

DEVELOPING AND EXECUTING A PLAN
FOR A
SCHOOL/COMMUNITY COMMUNICATIONS PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

FATHER RONALD M. BROWLEY

15043

334638

DEVELOPING AND EXECUTING A PLAN
FOR A
SCHOOL-COMMUNITY COMMUNICATIONS PROGRAM

A Report of a Project
Presented to the Faculty of Education
in Partial Fulfillment of the Requirements
for the Degree of
Master of Education

by



Father Ronald M. Bromley

Memorial University of Newfoundland

August, 1972

APPROVAL PAGE

The undersigned certify that they have read and recommend for acceptance the report of the project entitled, "Developing and Executing a Plan for a School-Community Communications Program," submitted by Father Ronald M. Bromley in partial fulfillment of the requirements for the Degree of Master of Education.

Date _____

ABSTRACT

This project was an endeavour to motivate the school and the community toward two-way communication. The writer envisaged this aim being achieved through an evolved communications program. The program evolved through a process of active dialogue between the school and the community.

The writer's method was influenced by recent theses and literature on the subject as well as by taking into account the circumstances of the particular people, and the school. An Attitudes Survey was conducted by personal interview which identified the areas of education needing immediate attention.

The teachers were motivated through meetings with the writer in the form of seminars which dealt with theory and practice of communications. Roles were identified and the existing program discussed and evaluated. The community was motivated through general meetings and parent-teacher meetings.

The institution of a School-Community Communications Committee formed the basic foundation for the program. This Committee was representative of the school and the community and was established to meet the wishes of the people. After several monthly meetings of the Committee the evolved system was delineated.

The program of communications activities was outlined and based on the results of the Attitudes Survey and knowledge of the existing problems gleaned from the motivating efforts.

During the entire time span of this program the process of school-community communications was in progress and was made more

(iv)

evident through the activities of the school-community communications committee.

The implications of the project are very clear. The motivation of the school personnel and the members of the community does generate interest and bring action. Through this project the community reached a high level of awareness of its role as participator in the entire educational process leading eventually to better schools. It could be of interest to school boards to stimulate interest in a structured communications program.

ACKNOWLEDGEMENTS

A project requires the cooperation of many people if it is to meet with success. The writer expresses gratitude to Dr. Fred Buffett, the supervisor who helped refine ideas and kept giving encouragement.

An expression of thanks goes to the Roman Catholic School Board for Conception Bay Centre, Harbour Main, Newfoundland, for permission to develop and carry out this project in the Harbour Main School.

Sister Teresita Martin deserves special gratitude for her untiring efforts in making the program viable through the cooperation of her staff who always showed a keen interest.

I would also like to express my thanks to the faculty and students of the Department of Educational Administration of Memorial University of Newfoundland who have helped in many ways.

Finally the School-Community Communications Committee are worthy of thanks for their interest and support.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION AND STATEMENT OF THE PROBLEM	
	The Problem	2
	The Project and Definition	3
	Purposes	3
	Project Study Period	4
	Delimitations	4
	Methodology	5
	Terms of Reference in the School District	5
	Responsibility to the University	5
	ORGANIZATION OF THE REMAINDER OF THE REPORT	6
II	REVIEW OF RELATED LITERATURE	
	THE MEANING OF SCHOOL-COMMUNITY COMMUNICATIONS . . .	7
	THE NEED FOR SCHOOL-COMMUNITY COMMUNICATIONS	10
	THE "HOW" OF SCHOOL-COMMUNITY COMMUNICATIONS	12
	Knowing the Community	12
	People Involved in Communications Program	13
	The Staff	13
	The Student Group	14
	The Local Committee	15
	The Parents	15
	Informal Community Leaders	16
	Community Organizations	16
	How the Community Gets the Message	16
	Pupils	16

CHAPTER		PAGE
II	Mass Media	17
	Public Meetings and P.T.A.	18
	Personal Contact	18
	How the School Gets the Message	19
	Opinion	19
	Discussion Groups and Pressure Groups	19
	Summarization of the Communications Process	19
	Proposed Paradigm for Program	22
III	DEVELOPMENT AND EXECUTION OF PROGRAM	
	Preliminary Investigation	24
	Getting to Know the Community	24
	The Educational Background	26
	The Attitudes Survey	27
	Existing Modes of Communication	36
	Teacher Motivation	36
	Effective and Efficient Communication	38
	Communication Techniques and Strategies	40
	Barriers to Effective Communication	41
	Personnel Roles	42
	Discussing the Plan	43
	Community Motivation	45
	Community Council Meeting	46
	General Meeting and Formation of Committee	47
	The School-Community Communications Committee Report A	48
	Summary of Major Communications Activities from May to December 31, 1971.	52

CHAPTER		PAGE
III	The School-Community Communications Committee	
	Report B	53
	Summary of Major Communications Activities from	
	January 1 to June 17, 1971	56
IV	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	58
	Conclusions	60
	Recommendations	62
	BIBLIOGRAPHY	63
	APPENDICES	

LIST OF TABLES

TABLE		PAGE
I	Mean of the Scores for Each of the Twenty-Five Items of the Attitude Scale for the Harbour Main Community	29
II	Mean of the Category Scores of the Attitude Scale for the Harbour Main Community	32
III	Mean Score	34

LIST OF ILLUSTRATIONS

FIGURE		PAGE
1	Two-Way Communications	21
2	Proposed Paradigm for Program	22
3	Paradigm of the Evolved Communications System	44

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

We are living in a time when the people are demanding more and more from the school. Teachers complain of a high pupil-teacher ratio thus an inability to cope with the classroom learning situation. Administrators are constantly seeking additions to the staff but only to be told by the school board that money is not available. Students are disgruntled on account of the teaching they are receiving under such conditions. It is evident that there is a lack of understanding in most instances, even a breakdown in communications. The school needs to understand the community, and the community needs to understand the school. Such understanding evokes involvement by all parties. Involvement by all parties in a democratic society ensures a fair share of public support for the service of education.

Any student of communication will admit that people will not give financial support for services they do not deem necessary, or for services they do not understand. To develop and maintain adequate schools in our province citizens need to comprehend the importance of giving sufficient attention and money to education.¹

The Provincial Government spends a considerable sum of money on education but educators are skeptical as to whether the tax payers know how this money is being spent, how it should be spent, and whether taxes should be increased in the name of education. The public

¹ Gordon E. McCloskey, Education and Public Understanding (N. Y., Hayes and Row, 1967), p. XI.

have a moral right to be informed and brought to an understanding of the financing of the school.

There is every indication both sociologically and psychologically that free people award interest, effort and funds to matters they understand and value.²

Educators are aware of a lack of understanding, information, and involvement on the part of the public of the community when they set out to formulate policy, establish needs and introduce change.

Many would hold that:

Public school teachers and administrators would seem to be caught between two forces in the consideration of education and public understanding—namely, those values and traditions which by the inheritance of the culture should be passed along to the rising generation in the light of a changing social order, and those forces and pressures represented by extra school interests which seek through altruistic or selfish purposes or both to throttle public education's ability to achieve these ends.³

This project was undertaken because its initiator realized that a communications gap must be bridged, that public sentiment must be evoked, that a school community communications program must have an important place among educational priorities.

The Problem

The major purpose of this project was to develop a school community communications program for the Elementary School in the community of Harbour Main, Conception Bay, Newfoundland and to carry

² Ibid., p. XII.

³ Edward Charles Pino, "The Relative Effect of Structural Messages on the Attitudes of Parents Toward Schools" (unpublished Ph.D. dissertation, Stanford University, 1965).

out the program for one year.

The minor problems included a measurement of the attitudes of the people toward education in general and an analysis of the results as partial basis for the program. Another minor problem was the procedures used in developing and executing the plan for the school community communications program.

The Project and Definition

In this project the writer endeavoured to stimulate the school and the community toward the activity of two-way communications. The writer envisaged a school community communications program as a process of active dialogue between the school and the community for the purpose of increasing community understanding of educational needs and practices and encouraging community interest, cooperative and constructive criticism in the work of improving the school.⁴

Purposes

This project did not commence until the policy of the board (Conception Bay Centre) regarding school-community relations was known. Since such policy was lacking, the writer endeavoured to achieve the following aims and objectives:

- (1)to develop common understandings about aims and objectives of the schools.
- (2) to evaluate offerings of the school in terms of needs filled.
- (3) to unite parents and teachers to meet the needs of the students.

⁴ Leslie W. Kindred, How To Tell the School Story, (New Jersey, Prentice Hall, Inc., 1963), p. 16.

- (4) to develop awareness of the importance of education in a democracy.
- (5) to establish confidence in the school.
- (6) to inform the public about the work of the school.
- (7) to rally support for the maintenance of the school program.⁵

Project Study Period

The Project commenced on May 1st, 1971 and was completed on the same date the following year 1972.

Delimitations

- (1) Since the community school was an elementary school and students from Grade six onwards attended centralized schools in the neighbouring community of Avondale it was clear that parents could not place full emphasis on one school alone. In some instances parents needed to be involved in three schools.
- (2) The future success depends on the follow-through by the new incoming staff and the school community communications committee.
- (3) The organized communications program activities were limited to the committee and staff.
- (4) The instrument used was not intended by itself to form the basis for the program, but was used only to strengthen reasons discovered through communication between the school, faculty and the committee.

⁵ Glen F. Ovard, Administration of the Changing Secondary School, (New York: The MacMillan Company, 1966), p. 448.

Methodology

The writer set out with the following plan:

- (1) Discovery of what is known by administering a questionnaire to a random sample of the community's citizens, and by personal interviews with the teachers.
- (2) Motivation of school and community by dissemination of literature, holding public meetings, and arranging discussion periods for the teachers.
- (3) Organization of a communications group through the democratic process and developing terms of reference, aims and objectives for the elected committee and the school.
- (4) Action by seeking realization of the aims and objectives.

Terms of Reference in the School District

The School Board (The Roman Catholic School Board for Conception Bay Centre) in accepting the candidate's application noted that they hoped to be supplied with the results of the study and a copy of the complete report of the project.

The Board has also reacted favourably to a request for funds to the sum of three hundred dollars (approximately) to help defray travelling costs, literature expenses, etc.

Responsibility to the University

The candidate's understanding of his responsibility to the Department of Educational Administration of the University was the carrying out of the project under the guidance of the faculty advisor, Dr. Frederick Buffett, as was outlined in the proposal and accepted by the Department. The report of the project is contained in the following pages.

ORGANIZATION OF THE REMAINDER OF THE REPORT

Chapter II of this report is concerned with reviewing the literature on school-community communications as it refers to research on meaning of the concept, the need for communications as well as the method of developing a program.

The survey of attitudes towards various aspects of the educational program will be treated in Chapter III since it is concerned with the development and execution of the program from May 1, 1971 to June 1, 1972.

Chapter IV is concerned with a summary, conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

THE MEANING OF SCHOOL-COMMUNITY COMMUNICATIONS

School Community Communications is a process of active dialogue between the school and the community, for the purpose of increasing community understanding of educational needs and practices and encouraging community interest and action as well as cooperative and constructive criticism in the work of improving the school.⁶

In whatever manner school community communications is defined it has to include two-way channels of information and action between the school and the community.

Within any communications program one must first consider a clear policy based on the community's characteristics and educational needs (Braun).⁷ The first consideration will be the school program as it is. The pertinent questions are as follows:

- (1) Does the community understand the school program?
If not, why?
- (2) Does the school understand the attitudes of the community? If not, why?
- (3) What is being done to institute a program of two way communications?

⁶ Leslie W. Kindred, How to Tell the School Story, (New Jersey: Prentice Hall, Inc., 1963), p. 16.

⁷ Louis H. Braun, "Public Relations for the Secondary School", National Association of Secondary School Principals, Vol. 32, (May, 1948), No. 153.

In keeping with the above questions Kindred says:

As a matter of policy, the local board of education must recognize that the school has an obligation to promote intelligent understanding of what it is doing and win good will from as many groups as possible regardless of the size of the group or the sex or age of its members. People who belong to community groups are paying the school bill and they are entitled to know what services the schools offer and why, as well as the problems confronting them.

The policy must be one of interpreting the school program to all groups in the community and inviting their co-operation.⁸

It is also said that school community communications is a welcome working relationship that provides the people with an understanding of the philosophy, purposes and program of the schools and invites their suggestions and criticisms in making the school program functional for the youth of the community.⁹

In considering good communications between the school and the community we must have aims and objectives. Some of these would be as follows:

- (1)to develop common understanding about aims and objectives of the schools.
- (2) to evaluate offerings of the school in terms of needs filled.
- (3) to unite parents and teachers to meet the needs of the students.
- (4) to develop awareness of the importance of education in a democracy.

⁸ Kindred, op. cit., p. 16.

⁹ Braun, op. cit., p. 32.

- (5) to establish confidence in the school.
- (6) to inform the public about the work of the school.
- (7) to rally support for the maintenance of the school program.¹⁰

¹⁰ Glen F. Ovard, Administration of the Changing Secondary School, New York: (The MacMillan Company, 1966), p. 448.

THE NEED FOR SCHOOL-COMMUNITY COMMUNICATIONS

Life as it becomes more complex seems to be ever giving birth to new needs. For many years educators received their respective government grants, kept their institution going and the majority of the citizens accepted the successes and failures of the school without much reaction. There are so many demands for the wage earner's dollar today that he now begins to question his contributions toward education and is more prone to criticize the shortcomings in the administration of public funds. The public knows that education is costing a lot of money but are skeptical as to whether it should cost more each year. There are many questions being asked, there is much information to be disseminated, if the public is to acquire a favourable attitude towards education and to become involved in it.

A report by Carter and Sutthoff demonstrates that the more understanding there is concerning education the better the financial record.¹¹ The report states:

The importance of public values for education cannot be overstated. Without such values, communication will not occur; no basis will be established for understanding...Successful support for the schools rests on public understanding....Successful support is dependent on a state of understanding between schools and community.¹²

¹¹ Richard F. Carter and John Sutthoff, Communities and Their Schools, (Stanford: Stanford University, School of Education. Institute for Communication Research, 1960), p. 73.

¹² *Ibid.*, pp. 19-23.

Pino in his dissertation quoted the foregoing study as indicating that:

- (1) The people have sufficient value for education to try to understand its problems.
- (2) An understanding of the situation is essential to any stable support of public education.
- (3) Understanding is the result of effective communications.¹³

¹³ Edward Charles Pino, "The Relative Effect of Structural Messages on the Attitudes of Parents Toward School", (Unpublished Ph.D. dissertation, Stanford University, 1965), p. 6.

THE "HOW" OF SCHOOL-COMMUNITY COMMUNICATIONS

Knowing the Community

Before any communications program is begun it is well to learn all one can about the background of the community. A great wealth of information is to be had by employing effort. The school board, the school committee, the leaders in the community, casual conversation with the inhabitants as well as the history books are all sources of information relevant to the knowing of a particular community. On such information together with the information received within the school itself the wise initiator will glean facts to indicate what has been done in communications, as well as, what needs to be done. Such knowledge takes into consideration the geographical, educational, economical, cultural and social aspects of life within that community, and will have a bearing on the program one chooses to pursue.

In carrying out a school-community communications program the initiator of the program must be conversant with the elements of communication available as well as the structure of communication. McCloskey says that the kernel of the concept of communication is that by exchanging information people can develop common understandings.¹⁴

¹⁴ Gordon E. McCloskey, Education and Public Understanding (N. Y. Harper & Row, 1967), p. 67.

People Involved in Communication Program

A school community communications program is no one-man-operation. The man at the top is a coordinator, since so many individuals are involved. A usual list will be made up to include the key figures around which the machinery of the operation revolves.

The Staff

The teaching staff is first on the list since it is to those people that the public look as they consider them knowledgeable in such matters. No doubt most teachers will be interested in Public Relations but the principal is more often the coordinator of the program.¹⁵ In many textbooks we find the duties of the principal listed and we usually find high on that list of priorities the duty of ensuring good public relations.¹⁶ Ovard says it is the principal who:

- (1) develops with the staff a program to fit into the framework of the general policy.
- (2) adapts the program to the needs and conditions of the area served by the school.
- (3) establishes plan of organization and continues the in-service education.

and the teacher who:

- (1) is the interpreter of the school system and cooperates in the development of the program.
- (2) acquires a thorough knowledge of the school system and discusses it with others.
- (3) is a good teacher.

¹⁵ John E. Cheal, Harold C. Melsness and Arthur W. Reeves Educational Administration: The Role of the Teacher, Toronto: (The MacMillan Co. of Canada Ltd., 1962), p. 250.

¹⁶ R. Oliver Gibson and Harold C. Hunt, The School Personnel Administrator, Boston: (Houghton Mifflin Co. 1965).

- (4) works constantly for good communications with pupils and parents of the community.
- (5) supplies information required by other agents in the program.
- (6) takes an active interest in community life.¹⁷

The Student Group

Students act as important agents or transmission channels through which information concerning the school reaches the community. Carter and Sutthoff state:

There is, for instance, an informal communication system that runs from the schools through the children to the parents. This system carries large amounts of school news to the community... mostly about the curriculum and student activities. We might question whether this system should be used to carry other information, such as school released information on building needs.¹⁸

An elected group from among the students themselves usually known as the students advisory committee is an important group. Very often we find that pupils have much to offer and they should be listened to by both coordinator and staff. If we find a good communications system within the school itself, then we have come a long way toward achieving good community communications.

¹⁷ Glen F. Ovard, Administration of the Changing Secondary School, (New York: The MacMillan Company, 1966), pp. 408-9.

¹⁸ Richard Carter and John Sutthoff, Communities and Their Schools, (Stanford: Stanford University, School of Education, Institute for Communication Research, 1960), p. 35.

The Local Committee

The local school committee should be greatly involved in such a program. This committee is not only concerned with buildings and facilities which they build and equip but should be and very often is concerned with the aims and objectives of the school. Usually school committee members have some professional knowledge, not necessarily in the subject of education, but still a valuable source if channeled in the right direction. These committee members are very often the eyes and ears of the community, a representative body of people, and can be an asset to the public relations program.

The Parents

The parents are the group most directly affected by the educational system since their children are the subjects of the most intensive educational attention. Often parents are the only community group which contribute directly financially. The parents are the only source of personal information concerning the students and student home environmental conditions and background. Parents are immediately responsible for the education of their children who form the student body, they dictate or influence most of the major decisions affecting the students present and future plans, and they can be instrumental through appropriate consultation in determining the best interests and the desires of the students, and subsequently in determining, evaluating and improving programs to suit their needs.

Informal Community Leaders

Every community has individuals who act as opinion leaders and generators and perpetrators of ideas which because of their influence are often representative of general community feeling. These individuals are generally people who are well thought of and are levelheaded. They are in close touch with the life of the community so that they possess keen insights regarding what is good for the community and what the community thinks is good for it.

Community Organizations

The core of interested people in any community are to be found in the parent-teacher association, service clubs, church groups, and community organizations. Here are found people dedicated to various causes such as, helping the churches and other groups to operate well, and financing school programs of various sorts. However, it is still important, as Bortner warns, that the principal proceed with caution in selecting leaders and organizations to be invited to participate in a school-community communications program.¹⁹

How the Community gets the Message

Pupils

Besides the communications organization within the school building much of the information received by the parents will come from the

¹⁹ Doyle M. Bortner, Public Relations for Teachers (New York: Simmons-Boardman Publications Corp., 1959), p. 123.

pupils. We are aware of the fact that a child's perception is even more limited than an adult's so we can rightly assume that messages decoded by the pupil are often not one hundred percent accurate. However, pupils are often questioned by parents and they try to interpret the true message from them. Now if this were the only program or the only structure of the program of public relations in the school, we would find situations where the school fights the community, frequently. Nevertheless the pupil is the prime carrier of information whether it consists of a description of the teacher, or some event of the day.

Mass Media

The message today is not always the spoken word face to face. Through the media of radio, television and newspaper the public gets its information. Within the school itself, the school newspaper, leaflet, etc. also carries the message. We must remember that the message is limited by what the teachers divulge. They have expertise to draw from so they encode messages to be transmitted to the people. These messages may take the form of hockey games, sports casts, concerts, drama or speeches, but in general it is all part of a communications program. The mass media is used to get support from the public, based on knowledge and understanding. The mass media is used to contradict rumors, clarify positions, halt generalizations, as well as foster favourable attitudes.¹⁹

¹⁹ William W. Savage, Interpersonal and Group Relations in Educational Administration, (Illinois: Scott Foresman & Co., 1968), p. 319.

School publications are organs of public relations. The school paper whether it be a few stencilled pages or a typical twenty-paged newspaper opens up new vistas to the public. It must not be forgotten that such communications eneeavours are really learning experiences for all concerned.

Public Meetings and P.T.A.

A well planned meeting can stimulate discussion as well as engender enlightenment to all present. Such meetings presuppose earlier gatherings and findings. Topics of general interest pertaining to the school are usually in the forefront. These are great sources of communication. It is unfortunate that meetings are very often concerned with policy forming, especially new policy.

Open House

Another means of enhancing good public relations is holding a "open house". This provides a grand opportunity to meet some of the teachers and to be on the scene for some of the school activities.

Personal Contact

There is no doubt that the highest quality of communication is through the medium of personal contact. However, where we have large numbers involved, and time being at a premium, we cannot always use this method. But we should be aware of the usefulness of such personal contacts not only to transmit information but to receive as well. There is no better way to get to know the pupils than to have personal contact with the parents.

How the School Gets the Message from the Pupils

Opinion

A communications program would be next to useless if we were only concerned with one-way communications. The school needs feedback so we must go to the people. It is not difficult to get public opinion if we go about it in the right way. By surveys, projects and citizens committees we should get a fair amount of public opinions.

Discussion groups and pressure groups

It is a well known fact that discussion groups are very educational since they provide reciprocal learning experiences. It is during discussions that we find a dissemination of background knowledge.

Unfortunately we have associated 'radicalism' with pressure groups but we must all be aware of the fact that it often takes radical action to get any action. Such groups promote special interests and no doubt influence educational decision. Through the mass media they often act and no doubt provide some community views for all. From this we see an emergence of constructive ideas which aid tremendously toward having a good communications program.

Summarization of the Communications Process

Most definitions speak of exchanging information and understanding and McCloskey says that this is what makes possible public consent and joint action.

Everybody speaks, everybody listens, freely interprets, analyses and trades off ideas about meaning and consequences of what is said and heard.²⁰

²⁰ McCloskey, op. cit., p. 67.

This leads us to conclude that communication is not a one-way process but a two-way one. While one-way communication is helpful, it is only part of true communication. Lasswell described the communication process as "Who says What, in Which Channel, to Whom, with what Effect?"²¹

One-way communication can be explained this way:

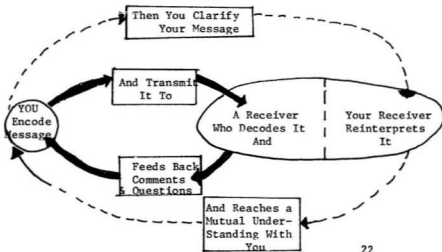
→ A SOURCE → ENCODES MESSAGE → TRANSMITS IT → TO RECEIVER WHO
DECODES → AND RESPONDS.

By speech, symbols and words we endeavour to convey the message. But WORDS or INTENSITY doesn't determine the Message Effect. The individual is a human being, so the qualitative, emotional processes are elements of the concept of true communication and are determining elements.

Research has shown that feedback is an important element of communication both for the receiver and the sender. This takes us to Two-Way Communication.

²¹ Ibid., p. 74.

TWO-WAY COMMUNICATIONS



22

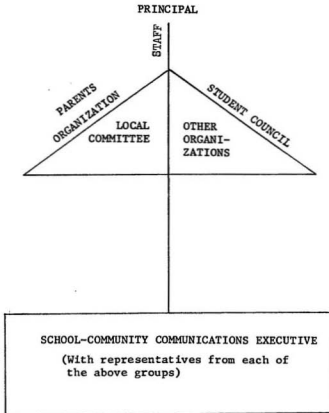
²² Ibid., p. 72.

Proposed Paradigm for Program

From related literature I would envisage a paradigm of a tentative communications program to look somewhat like this:

PARADIGM OF TENTATIVE COMMUNICATIONS

PLAN



The Coordinator of the program is the principal of the school who should be assisted by the Superintendent and the Board. The staff are next in importance, with the student council, and the local school committee. Together with representatives from the parents organization and any other citizens representative groups they form a school-community communications committee.

CHAPTER III

DEVELOPMENT AND EXECUTION OF PROGRAM

Preliminary Investigation

The writer, a graduate student of Memorial University was deeply concerned with the communications gap existing between schools and their respective communities. This concern was based on knowledge gained from being a school board member as well as teacher and education student. Such concern motivated the writer to undertake the research project.

The initial step toward the development of a plan was taken in the month of May 1971. The problem was presented to the citizens of Harbour Main, Conception Bay through the medium of a letter circulated throughout the entire community. (See appendix)

This letter made mention of some of the more common educational problems such as the problems of establishing needs, formulating educational policy and making educational decisions. The people were made aware of the challenge opened to them as well as the part they could play in bringing school and community together for the enhancement of the education process.

Getting to Know the Community

One month was spent in the community itself during which time firsthand acquaintance with the natural environment, labour, social agency, local government and other groups, proved helpful and enlightening.

From the history books of the province it is a well known fact that Harbour Main is an old settlement dating from the year 1696 with its memories of the French settlers, a rich political history and at one time a thriving fishing community. At present, the fishing industry is rather a small one and the majority of the residents find themselves leaving the community to find employment. The majority of the men have become tradesmen and are highly skilled and well paid. They work in teams and seem to find employment opportunities on the Canadian mainland and around the North East American Continent. The unfortunate aspect of this employment is the fact that only one parent, the mother, is the influencing force in child rearing as well as the one bearing most of the onus of educational responsibility.

From personal interviews with people in the community the incomes may be tabulated as follows:

\$10,000 - \$15,000 per annum	-	10% of the Working Force
\$ 7,000 - \$10,000 per annum	-	60% of the Working Force
\$ 5,000 - \$ 7,000 per annum	-	25% of the Working Force
Below \$5,000 per annum	-	5% of the Working Force

The community of Harbour Main is the centre for the Electoral District. It could boast of having the first elected Community Council in the Electoral District established in 1964. Its population of 1275 while considered comparatively small was not found wanting in organizational efforts. The Roman Catholic Parish has two Church auxiliary groups, one of men and one of women. There is a Girl Guide Unit, and the Conception Bay Centre Athletic Association. Due to the proximity of neighbouring communities the residents seek membership in other service clubs.

The Educational Background

Before 1840, education was not a public concern. If there was in the community an individual who possessed a certain amount of book learning, had a desire to teach, and if the people were willing to support him, then the children who so desired had the opportunity to obtain a rudimentary education.²³

It is difficult to ascertain the date of the setting up of a formal school, but a school existed in the year 1853. During that same year the Presentation Sisters opened a convent and began operating a school of 180 pupils. For years both schools operated side by side. The boys would attend the Convent School for the earlier years of their education and then they would graduate to the Boys' School. It is interesting to note that pupils could avail of music classes as well as a commercial course.

In 1943 the Boys' School of Harbour Main closed and since that time the educational system has been coeducational.²⁴

Some of the highlights of the history of educational systems in Harbour Main gleaned from a study of the Annals of Holy Family Convent. These include the following:

In 1946 a new school opened and there were six teaching Sisters. In 1958 Harbour Main had a school of five classrooms with an enrollment of 196 pupils. Also, in that year one hundred per cent of the grade eleven students were successful in passing the prescribed examinations.

²³ Journal of the Assembly 1861.

²⁴ Personal Interview, July 4, 1972.

In 1959 there was an enrollment of 223 pupils from grade one to grade eleven. There were seven teachers.

In 1964 there was an enrollment of 250 pupils from grade one to grade eleven.²⁵

Centralization of Education began to occur in the early 60's.

The girls from grades nine to eleven left the community to attend the High School in Avondale, while the boys from grades seven to eleven were centralized at Roncalli High School, Avondale. Both events occurred during the school year of 1967 - 68.

At the present time (1971 - 72) St. Joseph's School, Harbour Main has an enrollment of 198 pupils from grade kindergarten to grade six, plus a Special Education class. There are eight teachers in the school including the teaching principal.

The Attitudes Survey

From the study of related literature it was deemed important to this project that a parental attitudes' survey be conducted. The purpose of this survey was to enable the writer to identify the areas of education needing special attention through a communications program.

The instrument used was a questionnaire designed for an attitudes study and was of the Likert five point scale. Questions were answered according to whether the person strongly agreed, was inclined to agree, was undecided, was inclined to disagree or disagree strongly.

²⁵ Annals of Presentation Convent, Harbour Main.

The questions were arranged on the instrument in the usual positive and negative forms.

The items on the questionnaire were collected from various studies and made relevant to the project by the writer. (See Appendix)

Sample questions:

A great deal of planning is done by the school board before money is spent. 3. SA IA UD IDA SDA

Much of what is taught in our schools
will be of no use to a person in his
or her job.

4. SA IA UD IDA SDA

The population consisted of approximately seven hundred residents who were of voting age. A random sample of forty was selected by matching forty numbers with the census list of the parish.

The questionnaire was administered by the writer through the medium of personal interviews. The respondent was briefed on its nature and the importance of expressing his or her own opinion.

A general analysis of the questionnaire is contained in the table of mean scores which follows.

TABLE I

MEAN OF THE SCORES FOR EACH OF THE TWENTY-FIVE
ITEMS OF THE ATTITUDE SCALE FOR
THE HARBOUR MAIN COMMUNITY

Item Number	Mean Scores	minimum 1 neutral 3 maximum 5
1	3.6	
2	4.3	
3	3.9	
4	3.3	
5	3.4	
6	3.3	
7	3.0	
8	3.1	
9	1.8	
10	4.3	
11	3.8	
12	2.9	
13	4.1	
14	2.4	
15	4.3	
19	4.5	
20	3.4	
21	4.0	
22	3.8	
23	3.5	
24	4.4	
25	2.9	
26	2.8	
27	4.5	
28	4.0	

Number of respondents = 40

Table I shows the mean scores for each of the 25 items of the attitudes scale for the Harbour Main Community.

Of the 25 items, the following items received unfavourable scores (3 or less).

7. The type of education which our children are receiving is not good when we consider the amount of money being spent on education.
9. Teachers should have the right to control the behavior of students outside school time whenever it becomes necessary.
12. Our teachers do not appear to be trained well enough to handle the problems which their students are having in their studies.
14. Students in our schools are not given enough guidance in choosing a career.
25. Most parents do not want to make an effort to improve the school program.

Item numbers 7 and 14 are in Curriculum, item number 25 is in attitude towards Education, item number 9 is in Discipline and item number 12 is in Teacher Image. Only the Board received all favourable scores.

The following items received a score of 4 or more:

Education

24. Adults must get into the schools more.
27. I would like to help the teacher to learn more about my child.
28. I know how many pupils a teacher usually has in a class.

Board

10. School officials should speak with the parents before large sums of money are spent.
21. We should have a School Tax Authority.

Teacher Image

2. Most people become teachers because it does not require much intelligence.
15. Our teachers treat parents very courteously.

Curriculum

13. More emphasis should be given to developing the student's personality than is given at present.

Discipline

19. For serious violations of the school rules, the principal should be allowed to expel a student for a period of time.

Obviously no one area had a monopoly on either high or low scores.

It might be interesting to note that Discipline received the lowest and highest scores recorded. An analysis of the results of the attitudes scale by category follows in Table II.

TABLE II

MEAN OF THE CATEGORY SCORES OF THE ATTITUDE SCALE
FOR THE HARBOUR MAIN COMMUNITY

Participating Unit	Curriculum	Education	Board	Discipline	Teacher Image
	minimum 7 neutral 21 maximum 35	minimum 5 neutral 15 maximum 25	minimum 5 neutral 15 maximum 25	minimum 3 neutral 9 maximum 15	minimum 5 neutral 15 maximum 25
Harbour Main	23.8	19.4	18.0	9.9	18.2

Number of Respondents = 40

In Table II the attitudes scale is divided into five categories with Curriculum having 7 items; Education, Board and Teacher Image having 5 items and Discipline having 3 items.

The minimum, neutral and maximum scores are given for each category. All five categories received favourable scores with Discipline having the closest score to neutral.

Table III shows the total score for the scale in the Harbour Main community.

TABLE III

MEAN OF THE CATEGORY SCORES OF THE ATTITUDE SCALE
FOR THE HARBOUR MAIN COMMUNITY

Minimum = 25

Neutral = 75

Maximum = 125

Mean Score = 89.25

Number of Respondents = 40

The lowest possible score is 25 (a reply of one by each respondent on each item), and the highest possible score is 125 (a reply of 5 by each respondent on each item). A score of less than 75 indicated an unfavourable attitude and a score of more than 75 indicated a favourable attitude, while a score of 75 indicated a neutral attitude for the whole scale. The mean score of 89.25 indicated a favourable attitude towards the categories of education examined.

Existing Modes of Communication

It was found that communications from the school were limited due to the size of the school and the small number of teachers. There was no communications organization.

The activities from September to May 1971 were as follows:

Meeting with parents at the end of September in a "Meet-the-Teacher-Night".

Meeting parents through Girl Guide Social.

Letters to parents in December inviting them to discuss childrens' progress December 17th, 1970.

Parent-Teacher Meeting January 11th, 1971.

Sisters visited homes of parents who were unable to attend Meeting.

Letter sent to parents concerning Education Week.

Open House during Education Week.

Special Education Class visited District Vocational School.

Notification to parents concerning April meeting with teachers.

Parent-Teacher Meeting April 21st, 1971.

Teacher Motivation

On April 30th, 1971, the initial meeting with the staff of St. Joseph's School of Harbour Main, was held. The problem of School Community Communications was introduced and the following objectives were set before the group:

- (1) ...to develop common understandings about aims and objectives of the schools.
- (2) to evaluate offerings of the school in terms of needs filled.

- (3) to unite parents and teachers to meet the needs of the students.
- (4) to develop awareness of the importance of education in a democracy.
- (5) to establish confidence in the school.
- (6) to inform the public about the work of the school.
- (7) to rally support for the maintenance of the school program.²⁶

The two important questions discussed were:

What should the citizens know about the school and how can the citizens become involved in our program?

In order to provoke discussion, motivate interest and clarify one's thoughts on communication the writer felt that the teachers' meetings should take the form of seminars. The teachers cooperated and shared their insights with one another while the writer coordinated the efforts and kept the presentation of ideas in an orderly fashion.

Beginning September 1971 and continuing throughout the first three months the staff and the writer together considered the subject of communications.

The present situation was characterized by a lack of real positive concern by many citizens, an absence of deliberate planning and a paucity of planned communications activities. The group felt that this condition prevailed due to the fact that traditionally small-town Newfoundlanders have felt little need for concern about education. Up until 1969 local educational organizations and planned or actual local participation in education were virtually non-existent. Now teachers were being asked to motivate active participation by the citizens.

²⁶ Ovard, op. cit., p. 448.

Effective and Efficient Communication

As a result of the efforts of the teachers a meeting was arranged where definitions of communication as well as the process were discussed. In this connection, also, Chapter One and Chapter Two served as a springboard for ideas.

Also, at that meeting, the following purposes and outcomes were considered:

The School-Community Study Group at the Ohio State University made the following observations concerning communication:

- (1) The nature of communication among teachers, between teachers and administrators, among administrators....with parents.... is a measure of the quality of living and working together.
- (2) There are some grounds for believing that the mass media cannot be solely relied on in building long term support for the schools.
- (3) Informal communications is just as important for the school as formal.²⁷

It was stated that educators are aware of the effects which education can have on the peoples of the world and that nobody would doubt the principle that the school is a powerful agent in the formation of the citizen of the future. Educators speaking from an historical point of view have reason for their confidence when they say that better schools will help in the formation of better all round citizens.

Such thinking as stated above cannot be maintained unless change and innovation have a place within that framework of thought.

²⁷ Franklin H. Knower and Paul H. Wagner, Communication in Educational Administration, Columbus, Ohio: Centre for Educational Administration, The Ohio State University, 1959, p. 53.

The group felt that change must come as a wish of the people and be expressed in that way, not as a recommendation from somebody at the top of the pyramid of the educational organization.

Educators are aware of a lack of understanding, information and involvement on the part of the public of the community when they set out to formulate policy, establish needs and introduce change. Sometimes it appears as if teachers are hindered in carrying out the school's philosophy by forces external to education.²⁸

²⁸ Pino, op. cit., p. 16.

Communication Techniques and Strategies

Effective communication demands knowledge of the media through which messages are transmitted and interpreted. When we talk about techniques and strategies we are concerned with the place of individuals groups and the mass media.

Person to person communication is the most effective. It is more direct as we see the mass media as being indirect. Research has shown that person to person communication evokes the greater response. The face to face communication is supplemented by the thousands of informal groups.

The formal group with its clubs and organizations influence communication and take a great part in the process itself. There is a maze of networks of communication within any given structure, the problem being to control the communication itself in such a way that messages are at least coherent and rumors aren't rampant.

Power structures within the community can be too controlling and shut out transmitted messages at its desire. On the other hand public opinion can influence the power structures, for if enough people are interested they can certainly exert influence on any structure.

Today we can find results of research as to what programs people listen to, what papers they read etc. This helps considerably in developing our strategy for the use of the media in communications.

An extensive amount of literature has been written concerning strategy for every booklet and magazine on public relations and

communications propounds its own particular insight or very often its own gimmic. In summing up we agreed that the aim should be to get the greatest possible support or reach the highest level of communication or understanding. We considered the fact that it is easier to shape an opinion than to change it. In communication one should be more positive and constructive and recognize limitations of problems and context. An effort to involve others to clarify, encode again and to reword is conducive to good school-community communications. Preventing rumors by providing facts is a must. Keeping messages well constructed, communication going continuously and recognizing other peoples' right to criticize are also important strategies.²⁹

Barriers to Effective Communication

Administrators should realize that the hierarchical structure of the organization might inhibit the effective flow of communication. Certain offices may spell the last word and a closed case for a particular message. You can have downward communication but the channels available for upward communication might be limited.

The informal group can also act as a barrier forming a special clique limiting the flow of information or withholding some of the facts. Sometimes there might be a distortion of the facts. Sometimes the above form of rebellion is the result of the lack of shared responsibility. The administrator should be quick to find the emerging leader and remove the barriers.

²⁹ McCloskey, op. cit., p. iv.

The psychological barriers were also considered as affecting the process of communication.

Personnel Roles

This topic was dealt with in some detail as well as an introduction to the organizational aspect of the program. In the present organization of Education the principal is perceived as the key individual. It is the principal's responsibility to act as initiator, chief organizer, controller and coordinator of the program and its activities. Bortner linked this type of role for the principal within a decentralized structure, as that of formulating and directing the communications program within a broad general policy framework established by the superintendent.³⁰

As an initiator, the principal either as directed by the superintendent or where the superintendent's direction is not evident, will first make himself aware of any broad policies or programs already existing in his district. The principal will attempt to delineate the special role his school should play in the total program of School Community Communications. The principal is also seen as attempting to mobilize his professional staff in the making of initial plans for the setting up of a communications organization.

Although wide participation should be central to the organization, the principal, due to his position of responsibility should act as

³⁰ Bortner, op. cit., p. 104.

chief moving force, not only to get the program going but to ensure that it keeps going and that continuous evaluation and improvement are practiced.

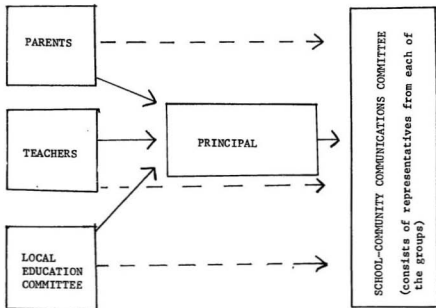
Through our discussions there was unanimous agreement that the teachers' involvement was very important. The basis for this claim rested on the fact that the teachers are in the position of having the most intimate knowledge of the school in the areas of: student life and activity; individuals' progress; students' problems, interests and desires.

The students' part in the program was seen more as a complementary role with the teachers rather than an independent one since the school consisted of students from Kindergarten to Grade Six. The writer was assured that it was next to impossible to organize a student council in these circumstances.

Discovering the Plan

The first three weeks of September were weeks of intensive work. Literature was distributed to the teachers previous to the discussions and by September 26, 1971 the writer and the school staff agreed on a plan of the organization about to come into existence. The principal would become the coordinator with an assisting staff, members of the Local Educational Committee and the parents. This was deemed quite representative of the community.

PARADIGM OF THE EVOLVED COMMUNICATIONS SYSTEM



It was agreed that the Executive Committee since it had the input and flow of information from the school as well as the feedback from the community could be the most important body in fostering good school-community communications.

Community Motivation

Another step was taken on May 31, 1970 to inform representatives of the community about school community communications. In attendance at the meeting were the Chairman of the School Board and School Superintendent, members of the Local Educational Committee, Principal and teachers.

The theory of school-community communications was treated by the writer under the headings of:

Who is responsible?

What is to be communicated?

How it is to be communicated?

The aims and objectives were mentioned and thought provoking discussion ensued. Teachers presented their views as to what level of communications they would hope to achieve with the parents and identified particular areas such as curriculum and financial needs where a communications job needed to be done. The parents present showed a keen interest and identified the problem of lack of information in the areas of Curriculum, Board and Extracurricular activities.

The writer indicated that the school communications program is concerned with communication through the avenues of:

1. Special events and public meetings, school assemblies, talks to students, campaigns and Education Week.
2. School subjects as stated in publications and discussed by parents in meetings and groups.
3. Pupil activities reported through the mass media and attended by parents.
4. School publications, report cards, school board reports and classroom publications.
5. Contact with the community through parents organizations, board meetings, open house, mass media, parent-teacher interviews.

The proposed plan was discussed and except for a few alterations in number of representatives it met with their approval.

Community Council Meeting

At the invitation of Community Council the writer attended a meeting May 23, 1971 in the Town Hall. The brief talk concerned community involvement in education. The need for involvement of citizens in the community school and the benefits derived from such involvement were outlined. The program was discussed and a keen interest was expressed verbally by some of the citizens.

The financial aspect of educational support was discussed as well as the relevancy of the curriculum towards engendering future employment.

General Meeting and Formation of Communications Committee

On September 26, 1971 a meeting in connection with the School-Community Communications Program was held in the Parish Hall at Harbour Main. The Principal chaired the meeting and indicated the main objective, "involvement through two-way dialogue". This theme went through the meeting and parents were made aware of the part they could play in improving education in their school. The aims and objectives of the program were stated by the superintendent also. Having set the stage for an open discussion of educational concerns the problem of pupil-teacher ratio was then discussed at length by the parents, as well as problems pertaining to the present school transportation system.

Problems in curriculum concerned the parents present, especially problems dealing with the New Math Program, the Reading Program and the Religious Program. The present recreational facilities was a topic which stimulated lively discussion.

An organizational chart was produced indicating the various levels of educational government and the various channels to use in lodging complaints.

It was indicated by the parents that they wished to nominate representatives to act on the School-Community Communications Committee. Nominations were accepted and through secret ballot four members were elected. These members would now provide liaison between the parents and the school.

In closing it was indicated by the writer that the purpose of community participation should never be overlooked. One does not

merely look for community support and a permissive or otherwise favourable attitude towards whatever the school happens to be. Instead one attempts to seek an understanding that can be derived from cooperative involvement with the community in an enterprise which is theirs and for them. It is from such an understanding that the educational system must evolve; the support will then follow. Education will then be similar to a democracy in the sense that it will be by the people, for the people and of the people.

THE SCHOOL COMMUNITY COMMUNICATIONS COMMITTEE REPORT A
October 3, 1971

The first meeting of the School-Community Communications Executive Committee met October 3, 1971. The purpose of the meeting was to foster an awareness of the functions of this committee as well as to motivate interest and action.

Since several of the members had not been subjected to the literature, presentations and discussions on communications, the writer gave a brief outline of the aims and objectives of school-community communications, as well as outlining the need for communications.

The paradigm of the Evolved Communications System was explained and comments and criticisms were accepted. It was agreed that this system would be accepted.

The members of the committee then proceeded to develop the functions of this committee and after considerable discussion five functions were delineated.

1. The Committee should be concerned with sharing and exchanging views on all matters relating to education in general as well as education in its own school.
2. It must develop communications objectives for the school.
3. It must participate in formulating a program of activities based on the discovered needs of the community and the school, taking into consideration the circumstances of time, personnel and finances available.
4. This Committee must plan ways and means of stimulating interest and securing maximum participation of all groups concerned in carrying out the program's activities.
5. It shall endeavour to evaluate the activities undertaken and help develop new ideas in an attempt to continuously improve the School-Community Communications Program.

It was voted that meetings be held by this Committee once every month.

October 14, 1971

The next meeting was held on October 14, 1971. The Committee spent some time considering the question, "What should the community know about the school?" The outcome of the lively debate took in many areas of education. As a result of this debate the Committee felt that the people should know the financial status of the board as well as grants received for St. Joseph's Elementary School. It indicated an interest in building costs and maintenance.

Furthermore the number of pupils enrolled, the number in each class, the number graduating to high school and the number of staff were considered elementary items to be communicated to the people.

Since the results of the attitudes scale revealed that items seven and fourteen on the questionnaire received unfavourable scores the writer decided to give some time to the discussion of curriculum.

The items were:

- | | |
|--|---------------------|
| 7. The type of education which our children are receiving is not good when we consider the amount of money being spent on education. | Mean Score
= 3.0 |
| 14. Students in our schools are not given enough guidance in choosing a career. | = 2.4 |

The general complaint of parents was ascertained to be one of being unable to assist their children in the new Mathematics and Reading Programs. It was suggested that some literature be distributed to parents on the subject of, "How to Help One's Child at Homework". The Committee was made aware of the low reading level of many of the pupils as well as the lack of interest by most of the children in reading itself. The problems of educational environment and dearth of suitable books were considered as aggravating factors impinging on a student's right to learn to read.

The first recommendation which came forth from the meeting was to borrow books from the Public Library in St. John's as well as distributing to parents lists of books from book clubs, which would be deemed suitable for the home.

The second recommendation was to invite a reading consultant from the Department of Education to talk to the parents of the community.

The third recommendation was to invite a mathematics specialist from the University in order to help the parents with the new program.

October 21, 1971

At a general meeting of the parents and School-Community Communications Committee held on October 21, 1971, a mathematics specialist from the Department of Curriculum was the guest speaker.

This meeting helped find answers to the following three questions:

1. What is the new Mathematics?
2. Why did we change?
3. How does new Mathematics differ in method from the former?

Those questions brought the audience to many of the problematic areas of mathematics today. Concepts were refined and terminology was explained.

Towards the end of the meeting there was every indication of satisfaction on the part of both parents and teachers, with the manner and context of the presentation.

November 4, 1971

On November 4, 1971 the School-Community Communications Executive met for a monthly meeting. At this meeting the past efforts were evaluated and new problems were presented. Moreover, the recommendation of a previous meeting, to invite a Reading specialist

to the community, was being acted upon. Also a date was set for the meeting of teachers with parents to discuss Academic Reports.

The shortcomings of the present academic program in the school were discussed and the following recommendations pertaining to relevancy of the subjects were made.

1. To have older men in the community come to the school to discuss the community's history and help hand down some of its folklore.
2. To have the police come and talk about safety habits and the relationship between policeman and child.

It seemed that the program was progressing favourably at this time and the new innovations in communications were being introduced and were complementing the old program. No attempt was made to curtail any previous communication activity to this date as the writer was eager to increase the efforts at school-community communications.

December 2, 1971

On December 2, 1971 the Reading Consultant met the parents and teachers.

At this meeting a discussion of "The importance of developing and nurturing early reading habits" was the objective. The skills and methods were discussed as well as evaluation in reading.

Summary of major communications activities from May 1, 1971 to December 31, 1971

- | | | |
|----------------|----|--------------------------------------|
| April 30, 1971 | .. | Initial meeting with Teachers. |
| May 1, 1971 | - | Letter to Parents on Communications. |

- May 23, 1971 - Meeting with Community Council.
- May 31, 1971 - Meeting with School Staff and Local Educational Committee.
- June - Informal meetings with Teachers.
- September 26, 71 - General meeting of Citizens.
- October 3, 1971 - First Executive Committee meeting.
- October 14, 1971 - Second Executive Committee meeting.
- October 21, 1971 - General meeting with Mathematics Specialist.
- November 4, 1971 - Third Executive Committee meeting.
- December 2, 1971 - General meeting of Parents with Reading Consultant.
- December 19, 1971 - Christmas Concert.
- December 31, 1971 - First Edition of News and Views from St. Joseph's School.

This month marked a milestone in communications for the school. First edition of "News and Views from St. Joseph's School, Harbour Main," was published. It contained a resume of happenings from September to December.

THE SCHOOL-COMMUNITY COMMUNICATIONS COMMITTEE REPORT B

January 28, 1972

January 28, 1972 was the date of the next School-Community Communications Committee meeting.

This meeting aimed to provide an outline of School-Community Communications activities pertinent to the immediate communications situation. This outline had been developing since May 1971 and came as a result of much discussion and pooling of idea .

The outline is as follows:

1. Communications Through School Curriculum by
 - (1) Stating objectives of programs in letters to parents,
 - (2) Discussing objectives in parent-teacher meetings,
 - (3) Acquiring information and strategy by inviting expertise,
 - (4) Inviting parents to various student activities in the classrooms.
2. Communications Through Special Events through:
 - (1) School Concerts and Principal's Report,
 - (2) Opening and Closing Exercises,
 - (3) Education Week,
 - (4) Religious Exercises,
 - (5) Sports Day.
3. Communications Through School Publications through:
 - (1) Monthly report of school activities to parents,
 - (2) Individual classroom newspapers.
4. Communications Through Relationships with the Community through:
 - (1) Parent-teacher meetings,
 - (2) Personal contact.
5. Communications Through Mass Media by:
 - (1) Publicising school activities,
 - (2) Reporting on activities of Communications Committee.

Such an outline was considered a satisfactory aid to meeting the present communication needs. Some of the procedures mentioned had

already been put into operation as the former pages have indicated.

March 23, 1972

On March 23, 1972 the Committee met again. The purpose of the meeting was to further the communications activities. Several volunteered to contact prospective speakers from the community for Newfoundland History Program. Also at the meeting the date was set for the RCMP presentation to the students.

The question of how to add to the quantity of books in the school library was considered. It was recommended that the principal, by letter indicate the need and the willingness of the school to accept from the homes books that are not being used.

April 13, 1972

On April 13, 1972 the School-Community Communications Committee met again. The purpose of the meeting was to discuss the content of the second edition of the School's newspaper. Apart from the current happenings there would be a brief article on the philosophy of Christian Education. The Teacher Image area would be commented on briefly as well as the subject of parent involvement. It was agreed that a section of this paper should be concerned with informing the people of pertinent passages of the Schools Act.

It was reported that the number of parents in attendance for the receptions of report cards had decreased. Nobody seemed to know why.

The final topic on the agenda was the proposed concert with the primary grades.

June 1, 1972

The final meeting which the writer attended was held on June 1, 1972. The Committee seemed confident about its future plans of introducing the citizens into the school.

The RCMP safety talks proved quite a success. The month of September 1972 was set as a deadline for the local historians and story tellers to do their part. It was also agreed to have members of the Forest Protection Association come to stress appreciation and conservation of the environment. Moreover, another circular would go to parents concerning library facilities and the donation of books or monies for that purpose.

It was agreed that under the supervision and coordination of the Committee Chairman, recreational facilities on a small scale would be added. Local people had indicated a desire to give free labour and the Parish offered to supply the materials. The feasibility of using the Parish Hall and auditorium as interim recreational facilities was discussed.

The meeting adjourned with a resolution to continue the work in September and to discuss the program with the new principal at the earliest convenience.

Summary of Major Activities from January 1 - June 17, 1972.

- January 7, 1972 - Parent-Teacher meeting.
- January 28, 1972 - Meeting of School Community Communications Committee
- February 1-7, 1972 - Parent-Teacher Interviews on Pupil Achievement for those who did not attend meeting.

March 5-11, 1972	-	Education Week.
March 23, 1972	-	School Community Communications Committee Meeting.
March 30, 1972	-	Easter Parade.
April 5, 1972	-	RCMP lecture on Safety.
April 13, 1972	-	School Community Communications Committee Meeting.
May 10, 1972	-	Red Cross Worker presentation.
May 31, 1972	-	Religious Program.
June 1, 1972	-	School Community Communications Committee Meeting.

CHAPTER IV

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary

The major work of this project as viewed by the author, was to stimulate the school and the community toward the activity of two-way communications. In order to carry out this project a considerable amount of study in the theory and practice of school-community communications had to be undertaken by the writer. Although the writer was only initiating a program it was felt that if there were to be lasting results, the teachers and members of the community itself needed to be educated in the area of communications.

After a period of acclimatization the writer selected a method of education through personal contact and in-service education for the teachers while the medium of public meetings was used for the education of other members of the community. The attitudes survey since it was conducted by personal interview, revealed that there was a great dearth of educational knowledge on the peoples' part, in some of the categories examined.

The evolved communications system was developed through an examination of the old system as well as discussion and debate in the theory and practice of school-community communications, which was considered new for many.

The growth process of this project commenced May 1, 1971 and continued as an evolutionary process until June 1, 1972. The structure of the program developed side by side with the increase in motivation

on the part of the school and the community. The main form of motivating was personal contact through meetings which provided a forum for ideas and streamlined theory to meet the circumstances of this particular time and place.

The structure of the communications system is based on the foundation of a School-Community Communications Committee which in turn represents the school and the community. This is a rather small organization which consisted of eight members, three of whom represented the school while five members represented the community. The monthly meetings of this group is the sustaining power for the communications program for that school.

The aims and objectives of the project found realization in the developed activities program carried out during the year. Two of the major activities namely, the introduction of external speakers on special areas of education to the community and the flow of information to the community through the medium of, "News and Views from St. Joseph's School," were considered praiseworthy efforts.

The continuance of the program is provided for by the institution of the school-community communications committee which will meet the principal and staff in September 1972.

Conclusions

1. The project was considered successful in the sense that it engendered interest on the part of the school in trying to sell itself to the community. The community through the cooperation and interest shown to date portrays success and hope for the future of the project. It is too soon to reap rewards and any attempt to evaluate the program immediately would be considered too premature by the writer since the project was concerned with developing and executing a program of school-community communications.
2. The findings indicated that a major job needs to be done if education is to improve at a moderate rate. Areas of communication needing attention were identified as relating to Education in general, Curriculum, Discipline and Teacher Image.
3. It was clear that the onus of responsibility for communications rested mainly on the principal since the board had no written policy on the matter and members of the community were slow to come forward in demanding that meetings be held for any purpose whatsoever.
4. The teacher has an influential and effective role to play as seen from their contributions at the communications meeting.

5. From personal interviews it was concluded that people were just not aware of the dimensions of education and were only beginning to see the need for participation and interest on their part.
6. It is the opinion of the writer after twelve months of work on this project that only an intensive effort will help bridge the communications gap between the school and the community mentioned and that progress will be at a slow rate.

Recommendations

Resultant from the many dimensions discovered in carrying out this project the writer would like to offer the following recommendations:

1. That teachers be subjected to school-community communications training during their teacher training process.
2. That the R. C. School Board for Conception Bay Centre have a written policy on school-community communications.
3. That the board have its professional staff make special efforts to enhance school-community relationships through offering opportunities for personal contact with the community itself.
4. The board should develop a school-community communications system and if need be provide for its execution throughout the district.
5. The principal at the request of the board should be required to coordinate the communications activities and with the teachers see that it fits into the framework of the board's general policy.
6. The board should make provision for the in-service education of its teachers in the area of communications.

BIBLIOGRAPHY

B I B L I O G R A P H Y

A: BOOKS

BIBLIOGRAPHY

- Allport, F. H., Theories of Perception and Concept of Structures New York: John Wiley & Son Inc., 1965.
- American Association of School Administrators. Public Relations for America's Schools. Twenty-eighth Yearbook. Washington, D.C.: National Education Association, 1950, 327 p.
- Barnard, C. I., The Functions of the Executive. Harvard Univ. Press 1941.
- Bortner, Doyle. Public Relations for Teachers. New York: Simmons-Boardman Publishing Corporation, 1959.
- Brinton, James., Bush, Chilton R., and Newell, Thomas M. The Newspaper and Its Public. Stanford: Stanford University Press, 1962.
- Brownell, Clifford, Leo Gans, and Tufie Maroon. Public Relations in Education. New York: McGraw-Hill Book Company, 1955.
- Buffett, Fred, ed. Administrator School Board Relationships. St. John's (Dept. of Educational Administration, Memorial University of Newfoundland), 1969.
- Campbell, Donald T., and Stanley, Julian C. "Experimental and Quasi - Experimental Designs for Research on Teaching" in Handbook of Research on Teaching, ed. N. L. Gage. Chicago: Rand McNally & Company, 1963.
- Carter, Richard F. Voters and Their Schools. Stanford: Stanford University, School of Education, Institute for Communication Research, 1960.
- _____, and Sutthoff, John. Communities and Their Schools. Stanford: Stanford University, School of Education, Institute for Communication Research, 1960.
- Cheale, John E., Melsness, Harold C. and Reefes, Arthur W. Educational Administration: The Role of the Teacher Toronto: The MacMillan Co. of Canada, 1962, p. 250.
- Costello, T. W. and Salkind, S. S., Psychology in Administration New Jersey: Prentice Hall, 1963
- Dapper, Gloria. Public Relations for Educators. New York: The MacMillan Company, 1964

- Davis, K. "A Method of Studying Communication Patterns in Organizations". Personnel Psychology. Vol. 6, 1953.
- Edwards, Allen E. Statistical Analysis. New York: Rinehart and Company, Inc., 1957.
- _____. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, Inc., 1957.
- Fine, Benjamin. Educational Publicity. New York: Harper.
- Fusco, Gene C. Improving Your School-Community Relations Program, Englewood, N. J. Prentice Hall 1967.
- Gibson, Oliver R. and Hunt, Harold C. The School Personnel Administrator, Boston: (Houghton Mifflin Co. 1965).
- Hand, Harold. What People Think About Their Schools. Yonkers: World Book Company 1948.
- Journal, Newfoundland House of Assembly, 1861, Appendix.
- Jones, James and Irving Stout. School Public Relations: Issues and Cases. New York: G. P. Putnam's Sons, 1960.
- Kindred, Leslie. School Public Relations. Englewood Cliffs: Prentice-Hall, Inc., 1957.
- _____. How to Tell the School Story. Englewood Cliffs: Prentice-Hall, Inc., 1960.
- Knower, F. H. and Wagner, P. H., Communication in Educational Administration Columbus, Ohio: The Ohio State University, 1959.
- Lane, W. R., Corwin, R. G., and W. G. Monahan Foundations of Educational Administration, MacMillan Company, 1967.
- McCloskey, Gordon. Education and Public Understanding. New York: Harper and Brothers, 1959.
- Moehlman, Arthur and James Van Zwoil. School Public Relations. New York: Appleton-Century-Crofts, 1957.
- Moehlman, Arthur. School Administration. Cambridge: Riverside Press, 1951.
- National School Public Relations Association. Gold Mine #3. Washington: National Education Association, 1961.
- Ovard, Glen F. Administration of the Changing Secondary School. New York: The MacMillan Company, 1966, p. 448.

- Pierce, Truman M. Community Leadership for Public Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1955.
- Reeder, Ward. Introduction to Public Relations. New York: The MacMillan Company, 1953.
- Roe, William. Schools are News. East Lansing: Michigan State University Press, 1965.
- Rothstein, J., Communication, Organization and Science, Colorado, Falcon's Wing Press, 1958.
- Savage, William W. Interpersonal and Group Relations in Educational Administration Illinois: Scott Foresman Co., 1968 p. 320.
- Schramm, W. Mass Communication, Annual Review of Psychology 1962.
- Schramm, W. How Communication Works, in Process and Effects Mass Communication. W. Schramm, ed. University of Ill., 1960.
- Sherif, M., and Hovland, C. I., Social Judgement: Assimilation and Attitude Change. Yale University Press, 1961.
- Stearns, Harry L. Community Relations and the Public Schools. Englewood Cliffs, New Jersey: Prentice-Hall, 1958.
- Sumption, Merle R., and Engstrom, Yvonne, School-Community Relations, McGraw-Hill Book Co., New York, 1966.
- Taba, Hilda, and Noel, Elizabeth. Action Research (A Case Study). Washington, D.C.: The Association of Supervision and Curriculum Development NEA, 1957.
- Thayer, L. Administrative Communication. Homewood, Illinois, Irwin, 1961.
- Thelen, Herbert A. Dynamics of Groups at Work. Chicago: University of Chicago Press, 1954.
- Wright, H. J., and Christian, B. H. Public Relations in Management. New York: McGraw-Hill, 1949, 229 p.
- Yeager, W. A. School Community Relations. New York: Dryden, 1951, 464 p.

B: PERIODICALS

- Anderson, A. H. "Answering with Facts: Denver Schools Measure Public Opinion." Nations Schools, VIII, No. 7 (June, 1954), 47-49.
- Anderson Robert. "The Teacher in Public Relations." Phi Delta Kappan, XXVIII, No. 7 (March, 1947), 283-284.
- Avery, Allen. "A District's Public Relation's Program." Phi Delta Kappan, XXVIII, No. 7 (March, 1947), 291-293.
- Barber, R. W. "School Administrator as a Community Leader of Social Growth." National Association of Secondary School Principals Bulletin, XLIII, No. 239 (September, 1958), 98-100.
- Braun, Louis H. "Public Relations for the Secondary School" National Association of Secondary School Principals, Vol. 32, May 1928.
- Coffin, Gregory. "Good Public Relations Isn't Expensive," School Management, May, 1964.
- Crosby, Otis. "The Challenge of Better Public Relations", Theory Into Practice, October, 1964.
- Erbe, Wesley. "Feeling the Community Pulse," NASSP Bulletin, 44:257, 1960.
- Fusco, Gene C. "Improving Your School Community Relations Program", Phi Delta Kappan, XXXVI (March, 1955).
- Fry, George. "How One Junior High School Tackled the Problem of Improved Community Relations." Today's Education, LX (January, 1971), 14-17.
- Gordon, Ted. "Pressure, Publicity or Public Relations?" Phi Delta Kappan, XXX, No. 9 (May, 1949), 376-377.
- Harrel, Stewart. "Taking the ~~Guesswork~~ out of Your Public Relations," Canadian Education, Vol. 9, No. 4, September 1964, pp. 86-89.
- Iadeluca, Robert. "To Tell the Truth," American School Board Journal, July, 1965.
- Knight, Robert. "Needed: School Information Specialists," Texas Outlook, May, 1965.
- Kindred, Leslie W. "Each Employee an Ambassador," Nation's Schools, XVII, (October, 1948), 28-29.
- Klavano, Robert. "The Principal - Public Relations Leader," NASSP Bulletin XLTV, No. 257 (September, 1960), 33-36.
- _____. "Checkpoints for Principal", NASSP Bulletin XLIV, No. 257 (September, 1960), 33-36.

- Lake, Ernest. "The School Staff -- Each Member an Ambassador," National Association of Secondary School Principals Bulletin, XLIV, No. 257 (September, 1960), 39-43.
- Lane, M.B. "Community School Relations: Elementary Schools," Journal of the National Education Association, LI, No. 6 (September, 1962), 50-51.
- McCloskey, Gordon. Principles of Communication for Principals, National Association of Secondary School Principals Bulletin, Vol. XLIV, No. 257, 17-23.
- McGuire, Carson. "Whose Schools", Phi Delta Kappan, XXXIV, No. 9 (June, 1953), 387-388.
- McLuhen, M. "The Medium is the Message," National Educational Association, LVI, No. 7 (October, 1967), 24-27.
- Moffitt, Frederick. "Chalkdust," Nation's Schools, August, 1948.
- National School Public Relations Association. Contact Plus. Washington, D.C.: National Education Association, 1954, 64 p.
- National School Public Relations Association. It Starts in the Classroom. Washington, D.C.: National Education Association, 1951, 64 p.
- National School Public Relations Association. Let's Go to Press. Washington, D.C.: 1954, 32 p.
- National School Public Relations Association. Person to Person. Washington, D.C.: 1956, 48 p.
- National School Public Relations Association. Print It Right. Washington, D.C.: 1955, 48 p.
- National School Public Relations Association. Public Relations Gold Mine. Washington, D.C.: 1957, 62 p.
- Penk, G.L. "The Seven Publics of School Relations," American School Board Journal, October, 1965.
- Ratchick, Irving. "The Student -- The School is Evaluated Through his Actions," NASSP Bulletin, 44:257, 1960.
- Rice, Arthur. "Poor Public Relations Puts Public Schools on the Spot." Nation's Schools, November, 1965.
- "School Public Relations Awards," School Management, April, 1966.
- Shannon, W. A. "Let's Look at our Schools", American School Board Journal, (October, 1965), 5.

- Shibler, Herman L. "We invite the Public in," National School Boards Association, XXXIV, No. 5 (February, 1953), 171-174.
- Shipton, James and Eugene L. Belisle. "Who Criticizes the Public Schools?" The Phi Delta Kappan, XXXVII, No. 7 (April, 1956), 303-307.
- Starie, John. "Public Relations," NEA Journal, LIV, No. 6 (September, 1965), 28-29.
- Steele, Henry Benton and Harold R. Bottrell. "How much Community Participation?" Phi Delta Kappan, XXXIX, No. 5 (February, 1958), 229-233.
- Stimbeck, E. C. "How to Get Your District's Newsletter Home," School Management, VIII, No. 6 (June, 1964), 98.
- Swift, M. A. "Experience in Public Relations," Elementary School Journal, LI, No. 7 (March, 1951), 389-392.
- Tadeluca, Robert. "To Tell the Truth," American School Board Journal, LCI, No. 1 (July, 1965), 16.
- Tate, Jack. "Tapping the Faculty Pipeline," School Management, X, No. 6 (June, 1966), 85-86.
- Van Winkle, Harold. "Attitudes Toward Lay Participation," Phi Delta Kappan, XXVIII, No. 2 (November, 1956), 70-72.
- Wilson, Charles. "On These Issues Superintendents Stand or Fall," Nation's Schools, June, 1965.

C: UNPUBLISHED MATERIALS

- Butler, Walter. "An Evaluation of the School-Public Relations in Selected Secondary Schools in Mississippi." Unpublished Doctoral dissertation, The University of Southern Mississippi, 1963.
- Carter, R. F. and Sutthoff, J. Communities and Their Schools, Unpublished Doctoral dissertation, Stanford: Stanford University, 1960.
- Ingram, Ernest John, "Public Attitudes Toward Education as a Basis for a P. R. Program", Unpublished Masters dissertation, The University of Alberta, 1961.
- Kerr, Ralph. "An Evaluation of the Public Relations Programs of Selected Texas Public School Systems." Unpublished Doctoral dissertation, North Texas State University, 1963.
- Pino, W. C. "The Relative Effect of Structural Messages on the Attitudes of Parents Towards Schools", Stanford: (Unpublished Ph.D. Dissertation, 1965).
- Pinson, Gerald W. "A Study of P.R. Programs in Selected Schoole in N.E. Texas", Unpublished Doctoral Dissertation, East Texas State University, 1967.
- Van Winkle, Harold. "A Study of School-Community Information Programs in Northwest Ohio." (Unpublished Doctoral Dissertation, Indiana University, 1956.)

APPENDICES

APPENDIX A

INTRODUCTORY LETTER



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 28, 1971

Dear Concerned Citizen,

May I introduce myself as a graduate student of Memorial University. As part of my studies I am trying to develop a plan whereby a school and the citizens of a community might have good two-way communications. I am hoping to bring such a plan into effect in your community, with your cooperation. I feel assured of your interest and help when I learned of your great numbers attending Parent-Teacher meetings.

You might ask "Why do we need such a plan?" Well, the problem might be stated in this manner. Educators are aware of the effects that education can have on the peoples of the world and that the school is a powerful agent in the formation of the people of the future. They would like more cooperation from the ordinary citizens in this great process. I feel that you have ideas and we need your help and your information when we formulate policy, establish needs and make decisions regarding educational matters. You have a very important part to play and I am offering you a chance to play it side by side with the staff of your school and the local school committee.

In order to discover what is known by you regarding your school and to determine what should be made known, I plan to interview approximately thirty of you. This represents a random sample which is similar to drawing names out of a hat.

I am hoping to meet you all at a public gathering either in the month of June or early in September, when we shall discuss this subject at greater length.

With your assistance I feel that among many other results we shall find you a more informed public united with your local teachers in a great cause with full awareness of the importance of education in a democracy.

Anxiously awaiting the opportunity to meet you in person.

Sincerely,

Fr. Ronald Bromley

APPENDIX B

RESEARCH INSTRUMENT

In order to study the results of this survey, the following information is necessary. This information will remain confidential material and will be used for no other purpose than to complete the final report.

1. Please check the appropriate category.

Male _____ Female _____

2. Please check the category in which your age appears.

Under 26 _____	36 - 40 _____	51 - 55 _____
26 - 30 _____	41 - 45 _____	56 - 60 _____
31 - 35 _____	46 - 50 _____	Over 60 _____

3. Circle the last grade you attended.

School 1 2 3 4 5 6 7 8 9 10 11 12

Trade & Vocational School 1 2 3 4 5

University and Graduate School 1 2 3 4 5 6 7 8

4. Employed _____

		STRONGLY AGREE	INCLINED TO AGREE	UNDECIDED	INCLINED TO DISAGREE	STRONGLY DISAGREE
1. Our students are given enough training in school to be able to successfully handle the problems which they will meet in later life.	1.	SA	IA	UD	IDA	SDA
2. Most people become teachers because it does not require much intelligence.	2.	SA	IA	UD	IDA	SDA
3. A great deal of planning is done by the school board before money is spent.	3.	SA	IA	UD	IDA	SDA
4. Much of what is taught in our schools will be of no use to a person in his or her job.	4.	SA	IA	UD	IDA	SDA
5. Corporal punishment should never be used in our schools.	5.	SA	IA	UD	IDA	SDA
6. Our teachers know as much about education as doctors know about medicine.	6.	SA	IA	UD	IDA	SDA
7. The type of education which our children are receiving is not good when we consider the amount of money being spent on education.	7.	SA	IA	UD	IDA	SDA
8. Much money is wasted by the school board because there is not enough planning being done.	8.	SA	IA	UD	IDA	SDA
9. Teachers should have the right to control the behavior of students outside school time whenever it becomes necessary.	9.	SA	IA	UD	IDA	SDA
10. School officials should speak with the parents before large sums of money are spent.	10.	SA	IA	UD	IDA	SDA
11. Our schools do a good job of teaching the three R's.	11.	SA	IA	UD	IDA	SDA
12. Our teachers do not appear to be trained well enough to handle the problems which their students are having in their studies.	12.	SA	IA	UD	IDA	SDA
13. More emphasis should be given to developing the student's personality than is given at present.	13.	SA	IA	UD	IDA	SDA

		STRONGLY AGREE	INCLINED TO AGREE	UNDECIDED	INCLINED TO DISAGREE	STRONGLY DISAGREE
14.	Students in our schools are not given enough guidance in choosing a career.	14. SA	IA	UD	IDA	SDA
15.	Our teachers treat parents very courteously.	15. SA	IA	UD	IDA	SDA
19.	For serious violations of the school rules, the principal should be allowed to expel a student for a period of time.	19. SA	IA	UD	IDA	SDA
20.	I know all the teachers in my community personally.	20. SA	IA	UD	IDA	SDA
21.	We should have a School Tax Authority.	21. SA	IA	UD	IDA	SDA
22.	Most people will help and unite to help solve financial problems in our schools.	22. SA	IA	UD	IDA	SDA
23.	We must change the curriculum in our schools.	23. SA	IA	UD	IDA	SDA
24.	Adults must get into the schools more.	24. SA	IA	UD	IDA	SDA
25.	Most parents do not want to make an effort to improve the school program.	25. SA	IA	UD	IDA	SDA
26.	I know how the monies are being spent by the local school.	26. SA	IA	UD	IDA	SDA
27.	I would like to help the teacher to learn more about my child.	27. SA	IA	UD	IDA	SDA
28.	I know how many pupils a teacher usually has in a class.	28. SA	IA	UD	IDA	SDA

APPENDIX C

SAMPLE COMMUNICATION FROM THE SCHOOL

St. Joseph's School
Harbour Main, C. B.
September 21, 1971

Dear Parent or Interested Citizen,

Another school year has begun, a year in which, we hope, parents and teachers will work very closely together for the best interests of our pupils. I am sure you realize that the school and home have the same goal, to help each boy and girl grow up into his or her own best self.

Last year we met three or four times to discuss academic results. This year we hope that we shall meet oftener, thus you will become more familiar with the school activities. Instead of having "Education Week" once during the year, maybe we could have "Education Night" a few times during the year.

Right now, at the beginning of the school year, we would like to meet you; therefore, we invite you to attend a Meeting which will be held in the Parish Hall on Sunday, September 26 at 8 o'clock.

This year we are making an all out effort to give you an opportunity to become involved. We need your help if we are to do a good job as teachers of the children of this community. We are offering you a challenge to become involved in order to improve communication between you and us.

At the opening of our meeting on Sunday evening Mr. Hubert Furey, our School Superintendent, will speak to you. Also, Reverend Father Bromley will address you. A certain amount of spade work was done in this field of communication during the past year by Father Bromley. He has informed you of the importance of good communication with your school.

On Sunday night we plan to accept nominations and to elect a Parent Group who will represent you. We hope to hear your ideas formally and informally since we are now in the process of developing a School Community Program. We trust that we shall see you, one and all, on Sunday evening and thus begin a communication program that will grow and intensify during the coming year.

God bless you and your families!

Sincerely,

Sister M. Teresita,
Principal.

P.S. I forgot to mention, especially to mothers, that we would like to have our pupils in school uniform on the first Monday in October.

★ ★ ★ NEWS & VIEWS FROM ST. JOSEPH'S SCHOOL ★ ★ ★
HARBOUR MAIN

1st Edition

SEPTEMBER

Once again school reopened for another school year. A very special event was the opening of Kindergarten for the first time.

Shortly after the opening of school, Mass of the Holy Spirit was celebrated for the whole enrolment.

Attention is drawn to parents regarding our school program. Religion is a very important subject in every Catholic School. Parents are encouraged to read the page of the religion text that is especially written for them.

Every grade has an opportunity to participate in class Singing; Physical Education and Art are also given special emphasis in the School Program.

Concern for others, less fortunate than themselves, is encouraged in the pupils by making them aware of the work of the Red Cross. It is gratifying to see so many of the pupils eager to become real, active members.

A general meeting of the parents was held in the Parish Hall; a Parents' Committee was formed and the following members were elected:

President	-	Mr. Patrick Woodford
Vice-President	-	Mrs. Len Whelan
Secretary	-	Mrs. Clare Wall
Treasurer	-	Mrs. Gregory Barron

This marked the beginning of the Parent-Teacher Organization set up in our school.

OCTOBER

Many parents have expressed their concern in not being prepared to help their children with their New Math at home. The Parents' Committee and Staff mentioned this matter to Reverend Father Bromley, who is especially interested in the Parent-Teacher Organization. He agreed to contact one of the Professors in the Math Department at Memorial University and ask him to come and give a talk to the

parents. In this talk he would explain some of the problems that parents might encounter when they try to help their children. Accordingly, Mr. Mendoza from Memorial University gave a very interesting and informative talk to parents on October 14.

NOVEMBER

The Executive Committee of the Parent-Teacher Organization met with the School Staff to discuss Educational matters. The problem of the low reading level of many of our pupils was considered a very serious one. After much discussion it was agreed that pupils should be encouraged to do more reading at home. At this meeting the suggestion was made that a Reading Consultant be invited to talk to parents. Sister M. Carmela O'Brien, who is presently employed by the R. C. School Board, St. John's, in her very interesting talk gave the parents some very practical hints that would help to create in their children a love for Reading.

During this month we received the good news that some of our pupils' names were on the Prize Lists in recognition of some work they had done last year. The Canadian Legion awarded a prize of \$50.00 to one of last year's Grade VIII pupils, Margaret Rose Kavanagh, for an essay on a topic relating to Armistice Day. Mary Hannon (Grade VIII), Maria Murphy (Grade VII), received honorable mention.

The winners of ABC's Writing Contest were also announced. They were: Keith Spencer, Ann Wall, Marilyn Woodford, Mary Hawco, Eleanor Dalton.

During the last week of November, parents of pupils in Kindergarten to Grade Three were invited to come and hear their children sing. After the singing a demonstration lesson in the teaching of Phonics was given by the Grade One teacher, Sister Patricia.

During this month also the pupils of Grade V, under the direction of their teachers, Mrs. Murphy, started work on a class newspaper which was published around the middle of December. The parents of these pupils were very pleased with their endeavours.

DECEMBER

Every month since September Father Coady has come to the school for the purpose of giving the children an opportunity of going to Confession; on each occasion he has given them a short talk on Holy Mass or the Sacraments. At the beginning of Advent he appealed to them to think of God's Poor, especially during this Season and to contribute part of their spending money to alleviate their needs. The sum of \$50.00 was contributed at the end of Advent.

On December 8 all the pupils from Kindergarten to Grade Six assembled in the Music Room for a special devotion in honor of Mary.

On December 9 teachers were glad to welcome parents to talk over the progress their children had made during the first term. However, it was discouraging to notice that many parents did not come to discuss the achievement of their children, academic and otherwise.

On December 19 the Operetta "Scrooge's Christmas" was staged. Those who attended the concert were delighted with the young performers. The half-filled hall was the only disappointing factor in that evening's performance.

On the closing day before Christmas Vacation the whole enrolment gathered in the Music Room with their teachers to sing Christmas Carols.

A very great need that we must try to satisfy in the not too distant future, we hope, is that of having our pupils enjoy the benefits of a central library. At present we are trying to increase the number of books in our classroom libraries. We take this opportunity to appeal to you for a small donation, either in books or money to purchase some new ones.

Also, we wish to notify parents who will have children coming to Kindergarten in September that because of a request made by the R. C. School Board to begin Kindergarten Registration as early as possible we would like you to have your children who will be 5 years old on or before December 31, 1972, registered during this week.

Please send in the child's name and date of birth, if you do not have time to come to the office. However, if you do wish to come, the Principal will be available on Tuesday, Thursday and Friday afternoons from 1:30 - 3:30.

ST. JOSEPH'S SCHOOL
HARBOUR MAIN, NEWFOUNDLAND

February 1, 1971

Dear Parents,

When we held our Parent-Teacher Meeting at the beginning of this term we were very disappointed to find that you were unable to attend. We wished very much to talk with you about your children's progress and how we could work together for their best interests.

Once more, we ask you, if at all possible to come to talk to us during this week at any time from 9 - 12 a.m., or from 1 - 3 p.m. If this is not possible another arrangement will have to be made.

Please realize that we need your help and co-operation.

Sincerely yours,

Sister Mary Teresita,
Principal

St. Joseph's School
Harbour Main
March 7, 1972

Dear Parents,

As you know March 5 - March 11 has been designated as Education Week. During these days special attention is given to the matter of stressing the importance of education. The theme this year is "Education is Living".

You are cordially invited to visit your children's classrooms and to view their work which will be on display. We have scheduled "Open House" for the parents of pupils in Grades IV, V and VI on Wednesday afternoon from 1:30 - 2:45 and for the parents of pupils in Special Education, Kindergarten, Grades I, II and III on Friday afternoon from 1:30 - 2:45. There will be a short musical program involving the pupils of the Primary grades in the Music Room on Friday at 1:30, after which parents are invited to visit the classrooms and see the display of their children's accomplishments.

We are looking forward to seeing you one and all on Wednesday and Friday.

Sincerely yours,

Sister M. Teresita
Principal

St. Joseph's School
Harbour Main, C. B.
March 9, 1971

Dear Parents,

This is Education Week, a time when we focus our attention, especially, on our efforts in preparing our pupils to become good citizens of tomorrow's society.

As you already know we shall be holding Open House on Friday. We hope that you will find time to visit us.

Many of you have children in several of the Grades so we have tried to arrange a program for your convenience. Visitors will be welcome in:

Special Education Class	- 9:30 - 9:45
Grade III	- 9:45 - 10:00
Grade II	- 10:00 - 10:15
Grade I	- 10:15 - 10:30
Grade VI	- 10:30 - 10:45
Grade V	- 10:45 - 11:00
Grade IV	- 11:00 - 11:15
Grades VII & VIII	- 11:15 - 11:30

IN THE AFTERNOON

Grades VII & VIII	- 1:15 - 1:30
Grade IV	- 1:30 - 1:45
Grade V	- 1:45 - 2:00
Grade VI	- 2:00 - 2:15
Grade I	- 2:15 - 2:30
Grade II	- 2:30 - 2:45
Grade III	- 2:45 - 3:00
Special Education Class	- 3:00 - 3:15

Let us work together for the educational welfare of the children.

Sincerely,

Sister M. Teresita
Principal

HARBOUR MAIN

2nd Edition

Actually, the Second Term of School began when we were still in the midst of the Christmas Season (January 2). This, of course, was not pleasing to the children.

Early in the month, a group of children from Grades I, II and III went to visit the home of an elderly couple and their invalid daughter. They entertained them with a variety of songs.

A Physical Education Workshop was held at Assumption School, Avondale; it proved a very worthwhile experience for the teachers, thus receiving valuable hints that would be beneficial to them in their P.T. Classes.

During this month, also, a Reading Workshop was held at the school in Holyrood. This workshop was conducted by Sister M. Teresita Dobbin, Reading Consultant with the Department of Education. Once again the teachers were helped considerably and gave them an opportunity to share their ideas.

From the beginning of February it was quite evident that the children were anxiously looking forward to that age-old custom of exchanging valentines and wherever one looked "cupids and hearts" were on display. Instead of the usual Valentine party in the school, a film was shown and canteen service provided. The proceeds from this event were donated to the Parish fund.

With the approach of Lent, Father Coady spoke to the children regarding their spirit of sacrifice and urged them to save part of their spending money to help the poor in Mission Lands. Father said that he would return at the end of Lent to collect the children's offerings.

Education Week was observed during the second week of March. Early in the week we had an unexpected visit from officials from the Department of Education. Unfortunately, the visitors arrived after school when the children had been dismissed. Nevertheless, they visited the various classrooms and viewed a display of the children's work. During Education Week "Open House" was held on one day for the Elementary Grades and on another day for the Primary Grades.

The Primary Grades gave a little concert consisting of songs and P.T. exercises. However, in both cases we were greatly disappointed at the small turnout of parents, since the children and teachers had made great efforts to prepare samples of their work for exhibition.

During the Second Term of school we made an appeal to parents to donate any books suitable for children to help build up classroom libraries. Once again, the response was very discouraging, since just one family complied with this request.

On March 30, the end of the Second Term of School, the children from Kindergarten to Grade III staged an Easter Parade in the Music Room of the school. We were very pleased to have our pastor, Father Coady, as well as Mr. H. T. Furey, the School Superintendent, present for this event. The children in the Elementary Grades were also in attendance. Each child made an Easter Bonnet and carried a rabbit. They sang appropriate songs, including the familiar "Peter Cottontail". All in all, it was very entertaining. It had been hoped to have the parade outdoors but the weather proved unfavourable. Accordingly, it was planned to have the parade after the Easter Vacation. At the conclusion of the entertainment we had a sing-song for all the pupils.

This year, for the first time, the Grade II children received their First Holy Communion on Holy Thursday, the Feast of the Holy Eucharist.

The contributions made by the children during the Lenten season to help the poor in Mission countries were very gratifying indeed. It totalled about \$150.00. We offer our heartiest congratulations to the children who gave so generously to this worthy cause.

APRIL

Pupils returned to school on April 10 to begin the last term of the School year. As had been planned, the Primary children took advantage of the first fine day to have their Easter Parade outdoors. It was very colourful to see them march from the School, down the main road as far as the Parish Hall, and back again.

The children were pleasantly surprised to have visit from two members of the R.C.M.P. who gave them a little talk on Safety and showed them films, in this connection. This visit let the children see that the Mountie is their friend and not someone who comes, only, when there is trouble.

MAY

Once the month of May arrived one could see that there was very little time left in the School Year. Even the smallest child had

the number of days counted. It was very gratifying to see that each classroom had a May Altar erected in honor of Mary.

During this month we had a visit from a Red Cross Worker who spoke to the children about the work of the Red Cross and also showed films. The children were very interested in hearing about children in other lands and happy to know that the funds they contributed to the Red Cross during the year were put to good use. They sang a Health song and also the Red Cross Song which was composed during the year.

On the last day of May a Prayer Service, in honor of Mary, was held in the Music Room of the school, during which the children sang hymns and also recited the Rosary.

JUNE

Finally, the last month of the School Year has arrived. This is a very busy month, indeed.

One pupil was chosen from the Grade Six Classes in each of the schools under the R. C. School Board, Conception Bay Centre, to compete in a Public Speaking Contest, sponsored by the Newfoundland Teachers' Association. We are very glad to inform you that Gary Woodford from our school was the winner. He was presented with a trophy which he could keep as a personal award; also, with a mahogany plaque which will be retained in his school. His parents, teachers and friends have every reason to be proud of him.

The Grade Six Pupils, who are preparing to enter Junior High School, wrote their Entrance Exams on the 7th and 8th of June. They are now anxiously awaiting their results.

The children from Kindergarten to Grade III held a Variety Concert on Sunday, June 11, in the Parish Hall. These little people entertained their audience in their own spontaneous and charming way, while, at the same time, they delighted everyone with their very fine singing, dancing and rhythmic exercises.

During this week a group of children from Kindergarten and Grade I, accompanied by their Singing Teacher, Sister Patricia, went to the home of an elderly couple and their invalid daughter where they entertained them with selections from Sunday night's concert.

Although fine days are few and far between, we took advantage of one of the remaining days to give the children a little outing. Pupils from Kindergarten to Grade III went to Holyrood Park where they enjoyed the playground facilities for an hour or so. At the same time the pupils from the Elementary Grades had a picnic in Butterpot Park. Both groups enjoyed themselves thoroughly.

At this time we say "God bless you and your families." We hope our pupils will spend a very happy holiday in brilliant sunshine. I am sure that you, as devoted parents, will see that the Spiritual duties will not be neglected.

"The primary and immediate end of Christian Education," says Pope Pius XI, "is to cooperate with divine grace in forming the true and perfect christian, that is, to form Christ Himself in those regenerated by Baptism." To realize this purpose, Catholic Schools try to provide for each child, experience calculated to develop the ideas, attitudes and habits demanded for Christlike living in our democratic society. One of the specific aims of a sound Teacher Training Program should be to impress the prospective teacher with the realization that he is, in his teaching capacity, a cooperator with parents in one of the most wonderful of all human tasks - the development of human personalities. A teacher must have clear-cut objectives for his teaching. The main objective of the teacher in the school is not, just to enable a child to pass grades in order to obtain a certificate that will admit him to the business world where he will be in a position to earn a big salary, but he is charged with the responsibility of endeavouring to form within his students that kind of character which will enable them to behave as Christ expects them to behave in relation to God, to neighbour and to society.

Perhaps the best method to evaluate satisfactory progress of children is conferences with parents. Out of these grow satisfactory relationships between teacher and child, and teacher and parents. The role which parents play in developing good study habits in their children is probably underestimated by teachers and administrators. There is one way in which all parents can be a specific help to their children in developing good study habits is to establish an environment which is conducive to study. The parents can see that the time for study is the same each day; they can require that the place for study not be left entirely to the child's discretion. Habits are associated with repetition and the time and place element are highly significant in forming a study habit. Setting the stage for study would seem to be a first requisite for the student who has a study task to perform. This means getting together everything that he may need to carry out the assignment - paper, pencils, pen, ruler, dictionary - all come under this setting of the stage. Plunging into the work is another MUST. There is but one sure way of getting the job done, that is, by starting it at once. Not the least important step involved, in plunging into an assignment, is thinking it through.

The word educator implies that the good teacher has two roles - first, to impart knowledge or motivate learning, and second, to guide youth. Thus, the good teacher should be student-centered in the classroom, not subject or examination centered. A great deal

can be accomplished if the teacher, parents and child work together. The children gain much when the parents give their wholehearted support and scholastic achievement can be attained.

The school can only be successful in the training and education of your child, in proportion to the support and cooperation received from the home. The home is the first school where a child receives his initial training and the school can only build on what is already well established by home training. The school is only an extension of the home in moulding the character of those entrusted to our care. The school directs the children's learning, barely, five hours a day; his out-of-school learning takes place during the remaining hours. Unless, out-of-school learning is integrated to some extent with in-school learning, teachers' efforts are somewhat futile.

SCHOOL UNIFORMS: We wish to bring to your attention the importance of a school uniform. We quote, for your information, the following excerpt taken from the Education Act: "Every pupil in the school shall come to school clean and tidy in his person and his clothing and be courteous to his fellow pupils, obedient to his teachers, and diligent in his studies. At the present time, I wish to stress the first part of this quotation regarding clothing. Seeing that uniformity makes for order, it is strongly recommended that children appear in school uniform at all times. As you know, the girls' uniform consists of a white blouse and navy jumper or tunic. The boys will wear a white or blue shirt, navy-blue tie and grey flannels. Please see that these uniforms are ready when the school reopens in September.

ABSENTEES: Frequently during the year it was necessary to remind children time and time again to bring a written excuse from a parent when they are absent from school. Once again I want to draw your attention to the importance of this, as can be seen in the following quotation from the Education Act: "in case of absence or lateness, every pupil in the school shall bring to his teacher, from a parent or guardian, a written reason for his absence or lateness."

Parents and teachers share the same interests and work towards the same goals. Both want each boy and girl to grow up into his or her own best self; to be healthy, to grow in knowledge and understanding; to have wholesome attitudes, to mingle happily with others of his own age, to cultivate habits and skills appropriate to his maturity and needs. Every effort should be made to have the school and home develop a mutual understanding of the objectives of Catholic Education, namely, to secure for every child the highest advantage in physical, mental, social and spiritual education.

