior for people interested in education every where."

Revere Suffers Injury in Shoot

Mr. Revere suffered a sprained back leg Saturday in firing a gun in his home the past few days. A few days of rest will find him ready to return to work on his job as driver and school custodian.

School Adds For Matron

School authorities have signed requests for matron service in the school this year, sponsored by the McGregors' Public Schools.

HOLIDAY FOR SCHOOLS NEXT WEDNESDAY

In the interest of the educational program, the McGregors' Public Schools will be closed on Wednesday, October 16th.

Full Autumn Opening Day of the Year

Despite the fact that the year has not yet started, the McGregors' Public Schools will be open for the full autumn opening day of the year.

McGregor School Children Write Invitation Letters

Since take was started some time ago in regard to the personal appearance of Gene Autry at the McGregor Rodeo on July 19 and 20th next, enthusiasm has been shown by the entire community of the McGregors' school children.

McGregor Selected as Site for District F. F. A. Leadership Contest

At a meeting Tuesday night in the McGregors' school building, the McGregors' Public Schools were selected as the site for the District F. F. A. Leadership Contest.

Good Showing Made at County Meet

McGregor grammar school girls took part in a fair start in inter-school league last Saturday by taking first place in globe memory.

Trying and Shortened Teams Win in League Meet

The McGregors' school girls took part in a fair start in inter-school league last Saturday by taking first place in globe memory.

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Fig. 15. -- A cross section of school-news items that appeared in various issues of The McGregor Mirror at the opening of the school term and at various intervals during the school year, 1940-1941.

THE MCGREGOR MIRROR.

VOLUME FIFTY-THREE

MCGREGOR, TEXAS, FRIDAY, MAY 20, 1941

NUMBER 5

SCHOOL NEWS

Senior Social Endeavor for the Week

Entertainment for the seniors continues this week with a tea given by the class president, Mrs. Charles Hall, and Mrs. E. J. Thompson on the Hall lawn during Sunday morning at Wednesday night. The color scheme was patriotic and the program was red, white and blue.

Miss Lena Amable class upon Junior Class to Present

The Junior class of McGreggor High will present a three-act comedy entitled, "All an Assortment of Pills." Proceeds of the play goes toward the fund to be used for the annual Junior-Senior banquets.

Finishing Eighth Grade Students To Be Feted

From among the following students of the eighth grade will come the grammar school graduates who will be given certificates and diplomas by the school board on May 19 at 8 o'clock.

Senior Class Meets To Elect Officers

The Senior class of 1941 elected the following officers: president, Ida Louise Walters; vice president, C. G. Serrage; secretary and treasurer, Betty de Hornbush; business manager, Bonnie Hall; social consultant, Dorothy Cook, Edouardo Cook and Pat Smith; reporter, Marie Lou Winston; sponsor, Miss Lena Amable.

HIGH SCHOOL BAND BROADCASTS SUNDAY OVER KEEB DALLAS

Next Sunday, October 13th the McGreggor High School band, under direction of J. H. Gains will be in Dallas and from 12:15 to 12:30 and will broadcast a concert over radio station KEEB. You are invited to tune in and hear this fifteen minute broadcast of the McGreggor band.

Edwin Witt, Chairman Away

Edwin Witt, chairman of the McGreggor Senior class, is away on a business trip. He will be back in McGreggor on Friday, May 24.

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McGreggor Schools Close Friday, May 30th—41 Graduates Listed



Final examinations for the "Class Night" at which time 41 students of McGreggor High High School were graduated on Monday, May 27, at a residence of their last day, Tuesday, and Wednesday of this week. The final closing will be held on Tuesday night, May 27th at the school. The graduation exercises will begin this Sunday, May 26th, with the baccalaureate services at 8 o'clock at the Baptist Church, Rev. Thomas A. Cook, pastor of College Avenue Baptist Church, has been secured to deliver the sermon in the May 26th at 8 o'clock and will assist professor of sociology at Baylor University. At the close of the address, John Thompson, president of school board will make presentation of the diploma and Principal Starling will read the valedictory.

Baccalaureate Service LUTHERAN CHURCH

Sunday, May 19, 1940 8 P. M.

MCGREGOR, TEXAS

- PRELUDE SELECTED
- SONG "HOLY, HOLY, HOLY"
- INVOCATION REV. H. KRAUSE
- SOLO SELECTED
- SCRIPTURE READING REV. A. E. MANNING
- SONG SELECTED
- SERMON REV. J. L. HINES
- Pastor of Church of Christ, Dallas, Texas
- DOXOLOGY
- BENEDICTION REV. LONNIE H. WEBB
- POSTLUDE SELECTED

McGreggor High School Senior Class Roll

McGreggor High School Senior Class Roll. The names of the graduates are listed in the following order: [List of names follows]

GRADUATE PROGRAM

An operetta in which all forty-five members of the class take part will feature the commencement program of the McGreggor Grammar School's 1941 graduating class. The program is to be held in the school gymnasium next Wednesday evening beginning at eight o'clock.

"Hour of Grandeur" is the operetta, which has its setting in an orphan's home. The story pertains to the trials and tribulations of the inmates of the orphanage. The operetta is directed by Miss Lena Amable.



C. G. SERRAGE

C. G. Serrage, president of McGreggor Future Farmers Chapter, won the B. C. Davis parliamentary plaque given to the best parliamentarian in Area III at Georgetown last Saturday May 11th. This was in connection with the 1941 State Parliamentarian Contest.

PARROT-TEACHERS ASSOCIATION

The McGreggor Parrot-Teachers Association closed a most enjoyable year, Thursday, May 15th with a program presented by the Home Making Department, sponsored by Miss Lucille Hawk.

Miss Loretta Harkins

Miss Loretta Harkins, who has been working daily on the new school shop building which is being erected on the property near the McGreggor school, is expected to be completed by the end of the month.

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Fig. 16. -- A cross section of school-news items that appeared in various issues of The McGreggor Mirror during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (-) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (0) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

The above checklist of ten items includes three which were checked (/), five which were checked (-), and two which were checked (0). These checks indicate that this school is inferior in its school publications. This inferiority is due in part to the fact that the school publishes neither a student handbook nor a yearbook.

The following evaluation questions were rated to determine how well the McGregor School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?

- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (2) c. Evaluate three successive issues of all publications.

In the above evaluation questions, each of the three items was given the score of (2). This indicates that the publications of the McGregor School are not adequate in number, since only newspaper space is utilized. The experiences of the pupils in preparing and issuing the school-news items are not adequate.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpreting the school to the community, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the McGregor School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (0) 5. The school staff -- its personnel and organization.
- (0) 6. The school plant and its equipment.
- (0) 7. Financial needs.
- (0) 8. Business management.
- (0) 9. The school guidance program.
- (0) 10. Community relations organizations.
- (-) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (-) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health and recreation.
- (-) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (-) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (-) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (-) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.

- (/) 28. The school has such special occasions as education week, book week, and father-sun banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by the pupils and many pupils participate in them.
- (-) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parent and community, items twelve through twenty concern community services, and items twenty-one through thirty-two relate to procedures. Of these items, seven were checked (/), eighteen were checked (-), and seven were checked (0). These checks indicate that the school is below average, and likewise is below standard, in meeting the provisions or conditions to effect an adequate school and community relations program.

The following evaluation questions were marked to show how well the McGregor School District is making provisions for a satisfactory school and community relations program.

- (1) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (2) d. How well does the school provide for the recreational needs of its public?

- (2) e. How well does the school use the public and school press to promote better school and community relations?
- (2) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, two were checked (3), four were given the score of (2), and one was given the score of (1). The average rating score is (2). These scores indicate that this school is inferior as pertains to its school and community relations. Adequate information about the school is not provided to parents and community, and the school needs to provide more fully for the educational and recreational needs of the community. More provisions should be made for special exhibits and entertainments to promote the school's interpretations program.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of this school's public-relations program are an active Parent-Teachers Association, splendid community support for football, play areas available to children, a staff that participates in community activities, and reasonably adequate newspaper publicity.

It is recommended relative to the newspaper school-news items that the same emphasis be given to all departments of the school that is accorded agriculture, homemaking, band, and athletics. The use of newspaper cuts would add greatly to the interest of the school-news section. Too, the elementary school should receive more newspaper recognition. It is

further recommended that the school supply more adequate information about business management, the school staff, both the professional and the non-professional, the guidance program, library service, and other items. Wider use of the school facilities should be made available to the community in increasing good will and interpretations media. The organization of classes in adult education and in public forums should be encouraged as important factors in setting up a functional public-relations program.

Bruceville-Eddy School District

General data. -- A general survey of the data obtained through the questionnaires reveals that the Bruceville-Eddy School is a composite rural high school district embracing fifty square miles of territory. From a scholastic enumeration of 697, 402 are enrolled in the elementary grades, and 145 are enrolled in the high school. The faculty personnel consists of twelve teachers each in the elementary and high schools.

The administrative officers endeavor to maintain a continuous public-relations program. The organized clubs sponsored by the school include the Future Farmers of America Club, Future Homemakers Club, Music Club, and Speech Club. These clubs serve in a very vital way in the interpretation program of the school. Active parent-teachers and band-mothers organizations are also important factors in the interpretation program.

The weekly assembly programs and the commencement and other school-closing exercises draw large crowds. The new-type commencement exercises are used in advancing the general aims and philosophy of the school. The administration believes that vital school and social interpretations are obtained through these programs.

The athletic activities sponsored by the school include football, basketball, track and field events, volleyball, and various interscholastic league activities. All home performances of these activities are held at the school building or on the school grounds. The support accorded by the "fans" is enthusiastic and satisfactory.

The school functions in a very marked degree as a community center, in that it is located mid-way between the two villages of Bruceville and Eddy. The school facilities are used for practically all banquets, public meetings, and other community activities. The school sponsors an annual fair, carnival, and rodeo. The carnival and fair are combined and under the auspices of the Parent-Teachers Association. This event is one of the largest of its type about which the writer has ever known. A portion of Fig. 17 shows a segment of a handbill used for the advertising purposes. The scope of this enterprise extends far beyond the boundaries of the consolidated school district, and it serves as a contact medium in the public-relations program.

School publications. -- The school has no newspaper



Fig. 17. -- Representative club pictures from El Aguila, newspapers that publish Bruceville-Eddy news items, and types of handbills and printed programs used.

publication, but submits articles of school news to The Waco News-Tribune, The Waco Times-Herald, and The Waco Record in McLennan County, to the Temple Daily Telegram in Bell County, and to The Marlin Democrat in Falls County. However, data are not available on the last-named newspaper. The other publication sponsored by the school is the yearbook, El Aguila. In this discussion the newspapers will be considered first and the yearbook second.

An analysis of the newspaper data as presented in Table 9 reveals that the reading range of the students and parents of the Bruceville-Eddy community is widespread. The Waco News-Tribune ranks first in number of students and parents who read it. But even this highest rank shows only fifty-one per cent of the homes represented as receiving the newspaper. Table 9 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items.

The fact that more than eighty per cent of the students and parents state that they read the school-news items is probably attributed to their having access to the yearbook and the weekly bulletins sponsored, in mimeograph form, by the various classes in the English department. Other data of interest are shown in the table mentioned above.

A typical news item appearing in a Waco newspaper is included in Fig. 17. This type of article along with similar

TABLE 9

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE BRUCEVILLE-EDDY HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
The Waco News-Tribune....	51	47.2	62	51.7
The Waco Times-Herald....	33	30.5	36	30.0
The Waco Record.....	22	20.3	27	22.5
Temple Daily Telegram....	50	46.2	60	50.0
All other newspapers.....	43	39.8	47	39.2
No newspapers.....	5	4.6	8	6.6
Reading School-News Items				
Students reading school-news items.....	88	81.5	101	84.2
Students not reading school-news items.....	10	9.2	12	10.0
Parents reading school-news items.....	79	73.1	83	69.2
Parents not reading school-news items.....	16	14.8	18	15.0

*From the total high school enrollment of 145, only 120 pupils replied, representing 108 homes.

ones in other newspapers mentioned gives reasonable outlet for the dissemination of school information.

Along with this, the school makes free use of circulars, handbills, and printed programs, as illustrated in Fig. 17.

The yearbook, El Aguila, is a well-organized publication which presents the general activities of the school. It is comprised largely of pictures that include children ranging from kindergarten to senior and post-graduate status, and professional and non-professional personnel ranging from the custodian to the superintendent. This fact presents a very favorable impression. A random sampling of this publication for the school year 1940-1941 is exhibited in Fig. 18.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Bruceville-Eddy School District.

- (-) 1. All work incident to the publications activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (0) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (-) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.



Fig. 18. -- Representative cuts from the pages of El Aguila, 1940-1941 yearbook of the Bruceville-Eddy School.

- (-) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

In the above checklist of ten items, three were checked (/), six were checked (-), and one was checked (0). The item checked (0) was unavoidable in that the only school publication is a yearbook which could not be reasonably exchanged with many schools due to the expense involved in such an exchange. These checks indicate scores below average for secondary schools of this size and type.

The following evaluation questions were rated to determine how well the Bruceville-Eddy School District was furnishing media for disseminating school news.

- (1) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) c. Evaluate three successive issues of all publications.

In the three evaluation questions above, relating to school publications, one was given the score of (3), one was given the score of (2), and one was given the score of (1). The average score is (2), which indicates that this school is not satisfactorily furnishing media for disseminating school-news items. The weak phase of the evaluated school is the lack of a local or school newspaper.

School and community relations. -- The school and community relations program provides some means of interpreting the evaluated school. Community services and other activities of the school may be used.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Bruceville-Eddy School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (-) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (O) 7. Financial needs.
- (O) 8. Business management.
- (O) 9. The school guidance program.
- (O) 10. Community relations organizations.
- (-) 11. Rules and regulations regarding school attendance, home study, reports, etc.
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (/) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (/) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (/) 17. The auditorium is made available for community programs.

- (-) 18. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (-) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (-) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (/) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (/) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (-) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (/) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parent and community, items twelve through twenty concern community services, and items twenty-one through thirty-two relate to procedures. In this checklist, thirteen items were checked (-), fifteen were checked (\checkmark), and four were checked (0). These checks indicate that the Bruceville-Eddy School is barely average in meeting the provisions or conditions to effect an adequate school and community relations program.

The following evaluation questions were marked to show how well the Bruceville-Eddy School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?
- (3) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (3) g. How well does the community cooperate with the school and support school projects?

In the above list of seven evaluation questions, five were given the score of (3), and two were given the score of (2). The school's score on all items is (2.7), which is slightly below average in the matter of school and community relations.

Summary of evaluations and recommendations for improvement. -- Some of the strong features of the school's public-relations program are the progress made in recent years toward a more unified school program, an active Parent-Teachers Association, a zealous band-mothers' organization, a well-edited yearbook, school facilities available for community use, and other items.

The school does not have adequate or satisfactory newspaper publications. As a result, the community does not receive adequate information concerning pupil activities, educational needs, objectives of the school, subject offerings, financial needs, and many other phases of the school program, accomplishments, and administration.

It is recommended that the school publish a bi-weekly or monthly school newspaper of the mimeographed type. A press or publications club should be organized and sponsored by a member of the faculty; or, better still, a club sponsored jointly by an English teacher and a commercial teacher should be organized and encouraged in its efforts.

As media for increasing good will and for interpretation purposes it is further recommended that the school encourage forums of an educational nature and sponsor the organization of adult classes. The school should provide special exhibits of class and departmental work and hold open house at intervals during the school year as interpretations media.

Moody School District

General data. -- A survey of the data obtained through the questionnaires reveals that the Moody School District is a consolidation of several small school communities embracing eighty-eight square miles. In addition to this, three adjacent school districts transfer a part or all of their pupils to the Moody School. From an estimated population of 2,500, the scholastic census enumeration is 557. Of these, 370 are enrolled in the grammar school with a faculty of ten teachers, and 170 are enrolled in the high school with a faculty of eight teachers.

The administrative officers have plans for a definite and functional public-relations program. The school sponsors organized clubs as follows: Future Farmers of America, Future Homemakers, Texas History Club, and Band Club. Three assembly programs are held weekly, one each for the primary grades, the upper elementary grades, and the high school. The commencement exercises are of the new type and are used in a very effective degree in the interpretations program. The average attendance at these exercises is approximately 750 people.

Athletic events sponsored by the school include football, basketball, volleyball, track and field events, and various other activities as outlined by the interscholastic league association. All athletic events are reasonably well

supported by the school and by the community at large, and serve as interpretations media.

Community activities sponsored by the school include many social phases of the school and community life such as dinners or banquets, recreational programs, community fairs, style shows, defense shops, and Area VII Agricultural Live-stock Judging Contests. The school facilities are utilized for any needed community activities of a public nature.

School publications. -- The school sponsors no publication. However, the school edits a "School-News Section" in The Moody Courier, and occasionally prepares mimeographed bulletins and letters which are sent out into the community. Intermittent school-news items are submitted to the larger daily and weekly newspapers of Waco.

An insight is given in Table 10 as to the number and per cent of the homes represented in the high school that subscribe to The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and The Moody Courier. Table 10 also shows the number and per cent of the high school population who live in homes which receive each newspaper, and the number and per cent of parents and pupils who read the school-news items.

From the standpoint of circulation, The Moody Courier ranks first among the students and parents; however, only 65.7 per cent of the students and 62.7 per cent of the parents receive this newspaper. The Waco News-Tribune ranks

TABLE 10

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE MOODY HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	58	42.3	62	42.4
<u>The Waco Times-Herald</u>	38	27.7	38	26.0
<u>The Waco Record</u>	26	19.0	30	20.5
<u>The Moody Courier</u>	86	62.7	96	65.7
All other newspapers.....	44	32.1	50	34.2
No newspapers.....	14	10.2	14	9.6
Reading School-News Items				
Students reading school-news items.....	104	75.9	120	82.2
Students not reading school-news items.....	24	17.5	26	17.8
Parents reading school-news items.....	30	21.9	32	21.9

*From the total high school enrollment of 170, only 146 pupils replied, representing 135 homes.

second with 42.4 per cent and 42.3 per cent, respectively. Other data in the table reveal that this school is not adequately reaching its public by any one or more of the newspaper publications.

An analysis of the school-news items appearing in The Moody Courier reveals some splendid editorial work. The school-news items are well motivated by pictures of the buildings, faculty, and school-board personnel, teams, band, choral club, pep squad, and senior class. Figure 19 reveals a cross section of the school-news items appearing in The Moody Courier from the opening of a school term and during the school year, 1940-1941. Figure 20 is a similar cross section of school-news items appearing during the year but with special emphasis given to senior activities, commencement programs, and closing exercises. In neither of the figures referred to above does the arrangement adhere to any degree of sequence nor of departmental arrangement.

According to Farley's⁷ evaluation of the various phases of school-news items, some improvements could be made in rank as to what the parents are interested in reading.

The distribution of space for topics such as pupil progress, pupil achievement, health, subject offerings, attendance, methods of instruction, teacher and administrative personnel, school-board members, buildings, business management, and school finance seems inadequate.

The type of school-news articles appearing in the various Waco newspapers is shown in Fig. 10, along with news items from other schools of this vicinity.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked

⁷Farley, op. cit., p. 16.

Moody, the Center of Tarkenton Population

THE MOODY COURIER.

If your town is worth living in, it is worth trading in.

VOLUME 59

MOODY, TEXAS, FRIDAY, SEPT. 6, 1940

NUMBER 35

Moody Schools Open Next Week; First Bus Run Friday

All is in readiness for the opening of school next week. Teachers will meet in the first faculty meeting of the year on next Thursday at 9:30 a. m. All students throughout the system will enroll on next Friday although they will not be in school the complete day. Attendance on

National Defense

Every student of the Moody school is requested to bring some bits of scrap iron to school some time during this week. We will be using for English and Commercial work respectively. In the grammar school Miss Iva Chaffin will

Moody Student Given Publicity

When the Yucca student yearbook at the North Texas State Teachers College, was released in the spring, Miss Lillian Neale of Moody, was featured among Who's Who students in a 20-page "personality" section.

Audi-Visual Instruction Parley For Teachers Due Recital Monday

Third in a series of 24 district teachers meetings to Texas will be the audi-visual instruction and reading conference in recital hall at East University on Dec. 14th from 9 until 12 a. m.



Moody High Senior Choral Club

Bulldogs Defeat Bearcats 33-0

The Moody Bearcats were defeated last Thursday night by the Chilton Bulldogs by a score of 33-0. The Bearcats attempted two passes and completed one. "It is believed that all is in

What Students of Moody Think About Their School

(Taken from Student Theses) I like my school because it gives me good books to read, because it has a good gym and equipment I like to play with and because it has a cafeteria where I may eat my lunch - B. Hartz, Freshman.

Football Schedule

The Moody High School football team has been working out in earnest this week preparing for their opening game with Mount Cain. The game will

Students Name Queen's Entrants

At class meetings held Thursday the entrants of Moody High School named the prospective queens for the Coronation Banquet of the final winter will take place during the Halloween Carnival sponsored by the

School Band Is Making Progress

A new program has been added to the Moody School system, that being the organization of a band.

Moody Highlighted Over Waco Radio Station Monday

Moody came in for her share of radio publicity Monday night at 6:30 over radio station WACO when Sam Wood, one of the editors of the Waco News-Tribune

Bearcat's Basketball Season Begins Friday Night

The Moody Bearcats will journey to Crawford on Friday evening, Dec. 13 to play their basketball season for 1940-41. The game will open at 7:30 p. m.

Recital Monday

Mrs. McKay Rice will present her public speaking pupils in a recital Monday afternoon, Dec. 16 at 4 o'clock in the Grammar School Auditorium. The public is invited to be present.

Pupils To Give Piano Recital

A number of students in Moody will attend various colleges and universities in the state this year in which the following information was furnished by Mrs. A. J. McHardy, correspondent for the Moody News-Tribune.

Moody FFA Won at Houston Show

Following are the winners and sales of Moody FFA Boys and Exhibitors at the Houston Fat Stock Show early this month:

Sixth Annual Moody FFA Fall Livestock Show Saturday

The 1941 model black calves and Berkshire hogs will be on parade here Saturday, Oct. 12, at 2:30 p. m. when the Moody Future Farmers assemble their best fat animals for the sixth annual Fall Livestock Show. This show is being sponsored by the Moody Junior Chamber of Commerce.

School-PTA Carnival Grand Success

The annual School-Parent and Teachers Association Carnival held on Moody streets on Tuesday

GOOD LUCK TO THE GRADUATES

How Moody School Prepares Students In A Democracy

By Gladys Hill In some sections of the world there are people, who, not having

School Opens With Larger Enrollment

The Moody Public Schools opened the 1940-41 session with a full registration of students on Monday. The enrollment is larger than it has been in recorded history by Rev. W. W. Strater, past

Hot Lunches For Students Talked

*Children are eligible for the hot lunch program when needy

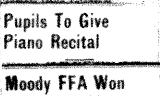
Bearcats Defeated By Eddy Eagles

The Moody Bearcats were defeated last Friday afternoon by the Eddy Eagles by a score of

P. T. A. Notes

When the P. T. A. met at the Lawton and A. J. Sebastian

Moody Public School Faculty



Moody Students to Attend Colleges

A number of students in Moody will attend various colleges and universities in the state this year in which the following information was furnished by Mrs. A. J. McHardy, correspondent for the Moody News-Tribune.

Wid Drivers In School Zone Area Warned by Board

Members of the county school board meeting Monday at Superintendent J. E. Boston's. Board issued a warning against wide

School Trustee Election April 5

An election for three trustees of the Moody Independent School District will be held on

Moody Boy in Navy

Alvin J. McKemie, son of Mr. and Mrs. D. C. McKemie, Route 2, Moody, was enlisted in the U. S. Navy at the U. S. Recruiting Station in Dallas, November 8th, and transferred to the U. S. Na-

Moody Volley Ball Team



Moody Boys Make Good in Football

The New Mexico College at Silver City was designated champion of the New Mexico Conference Saturday when they defeated

Teachers Honored With Luncheon

Mrs. Harold Jones and Mrs. Albert Williams entertained with a luncheon for the teachers Saturday, Nov. 20, at the home of the latter. Luncheon was served to twenty-two guests.

Highlights Moody Future Farmers at Beaumont Show

The Moody F. F. A. participated in the South Texas State Fair of Texas by exhibiting eleven head of calves, and thirty-four head of hogs.

Examine County School Buses

Fire extinguishers and first aid kits were found to be missing Monday when the State Highway patrolmen inspected 51 McLennan county school buses for safety.

Plans Made For Citizens Institute For County Students

Waco, July 22 - More meetings by Waco civic and patriotic leaders have forwarded plans for the Baylor University citizenship institute for McLennan county high school boys and girls.

Moody Girl Chosen

Aerlin Hatter, daughter of Mr. and Mrs. Aarl Hatter of Moody, was elected night representative to the Student Council of the Senior Class of East Texas State last Wednesday morning in a general election of class officers.

Moody School Head Called to Colors

One hundred and twenty-seven members of Company I, 142d Infantry of the Texas National Guard were inducted into federal service as a part of the regular United States army Monday as the 10-day mobilization period got under way in preparation for a

Moody Won Second In Ready Writing Spelling Contests

Two Moody classes were winners of Moody representatives in the State of Spelling and Ready Writing

Moody Girl Elected Official Delegate

The Future Homemakers of Texas met in Waco Hall last Saturday, March 22, with some six hundred girls present. Jacqueline Teague was elected by the Council to be the official delegate to the state meeting of the FHT which will be held in

Former Moody Girl On TST Program

Miss Patricia Fox, speech teacher at Waco Junior High School in Waco will display her puppets and pictures of the "All Star Revue" last program Friday of the county and auditorium sections of

Moody F.F.A. Make Good Showing At Brazos Valley Fair

Reserve Grand Champion hogs were captured by Vernon Schmidt with his Aberdeen Angus

PTA Halloween Carnival Thursday Night, Oct. 31

What promise to be the biggest and finest Halloween Carnival ever held in Moody. It all set for next Thursday night, Oct. 31. It is stupendous, gigantic, unheard of, incomparable, and well, it's something like you've never seen before. New attraction

Local Moody Girl Receives Honor to State Fair of Texas

The Chamber of Commerce and State Fair Directors of Dallas have invited Miss Ruth Teague of this city to be a "queen" in this week. They have high hopes of winning. This is our first district queen so we can and must meet it off with a win.

Bearcats Ready to Meet South Bosque

The boys of the Moody High School football team has been working out with renewed ardor in this week. They have high hopes of winning. This is our first district game so we can and must meet it off with a win.

Homemaking Style Show Winners

A very entertaining program was enjoyed along with the style show last Friday night, and, in spite of bad weather, a large crowd was present. In the first year school-days

Moody Student in Who's Who Column

Miss Lillian Neale, daughter of Mrs. Myrtle McCasley Neale of Moody, who will receive her B.S. degree from North Texas State Teachers College at Denton next June, is among those students who will be listed in the 1939-40 issue of Who's Who among students in American universities and

TPL Aids Local Band

C. C. Carleton last Saturday received a check for \$50.00 acceptable. Cope was on the door of the First National Bank of Moody the

FFA Winnings at the Fort Worth Fat Stock Show

(Delayed Report) Following are the premiums and sales of the Moody FFA at the recent Fort Worth Fat Stock Show and Northwestern Exposition

Sims - Hatter

Miss Louise Sims, daughter of Mr. and Mrs. Matt Sims, and Dan Hatter, son of Mr. and Mrs. Jones

Moody High School Pep Squad



Awarded State Medal

Ruth Teague received a medal from the State Musical Association this week for her commendable work in Baton Twirling. She is now a State Champion in Division A-Class 2. Ruth has worked

Mrs. G. H. Hundley Piano Recital

Mrs. G. H. Hundley presented her piano pupils in recital Thursday evening, Dec. 19 at 7:30 o'clock in the school auditorium to a large and appreciative audience.

PTA Meets Tuesday

The Parent-Teachers Association

High School Dedication Last Friday Went Over in Big Way

Last Friday, November 10, was a great event in the history of Moody, and will long be remembered. It was a holiday serving a two-fold purpose, that of Armistice, and the dedication of Moody's new \$100,000 brick High School building. Practically all

Moody Bears Ready to Meet South Bosque

The boys of the Moody High School football team has been working out with renewed ardor in this week. They have high hopes of winning. This is our first district game so we can and must meet it off with a win.

Moody Bears Ready to Meet South Bosque

The boys of the Moody High School football team has been working out with renewed ardor in this week. They have high hopes of winning. This is our first district game so we can and must meet it off with a win.

Fig. 19. -- A cross section of school-news items that appeared in various issues of The Moody Courier at the opening of the school term and at various intervals during the school year, 1940-1941.

Moody, the Center of Texas Population

THE MOODY COURIER.

If your town is worth living in, it is worth trading in.

VOLUME 51

MOODY, TEXAS, FRIDAY, MAY 30, 1941

NUMBER 19

Moody Public Schools Close Next Tuesday, June 3, 1941

Moody's \$100,000.00 High School Building



The civic life of a community is well judged by the school. With the new stage erected around the building in the best of condition. The Student body has been proud of the school and it has manifested that fact in various occasions. Mr. Cooper has done much to keep the grade in the school at a high level.

Your faculty is appreciative of the building and in constant planning for the future. But at all times the Moody High School is a step ahead.

The former school has been used in the capacity in its beautifying the grounds and other even now. However the



A. J. LAUGHLIN
Superintendent

Graduating Class of the Moody High School



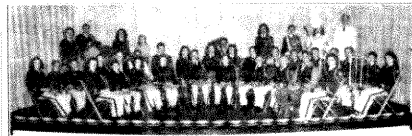
F. F. A. Area 3 Judging Contests at Moody Last Saturday Broke Record

The sixth annual F. F. A. Area 3 Contests were held at Moody last Saturday in which 140 contestants from 60 Future Farmers of Central Texas gathered for the judging contests which were held in the afternoon.

Nineteen Texas Farm Youths Win 1940 Awards

Chosen for their outstanding records in 1940, 19 Texas farm youths were awarded prizes as winners of the 1940 National Farm Youth Awards by the National Farm Youth Association.

Moody High School Band Making Progress



Moody H. D. Club

Mrs. C. H. M. Taylor and Mrs. Joe Mobbs were joint hostesses at a meeting of the Moody Home Demonstration Club when it met at the Men's Robe Room, Sat. 6.

Tenise Jure were entered in the ball jar contest. A jar of beans and one of potatoes belonging to Mrs. Clayton Sims won first place.

Punch and cookies were served by the hostesses to seven members and three visitors: Mrs. Bob Newman, of McVicker and Belle

Moody Closes Its Year's Play With Thrilling 7-6 Win

The Moody Beavers came from behind in the third quarter here Friday afternoon to whip the Lions 7-6 in a thrilling football game.

The game closed the season for the Beavers.

Important Notice Regarding Moody W. P. A. Library

The W. P. A. Library project operates thirty-three units in McLennan county, employing forty-eight women, with an average monthly payroll of \$2050.00 according to Miss Gladys McKee, district supervisor of libraries.

Senior Formal

Miss Margaret Anderson of Moody attended the annual Senior Formal at Texas State College for Women in Austin last week. The most outstanding

Choral Club

Moody High School has organized a choral club with the following officers:

President, Doris Sims

English Students

Parents: For the want of time and because of a top-heavy curriculum in grammar and high school, thousands of students enter college annually who do not understand

School Trustee Election Saturday

The Moody Independent School Trustee Election will be held Saturday, April 5, 1941, at the First National Bank building.

Art Classes Prove A Popular Project

As a result of the 75 per cent increase in attendance at the WPA recreation project art classes, the adult classes are filled to capacity and a waiting list has been formed. The addition of art to the children's class will make it possible to add a few more members to that department.

Teaching

La Verne Robinson (There is no record in a series of articles entitled After Graduation. What? written in Moody's Senior English Class.) After graduation, I intend to go to college and learn to be a teacher. I have chosen this be-



J. H. COOPER
Principal High School



C. S. CHANEY
Principal Grammar School

Moody Track Team Behind in Practice

Due to an unusual amount of rain and a cold, the track team is far behind in its training schedule. However, there are several boys who are practicing for the upcoming season. These will be

Senior Class

The Senior Class has enjoyed the privileges these last few months. Of recent note is the trip to San Antonio. This trip was a gift of the Parent-Teacher's Association and the entire class is to be held on the Thursday night, May 30.

The Senior class was guest of the Education Trustee. In addition to the meal, a special luncheon was planned. It consisted of the students, the members of the class, and their teachers.

Moody Boy Among Lucky Students

J. J. Howe of Moody is one of 119 lucky University of Texas students who are attending classes without paying the University's \$50.00 matriculation fee. As high school graduates of Moody High School, Howe holds a scholarship granted by the University.

New Out of School Youth School Courses Being Taught

Courses in Woodwork, Metal Work, Motor Repair and Electrical Work were started last week in Moody High School. These courses are open to boys from 17 to 24 years of age and are made possible through Federal financing under the National Defense program.

Twenty-one out of school boys between the ages of 17 and 24 will be drafted any sooner than they will be otherwise, but they will be of benefit to them when they are drafted, as the object of the classes is to give technical training.

Moody School was among the first five to get the program started and will be one of only 25 out of the 60 schools in that Area 3 to secure this program.

School Edition

Next week's issue of the Courier will contain a lot of school news and pictures. This will be

Best Wishes

Your diploma is more than a piece of paper—it is the key to your future. We hope it will be a future full of success and happiness.

Best Wishes

To the graduates of 1941, we take great pleasure in not only wishing them Health, Happiness and Success, but in congratulating them upon their accomplishment in the classroom. Best wishes from

A. J. Laughlin, Superintendent

Congratulations To Seniors of 1941

Congratulations Seniors on the completion of your high school work. You have made a good start toward preparing yourselves for the responsibilities of life.

Four years ago, fifty-four pupils started out in the eighth grade of the Moody High School. Only thirty, 55.2 per cent, of that group are meeting the requirements set by the State Department of Education and the Local Administration for graduation.

Greetings to the Seniors of '41

Several years ago you began a journey—a journey of preparation for life ahead. This journey was a long period of formal education. Each one of those years you have made progress and as a result you are now a graduate.

Teachers Re-elected

A meeting of the Board of Trustees of Moody Schools will be held at the present employees of the school.

Literary Club

The Literary Club met in the home of Mrs. A. J. Laughlin Wed-

TRUSTEES OF THE MOODY INDEPENDENT SCHOOL DISTRICT, MOODY, TEXAS



H. H. JONES, President



S. C. ROBERTS, Secretary



D. E. R. MCCAULEY



Mrs. FLOYD NALER



W. H. MCKAMIE



W. J. RITCHIE



MCKAY RICE

Fig. 20. -- A cross section of school-news items that appeared in various issues of The Moody Courier during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

with the proper symbols to indicate to what extent the conditions or provisions were being met by the Moody School District.

- (-) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (-) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (-) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of their fitness.
- (O) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

In the above checklist of ten items, three were checked (/), six were checked (-), and one was checked (O). The last was due to the fact that the school simply submits articles to the newspaper in a general fashion, not organized under a school-news section. The checks indicate that this school is below average for secondary schools of this type.

The following evaluation questions were rated to determine how well the Moody School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) c. Evaluate three successive issues of all publications.

In the three evaluations above relating to school publications, one was rated (3) and two are rated (2). The average for the school is (2.3), which is not satisfactory. The weak phases of this school are in the inadequacy of number and frequency of the publications, and in the lack of educational experience of the pupils in preparing and issuing the school publications.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Moody School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.

- (-) 5. The school staff -- its personnel and organization.
- (/) 6. The school plant and its equipment.
- (-) 7. Financial needs.
- (-) 8. Business management.
- (0) 9. The school guidance program.
- (-) 10. Community relations organizations.
- (-) 11. Rules and regulations regarding school attendance, home study, reports, etc.

- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (-) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (/) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (-) 22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.

- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or nights to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parents and community, items twelve through twenty refer to community services, and items twenty-one through thirty-two have to do with procedures. Of the total items, thirteen were checked (/), seventeen were checked (-), and two were checked (0). These checks indicate that the Moody School is not satisfactorily meeting the conditions or provisions to affect an adequate school and community relations program.

The following evaluation questions were marked to show how well the Moody School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (3) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?
- (2) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (2) g. How well does the community cooperate with the school and support school projects?

In the above list of seven evaluation questions, four were given a score of (3), and three were given a score of (2). This is an average score of (2.6), or below the average for school and community relations for schools of this type. Information about the school is not adequately accessible to the parents and the community; the school exhibits are not adequate; and the community does not lend the fullest cooperation to school projects.

Summary of evaluations and recommendations for improvement. -- Some of the commendable features of this school are an active Parent-Teachers Association, a staff interested in community activities, the school facilities available for community use, a reasonably adequate program for the educational needs of the community, and the friendly relationship with the newspaper editor.

It is recommended, however, that to be an effective medium, the circulation of The Moody Courier should be greatly increased so as to be in every home of the students and as

many other homes of the community as possible. If the circulation cannot be greatly increased, a school newspaper of the mimeographed type should be considered. Not too much emphasis should be placed on articles of a purely local nature to appear in other newspapers of Waco and vicinity. The responsibility of school-news editing should be placed upon one or two staff members, possibly one from the English department and one teacher of typewriting.

It is further recommended that the grammar school and various departments of the high school be given the same recognition as athletics, vocational agriculture, and home-making.

Other school publications for the conveying of interpretation purposes should be considered as the problem is studied.

It is recommended that attention be accorded the school in becoming an even greater community center; that public forums and classes in adult education be encouraged, and that recreational activities be continued and enriched as interpretations media.

Riesel School District

General data. -- The data obtained through the questionnaires reveal that the Riesel School District is a consolidation of several small school communities embracing an area of fifty square miles. In addition to this, several adjacent school districts either transfer or contract to the Riesel

School. From an estimated community population of 2,000, the scholastic enumeration is 475. Of this number, 220 are enrolled in the elementary grades with a faculty of seven teachers, and 132 are enrolled in the high school with a faculty of seven teachers.

The administrative officers state that they have no definite public-relations program. However, the study reveals that evidences of an interpretations program are in effect. The school edits a representative school-news column under the title, "The Indian," in the Riesel Rustler. The school is a member of the Texas High School Press Association, and the editorial staff has made acceptable progress in recent months.

The school sponsors three organized clubs, the Press Club, the Future Farmers of America, and the Future Homemakers. Assembly programs are held bi-weekly with a wide variety of programs being presented. The new-type commencement program has been introduced and the community response has been very encouraging. Large public audiences attend the closing exercises of the school. These activities serve as interpretations media.

Athletic events sponsored by the school include football, volleyball, basketball, track and field events, and various other activities initiated through the interscholastic league. The students and the people of the community support all the athletic activities very satisfactorily.

Community activities sponsored by the school include the annual community fair and stock show, the Area VIII Vocational Agriculture group meeting, defense shop program, and the annual style show under the auspices of the homemaking department. The school serves as a community center in all civic enterprises and public recreational activities.

School publications. -- The Riesel School sponsors the school-news column, "The Indian," in the Riesel Rustler, but has no school publication. However, at intervals, as a need presents itself, mimeographed bulletins are distributed to the students. In addition to the two media mentioned, school-news items are submitted to the large daily and weekly newspapers of Waco.

An insight is given in Table 11 as to the number and per cent of the homes represented in the high school that subscribe to The Waco News-Tribune, The Waco Times-Herald, The Waco Record, and the Riesel Rustler. Table 11 also shows the number and per cent of the high school population who live in homes where each newspaper is received, and the number and per cent of parents and pupils who read the school-news items. In the table it may be observed that the Riesel Rustler has a circulation among 95.2 per cent of the student body and among 88.2 per cent of the homes of the students represented. This is a splendid showing. However, it is noted that the circulation of other newspapers is not very high. The Waco News-Tribune heads the list with only

TABLE 11

THE NUMBER AND PER CENT OF THE HOMES REPRESENTED IN THE RIESEL HIGH SCHOOL THAT SUBSCRIBE TO EACH NEWSPAPER, THE NUMBER AND PER CENT OF THE HIGH SCHOOL POPULATION WHO LIVE IN HOMES WHERE EACH NEWSPAPER IS RECEIVED, AND THE NUMBER AND PER CENT OF PARENTS AND PUPILS WHO READ THE SCHOOL-NEWS ITEMS*

Items	Homes		Pupils	
	Number	Per Cent	Number	Per Cent
Newspapers				
<u>The Waco News-Tribune</u>	53	56.3	60	57.1
<u>The Waco Times-Herald</u>	26	27.6	29	27.6
<u>The Waco Record</u>	30	31.9	34	32.4
<u>Riesel Rustler</u>	83	88.2	100	95.2
All other newspapers.....	16	17.0	19	18.1
No newspapers.....	1	1.0	1	0.9
Reading School-News Items				
Students reading school-news items.....	94	100.0	105	100.0
Students not reading school-news items.....	0	0	0	0
Parents reading school-news items.....	81	86.2	98	93.2
Parents not reading school-news items.....	6	6.3	8	6.6

*From the total high school enrollment of 132, only 105 pupils replied, representing ninety-four homes.

57.1 per cent of the students and 56.3 per cent of the parents. Some other interesting data revealed by this table are that the students report one hundred per cent as reading

school news, and that the parents report 93.3 per cent as reading school news.

An analysis of the school-news items appearing in the Riesel Rustler reveals some well-edited work. However, according to Farley's⁸ survey, it seems evident that athletics is accorded too great an amount of the newspaper space. Figure 21 presents a cross section of the school-news items that appeared from the opening of school and during the school year of 1940-1941. The distribution of space allotted is not adequate for such topics as pupil progress, pupil achievement, health, subject offerings, teachers, school officers, attendance, school buildings, business management, and school finance.

Figure 22 is a representative cross section of school-news items appearing in the Riesel Rustler during the school year, 1940-1941, and emphasizing the type of publicity given to commencement exercises and the other phases of the school's closing programs.

The type of school-news articles appearing in the various Waco papers is shown in Fig. 10, along with news items from other schools of the vicinity.

The items in the following checklist, designed to measure a school's media for disseminating school news, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Riesel School.

⁸Farley, op. cit., p. 16.

Kuhn's Paints & Wallpaper... McCANTS 211 WASH. WACO

RIESEL RUSTLER

Head-Office of Riesel Rustler... and Staff... Identification Project

Kuhn's Paints & Wallpaper... McCANTS 211 WASH. WACO

Registration Wednesday to Be at Riesel High School

THE INDIAN

PUBLISHED AS A SECTION OF THE RIESEL RUSTLER BY STUDENTS OF RIESEL HIGH SCHOOL

Editorial

COMMEMORATION... The definition of commemoration is to begin to get ready for an event...

TENAS HIGH SCHOOL... PRESS ASSOCIATION

Warner's Windies

This is the first pep out of your own voice since this year... Warner's Windies

New Vocational Teacher Hired

DAVIDE HERRING... NEW VOCATIONAL TEACHER... O. E. Hoshorn...

Editorial

New Year's Resolutions... Among all the resolutions several stand out as being most important...

HIGH SCHOOL TO GET A HOLIDAY ON T-WED

Next Wednesday, October 16, is a day for all males between the ages of 21 and 34 living in the United States...

TENAS HIGH SCHOOL... PRESS ASSOCIATION

Travel

Having the privilege to travel through eight states... Travel

260 Students Eating At School Cafeteria

An average of 260 students are enjoying noon meals daily at the school cafeteria...

Defense Training Program to Start in Riesel School

Pep Squad Gives Football Boys Banquet

BRUCE BOCHANSKI... Pep Squad Gives Football Boys Banquet

SHOULD WOMEN TO BE TURNED OUT IN RIESEL... SENIOR CLASSMEN MEET MONDAY

Wm. A. B. Tate... SENIOR CLASSMEN MEET MONDAY

Teachers' Faults

We might go on to get the credit of the English classes... Teachers' Faults

Seniors to Begin Work on Play

The senior class will begin work on their senior play this week... Seniors to Begin Work on Play

News from the Grammar School

The third grade has a new pupil... News from the Grammar School

Indians Beat Waco State Home 36-20

Taking the lead early in the game and maintaining it steadily throughout the contest... Indians Beat Waco State Home 36-20

Riesel Takes 60-0 Win Over Mt. Carmel

Riesel showed their season here Thursday with a 60-0 win over Mt. Carmel in a class B conference game... Riesel Takes 60-0 Win Over Mt. Carmel

INDIANS BEAT WACO STATE HOME 36-20

Taking the lead early in the game and maintaining it steadily throughout the contest... INDIANS BEAT WACO STATE HOME 36-20

Teachers' Faults

We might go on to get the credit of the English classes... Teachers' Faults

Seniors to Begin Work on Play

The senior class will begin work on their senior play this week... Seniors to Begin Work on Play

News from the Grammar School

The third grade has a new pupil... News from the Grammar School

Indians Win Championship Of Lorena Tournament

The Riesel boys were a little too much for the Lorena Lions... Indians Win Championship Of Lorena Tournament

Riesel to Play Axtell Here Tonight

INDIANS TAKE CONFERENCE CROWN THIS YEAR AXTELL

CLARK, INTERMEDIATE COMPLETE PROMOTION

An open and hard fighting trial... CLARK, INTERMEDIATE COMPLETE PROMOTION

Civics Class Makes Chart

The civics class has been working... Civics Class Makes Chart

Infantile Paralysis Dime Button Sale Has Begun Here

The drive for funds for the... Infantile Paralysis Dime Button Sale Has Begun Here

Defense Shop Needs More Men

Due to a change in the requirements for pupils brought about by the new... Defense Shop Needs More Men

Honor Roll

THOMAS B. WOOD... HONOR ROLL

Homemakers to Present Operetta Tonight, 7:30

Members of the Homemaking... Homemakers to Present Operetta Tonight, 7:30

Ag. Boys Journey To Dallas State Fair

Monday the agriculture boys... Ag. Boys Journey To Dallas State Fair

School Tax Collections Over 100 pct.

According to Tax Collector E. J. Prewitt... School Tax Collections Over 100 pct.

Riel School Holiday Dec. 20-30

NO HOLIDAY FOR NEW YEAR'S DAY

Redskins, Cranfills Gap Will Play at 3

Riesel, McCanna events basketball... Redskins, Cranfills Gap Will Play at 3

Defense Shop Needs More Men

Due to a change in the requirements for pupils brought about by the new... Defense Shop Needs More Men

Around the Campus

Well, things can happen, and had too... Around the Campus

Ballot of Students To Be Taken

This meeting will be distributed among the students Monday, January 18... Ballot of Students To Be Taken

Society News

Members of the organization... Society News

News from the Grammar School

The third grade will have a vacation party... News from the Grammar School

Defense Shop Needs More Men

Due to a change in the requirements for pupils brought about by the new... Defense Shop Needs More Men

Honor Roll

THOMAS B. WOOD... HONOR ROLL

Rieselites Win In District Meet

PHILBY BOY PLACED IN JUNIOR DEPARTMENT

Ballot of Students To Be Taken

This meeting will be distributed among the students Monday, January 18... Ballot of Students To Be Taken

Society News

Members of the organization... Society News

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Honor Roll

THOMAS B. WOOD... HONOR ROLL

Fig. 21. -- A cross section of school-news items that appeared in the various issues of the Riesel Rustler at the opening of the school term and at various intervals during the school year, 1940-1941.

Kuhn's Paints & Wallpaper Largest Selection in District! Texas—Best Prices McCANTS 811 WARE WACO

RIESEL RUSTLER

Home—Site of Half Million Dollar Federal Hydro-Electric Dam—and Half Million Dollar State Electrification Project

Kuhn's Paints & Wallpaper Largest Selection in District! Texas—Best Prices McCANTS 811 WARE WACO

VOLUME LXXII

RIESEL, MCLENNAN COUNTY, TEXAS, FRIDAY, MAY 23, 1941

NUMBER 21

Achievement Tests Taken in English

The students of Riesel high school and the first six graduates of grammar school took an achievement test in English last week. It is a standardized test that was given to all students throughout the country to see how they compare. The results were made public. The highest score was made by Jean Matkowski, her score being 144. The other high scores in order were Betty Page York, 135; Celeste Wolff, 134. High score in the junior class was...

Commencement Week Begins Sunday, May 25

The commencement exercises for 23 graduates of the Riesel high school will be held Sunday evening at the gymnasium, with Rev. H. M. Day...



JEAN MATKOWSKI
Miss of Colored Avenue Methodist church of Waco presiding the ceremony. Commencement exercises May 25th, 1941.

Baccalaureate Service

SERVICES, HIGH SCHOOL AUDITORIUM WEDNESDAY EVENING, MAY TWENTY-FIFTH, EIGHT O'CLOCK
Presider: Mr. John Haron
Invocation: Rev. H. M. Day
Special Selection: "We Are Here"
Announcements: C. H. Tate
Superintendent of Schools
Solo—"My Task"
Soprano: Hattie Hoke
Soprano: Mrs. W. W. Hoke
Choir: Colored Avenue Methodist Church, Waco
Hymns: "The Church Is the Foundation"
Prayer: Rev. W. W. Hoke
Musical: Mrs. John Haron

Graduation Exercises

RIESEL, HIGH SCHOOL AUDITORIUM THURSDAY EVENING, MAY TWENTY-NINTH, EIGHT O'CLOCK
YOUTH PLEADS ITS CASE EVIDENCE PRESENTED BY INDEPENDENTS

Young "Birth of a Student"
Valedictorian: Betty Page York
Counselor: Celeste Wolff
Youth Teaching the Text: "The Church Is the Foundation"
Choir: Colored Avenue Methodist Church, Waco
Prayer: Rev. W. W. Hoke
Announcements of Honors and Awards: C. H. Tate
Superintendent of Schools
Valedictorian: Betty Page York
Principals: High School: C. H. Tate
Commencement Week: Mrs. Norman Deas

Grade School Graduates In Waco Exercises

Graduation exercises for 425 McLeannan county grammar school graduates were held in Waco this Thursday morning. Miss Lucie Paul...



LUCIE PAUL
Miss of Robinson of Riesel, daughter of Mr. and Mrs. G. A. Robinson was valedictorian of the county. Graduates are the graduates from Riesel and Holbrook.

Grammar School Operetta Tonight

Tonight (Friday) the Riesel grammar school will present a new operetta, "Daughters of Noham and," with practically all the grade school students. In the past, it will be held in the gym.

RIESEL BOY FINISHES DISTRICT FFA OFFICER

Jodie White of Riesel was president of the Waco district Future Farmers of America for the past school year at a meeting of the organization Thursday night in the Waco Chamber of Commerce auditorium. Position chapters of the district were reported.

Senior Personalities

Weight: 140 lbs.
Height: 5 ft. 11 inches
Color of hair: Blonde
Color of eyes: Blue
Age: 17
His likes: Basketball, tennis, cars, and Jack Dempsey. His dislikes: Whiskey, books, and blods.
Mrs. Mae Goshawk
Weight: 127 lbs.
Height: 5 ft. 2 inches

Three Year Contract Given Riesel School Superintendent

UNVARIABLE RECORD OF PROGRESS MADE BY RIESEL, MCLENNAN



CLAUDE H. TATE
Superintendent Riesel School

Seniors Receive Class Rings

Monday during senior class, the seniors received one of the happiest moments of their school days. They received their class rings by paying their dollar deposit the better part of May. The seniors received presents along with their rings. The ornaments were ornate, and had ketchikan, turquoise and felt buckles. The rings are very pretty, and probably one of the best class rings purchased by any senior class.

Seniors Study Macbeth

The seniors are having a good time this week and probably a little longer with their most difficult course—Macbeth. Macbeth is a play by the great Shakespeare.

Three Trustees To Be Elected

ONLY ONE NAME TO BE PRINTED ON THE TICKET
Due to a mix-up in filing the names for the ballot in the forthcoming Riesel school board election in which three members are to be elected, only one name will be printed on the ballot. It appears this week, the name of Henry DeWitt will be printed on the ballot, and voters will be obliged to write in at least two names for the board.

Riesel Typist Wins at Denton

CELESTE WOLFF PLACES THIRD IN REGIONAL TYPING CONTEST

Celeste Wolff has won her way to the state typing contest which third in the regional meet in Denton last Saturday. This is the first typing student of Riesel high school to ever get that far in an inter-school typing contest. Her district was entered in the regional meet consisting of about 25 typists. A girl from Turrell placed first with a score of 144. Waco high second with 142, and Riesel third with 140. The state meet is to be held at Austin May 2. We will consider Wolff's record as a very good one.

Champion Band To Play Here 7th

MUSICIANS ARE ENROUTE TO WACO CONTEST

On Wednesday night, May 7, the Riesel District 15-piece high school band will give a ten-hour concert in the Riesel high school gym. They will spend the night here enroute to the regional and state contests in Waco. The band, organized last year by Milton J. Witt, has won many prizes and won a state championship in the recent state meet at Abilene. It is one of the outstanding bands in the southeast. Mr. and Mrs. Witt and family will spend the night in the home of Mrs. Witt.

Defense Grade Get Certificates

TOTAL OF 26 COURSES IN DEFENSE GRADE FURNISHED
Reaction graduates of the Riesel defense who received certificates to work towards 18 completed courses Friday night before the senior class play began.

Baade's Boosts

The Riesel football squad is a 3-1 victory over the B. Eggen of Valley Mills Thursday night. The Indians, led by coach Baade, played the four games of the season. The boys, not being used in the district, did not show up so well in the first quarter.

County Champions for Fourth Year

Above are members of the Riesel high school volleyball team. The picture was taken in front of the Lathrop gym last Saturday. Just after they had won the county title. The picture was taken in front of the Lathrop gym last Saturday. Just after they had won the county title.

Value of Defense Training Demonstrated At Riesel School

Industry and government has been aware of the great need of skilled men. The present national emergency has brought this fact to light more than ever before. In modern warfare there are no front, rear, supply and rear. The mechanized equipment are so essential, it is not only a matter of the front, without it to defend, it is to be defeated.

New Faces in School

Among the people who have started in Riesel high the past few weeks are Dorothy Schaeffer, 16th, J. W. Robbins, 16th, J. J. Brown, 11th, Leonard Durr, 8th, Weldon Brown, 10th, 14th grade.

Senior Class Play To Be Given Tonight

Tonight (Friday) at 7:30 p. m. the curtain will rise on the dramatic comedy "Oh, Doctor" presented by the senior class of Riesel high school.

Junior Class Has Chapel Program

The junior class presented a chapel program Monday morning. The program was:

School Lunches To Be Continued

The resumption of the lunches to students in the school lunch program was sufficient to justify continuing the hot meals at the school. The average cost of food purchased each week has been about \$1.00. The average cost of food purchased each week has been about \$1.00.

Junior Class Studies Spelling

The junior class studied spelling in the gymnasium last Friday night. The first class studied spelling in the gymnasium last Friday night.

Riesel Schools to Close Nov. 21st

While the Riesel schools and the new ones will observe Thanksgiving on Nov. 21, on Thanksgiving day, however, there will be no school. The schools will close on Nov. 21st.

Homemaking Classes 'At Home' to Guests

Students, both boys and girls of the Home-Making department of Riesel high school and their teachers, Mrs. C. K. Tate, were "at home" Sunday afternoon, January 21, when about thirty guests called for tea from 1:30 o'clock to 3:30.

Fig. 22. -- A cross section of school-news items that appeared in various issues of the Riesel Rustler during the school year, 1940-1941, and featuring the closing exercises of the school and the senior activities.

- (/) 1. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (/) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 3. Untruth and offensiveness are avoided in all publications.
- (-) 4. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (/) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 9. School publications have a wide circulation and are extensively read in school and community.
- (/) 10. Over-emphasis on expensive publications is avoided.

In the above checklist of ten items, seven were checked (/) and three were checked (-). This indicates that this school is above the average as concerns the school-news-paper section alone; but the fact that there are no other publications indicates that the school is not furnishing adequate media for a public-relations program.

The following evaluation questions were rated to determine how well the Riesel School District was furnishing media for disseminating school news.

- (2) a. How adequate are the number and frequency of school publications?
- (2) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) c. Evaluate three successive issues of all publications.

In the evaluation of the three items above, one was given a score of (3) and two were given a score of (2). This is an average score of (2.3) for the school, which is far below the average for schools of this type. The number and frequency of school publications, and the educational experiences of the pupils in preparing the publications are inadequate.

School and community relations. -- The school and community relations program provides some information concerning the evaluated school for both parents and community. Some community services constitute a means of interpretation, and various activities are used to promote better relations.

The items in the following checklist, designed to measure school and community relations, were marked with the proper symbols to indicate to what extent the conditions or provisions were being met by the Riesel School District.

The school furnishes the parents and community with information about:

- (-) 1. The purposes and objectives of the school.
- (-) 2. The curricular offerings and their aims.
- (-) 3. The pupil activity program and its objectives.
- (-) 4. The library service and its objectives.
- (/) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (0) 7. Financial needs.
- (0) 8. Business management.
- (0) 9. The school guidance program.

- (-) 10. Community relations organizations.
- (/) 11. Rules and regulations regarding school attendance, home study, reports, etc..
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community improvement.
- (-) 13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (/) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (/) 19. Clubrooms and facilities are made available for social activities of the community.
- (/) 20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
- (/) 21. The principal establishes and maintains cordial relations with local editors and reporters.
- (/) 22. Staff members and pupils are alert to school activities that have news value and report them to the person having charge of publicity.
- (/) 23. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.
- (-) 24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
- (-) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (0) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.

- (/) 27. Home rooms, clubs, assembly programs, and school publications, and school games and entertainments promote better understanding between school and community.
- (/) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils, and many pupils participate in them.
- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

In the above checklist of thirty-two items, the first eleven relate to information for parents and community, items twelve through twenty refer to community services, and items twenty-one through thirty-two have to do with procedures. Of the total items, sixteen were checked (/), eleven were checked (-), and five were checked (0). These checks indicate that the Riesel School is fairly satisfactory in meeting the provisions and conditions to effect an adequate school and community relations program.

Commendable among these items are the following: (a) the community frequently calls upon the school for assistance; (b) school facilities are available for public activities; (c) cordial relations are maintained with the local editors; (d) the school cooperates with the community; (e) it has

club organizations; (f) it observes special weeks; and (g) it has school entertainments and exercises.

The following evaluation questions were marked to show how well the Riesel School District is making provisions for a satisfactory school and community relations program.

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (3) d. How well does the school provide for the recreational needs of its public?
- (3) e. How well does the school use the public and school press to promote better school and community relations?
- (3) f. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?
- (2) g. How well does the community cooperate with the school and support school projects?

In the above list of seven evaluation questions, six items were given a score of (3), and one item was given a score of (2). These scores indicate, question by question, that (a) information about the school is provided to the parents and community; (b) staff members are reasonably active in the community activities; (c) the school is not fully providing for the educational needs of the community; (d) average provisions are made for recreational needs; (e) the school uses the public press to promote better school and community relations; (f) special exhibits and entertainments are used for interpretations purposes; and (g) the community cooperates with and supports school projects to a reasonable degree.

Summary of evaluations and recommendations for improvement. -- Some of the commendable features of this school's public-relations program are the school-news section, usefulness in serving as a community center, the defense shop program, adequate public programs for interpretation purposes, and other commendable activities.

It is recommended that the school continue to improve its newspaper contributions and make greater use of more county newspapers. It is also recommended that the school continue to encourage and enrich the programs and entertainments now being sponsored by the school, and to employ special exhibits and special visitation days for open house as interpretations media.

The school should encourage public forums and the organization of classes in adult education; through the two activities mentioned, the community would tend to become more unified in its thinking and reactions to an interpretations and a public-relations program.

It is further recommended that the school consider the feasibility of additional school publications for a better interpretations program.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The problem presented in this study was to make an evaluation of the public-relations programs of the eleven affiliated four-year high schools in McLennan County, Texas. An analysis of the data presented relative to each of the eleven schools seems to justify the following conclusions:

1. The administrative officers and school staff are not giving sufficient thought and merited recognition to the public-relations programs of the evaluated schools.
2. The publications sponsored by the schools are not adequate in number and frequency of publication, and the uses made of Waco newspapers are not adequate.
3. The items reported in the newspapers should be more equally distributed over the entire educational program and the community interests, to conform to the recommendation of the recognized authorities. There is an apparent need of supervision of the editorial staff.
4. The survey indicates that the educational experiences of the pupils in preparing and issuing school publications are too limited in their scope.

5. Inadequate organization for publications clubs is in evidence.

6. The circulation of publications within the school community and the exchange of publications between schools are too limited.

7. Too few of the schools have any relationship with press organizations, and no provisions are made for the exchange of publications with other schools.

8. The schools make inadequate provisions in the annual budget for financing their school publications.

Recommendations

On the basis of the conclusions drawn, the following general recommendations are made for the evaluated schools:

1. The administrative officers and school staff should give more recognition to the problem of organizing and promoting a scientifically organized and a functional public-relations program in each school. The plans presented by Moehlman¹ in Fig. 1 and by Grinnell² in Fig. 2 merit careful study. Since the Hamtramck Plan has been given favorable recognition by many of the outstanding educational leaders, it should be given careful consideration. In every school, regardless of aims or purposes, some type of public-relations program is in effect; it should be a constructive program.

¹Arthur B. Moehlman, Public School Relations, p. 25.

²J. Erle Grinnell, Interpreting the Public Schools, p. 47.

2. Provisions for adequacy of number and frequency of publications should be made. The three schools having no local newspapers should consider some mimeographed type of publication; greater use should be made of the Waco newspapers by all schools; yearbook publications should be optional with each school. Bulletins, news letters, and handbills are recommended for use as the need arises.

3. The school-news items reported in the newspapers should be more equally distributed over the entire educational program and the community interests. The editorial staff should study Moehlman's³ plan, in considering the topics and agencies for interpretation. A suggested list of items for school newspapers and bulletins is incorporated in the Appendix. Interests in the topics of school news, according to Farley's⁴ investigation, as previously presented on pages 32-33 of this thesis, are recommended for study.

4. The educational experiences of the pupils in the collection, preparation, organization, circulation, creative work in news writing, cartoons, features, illustrations, layouts, etc., should be enriched. The types of publications should be sufficiently diversified as to enlist the interests of large numbers.⁵

³Moehlman, Public School Relations, p. 25.

⁴Belmont Farley, What to Tell the People about the Public Schools, p. 16.

⁵Evaluative Criteria, p. 43.

5. Publications clubs should be organized under the guidance of competent staff members.

6. The circulation of publications among students, parents, and citizens of the community should be as universal as possible in the case of school newspapers or local newspapers in which school news is printed. Student handbooks, yearbooks, magazines, and bulletins, in addition to newspapers, should be available to all the people affected by or interested in the school.

7. Membership in the Texas High School Press Association and other school associations, and a free exchange of publications with other schools is desirable.

8. Provisions for financing needed school publications should be made in the annual school budget.

APPENDIX

Student Questionnaire

In an attempt to find out just to what extent school news is read, you can assist me greatly by supplying the information requested below. Your name will not be used in any way. Thanks for the help.

School _____

Student _____

Parents' Name _____

Please list all newspapers and school publications that are received in your home.

1. _____

2. _____

3. _____

4. _____

Do you read the school-news section? _____

Do your parents read the school news? _____

An Evaluation of the Public-Relations Programs of
the Affiliated Four-Year High School Districts
in McLennan County, Texas

Questionnaire

Name of school _____ Address _____

Classified as _____ Grades _____ units of affiliation

Number of teachers in El. Grades _____; high school _____

School census enumeration 1940-41 _____ Enrollment,

Elementary _____, High School _____

Estimated area of district _____ sq. mi; estimated

population _____

Chief occupations or industries of the district: 1. _____

2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

Does the administration (board, superintendent, and principals) have a definite and functional public-relations program or policy? _____

If so, explain briefly. _____

List publications or media used in reaching the following groups:

Board	Teachers	Pupils	Parents	General public
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

What percentage of homes receive publications carrying school news? _____

List organized clubs sponsored by the school and show how each is used in a public-relations program:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Assembly programs:

Elementary school:

Frequency _____ Day of week _____ Time of day _____
Length _____

Programs arranged by and in charge of: Students _____
Teachers _____ Others _____

- Themes of programs: 1. _____
- 2. _____
 - 3. _____
 - 4. _____

How are these themes correlated with the public-relations program? 1. _____
2. _____

Average attendance of visitors: Parents _____ Others _____

High school:

Frequency _____ Day of week _____ Time of day _____
Length _____

Programs arranged by and in charge of: Students _____

Teachers _____ Others _____

Themes of programs: 1. _____

2. _____

3. _____

4. _____

How are these themes correlated with your public-relations program? 1. _____

2. _____

What public-relations contacts are considered valuable and utilized? 1. _____

2. _____

3. _____

Average attendance of visitors: Parents _____ Others _____

List special week observances such as fire prevention, music, etc., and show how each is correlated with the public-relations program.

1. _____

2. _____

3. _____

4. _____

Commencement: Traditional or new type _____ Attendance _____

Explain outstanding features of correlation to public-relations program.

1. _____

2. _____

List athletic events that the public attends and show how utilized:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

List community activities sponsored by the school and show how utilized:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Are school libraries made available to the public? _____

Are any public library facilities located in the school? _____

Are any post-school relationships or guidance programs in effect? _____ Explain _____

In what respects do you consider your school as a community center? 1. _____

2. _____

How is the public-relations program propagated in school-board meetings? _____

Are faculty meetings held regularly? _____ Frequency _____

How is the public-relations program propagated through the faculty meetings? _____

Are downtown bulletin boards maintained? _____ Location _____

Types of data posted _____

Explain the best public-relations contact used by the school.

Is there an element of dissatisfaction prevalent in the community? _____

If so, how is this problem being met or broken down? _____

Please submit newspapers, school papers, handbooks, programs, bulletins, handbills, or any other materials effectively used for contacting students, faculty members, school board, and lay personnel.

Use the reverse side of this sheet for any comments or suggestions not included in the questionnaire.

A Suggested List of Items for School Newspapers
and Bulletins

Business management	Cooperation of parents
School policies	Salaries
Administration	Illiteracy
Exhibits	Citizenship training
Pupil activities	Observation of special days
Guidance	Awards and recognition
Community relations	Athletic events
Home study	Moral and religious training
Adult education	Holidays and vacation
Buildings and grounds	Class projects
Repairs and renovations	Departmental reports
Equipment (new and old)	Home-room reports
School play areas	Methods of instruction
Playground activities	Editorials
Radio programs	School board
Alumni	Administrative officers
Room mothers	Faculty
Parent-Teacher Association	Custodians
Band parents	Engineers
Forums	Matrons
Visitors	Cooks
Field trips	Bus drivers
Summer school	Boy Scouts
School legislation	Girl Scouts

State and county school news	Campfire Girls
Cafeteria notes	Music club
State and federal aid	Nature club
Supervision of instruction	Safety patrol club
Building and equipment needs	Hobbies club
Visitation days	Pep squad
Assembly programs	Dramatic or forensic club
Interscholastic league activities	Press and publications club
School opening	Language club
Commencement exercises	Science club
School census	Athletic clubs
Enrollments	Art club
Attendance	Civic club
New pupils	Dads' club
Withdrawals	Music week
Transfers	Picture and art week
School age	Book week
Educational progress	American education week
Marks and reports	Fire-prevention week
Honor roll	Health and safety week
Failures	Pageants
Health of pupils	Musicales
Health program	Visual education
Affiliation and new courses	Textbooks
Taxes and financial needs	

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