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

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

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By

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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.

Quitt and Casey\(^1\) 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

\(^1\)Glenn C. Quitt 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

Reeder\textsuperscript{2} 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 agentry, propaganda, and "putting the best foot forward." During recent years, school systems as

\textsuperscript{2}Ward G. Reeder, \textit{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

\(^3\)Ibid.
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, 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.

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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. 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

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2 Dorman 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.\(^5\)

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\(^3\)L. B. Cooper, The Permanent School Fund of Texas, Preface, p. v.


Public-school interpretation, strictly as such, is a comparatively recent innovation in educational realms, as is revealed by Weber 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.

Hyde 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.
Alexander\(^8\) 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

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\(^9\)Ibid.

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.

Henry\(^{11}\) 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


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 Detroit\textsuperscript{13} 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.\textsuperscript{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,

\textsuperscript{13}\textit{The Detroit Plan of Disseminating Information Concerning the Work of Public Schools}, *Elementary School Journal*, XXXVIII (July, 1938), 728-729.

\textsuperscript{14}\textit{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.

Specific Evaluative Criteria

The Cooperative Study of Secondary School Standards in the publications, Evaluative Criteria\textsuperscript{17} and How to Evaluate a Secondary School,\textsuperscript{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:

\begin{itemize}
  \item[(\checkmark)] condition is present to a very satisfactory degree.
  \item[\(-\)] condition is present only to a fair degree.
  \item[\(0\)] condition is present but not satisfactory.
  \item[\(N\)] condition or provision does not apply.\textsuperscript{19}
\end{itemize}

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

\begin{itemize}
  \item[\(5\)] very superior.
  \item[\(4\)] superior.
  \item[\(3\)] average.
  \item[\(2\)] inferior.
  \item[\(1\)] very inferior.
  \item[\(N\)] does not apply.\textsuperscript{20}
\end{itemize}

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

\begin{enumerate}
  \item All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
  \item 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.
\end{enumerate}

\textsuperscript{17}Pp. 43, 145-146. \hspace{1cm} \textsuperscript{18}P. 16.
\textsuperscript{19}Evaluative Criteria, p. 38.
\textsuperscript{20}Ibid.
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.

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.

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.

Ibid., 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?  

Vital procedures in connection with school and community relations and services are implied in the following check-list:

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.

23 Ibid.
( ) 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

Policy
Adoption by Superintendent
Board of Education and Approved by Board of Education

Plan Building by Superintendent

Agents

Superintendent

Staff

Supervisors

Principals

Teachers

Supervisors

Principals

Teachers

Operating

employees

Children

Nurse

Visiting teacher

Agencies

Written reports

Social contacts

Professional magazines

Speeches

Conventions

Bulletins

Meetings

Demonstrations

Social contacts

Professional magazines

Bulletins

Instructions

Meetings

School paper

Class room work

School buildings

Board of Education

Superintendents

Staff

Supervisors

Principals

Teachers

Parent-teacher

Bulletins

Newspapers

Reports

Visits

School buildings

Social contacts

Class and extra-

class activity

Exhibitions

Commencement

Group Affected

Board of Education

Teachers

Operating employees

Children

Parents

Parents

Community

Contacts

Form ed

Attitudes

and

Ideals

through

Information

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:

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


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. . . .

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 Langfitt 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

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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.

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 edu-
cational system.

In considering press relations, Stewart\(^3\) 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 dis-
   guised 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.

\(^3\)Harral 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, 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's investigation, are here listed in their order of importance:

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

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

33 Belmont 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.\textsuperscript{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 Hedlund\textsuperscript{35} 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 \textit{A Study of Educational Publicity in Texas Newspapers}, Garlin\textsuperscript{36} found that athletics, which is only one phase of

\textsuperscript{34}Ibid.\textsuperscript{34}


\textsuperscript{36}R. E. Garlin, \textit{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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount of space in inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>XXXXXXXXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>Courses</td>
<td>XXXXXXXXXXXX/</td>
</tr>
<tr>
<td>Student activities</td>
<td>XXXXXXXXXXX/</td>
</tr>
<tr>
<td>Finance</td>
<td>XXXXX/</td>
</tr>
<tr>
<td>Salaries</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Legislation</td>
<td>XXXX</td>
</tr>
<tr>
<td>Honors</td>
<td>XX</td>
</tr>
<tr>
<td>Attendance</td>
<td>X/</td>
</tr>
<tr>
<td>Enrollment</td>
<td>X/</td>
</tr>
<tr>
<td>Equipment</td>
<td>X</td>
</tr>
</tbody>
</table>

1000  2000  3000

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. Weyer\textsuperscript{37} contends that the public should be informed

\textsuperscript{37}F. 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, 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.

Reeder 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.

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

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


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:

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


45George D. Strayer, Problems in Educational Administration, pp. 259-254.
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. Moehlman\(^1\) 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

\(^1\)Moehlman, *Social Interpretation*, p. 115.
in alphabetical order, are Axtell, Bruceville-Eddy, Crawford, La Vega, Lorena, Mart, McGregor, Moody, Riesel, South Bosque, and West.


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*

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>136</td>
<td>60.2</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>66</td>
<td>29.2</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>48</td>
<td>21.2</td>
</tr>
<tr>
<td>The West News</td>
<td>160</td>
<td>70.8</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>100</td>
<td>42.2</td>
</tr>
<tr>
<td>No newspapers</td>
<td>18</td>
<td>7.9</td>
</tr>
<tr>
<td>Reading of School-News Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reading items</td>
<td>196</td>
<td>86.7</td>
</tr>
<tr>
<td>Students not reading</td>
<td>17</td>
<td>7.5</td>
</tr>
<tr>
<td>Parents reading items</td>
<td>142</td>
<td>67.6</td>
</tr>
<tr>
<td>Parents not reading</td>
<td>62</td>
<td>30.1</td>
</tr>
</tbody>
</table>

*From the total high school enrollment of 275, only 241 pupils replied, representing 226 homes.
reveals some well-edited work. However, according to Far-ley's\textsuperscript{2} 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.

\textsuperscript{2}Belmont Farley, What to Tell the People about the Public Schools, p. 16.
Fig. 5. -- A Cross section of school-news items that appeared in various issues of The West News at the opening of the school term and at various intervals during the school year, 1940-1941.
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.
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.
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.

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 (O). 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 Home-makers, 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 *

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>161</td>
<td>78.5</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>106</td>
<td>51.7</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>68</td>
<td>33.2</td>
</tr>
<tr>
<td>The La Vega Press</td>
<td>129</td>
<td>62.8</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>84</td>
<td>41.0</td>
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<tr>
<td>No newspapers</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td>Reading School-News Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reading school-news</td>
<td>182</td>
<td>88.7</td>
</tr>
<tr>
<td>Students not reading school-</td>
<td>13</td>
<td>6.3</td>
</tr>
<tr>
<td>news items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents reading school-news</td>
<td>136</td>
<td>66.3</td>
</tr>
<tr>
<td>Parents not reading school-</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>news items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 extracurricular activities. Too little recognition is given to methods of instruction, courses of study, values of education,

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\(^3\)Farley, *op. cit.*, p. 16.
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.
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 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. Indica-
tions of some splendid work are manifested.

The following evaluation questions were rated to deter-
mine 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 publica-
tions?
(4) c. Evaluate three successive issues of all publica-
tions.

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 pub-
lication is adequate for a school the size of this one.

School and community relations. -- The school and com-
munity relations program provides some information concern-
ing 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 pro-
visions were made by the La Vega School District.

The school furnishes the parents and community with in-
formation 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.
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 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*

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>79</td>
<td>47.5</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>61</td>
<td>41.3</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>16</td>
<td>11.0</td>
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<tr>
<td>The Mart Herald</td>
<td>117</td>
<td>80.3</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>66</td>
<td>44.8</td>
</tr>
<tr>
<td>No newspapers</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Reading School-News Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reading school-news items</td>
<td>123</td>
<td>84.8</td>
</tr>
<tr>
<td>Students not reading school-news items</td>
<td>13</td>
<td>8.9</td>
</tr>
<tr>
<td>Parents reading school-news items</td>
<td>101</td>
<td>69.6</td>
</tr>
<tr>
<td>Parents not reading school-news items</td>
<td>34</td>
<td>23.4</td>
</tr>
</tbody>
</table>

*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...
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 Farley\(^4\) 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.

\((\) 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.

\(^4\)Farley, op. cit., p. 16.
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.
(0) 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.
(0) 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.

(0) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.

(0) 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.

(0) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.

(0) 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 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*

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

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

In the above evaluations two items were ranked (l) 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.
5. The school staff -- its personnel and organization.
6. The school plant and its equipment.
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.
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.
(4) 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.

(4) 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.

(4) 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.

(4) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.

(4) 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 (4), 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.*

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th></th>
<th>Pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>36</td>
<td>67.8</td>
<td>40</td>
<td>63.5</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>3</td>
<td>5.6</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>6</td>
<td>11.2</td>
<td>8</td>
<td>12.6</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>9</td>
<td>16.8</td>
<td>10</td>
<td>15.8</td>
</tr>
<tr>
<td>No newspapers</td>
<td>13</td>
<td>24.3</td>
<td>13</td>
<td>20.6</td>
</tr>
</tbody>
</table>

| 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.

(ʌ) 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?

(l) b. How valuable educationally is the experience of pupils in preparing and issuing school publications?

(l) 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 (l), 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.
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.
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, 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*

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

*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, 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

Crawford School Term Opens Monday!

Crawford Schools Begin Registration Friday

BACK TO SCHOOL AT O. C. M. I.

Monday, September 10

SCHOOLS TO REGISTER FRIDAY MORNING

P. F. A. BOYS WIN AT GRADOS VALLEY FAIR

The boys exhibit at the fair was a great success. The exhibit was made exclusively by the 8th grade boys. The exhibit was made from a cooked and two wild hams, as well as a confectionery. By means of this exhibit you get your best in condition for planting. It helped the entries from becoming the

SCHOOL TERMS READY TO OPEN MONDAY

School days are open daily during the summer months. All the school buildings are open for inspection.

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

The P. F. A. department at the P. T. A. of Crawford High School will have their entrance:

BONNIE ALEXANDER Most outstanding girl scholar

JOHN BENNETT Most outstanding boy scholar

New Facility Members

Miss Ida Teas of Aurora was elected to the board of trustees of Crawford High School. Miss Teas is a graduate of the University of Texas and is a skilled pilot.

Stage Improvements

Definite plans are made for the purchase and installation of new stage equipment for the auditorium. This will not only enhance the attractiveness of the auditorium, but it will also provide better acoustics and lighting for the productions.

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

Sixth Grade Notes

The sixth grade staff elected the following officers: Principal - John Smith, Vice-Principal - Mary Johnson, Secretary - Robert Brown, Treasurer - James Green. The club activities include music, drama, and sports.

SEVENTH GRADE NOTES

The seventh grade staff elected the following officers: Principal - Jane Doe, Vice-Principal - John Smith, Secretary - Robert Brown, Treasurer - James Green. The club activities include music, drama, and sports.

Eighth Grade Notes

The eighth grade staff elected the following officers: Principal - John Smith, Vice-Principal - Mary Johnson, Secretary - Robert Brown, Treasurer - James Green. The club activities include music, drama, and sports.

Sophomore Activities

The sophomore class is preparing for the annual dance. The dance will be held on Saturday night at the community center.}

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.
Crawford School Ending Another Successful Term

The Crawford School has ended another successful year. The school has made great strides in the educational development of the students. The faculty and staff have worked diligently to ensure that each student receives the best education possible.

Honor Students

The honor students for the year have been announced. These students have excelled in their studies and have demonstrated a high level of academic achievement. They are an inspiration to their peers and serve as role models for the younger students.

Class in a League Events

The Crawford School has participated in several league events throughout the year. The students have shown a high level of sportsmanship and have represented the school with pride.

Woodcraft Shop Schedule

The woodcraft shop has been active throughout the year, providing students with hands-on experience and a chance to develop their skills in woodworking.

Seniors Start Gift Fund

The Seniors have initiated a gift fund to support various school activities. The fund is intended to provide resources for field trips, special events, and other needs.

Boy Scout Activities

The Boy Scouts of Crawford have been active throughout the year, participating in various activities and events. They have demonstrated a strong commitment to their community.

Parent-Teacher News

The Parent-Teacher association has been active in ensuring the well-being of the students. They have organized several events and have been instrumental in the success of the school.

LOCAL TEACHERS TO AUCTION FRIDAY

The Crawford School will be holding an auction on Friday to raise funds for the school. Teachers and staff have been working diligently to prepare for this event.

CRAWFORD WINS CUP 2ND STRAIGHT YEAR

The Crawford School has won the cup for the second straight year, demonstrating their excellence in the events.

P.A. Notes

The P.A. has been active throughout the year, ensuring that the school runs smoothly. They have communicated with parents and staff to keep everyone informed.

History of Senior Class of Crawford High School

The senior class of Crawford High School has a rich history. The class has produced many successful alumni who have gone on to achieve great things.

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.
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, 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.
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 Home-makers, 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
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*

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>42</td>
<td>51.2</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>34</td>
<td>41.5</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>16</td>
<td>19.5</td>
</tr>
<tr>
<td>Lorena Leopard</td>
<td>34</td>
<td>41.5</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>10</td>
<td>12.2</td>
</tr>
<tr>
<td>No newspapers</td>
<td>12</td>
<td>14.6</td>
</tr>
</tbody>
</table>

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.
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 interpretations 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.

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th></th>
<th>Pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>91</td>
<td>61.9</td>
<td>108</td>
<td>66.6</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>57</td>
<td>38.7</td>
<td>61</td>
<td>38.8</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>46</td>
<td>31.3</td>
<td>57</td>
<td>35.2</td>
</tr>
<tr>
<td>The McGregor Mirror</td>
<td>110</td>
<td>74.8</td>
<td>124</td>
<td>76.0</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>30</td>
<td>20.4</td>
<td>32</td>
<td>19.8</td>
</tr>
<tr>
<td>No newspapers</td>
<td>50</td>
<td>34.0</td>
<td>50</td>
<td>30.8</td>
</tr>
<tr>
<td>Reading School-News Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reading school-news items</td>
<td>131</td>
<td>89.1</td>
<td>147</td>
<td>90.7</td>
</tr>
<tr>
<td>Students not reading school-news items</td>
<td>15</td>
<td>10.2</td>
<td>15</td>
<td>9.2</td>
</tr>
<tr>
<td>Parents reading school-news items</td>
<td>120</td>
<td>81.6</td>
<td>136</td>
<td>94.0</td>
</tr>
<tr>
<td>Parents not reading school-news items</td>
<td>24</td>
<td>16.3</td>
<td>24</td>
<td>14.9</td>
</tr>
</tbody>
</table>

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 Farley\(^6\) 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.\)

\(^6\)Farley, op. cit., p. 16.
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.
Fig. 16. -- A cross section of school-news items that appeared in various issues of The McGregor 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.

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 (✓), 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.
120

(-) 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.

(◻) 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 (◻). 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


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

*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.
(-) 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.

(✓) 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 (✓), 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 Livestock Judging Contests. The school facilities are utilized for any needed community activities of a public nature.

School publications. -- The school sponsors no publica-
tion. 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 sub-
scribe 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**

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th></th>
<th>Pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune</td>
<td>58</td>
<td>42.3</td>
<td>62</td>
<td>42.4</td>
</tr>
<tr>
<td>The Waco Times-Herald</td>
<td>38</td>
<td>27.7</td>
<td>38</td>
<td>26.0</td>
</tr>
<tr>
<td>The Waco Record</td>
<td>26</td>
<td>19.0</td>
<td>30</td>
<td>20.5</td>
</tr>
<tr>
<td>The Moody Courier</td>
<td>66</td>
<td>62.7</td>
<td>96</td>
<td>65.7</td>
</tr>
<tr>
<td>All other newspapers</td>
<td>44</td>
<td>32.1</td>
<td>50</td>
<td>34.2</td>
</tr>
<tr>
<td>No newspapers</td>
<td>14</td>
<td>10.2</td>
<td>14</td>
<td>9.6</td>
</tr>
</tbody>
</table>

**Reading School-News Items**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reading school-news items</td>
<td>104</td>
<td>75.9</td>
<td>120</td>
<td>82.2</td>
</tr>
<tr>
<td>Students not reading school-news items</td>
<td>24</td>
<td>17.5</td>
<td>26</td>
<td>17.8</td>
</tr>
<tr>
<td>Parents reading school-news items</td>
<td>30</td>
<td>21.9</td>
<td>32</td>
<td>21.9</td>
</tr>
</tbody>
</table>

*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’s 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

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7Farley, op. cit., p. 16.
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 Public Schools Close Next Tuesday, June 3, 1941

Moody's $100,000.00 High School Building

Graduating Class of the Moody High School

F. F. A. Area 3 Judging Contest at Moody Last Saturday Broke Record

Nineteen Texas Farm Youth Win 1940 Awards

Moody Track Team Behind in Practice

Two Teachers Retired

Senior Class Congratulations To Seniors of '41

Moody Boy Among Lucky Students

New Out of School Youth School Courses Being Taught

Best Wishes

TRUSTEES OF THE MOODY INDEPENDENT SCHOOL DISTRICT, MOODY, TEXAS

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.

(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.

In the above checklist of ten items, three were checked (✓), six were checked (-), and one was checked (0). 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.
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 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.

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 homemaking.

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 II

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*

<table>
<thead>
<tr>
<th>Items</th>
<th>Homes</th>
<th></th>
<th></th>
<th>Pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Waco News-Tribune...</td>
<td>53</td>
<td>56.3</td>
<td>60</td>
<td>57.1</td>
<td></td>
</tr>
<tr>
<td>The Waco Times-Herald...</td>
<td>26</td>
<td>27.6</td>
<td>29</td>
<td>27.6</td>
<td></td>
</tr>
<tr>
<td>The Waco Record..............</td>
<td>30</td>
<td>31.9</td>
<td>34</td>
<td>32.4</td>
<td></td>
</tr>
<tr>
<td>Riesel Rustler..............</td>
<td>53</td>
<td>88.2</td>
<td>100</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>All other newspapers.........</td>
<td>16</td>
<td>17.0</td>
<td>19</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td>No newspapers...............</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Reading School-News Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reading school-news</td>
<td>94</td>
<td>100.0</td>
<td>105</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students not reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>school-news items........</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents reading school-news</td>
<td>81</td>
<td>86.2</td>
<td>98</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents not reading</td>
<td>6</td>
<td>6.3</td>
<td>8</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>school-news items........</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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's\textsuperscript{8} 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.

\textsuperscript{8} Farley, \textit{op. cit.}, p. 16.
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.
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-newspaper 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.

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.

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 (Ø). 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 merit 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.

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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 Moshman\(^1\) in Fig. 1 and by Grinnell\(^2\) 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.

\(^1\)Arthur B. Moshman, *Public School Relations*, p. 25.

\(^2\)J. 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’s\(^5\) 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’s\(^4\) 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.\(^5\)

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\(^5\)Moehlman, Public School Relations, p. 25.

\(^4\)Belmont Farley, What to Tell the People about the Public Schools, p. 16.

\(^5\)Evalitative 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:

<table>
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<th>Board</th>
<th>Teachers</th>
<th>Pupils</th>
<th>Parents</th>
<th>General public</th>
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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-rela-
        tions 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
School policies
Administration
Exhibits
Pupil activities
Guidance
Community relations
Home study
Adult education
Buildings and grounds
Repairs and renovations
Equipment (new and old)
School play areas
Playground activities
Radio programs
Alumni
Room mothers
Parent-Teacher Association
Band parents
Forums
Visitors
Field trips
Summer school
School legislation

Cooperation of parents
Salaries
Illiteracy
Citizenship training
Observation of special days
Awards and recognition
Athletic events
Moral and religious training
Holidays and vacation
Class projects
Departmental reports
Home-room reports
Methods of instruction
Editorials
School board
Administrative officers
Faculty
Custodians
Engineers
Matrons
Cooks
Bus drivers
Boy Scouts
Girl Scouts
State and county school news
Cafeteria notes
State and federal aid
Supervision of instruction
Building and equipment needs
Visitation days
Assembly programs
Interscholastic league activities
School opening
Commencement exercises
School census
Enrollments
Attendance
New pupils
Withdrawals
Transfers
School age
Educational progress
Marks and reports
Honor roll
Failures
Health of pupils
Health program
Affiliation and new courses
Taxes and financial needs

Campfire Girls
Music club
Nature club
Safety patrol club
Hobbies club
Pep squad
Dramatic or forensic club
Press and publications club
Language club
Science club
Athletic clubs
Art club
Civic club
Dads' club
Music week
Picture and art week
Book week
American education week
Fire-prevention week
Health and safety week
Pageants
Musicales
Visual education
Textbooks
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