

A SURVEY OF PUBLIC RELATIONS ACTIVITIES IN THE
SCHOOL DISTRICTS OF NEWFOUNDLAND AND LABRADOR
AS PERCEIVED BY THE DISTRICT SUPERINTENDENTS

CENTRE FOR NEWFOUNDLAND STUDIES

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CLAUDE HOWARD BISHOP

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IN THE SCHOOL DISTRICTS OF
NEWFOUNDLAND AND LABRADOR
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THE DISTRICT SUPERINTENDENTS

by



CLAUDE HOWARD BISHOP

A THESIS
SUBMITTED TO
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

ST. JOHN'S, NEWFOUNDLAND

AUGUST, 1972

ABSTRACT

The major purpose of this study was to investigate public relations activities in the school districts of Newfoundland and Labrador as perceived by the District Superintendents. Data collected by a questionnaire sent to all superintendents of the Integrated and Roman Catholic School Districts in the province provided the information for the study.

The questionnaire consisting of sixty questions, identified mainly from related research and literature, was composed of six sections, the headings of which were: (1) General Information (2) Administrative Organization (3) Patron Activities (4) Faculty and Staff Activities (5) Miscellaneous Activities. Superintendents were required to respond to the various items, thus indicating the various public relations activities and practices being used in the province's school districts. The general information assisted in establishing whether there was any relationship between certain variables and public relations activities being used.

Tabulation of data was done on the basis of total numbers and percents in the various categories. The results obtained were analysed first on the basis of the whole

picture and then in light of the factors of type and size. In the analysis by type and size, the total responses were broken into categories corresponding to the categories in the questionnaire. Cross-tabulations of district type and size were done with every item in the questionnaire. The chi-square was used to determine the relationship between these variables. The significant level for each chi-square was the .05 level.

Analysis of data revealed that there is little activity in the direction of the development of organized public relations programs in this province, and that organization and planned policy are rarely characteristic of public relations in Newfoundland school districts. There is little evidence to show that planned public relations is an accepted part of the administrative function. Under the analysis by district type and size, few differences appeared. There is some evidence to indicate that the larger districts have more comprehensive public relations, but when tested at the .05 level of significance, few differences are statistically significant.

Recommendations growing out of the research include; 1) School Administrators need to recognize to a greater extent that it is now the case that School public relations is an important phase of school administration 2) Training in public relations should be provided for all

school personnel, 3) Administrators should use students more extensively as a focal point for the presentation of information about the school's activities and problems, 4) All personnel connected with education in the district should accept their responsibilities as public relations agents, 5) Finally, it is recommended that school boards establish the position of co-ordinator of school public relations as soon as possible.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude for the assistance, advice and encouragement of Dr. Fred Buffett, Associate Professor of Education, the Supervisor of the study.

Thanks are extended to fellow students for their helpful assistance.

Appreciation is also expressed to the district superintendents in the province who gave of their valuable time to complete the questionnaire. Without their help this study would not have been possible.

Finally, the writer wishes to express appreciation to his wife for her patience, encouragement and assistance while the manuscript was being prepared.

TABLE OF CONTENTS

CHAPTER	PAGE
I THE PROBLEM AND DEFINITION OF TERMS USED . . .	1
Introduction	1
Concepts of Public Relations	4
Indifference	5
Publicity	5
Interpretation	6
Education as a Cooperative Enterprise . . .	8
The Problem	11
Need for the Study	12
Definition of Terms Used	17
Assumptions Underlying the Study	18
Limitations	18
Organization of the Study	19
II REVIEW OF RELATED LITERATURE	20
Literature on Administrative Organization . .	22
Methods of Organization	29
Centralized Plan	33
Decentralized Plan	35
Partially Decentralized Plan	36
Administrative Personnel	39
Superintendent	39
The School Board	43

CHAPTER	PAGE
Evaluation	45
Literature on Faculty and Staff Activities .	48
The Principal	48
The Teacher	51
Other Professional Staff Members	56
The Supervisor	56
The Counselor	57
The Non-Professional Staff	59
Contact with Parents	60
Grade Reporting	60
Parent-Teacher Organizations	62
Literature on Pupil Activities and Publications	63
School Newspaper	65
Literature on Patron Activities	66
Parent Interest	66
Information	69
Use of School Buildings	71
Adult Education	73
Literature on School Publications	74
Annual Report	77
Newsletter	77
Literature on Miscellaneous Activities . . .	79
Radio and Television	79
The Newspaper	81
The Community Survey	82

CHAPTER	PAGE
III METHOD OF COLLECTION OF DATA	85
The Questionnaire	85
Construction of the Instrument	86
The Population	88
Administration of the Questionnaire	88
Treatment of Data	90
IV ANALYSIS OF DATA	92
Introduction	92
General Analysis of Public Relations Activities in Newfoundland School Districts	94
General Organization for Public Relations . .	94
General Analysis of Patron Activities	105
General Analysis of Faculty and Staff Activities	111
General Analysis of Student Activities and Publications	117
General Analysis of Miscellaneous Activities	121
Analysis of Public Relations Activities in Newfoundland School Districts by District Type and Size	124
Analysis of Administrative Organization by District Type and Size	125
Analysis of Patron Activities by District Type and Size	129
Analysis of Faculty and Staff Activities by District Type and Size	132
Analysis of Pupil Activities and Publications by District Type and Size . .	136

CHAPTER	PAGE
Analysis of Miscellaneous Activities by District Type and Size	137
V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	142
Summary	142
Conclusions	144
Conclusions Relative to the General Administrative Organization for Public Relations	144
Conclusions Relative to the General Analysis of Patron Activities	145
Conclusions Relative to the General Analysis of Faculty and Staff Activities	146
Conclusions Relative to the General Analysis of Pupil Activities and Publications	147
Conclusions Relative to the General Analysis of Miscellaneous Activities	148
Conclusions Relative to the Specific Analysis of Activities	149
Recommendations for Improving Public Relations in the Province's School Districts	150
Recommendations for Further Research	156
BIBLIOGRAPHY	158
APPENDIX A	169
APPENDIX B	179
APPENDIX C	182
APPENDIX D	186

LIST OF TABLES

TABLE		PAGE
I	Number and Percentage of Returns	89
II	Number and Percentage of Participating Districts by District Enrollment and Type . .	93
III	Number and Percent of Total Responses Regarding Organization for Public Relations	97
IV	Number and Percent of Total Responses Regarding Personnel Responsible for Public Relations in the Province's School Districts	99
V	Num	
V	Number and Percent of Total Responses Regarding the Time Devoted to Public Relations	100
VI	Number and Percent of Total Responses Regarding the Underlying Principles in the District's Philosophy of Public Relations	101
VII	Number and Percent of Total Responses Regarding Administrative Organization in the School Districts	103
VIII	Number and Percent of Total Responses Regarding Associations and Groups in the Districts . .	107
IX	Number and Percent of Total Responses Regarding Patron Activities in the Districts	108
X	Number and Percent of Total Responses Regarding Various Patron Activities	110
XI	Number and Percent of Total Responses Regarding the Number of Times the Superintendent Speaks before some Civic Group	112
XII	Number and Percent of Total Responses Regarding the Percentage of Principals and Teachers in the District who Speak before some Civic Group at Least Once a Year	113
XIII	Number and Percent of Total Responses Regarding the Recording of Persons in the District who can Contribute to Good Public Relations . . .	113

TABLE	PAGE
XIV Number and Percent of Total Responses Regarding Various Items on Faculty and Staff Activities	115
XV Number and Percent of Total Responses Regarding Faculty and Staff Activities . . .	116
XVI Number and Percent of Total Responses Regarding Percentage of Schools which have various Student Activities and Publications	119
XVII Number and Percent of Total Responses to Items on Miscellaneous Activities	123
XVIII Number and Percent of Total Responses by District Type to Items on Administrative Organization	126
XIX Number and Percent of Total Responses by District Size to Items on Administrative Organization	130
XX Number and Percent of Total Responses by District Type to Items on Patron Activities	133
XXI Number and Percent of Total Responses by District Size to Items on Patron Activities Percentage of Schools in the District Which have Exhibits	135
XXII Number and Percent of Total Response by District Size to Items on Student Activities and Publications Regarding the Percentage of Schools in the District Which Distribute the Yearbook Free of Cost	138
XXIII Number and Percent of Total Responses by District Size to Items on Miscellaneous Activities	139

LIST OF FIGURES

FIGURE	PAGE
I A Centralized Plan of Organization for Public Relations in a System of Medium Size	34
II A Centralized Plan of Organization for Public Relations in a School System of Large Size . .	34
III A Decentralized Plan of Organization for an Individual School	35
IV A Coordinate Plan of Organization for Public Relations in a Small School System	37
V A Coordinate Plan of Organization for a Large School System	38

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

Organized public relations is a relatively new field in public school education. Business and politics, as well as education at the college level, have long been aware of the potentials of a program for mutual understanding. The same claim, however, cannot be made of education in our public schools.

Moehlman and Van Zwoll characterize public relations as:

That functional activity whereby the agency is made aware of the community needs and aspirations and the means whereby the people are continuously informed of the purpose, value, conditions and needs of public education.¹

The American Association of School Administrators Twenty-eight Yearbook gives the following definition:

Public relations seeks to bring about a harmony of understanding between any group and the public it serves and upon whose goodwill it depends. With civilization grown more complex the transmission of ideas has been quickened. As competitive forces have multiplied and expanded, all groups have become increasingly aware that they must win and hold public favour in legitimate ways in order to survive. It is not mere whimsy,

¹Arthur Moehlman and James A. Van Zwoll, School Public Relations (New York: Appleton-Century-Crafts, Inc., 1957), p. 83.

therefore, that organized groups, which until recently have had no budget for public relations efforts, now find it desirable to make substantial expenditures for such purposes.²

A further definition with respect to the scope of public relations was given by Fine:

Public relations is more than a narrow set of rules--it is a broad concept. It is the entire body of relationships that go to make up our impressions of an individual, an organization, or an idea. In building good public relations, we must be aware of all the forces, drives, emotions, and conflicting and contradictory forces that are part of our social life and civilization.³

Research has shown that complete understanding between school and community enhances cooperation. Oslen states "if you want somebody to support your program, be sure that he fully comprehends its values and shares with personal satisfaction its development."⁴ To develop this understanding and cooperation, information about the school system and program must be available to the community. Ultimately the successful school system depends upon the attitude and understanding of the public, and attitudes are based to a considerable extent on understanding.

In 1927, Moehlman made the following statement

²American Association of School Administrators, Public Relations for America's Schools, Twenty-eight Year-book of School Administrators (Washington, D. C., The Association, 1950), p. 12.

³Benjamin Fine, Educational Publicity (New York: Harper Brothers, 1943), pp. 255-56.

⁴Edward G. Oslen, School and Community (New York: Prentice-Hall Inc., 1946), p. 335.

concerning the importance of an informed public:

An uninformed community is not capable of judging its schools intelligently, carefully and truly... A well-informed group that has been carefully educated in respect to the work of the school is able to judge the schools in terms of social need, and to guard the educational plan carefully.⁵

School administrators should not overlook the important fact that the public schools belong to the people and are operated by their tax dollars. It is, therefore, important that the people share in the basic decisions and interpretations that affect their children.

Graves states:

The difference between school community relations and the usual public relations program lies in the fact that the school is a public institution essential to our form of government, that it concerns all of the people all of the time and that it has a two way interpretive function. This last factor, the interpretive function, is the problem that is most difficult to understand and to do something about. The school needs to be continually interpreted to the public, and the needs, desires, interests and feelings of the public need to be continually interpreted to the school - why? Because if either gets very far from the other, the school fails to function as it must in order to be of the greatest possible service, and there is irritation, misunderstanding, and intolerance.⁶

Moehlman further stresses this point:

Democratic social institutions rest on public

⁵Arthur B. Moehlman, Public School Relations (New York: Rand, McNally and Company, 1927), p. 20.

⁶Albert Graves, American Secondary Education (Boston: H. E. Heath and Company, 1951), p. 323.

confidence which depends ultimately upon the honesty, integrity, and effectiveness of institutional functioning. The democratic public school is limited in its institutional effectiveness by the confidence and understanding of the people especially of the parents of the pupils and cannot exceed the restrictions placed upon it by the proper understanding of its functions.⁷

CONCEPTS OF PUBLIC RELATIONS

Robert Pearson, in his account of the historical development of school public relations, which he claims only really got started in the 1920's, has outlined five stages of development: (1) publicity; (2) selling the school; (3) the appearance in the 1930's of the term "public relations", (4) beginnings of the era of educational interpretation; and (5) the start of the "two-way" process concept in the early fifties.⁸

From the historical development of school community relations, four specific concepts (or attitudes of the ways in which the school is related to the community) can be identified. These are: (1) indifference; (2) publicity; (3) interpretation; and (4) a cooperative working relationship between the school and the community. These concepts are similar to those identified by such

⁷Arthur B. Moehlman, School Administration (Boston: Houghton Mifflin Company, 1940), p. 136.

⁸Robert Jefferson Pearson, Public Relations Research Concerned with Elementary and Secondary Schools (Unpublished ph. D. dissertation, George Peabody College for Teachers, 1956), pp. 28-29.

writers as Yeager⁹ and Thiesen.¹⁰

Indifference

This concept maintains that all contacts between the school and the community should be kept to a minimum; that the operation of the school should remain in professional hands. This attitude was quite prevalent around the latter part of the 19th century, and is still maintained by many of our citizens as well as school personnel.

Publicity

This concept recognizes the need to inform the public about the school. The desire to "sell" the schools is observable. In 1921 Carter Alexander and W. W. Thiesen published a book entitled Publicity Campaigns for Better School Support. It's thesis was that good, strong publicity campaigns are necessary for the successful operation of a school system:

Whenever any considerable increase in school support is to be asked, the safest and most profitable course is to conduct a publicity campaign.¹¹

⁹William A. Yeager, School Community Relations (New York: The Dryden Press, 1951), pp. 105-117.

¹⁰W. W. Thiesen, "Public School Relations", Encyclopedia of Educational Research, ed. Walter S. Monroe (New York: The MacMillan Co., 1950), p. 902.

¹¹Carter Alexander and W. W. Thiesen, Publicity Campaigns for Better School Support (New York: World Book Co., 1921), p. 7.

This same approach was echoed by Farley when he wrote:

The presentation of the aims and achievement of public education, in order to secure consent and support for them is not unlike the presentation of the merits of a commodity to secure its purchase and use by the consumer. "Selling Education" is not an inept phrase to describe the process of inducing the patron of the schools to contribute to the support of an institution that has provided him a product that he has been led to believe will be useful to him.¹²

Interpretation

This concept recognizes that the people should be informed as to 'why' and 'how' the school is doing something as well as 'what' it is doing. Interpretation implied that school people will try to understand their community, and to explain it in terms of the values of the community. Grinnell had this to say of the concept:

As month after month what has been called 'school publicity' gains deeper purpose and more dignity and is conceived by school men as a moral responsibility to the community, the word 'interpretation' becomes more generally heard.¹³

Grinnell and Young expressed this opinion with respect to the philosophy of the concept:

As public dissatisfaction with the older approaches to the practices in school-community relations has

¹²Belmont Mercer Farley, What to Tell the People About the Public Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1929), p. 1.

¹³J. Erly Grinnell, Interpreting the Public Schools (New York: McGraw-Hill Book Co., Inc., 1937), p. 25.

risen in communities, a philosophy of educational interpretation for passive consumption has replaced them. This philosophy is based upon the thesis that the entire responsibility for the administration of school-community relations resides within the school itself. Cognizance is taken of the need for contacts with the home and community, and a constant flow of truthful, appealing, understandable information is presented in attractive and satisfying form to members of the community.¹⁴

In 1951, Yeager's concept of educational interpretation was stated in the following manner:

The basic principle underlying educational interpretation is said to be a realization that the public school must comprehend a philosophy of continuous right relationships with the community it serves, acquainting the community understandingly with the needs, functions, costs, and outcomes of public education. It involves a resilient sensibility to the needs, conditions, desires, and attitudes of the community it serves. It involves an adequate understanding of public opinion as a social force in the community, and of social pressure and how to meet them.

Educational interpretation of the public schools implies that the direction and control of any program built upon this philosophy still remain within the public school itself. The public school authorities reach out to understand and interpret the public schools to the community they serve, all the while seeking to locate, define, and crystallize social attitudes, feelings and desires. Interpretation anticipates that the public will accept the schools as they are presented and will assume that the schools have done their best under existing laws and social and economic conditions. Every effort is now made to tell the truth.¹⁵

¹⁴J. E. Grinnell and Raymond J. Young, The School and the Community (New York: The Ronald Press, 1955), p. 17.

¹⁵William A. Yeager, School Community Relations (The Dryden Press, 1951), p. 110.

The purpose of interpretation was the same as publicity, with the ingredient of interpretation added to make the latter more effective. School-Community relations was still thought of as a one way street - from school to community.

Education as a Cooperative Enterprise

The fourth concept considers that school-community relations should be co-operative working relationship between the school and the community, for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school. This concept is marked by two major ideas; first that school-community relations is a two way process, or as Moehlman defines it, "the two way interpretative process between the society and its instrument, the public institution."¹⁶

The second idea is that the school is an integral part of the community. Education is a function of the entire community, and everyone should be involved. The school must aid public understanding and make resources available to the community. Olsen gets right to the point when he stated, "educators are now generally well aware that the educational isolation of the school from its

¹⁶Moehlman, *op. cit.*, p. 21.

community is as indefensible and as truly impractical as is political isolation from the nation."¹⁷

Over a decade after the above statement was made, however, Kindred felt that American public education still had a long way to go in establishing public relations programs as an accepted part of administrative work.

Specifically he claimed:

Public relations is a comparatively new field in the administration of schools, with possibilities for expansion that have scarcely been explored. It is new in the sense that the importance of this field was not recognized until a few years ago and provision made for it in the management of educational institutions.¹⁸

Many educators are still in the earlier stages in the evolutionary development of public relations. They still consider public relations:

As a technique to be employed sporadically whenever individuals in the community criticize any phase of administration or whenever the administrator desires public acquiescence to some change he proposes.¹⁹

Because of this indifference on the part of many educators the following situation very capably summed up by Kindred has arisen:

¹⁷Olsen, *op. cit.*, p. 18.

¹⁸Leslie Withron Kindred, School Public Relations (Englewood Cliffs, N. J. : Prentice-Hall Inc., 1957), p. 3.

¹⁹John Shroeder, "The Psychological Basis of Good Public Relations," The Bulletin of the National Association of Secondary School Principals, Vol. 30, (Dec. 1946), p. 36.

The failure of boards of education and their professional employees to interpret the school to the community has brought about condition which should be corrected in many districts. The people residing in these districts do not understand their schools, what they are like, the good work they are doing, and what progress they have made in recent years. It is not surprising that they now regard their schools as a cause of higher taxes rather than a sound social investment, and they view with some suspicion any proposal for their improvement. Until they come into a more accurate and complete understanding of what education their money purchases and how much it is worth to the democratic way of life, they will continue to maintain their present attitudes. The problem of public understanding of public education stands out as a factor that must be studied and met in a public relations program.²⁰

Too few administrators are putting into practice the theory of a co-operative endeavour with public, or as Priest expresses it "there is a good deal more lip service to the idea of the two-way road between school and community than there is in practice."²¹ Kindred claims that elements of organization, planned policies and continual appraisal are still in many cases hapazard and spasmodic, with many largely stereotyped activities such as report cards and open-house activities been far from adequate.²²

The nature of the school within the community and

²⁰Kindred, *op. cit.*, p. 40.

²¹William J. Priest, "Are School Administrators Effective Public Relations Men?" Educational Administration and Supervision, Vol. 41 (May, 1955), pp. 304-305.

²²Kindred, *loc cit.*

as part of it demands that educators realize the value of 'good public relations' and seek "an active partnership between the school and the community, in which professional educators and laymen work together for essential modifications and improvements in the educational program."²³

This study focuses on ascertaining the extent to which organized public relations or such a relationship exists in our province's school districts.

II. THE PROBLEM

Statement of the Problem

The purpose of this study is to investigate public relations in the school districts of Newfoundland and Labrador. More specifically the problem is:

1. To determine the extent to which public relations programs exist.
2. To determine the extent to which these public relations programs are organized.
3. To compare these public relations activities to those currently advocated in public relations literature.
4. To determine the extent to which various public relations activities are used.
5. To make recommendations and develop some directions for public relations in the school districts of Newfoundland and Labrador.

²³*Ibid.*, p. 17.

In attempting to accomplish the above, the study focuses on answering the following guideline questions:

1. Do the school districts in Newfoundland and Labrador have organized public relations programs?
2. Do the school districts in Newfoundland and Labrador have written public relations programs?
3. What public relations activities are most widely used in the province's school districts?
4. To what extent does the media used in the districts' public relations programs vary?
5. Does a relationship exist between such factors as size of school districts, and the denomination, and the presence of organized public relations programs?
6. Has any effort been made to develop in employees of the board a positive attitude towards public relations?

III. NEED FOR THE STUDY

The need for this study is based primarily on the general need for school public relations as expressed in the literature on the subject, and secondly, on the specific need for school public relations in Newfoundland and Labrador. Bortner sums up the thinking of most authorities on public relations by outlining five needs for organized public relations programs for education.²⁴

²⁴Doyle Bortner, Public Relations for Teachers (New York: Simmons-Boardman Publishing Corporation, 1959), pp. 4-7.

According to Bortner the schools are lawfully accountable to the public; therefore, they are obliged to provide information on the way they are spending money, using the facilities and educating children.

Reeder agrees by stating:

The schools were established by the people, and they belong to the people. The people are, therefore, entitled to regular and truthful information concerning them. All the people are stockholders in the school enterprise, and they have the same right to be kept informed concerning their investment as have stockholders in private business. To provide this information is an obligation of school officials and school employees.²⁵

The second reason Bortner gives is that "the need for public schools can only succeed to the extent that it holds the understanding, interest, and confidence of the people."²⁶ A conscious effort to keep interest high must, therefore, be made. Thirdly, Bortner feels that the best interest of the people can only be served by the cooperation of all elements of the community which affect their lives. Bortner also believes that widespread public support for education is necessary to resist strong pressure groups who would use the schools for their own purposes. A fifth need is to counter the feelings of disrespect for teachers,

²⁵Ward G. Reeder, An Introduction to Public School Relations, (3rd ed., New York: The MacMillan Company, 1953), p. 4.

²⁶Bortner, *op. cit.*, p. 5.

and education in general, held by large elements of the public.

McCloskey, among others, support Bortner by saying that we must keep interest high, be prepared to take into account public wants, needs and desires. To accomplish this, McCloskey contends a conscious, organized effort is necessary.²⁷

Newfoundland has taken great strides in upgrading the level of education in the last two decades. Today, however, we find the public often disgruntled, administrators failing in many cases to get the needed resources, while students often complain about the quality of education they are receiving. Much of the criticism is the result of a lack of communication and understanding between the schools, pupils and the public at large. In spite of the conclusions reached by researchers that public understanding of the schools improves the overall quality of education and an organized public relations program is essential, schools have been slow to implement such programs.

This province has had its share of educational problems, to mention only a few such as a shortage of qualified teachers, a shortage of classrooms and equipment,

²⁷Gordon McCloskey, Education and Public Understanding (New York: Harper and Brothers, 1959).

low pay and lack of prestige for teachers. The researcher feels, and researchers in other areas of Canada have proven that problems such as those were partly due to inadequate public relations.

The reorganization and consolidation of school districts to achieve greater efficiency and more equality of educational opportunity is a recent development in Newfoundland education. This development, which will continue and probably at an accelerated pace, along with the establishing of hundreds of central and regional high schools in this province has made more difficult the problem of communication. Public contact with board members and its employees is practically nil in many cases, since the board office and the school may be situated in a community miles away. There is a need for better interna and externa communication in the school districts. Such developments have made it more imperative that good public relations programs be established and two-way communication between the public and the school exist.

Many educators, however, still seem not to be aware of the need for organized public relations programs. Kindred aptly sums up the situation:

Although the partnership concept is implicit in the social nature of the school, and although it has been shown that people take more interest, acquire a better understanding, and more willingly support the institution when they participate in its affairs, nevertheless, the idea of a working

partnership is frowned upon in a good many districts.²⁸

The researcher notes, for instance, that even the Royal Commission on Education and Youth in Newfoundland (1967-1968) which made recommendations on practically every aspect of education in this province, made not one recommendation concerning public relations.

This lack of interest by Newfoundland educators in school public relations as well as the lack of research done in the area suggested the presence of a worthwhile research project. It is hoped that this study will be a guide in deciding what kinds of program activities to implement. It is hoped, too, that the recommendations which grow out of the survey findings may help to form the basis upon which the public relations programs may be founded.

²⁸Kindred, *op. cit.*, p. 23.

IV. DEFINITION OF TERMS USED

Public: "Any composite of individuals who become identified with one another in terms of one or more interests and for purposes of action."²⁹

Public Relations: A planned and systematic two-way process of communication between an organization and its publics. For the purposes of this study it is defined as:

A process of communication between the school and community for the purposes of increasing citizen understanding of education needs and practices and encouraging intelligent citizen cooperation in the work of improving the schools.³⁰

Public Relations Activities: Those activities which are designed to foster good school-community relations, which involve citizens of the districts and which help them to appreciate and understand the conditions and needs of the school.

Public Relations Program: The formal organized group or pattern of activities which is designed to create good public relations or to eradicate a situation of poor public relations.

Superintendent: Refers to district superintendent appointed pursuant to section 18 of the Schools Act and

²⁹Moehlman, *op. cit.*, p. 38.

³⁰Kindred, *op. cit.*, p. 16.

whose duties are outlined under section 19.

District: means an educational district established by or under, or continued under the Schools Act, 1969.³¹

V. ASSUMPTIONS UNDERLYING THE STUDY

1. It is possible to develop criteria by which public relations in Newfoundland school districts may be compared.

2. The fundamental principles of a good public relations program are basically the same in Newfoundland as elsewhere, such as in the United States and mainland Canada.

3. The district superintendent is informed about public relations in his district, or is in a position to find out what exists.

VI. LIMITATIONS

This study of public relations activities in the school districts of Newfoundland and Labrador includes all districts in the province except those of Ramea, Burgeo, Seventh Day of Adventists and the Pentecostal Assemblies of Newfoundland. The first three were excluded for the reason of not having a superintendent. The Pentecostal Assemblies of Newfoundland District were excluded because inclusion of this district with either the Integrated or the Roman Catholics would bias the information received.

³¹It should be noted that there have been minor adjustments in several of the district boundaries since reorganization in 1969.

The study is limited to an investigation of public relations programs in the public schools of Newfoundland and Labrador as they now exist, and compares them with activities advocated in public relations literature.

VII. ORGANIZATION OF THE STUDY

This first chapter briefly introduces the topic of educational public relations with respect to its meaning, scope, background, need, major trends and developments as well as the different concepts of the term. The problem, the purpose, the need and limitations have all been detailed. Terms used in the study have also been defined to aid the reader's understanding of the terminology used.

In the next chapter much of the literature in the field of educational public relations is surveyed. Naturally it is impossible to survey all the literature on educational public relations. However, it is hoped that the literature surveyed is representative of literature in the field and is applicable to the problem at hand.

Chapter Three concerns the methodology of the study. This chapter will deal with the population, materials and procedures used in the study.

Chapter Four is devoted entirely to the analysis of data, with the chapter divided into five major sections corresponding to the sections of the questionnaire. The summary, conclusions and recommendations complete the final chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

There has been a rapid growth of literature since the 1950's on educational public relations. Attempts to clarify public relations has further helped to inspire additional interest and activity. This onrush of literature can be seen from the references cited in the Educational Index. These writings, however, are devoted "almost entirely to the interchange of experiences among school personnel and to affirmation of the ideological base of public relations."¹ Most of the research done concentrated on programs already in existence. These studies covered both general and specific aspects of public relations programs, and offered appraisal techniques to encourage improvement. However, prior to 1950 "empirical research was an occasional by-product of the movement rather than a foundation for it."² In fact Pinson observes:

Much of the literature in the field of educational public relations is comprised of subjective

¹Werrett Wallace Charters, "Public Relations," Encyclopedia of Educational Research, ed. Chester William Harris (3rd ed.; New York: MacMillan Co., 1960), p. 1075.

²Carter Victor Good (ed.), Dictionary of Education (2nd ed.; New York: McGraw-Hill Book Company), p. 313.

observations of personal experiences of the writers. There has been actually been very little scientific research done.³

The literature surveyed in this study included books and periodical articles written in the field as well as dissertations written on general and specific areas of school public relations. The studies and research done on public relations are arranged under the following headings:

1. Literature on Administrative Organization.
2. Literature on Faculty and Staff Activities.
3. Literature on Pupil Activities and Publications.
4. Literature on Patron Activities.
5. Literature on School Publications.
6. Literature on Miscellaneous Activities.

One particular study should be mentioned since it played such a dominant role because of its invaluable aid to the researcher. This is a study done by Pinson⁴ who did a survey of public relations programs in selected schools in North East Texas. This is the only study known to the researcher that is similar to the present one being undertaken. In organizing the literature for the study, the researcher utilized the general approach used

³Gerald Pinson, A Study of Public Relations Programs in Selected Schools in N. E. Texas (Unpublished Ph. D. Dissertation, East Texas State University, 1965), p. 8

⁴*Ibid.*

by Pinson.

I. LITERATURE ON ADMINISTRATIVE ORGANIZATION

In spite of the onslaught of literature on school public relations in the last two decades, many educators seem not to realize the importance of public relations.

According to Stoops:

No other area of school administration betrays the tragic dilemma of the average schoolman more vividly than does the difficult but essential art of public relations. The entire concept of this recent adjunct to administration is alien and basically repugnant to most of us who began our professional lives as classroom teachers.⁵

He feels, however, that the school cannot shirk its responsibility of informing the public. Specifically, he contends:

Unless school administrators tell the people what the schools are doing, and tell them accurately, someone else will make it a point or tell them, and probably inaccurately. Public relations, then, has become a necessity. Whether or not the necessity becomes an unpleasant one depends almost entirely on how well the administrator organizes and administers his program of public information.⁶

The administrator of a school system has a responsibility to inform the public it is serving. In many instances, however, the professional administrator

⁵Emery Stoops and M. L. Rafferty Jr., Practices and Trends in School Administration (Boston: Ginn and Company, 1961), p. 513.

⁶*Ibid.*, p. 513.

has developed the attitude that the school belongs to them since they are experts in the field. For instance, Van Winkle, in a survey of the attitudes of school superintendents in Northwest Ohio, found that a majority had some reservations about accepting any large degree of partnership with the public.⁷ Wiens in his study found that laymen place more importance on public relations than do educators. He also found that board members rate their own public relations higher than do other groups.⁸ There also seems to have developed a fear by educators that lay participation will ultimately lead to the takeover of the school by parents.⁹

Reeder, too sees public relations as an important facet of administration as indicated in his definition of public relations. He says:

Public relations is the phase of educational administration that seeks to bring a harmonious working relationship between the schools and the public which the schools serve.¹⁰

⁷Harold Van Winkle, "Attitude toward Lay Participation," Phi Delta Kappan, XXVII, No. 2 (November, 1956), pp. 70-72.

⁸Jacob Wiens, "An Evaluation of the Public Relations in High Schools of Small Cities and Rural Communities in California", (Unpublished Ph. D. Dissertation, The University of Southern California, 1950), p. 245.

⁹R. W. Barber, "School Administrators as a Community Leader of Social Growth", National Association of Secondary School Principals Bulletin, XLIII, No. 239 (Sept., 1958), pp. 98-100.

¹⁰Ward G. Reeder, An Introduction to Public Relations (New York: The MacMillan Co., 1953), p. 1.

Bortner sees public relations as being unavoidable when he states:

Schools cannot avoid public relations. A community will inform itself and register opinions about its schools regardless of the degree of positive effort employed to keep the people informed. Obviously public relations are not a matter of choice. It is the schools prerogative, however, to organize and develop that type of school public relations program that will nurture community support.¹¹

The previously made statement that public relations are unavoidable for an institution is supported by Dapper as follows:

Unavoidably the public holds certain convictions about the schools, believes certain things to be true and, when the word 'school' is pronounced conjures up a particular mental image. These convictions, opinions, and mental images are the product of public relations, planned or otherwise.¹²

Dapper says that many schools have shown little interest in building constructive relations with the public. Relatively few schools learned a basic lesson in human relations, namely, that it is necessary to make friends even when one does not need them, if they are to be available when one needs them.¹³

¹¹Doyle M. Bortner, Public Relations for Teachers (New York: Simmons-Boardman Publishing Corp., 1959), p. 1.

¹²Gloria Dapper, Public Relations for Educators (New York: The MacMillan Co., 1964), p. 2.

¹³*Ibid.*

The attitude of professional proprietorship exhibited by many of our educators raises a serious question in relation to our society. Schools belong to the people and are organized to serve society. Harris says:

It is important to note that the educational responsibility of the schools were delegated to the schools by the people. A basic fact about school authority is that, as an institution created and perpetuated by society to perform certain educational functions, the public school must take direction for its program from the citizenry it serves.¹⁴

This is not to say that schools must bow to every whim and wish of the community. It must take into consideration however, the wishes of the community since the school is a social institution owned and operated by the people and the schools is dependent on public opinion for its support. Furthermore, research has shown that a strong relationship exists between the public understanding of education within a community and the quality of schools to be found in that community. Ross, in summarizing research in this area says:

Public understanding can make powerful schools. It is fairly well established that community characteristics of many kinds are related to the quality of the local schools. It is something larger than an hypothesis that these community characteristics are related to the local level

¹⁴Benjamin Harris, "Professional Anthomy - Sanction or Suicide? Phi Delta Kappan, XXXV, No. 7 (April 1957), pp. 5-8.

of understanding of the power of education and that this understanding is a causal agent between good community characteristics and good schools.¹⁵

Organization is essential if the public is to be informed continuously about the schools. Too many programs, however, are inadequate in this respect. Kindred says "entirely too many programs fall short because they are sporadic in nature, improperly conceived, poorly planned, and crudely executed. If the school system wishes to avoid harmful wastes of time, effort and money, it must plan with care."¹⁶

Perry's research in 1939 supports this statement. He found that two neglected areas in public relations were organization and use of parent groups.¹⁷ He concluded that the frequency of negative responses to checklist items on administrative details "indicates the conspicuous lack of systematic organization in the public relations work of the participating schools."¹⁸

¹⁵Donald Ross (editor), Administration for Adaptability, Rev. ed. (New York, Metropolitan School Study Council, Teacher's College, Columbia University, 1958), p. 289.

¹⁶Leslie Withron Kindred, School Public Relations (N. J. Englewood Cliffs; Prentice-Hall Inc., 1957), p. 34.

¹⁷Lewis Ebehezer Perry, Procedures and Policies in the Administration of High School Public Relations in Pennyslvania (Unpublished Ph. D. Dissertation, University of Pittsburg, 1939).

¹⁸*Ibid.*, p. 154.

Another study similiar to that by Perry was done by Shirley whose chief concern was the interpretation of the school to the community. This study included school systems in cities of 50,000 and over, with one of the categories under which data was collected being organization. One of his major findings asserted that public relations had become a major function of administration.¹⁹ However, there was little progress towards improved school-community relations.

Other important studies done include that by James Jones. Jones with the history of the public relations, the community-school concept, as well as the organization and administration, and evaluation of public relations.²⁰ From his survey on the organization and administration of school-community relations he reaches one basic observation, namely, the importance of the professional staff, particularly the teacher in public relations. He stresses the lack of organization except in large administrative units and the importance of lay participation in their development.

¹⁹Claudius Thomas Shirley, The Organization and Administration of Public Relations Programs in Large School Systems (Unpublished Ed. D. Dissertation, University of Southern California, 1946).

²⁰James Joseph Jones, An Analysis and Summary of the Significant Research findings Concerning some Problems and Issues of School Community Relations (Unpublished Ph. D. Dissertation, Indiana University, 1952).

The lack of adequate organization in public relations seems to prevail in the private as well as the public school. In 1949 a survey was conducted by Davidson on public relations in the private schools of California.²¹ He found a lack of definite organization in public relations. Davidson in his recommendations urges that public relations programs be organized in accordance with the aims and objectives of the individual schools.

A more recent study was conducted by Elizabeth Mary Hall who conducted a survey and appraisal of public relations practices of Catholic Secondary Schools in the Middle Atlantic States.²² Several important conclusions were reached.

1. There is little evidence that organization and planned policies for a public relations program are an accepted part of the administrative function.

2. Where a plan for organization exists it rarely includes formal written policies.

3. There is no evidence of difference between types of schools in organizational plans.

²¹Robert Charles Davidson, "Private Schools and Public Relations", California Journal of Secondary Education, Vol. 24, (April 1949), pp. 247-250.

²²Elizabeth Mary Hall, A Survey and Appraisal of Public Relations Practices in Catholic Secondary Schools (Unpublished Ph. D. Dissertation, St. John's University, New York, 1961).

4. Although planned organization is not the general rule, more than half of the schools use a continuous type program for public relations.²³

Reeder points out the importance of organization and systematization in the following statement:

The public relations service of a school or school system should be definitely organized and systematized; this will require planning unless planning of it is done, this important service is likely to be a hit or miss variety or to be entirely neglected. Incidental public relations activities are apt to be accidental and deteriorious. An organization and systematization of the services is needed whether the school or school system be large or small, or any type to progress.²⁴

Methods of Organization

Because planned public relations programs are comparatively new in the field of educational administration, few organizational patterns have been established. Kindred says "it has usually been the nature of the program itself that has determined the type of organization utilized by the school system."²⁵

The Thirtieth Yearbook of the American Association of School Administrators points out that the problems of rural and small school systems differ from those of city

²³*Ibid.*, p. 120.

²⁴Reeder, *op. cit.*, p. 18.

²⁵Kindred, *op. cit.*, pp. 401-407.

school systems.²⁶

²⁶American Association of School Administrators, Public Relations for America's Schools, Thirtieth Yearbook of School Administrators (Washington, D. C. : The Association, 1955), pp. 304-338.

The Twenty-eighth Yearbook of the Association suggests that the needs of all school communities are not the same.²⁷

Broody also emphasizes this idea in his summary of the educational research in the area of the small school system when he states:

Although some of the problems encountered in small school systems are similiar to those arising in large systems, there are a number which tend to be unique, at least in certain respects. Furthermore, small school systems are frequently not included in the general studies of administration, finance, school plant, and other types, hence findings from such studies should be applied with caution, in many instances, they should not be applicable.²⁸

Wiens in his study has similiar observations. He concluded that small communities and large communities must meet different problems in their community relations programs; for example, small communities must meet different problems while programs in larger areas may find need for emphasis in one direction using another media.²⁹

The small school system often is not just a miniature of a larger one. Many administrators of small school systems, however, tend to imitate the practices of

²⁷American Association of School Administrators, Twenty-Eighth Yearbook, p. 41.

²⁸K. O. Broody, "Small School Systems," Encyclopedia of Educational Research, ed. Walter S. Monroe (New York: The MacMillan Co., 1950), pp. 1048-1061.

²⁹Wiens, *op. cit.*, pp. 239-259.

large school systems, when they are just not suited to the small school system. This limitation extends not only to school organization and administration, but to other areas as well.

Henzlik aptly sums up the situation in the following paragraph:

Perhaps the greatest obstacle today to the development of proper organization, administration and classroom procedure in smaller schools is the tendency to follow blindly in the footsteps of the big schools and to accept the notion that small schools are nothing more than large schools in miniature. The existing difficulties and deficiencies have been considered to be inherent in the organization rather than a resultant of meager research in the field of the small school.³⁰

Kindred maintains that organizational patterns must be worked out locally. Among the factors which determine where the program will be placed in the framework of the structure and the machinery to be used are size, the nature of the program itself, the internal structure of the system, money available, community attitudes, competency of staff personnel and the underlying philosophy of public relations.³¹ Kerr too maintains that the type of organization will vary:

The nature of the organization to be set up should be in harmony with the philosophy and policies of the school. The nature of the policy should

³⁰F. E. Henzlik, "Modern Approaches to the Problems of the Small School," Phi Delta Kappan, Vol. 19, (May 1937) pp. 214-220.

³¹Kindred, *op. cit.*, pp. 398-400.

determine the personnel to be selected and the program to be adopted. Unless both philosophy and policy are carefully planned, the organization may be haphazard.³²

The foregoing has special significance with respect to public relations in Newfoundland and Labrador. The majority of the school systems in this province are small and the communities of an endless variety.

In order to study organizational patterns of public relations in school districts we shall consider three patterns, namely "Centralized," "Partially Centralized", and "Decentralized."

Centralized Plan. The centralized plan is one in which the responsibility for the public relations program is centered almost entirely in the superintendent and the central administrative staff. Building principals have certain responsibilities, but their main task is to relay to the public the program directed by the central office. In small systems, the superintendent is usually the director of public relations, whereas in larger systems some other central office personnel or specialist in the field directs the program.

³²Ralph Kerr, "An Evaluation of the Public Relations Programs of Selected Texas Public School Systems", (Unpublished Ph. D. Dissertation, North Texas State University, 1963), p. 60.

Figure I

A centralized plan of organization for public relations in a school system of medium size.³³

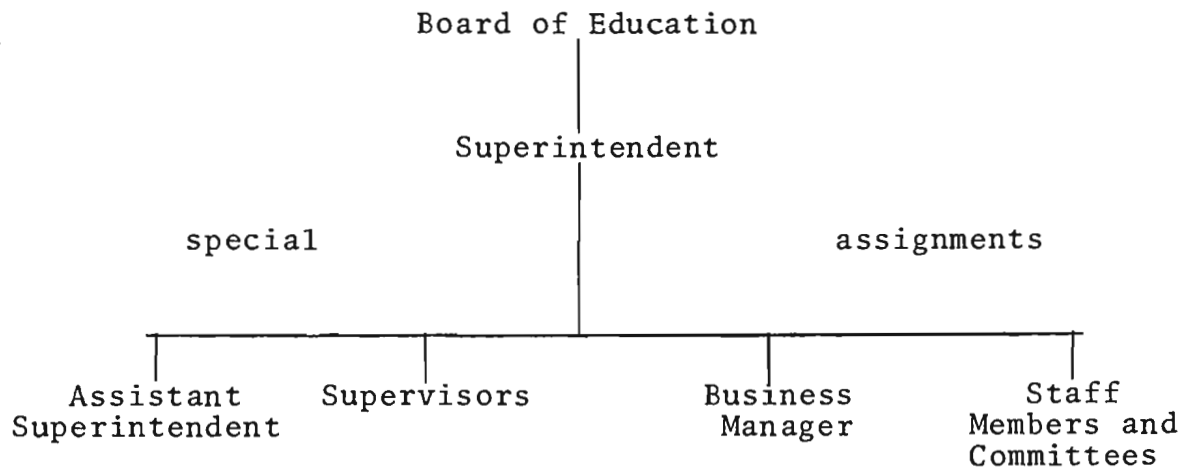
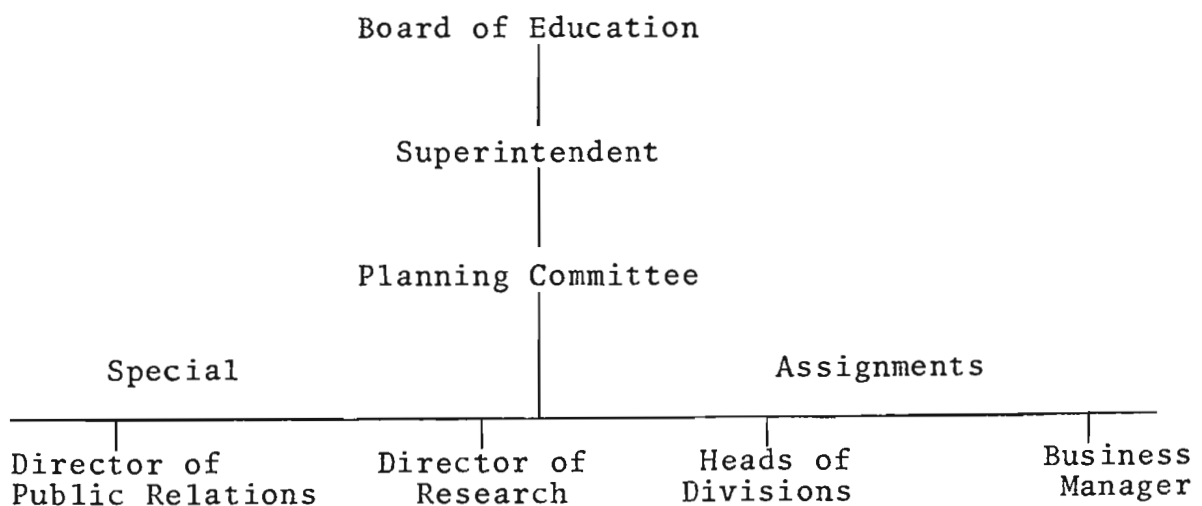


Figure II

A centralized plan of organization for public relations in a school system of large size.³⁴



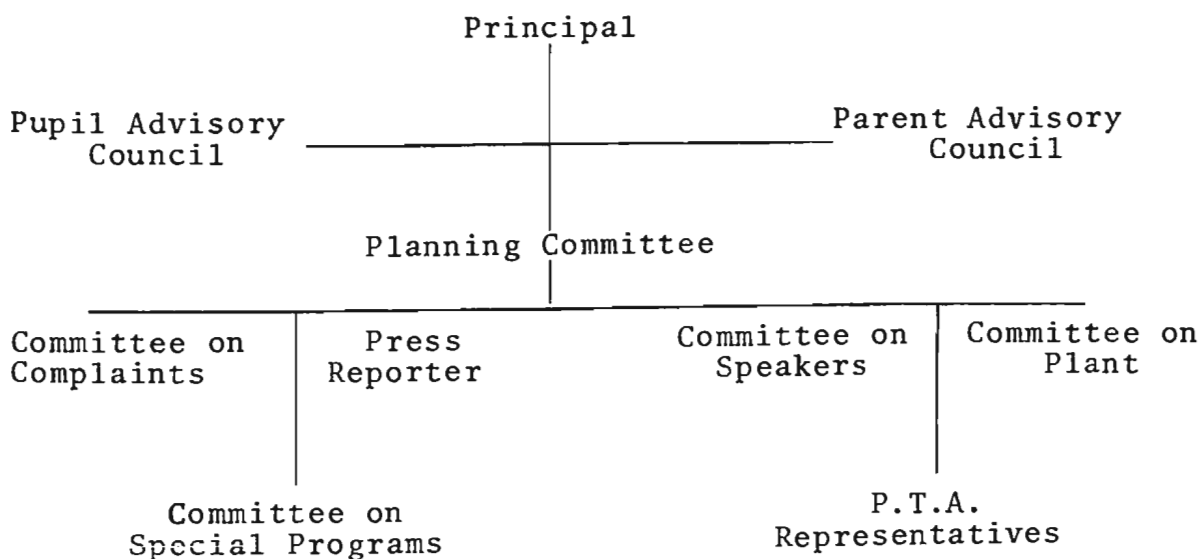
³³Kindred, *op. cit.*, p. 401.

³⁴*Ibid.*, 402.

Decentralized Plan. A decentralized plan is one in which the responsibility for the public relations program is centered in the building principal and each school is responsible for disseminating information to the public. An advantage of such a plan is that the principal knows the local community and his program can be tailored to the particular conditions of the community. The planning of public relations may be done by a committee made up of school personnel and, if desired, representatives from the central office. Such a decentralized plan is more common in small and medium size school districts than in larger ones.

Figure III

A decentralized plan of organization for an individual school.³⁵



³⁵*Ibid.*, p. 403.

Partially-Decentralized Plan. A partially-decentralized plan is one in which public relations responsibilities are shared by the central administrative staff and the building principal. The policy and program are developed for the whole system, with the work of every public relations agent designed to fit into the overall scheme of operation. The entire enterprise is marked by unity of plan and operation. Generally, in such a setup, the technical aspects of the program are undertaken by the central office staff, while direct personal contacts with patrons are conducted from individual school buildings.

All three organizational patterns could and are being used in public relations. The Partially Centralized Pattern has received the endorsement of public relations authorities because it maintains the features of the other two organizations and yet permits each agent to function in an area of recognized competency.³⁶

³⁶*Ibid.*, p. 406.

Figure IV

A coordinate plan of organization for public relations in a small school system.

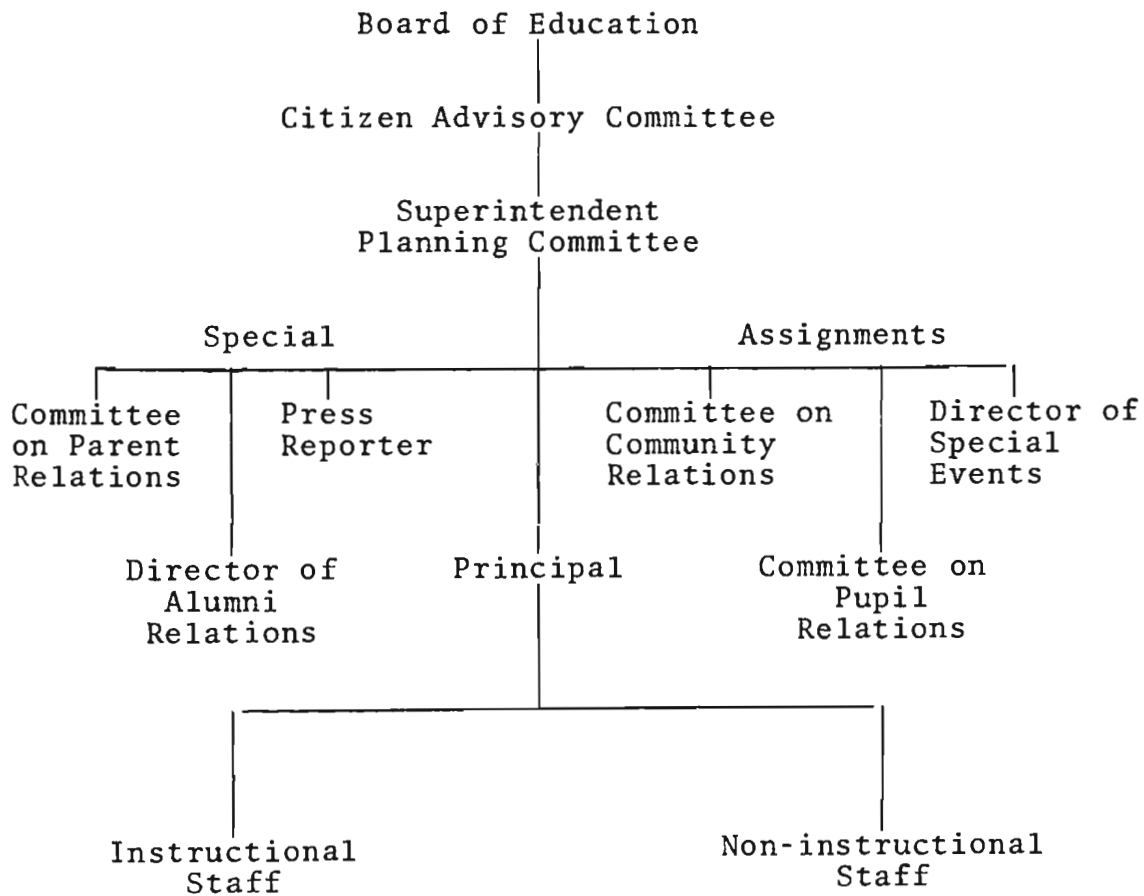
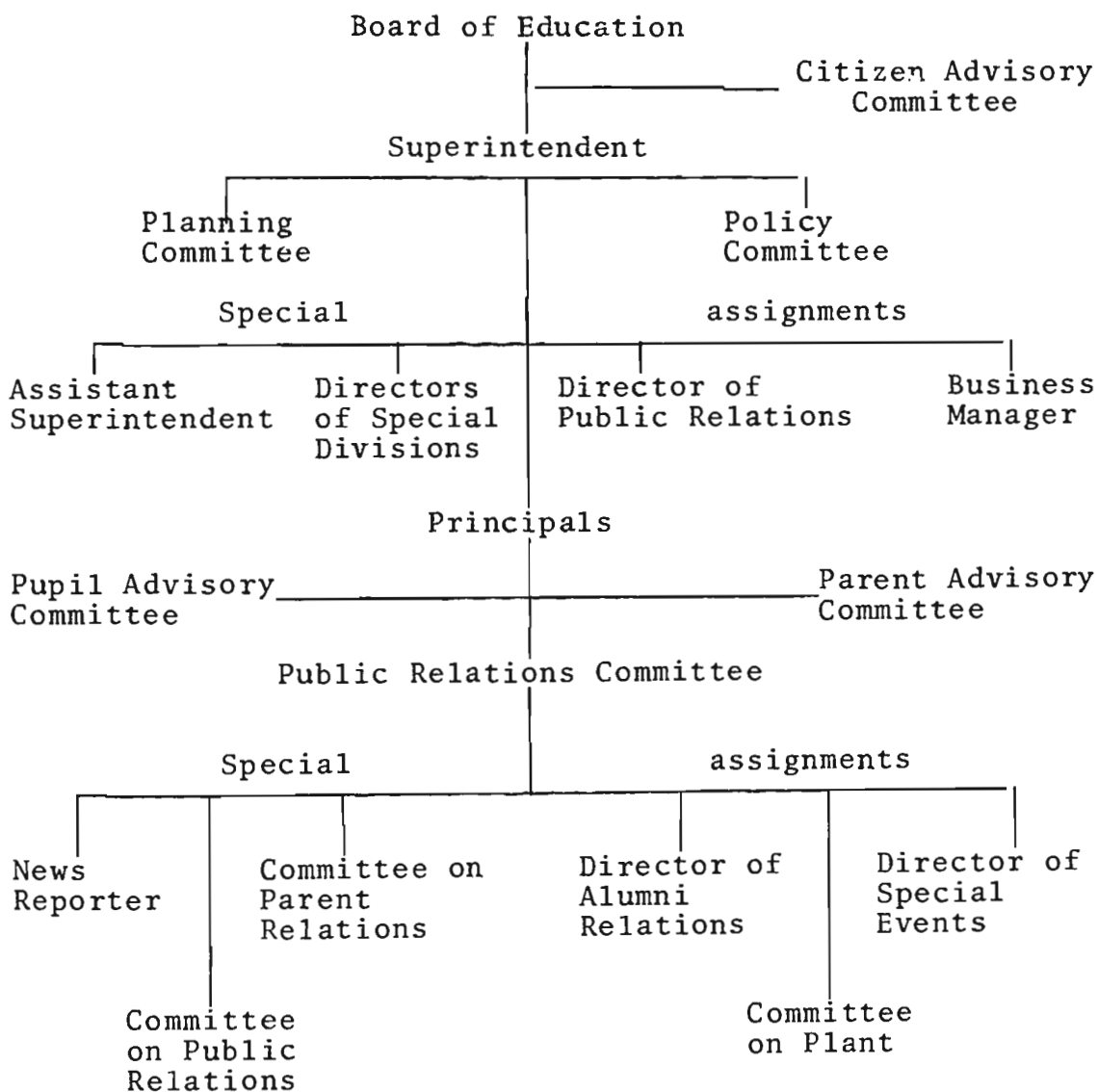


Figure V

A coordinate plan of organization for public relations in a large school system.³⁸



³⁸*Ibid.*, p. 405.

Administrative personnel

Superintendent. Pinson claims that "one of the most difficult aspects of educational public relations is leadership."³⁹ The general concensus is that the person who should provide this leadership is the superintendent. Jones argues that leadership on the part of the superintendent involves the ability to guide the activities of others and to get them to cooperate.⁴⁰ As such, his responsibility should be the leadership, direction and coordination of the public relations program. Moehlman and Van Zwoll argue that the superintendent by encouraging school personnel to extend their participation in the life and activities of the school district, will help build esteem for the teaching profession. He should attempt to build better school-community relations, bring them closer together and make them more responsive to each other.⁴¹

Interpreting the school to the community is not a one man activity and even in a small community, it is impossible for one man to carry the burden. The superintendent is responsible for all phases of the school operation, and in public relations his task should be to

³⁹Pinson, *op. cit.*, p. 5.

⁴⁰Jones, *op. cit.*, p. 43.

⁴¹Moehlman and Van Zwoll, *op. cit.*, pp. 249-269.

organize the machinery for the public relations program into a unified operation.⁴² Reeder points out that public relations is a function of the superintendent of schools, but he may delegate the duties to some other personnel.⁴³

Kindred, too, suggests that the responsibility of the superintendent in the public relations program is leadership and direction of the program by: (1) acquainting the board with the social need and value of public relations, (2) developing the plans by which formal policy is translated into action, (3) setting up the working organization and assigning responsibilities to personnel, (4) motivating the staff to participate freely in the program, (5) providing whatever inservice training is required, (6) examining school practices and policies for the effect they have on public opinion, (7) performing the activities which are peculiar to his office, (8) serving as advisor to the Board of Education on the question of policy relations and procedure, (9) collecting facts by which the Board may gauge the effectiveness of the program.⁴⁴ The Twenty-Eighth Yearbook of the American Association of School Administrators list of the responsibilities, duties

⁴²*Ibid.*, p. 251.

⁴³Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Co., 1951), p. 706.

⁴⁴Kindred, *op. cit.*, p. 407.

and activities of the superintendent are similiar.⁴⁵ Yeager points out that in larger cities, it is the practice to employ a public relations director, while in smaller schools it is usually the superintendent or someone designated by him who handles public relations.⁴⁶ Whoever he may be, the importance of having a qualified person in charge of the program is stressed by the American Association of School Administrators:

Whatever his natural ability, every person who prepares for school administrator should take the opportunity, in both his college and university preparation to study public school relations. It is not enough for him to take one or two courses in public relations. This is valuable and necessary, but the future administrator needs more help than that offered in specific courses. He needs, in addition, to develop public relations consciousness and technique in connection with all phases of his training. Graduate students need special provision for receiving guidance and demonstrating proficiency in handling public relations.⁴⁷

Where the superintendent is in charge it is recommended that he share the responsibilities with other staff members.⁴⁸ Both School Management Magazine⁴⁹ and

⁴⁵The American Association of School Administrators, Twenty-Eighth Yearbook, pp. 127-152.

⁴⁶Yeager, *op. cit.*, p. 451.

⁴⁷The American Association of School Administrators, Twenty-Eighth Yearbook, p. 451.

⁴⁸Yeager, *loc. cit.*

⁴⁹"School Public Relations Awards," School Management Magazine (April, 1966), p. 114.

Bortner⁵⁰ recommend that the superintendent share the responsibilities with other staff members. It takes some of the burden from him, it keeps him from over-appearing before the public, and it impresses the community with the quality of the entire staff. Crosby suggests that responsibility for co-ordination of the program should be assigned to a teacher or an assistant to the superintendent.⁵¹

One of the pre-requisites for successful leadership in public relations is accessibility. Moehlman and Van Zwoll emphasize this point when they state:

Corporation offices may hide their chief executives on the upper floor of skyscrapers, but the role of accessibility requires that public executives be easy to reach. The superintendent's office should be on the first floor near the main entrance.⁵²

Public relations, Wilson stated, are the superintendent's third greatest problem. However, it also plays a significant role in his first two, that of his relationship with the board and with his personnel.⁵³ The importance of public relations in the superintendent's position, and the amount of time he devotes to it, will depend on factors such as the methods of organization and other

⁵⁰Bortner, *op. cit.*, p. 114.

⁵¹Otis Crosby, "The Challenge of Better Public Relations," Theory into Practice (October, 1964), p. 128.

⁵²Moehlman and Van Zwoll, *op. cit.*, p. 254.

⁵³Charles Wilson, "On These Issues Superintendents Stand or Fall", Nations Schools (June, 1965), p. 29.

factors previously mentioned.

The School Board. Moehlman contends that the responsibility for developing the public relations programs should be the responsibility of the school board.⁵⁴ He also says that the board should participate somewhat in its execution, delegate its execution, delegate its execution to the superintendent, and appraise the program.

The Twenty-Eighth Yearbook of the American Association says the following with respect to the responsibilities of school boards in public relations:

The extensive and important public relations of boards of education--and indeed of governing boards of educational institutions in general--have not been defined well enough. Too many board members either are not aware that there are such responsibilities, and so have given no thought to the subject, or, they are of the opinion that the field of public relations lies outside their province.⁵⁵

Boards of Education are responsible for not only making policies of the school, but also policies for public relations. Too many boards, however, do not encourage community support of the schools nor do they foster a two-way flow of information and ideas between the board and the community.

Fry states:

⁵⁴Moehlman, *op. cit.*, pp. 221-248.

⁵⁵The American Association of School Administrators, Twenty-Eight Yearbook, p. 104.

The public schools belong to the public. The boards of education are a liason between the public and its schools. The boards have all too largely in all types of communities failed to realize that their chief function is to interpret the needs of the public to the schools and the works and goals of the school to the public. They should be the principle publicity agents for the schools working with enthusiasm to explain in speeches, the printed word, over the radio, the need of the nation's schools.⁵⁶

The boards have a moral obligation to the community, as indicated in the following statement:

School boards should recognize that public schools belong to all the people, are supported by the people, and are designed to carry out the wishes of the people for the education of children, youth and adults. They should conduct board business in open sessions and endeavour by every possible means to inform the public concerning the schools.⁵⁷

There is, of course, the occasional need of Boards of Education to meet in executive session to discuss delicate school affairs which should be kept confidential. However:

School administration authorities generally are agreed that the most effective school board is one which rarely goes into executive session, which holds public meetings at convenient times and places, announced well in advance, and which invites and encourages the attendance of individuals and representatives of community organizations who are sincerely interested in the advancement of public

⁵⁶Harrison W. Fry, "The Newspaper Editor Looks at School News," Public Relations in Secondary Schools, Bulletin of the National Association of Secondary School Principals, Vol. 32 (February, 1948), pp. 174-175.

⁵⁷Informal Service Bulletin, Vol. IV, No. 7, (October, 1966), p. 44.

education.⁵⁸

Evaluation. Evaluation is necessary for improvement, whether it be through informal or formal methods. There seems, however, to be little consensus on what constitutes adequate evaluation. Miller suggests that evaluation is basically subjective in nature when he says:

For practical purposes in this field, appraisal must be thought of as an act of estimating the value or worth of an activity. It is an act of judgement based upon a decision involving choice. The making of choice presumes the existence of values. Thus the process of appraisal is subjective in its fundamental nature because choice involves discrimination, and all theories of value possess elements that are intrinsically emotional.⁵⁹

Searby, too, feels that appraisal techniques have been subjective:

It is believed that most superintendents evaluate their programs to the degree that they know what their friends, school board members, and the teachers tell them and think about the school. In light of the data presented it seems that the administrative principle of evaluation is inadequate in the public relations program.⁶⁰

A number of evaluation devices have been developed

⁵⁸*Ibid.*, p. 44.

⁵⁹Delmas Ferguson Miller, "Appraising the Program," The Bulletin of the National Association of Secondary School Principals, Vol. 32, (February, 1948), p. 298.

⁶⁰Charles Robert Searby, A Survey and Analysis of Public Programs in Representative Public Schools in Seven States, (Unpublished Ph. D. Dissertation, University of Nebraska, 1950), pp. 60-61.

such as that by Wiens.⁶¹ Charters claims, however, that "they provide little guidance in specifying dimensions of the criteria against which the practices may be evaluated systematically."⁶² In Charters opinion only a study done by Boughman has really explored the question of evaluation.⁶³

Jones agrees that much research is needed in the development and refinement of methods of evaluating the various public relations activities and practices. He identifies specific research needs concerning parent satisfaction and dissatisfaction with the schools, potential in public relations held by pupils, teachers, and non-teaching personnel in the total public relations program.⁶⁴

The American Association of School Administrators lists the following as checkpoints to be used in evaluation:

1. Observe coverage which is received in local news. Is it sufficient; does it tend to be complimentary rather than critical? Editorials and letters from readers should be observed as well as feature articles.

2. How many people cast votes at the school election; How does the percentage compare with previous

⁶¹Wiens, *op. cit.*

⁶²Charters, *op. cit.*, p. 1076.

⁶³Millard Dale Boughman, "Yardstick for Measuring School-Community Relations, Educational Administration and Supervision, Vol. 43, (January, 1957), pp. 19-22.

⁶⁴James J. Jones, School Relations, (New York: The Centre for Applied Research in Education, Inc., 1966), p. 103.

elections?

3. How well do patrons attend extra-curricula activities?

4. What about P.T.A. attendance and membership?

5. Do patrons attend meetings of the school board?

6. Are adult education classes well attended?

7. How well do patrons respond to appeals to help in school projects?

8. How many grievances do you have from patrons, and what are their nature?

9. What about pupil behavior, attendance and dropouts?

10. Is the community ready to accept the leadership of teachers in churches and other civic organizations?

11. What reaction do business leaders express in response to various school activities and programs?

12. What is the attitude of other public agencies toward the school? Do you enjoy their co-operation and assistance?^{6 5}

Any number of techniques can be used to evaluate the program, with the technique used depending on such factors as the objectives or philosophy of the program. One point is certain, however, that the evaluation or

^{6 5}The American Association of School Administrators, Twenty-Eighth Yearbook, p. 263.

appraisal process is vital in a good public relations programs.

II. LITERATURE ON FACULTY AND STAFF ACTIVITIES

It is incessantly stressed that the basis for good school public relations is teamwork. In this light, the school personnel in a school system must assume important roles, since the heart of the school public relations is found in the individual schools. Here the principal and his staff work together in a never-ending program of interpretation to the community served by the school. The success of their work is largely dependent on the understanding and co-operation of their work. Reeder aptly sums up the importance of school personnel when he says that, "every act and every work of school officials and employees have an effect on public relations."⁶⁶

The Principal

One of the prime pre-requisites of a good school is a first rate principal. Policies developed by the principal affect the attitudes of parents toward the school, the enthusiasm of teachers, and the morale of the students.⁶⁷ Edmundson points out that the principal needs to be a

⁶⁶Reeder, *op. cit.*, p. 101.

⁶⁷American Association of School Administrators, "School District Organization" (Washington, D. C.: National Education Association, 1958), p. 110-111.

dynamic leader who sets the standards and establishes ideals for the school. He is responsible for the activities of the school.⁶⁸

The scope of the principal's duties and the amount of planning and direction will vary with the size of the district. In a small school district the superintendent may relieve him of much of the school public relations task. In the large district, of necessity, the superintendent delegates to others much of the school public relations task.⁶⁹

Many school districts urge principals to affiliate with community groups such as welfare clubs and religious bodies, since the principal holding membership in these organizations can provide them with information. The principal is in a prime position since he knows the community and can adapt the program to particular conditions. Kindred sees the main responsibilities of the principal as seeking to:

1. Develop with his staff a program that fits into the framework of general policy.
2. Adapt the program to needs and conditions of the area served by the school.

⁶⁸J. B. Edmunson et al., The Administration of the Modern Secondary School (New York: The MacMillan Co., 1941), p. 77.

⁶⁹Moehlman, *op. cit.*, pp. 271-294.

3. Establish a plan of organization and assigning responsibilities to personnel.
4. Direct the in-service training of staff members.
5. Engage in the activities assigned to him in the program.
6. Administer directives from the superintendent and his associates.
7. Conduct a survey of community attitudes and needs.
8. Locate trouble spots and furnish essential information to the superintendent.
9. Encourage responsible individuals and groups to make use of plant and facilities.
10. Take the initiative and co-operate in projects for the improvement of community living.
11. Carry out recommended procedures for estimating the worth of the program.⁷⁰

The leadership and direction of the program in the individual schools are the responsibilities of the principal. The principal, thus, must familiarize the staff at each level with the general objectives of the over-all program. It is his responsibility to develop both the program and his staff to the greatest extent.

⁷⁰Kindred, *op. cit.*, pp. 408-409.

The Teacher

Moehlman and Van Zwoll state that the teacher is the most important link in the public relations program since the teacher comes into closer and more constant contact with the pupils than does any other member of the school staff.⁷¹ Bortner is even more emphatic. He states:

The teacher is unquestionably the most influential single factor in developing public opinion concerning the school. Despite the attention given to other phases of its program, the school that loses sight of the teachers' role in public relations will never maintain the necessary support of the community.⁷²

Yeager says of the teacher:

As the teacher, so is the school', may be applied when thinking of a good teacher as a public relations medium. The teacher is a builder of values and attitudes. His relationships with the home and community through the pupils, or directly, are of pronounced value.⁷³

Teachers are not only before the public eye; they also hold a privileged and responsible position in the mind of the public. As Moore and Walters point out:

Teachers occupy a position of public trust and responsibility. They are entrusted with society's most valuable asset. . . the children and youth . . . and they have the responsibility, along with other institutions, such as the home, molding character and citizenship.⁷⁴

⁷¹Moehlman, and Van Zwoll, *op. cit.*, p. 295.

⁷²Bortner, *op. cit.*, p. 9.

⁷³Yeager, *op. cit.*, p. 9.

⁷⁴Harold E. Moore and Newell B. Walters, Personnel Administration in Education (New York: Harper and Brothers, 1955), p. 84.

By virtue of the teacher's unique position his activity and attitudes profoundly affect public opinion of the school system in general. Grieder and Romine state:

. . . Parents and other adults in the community are influenced more by the attitudes and comments of the youngsters attending the school than by any other avenue of approach. If the youngsters feel that they are being well taught, that the school is efficient and fair, and that they are getting something out of school and enjoying it, the parents and others are almost certain to have favorable attitudes to the schools in the same degree, if, on the other hand, the students dislike the school, dislike the teacher, have lost confidence in the work that they are getting and in the fairness of the teacher, parents are likely to have a distinctly unfavorable attitude.⁷⁵

This same idea of the strategic position of the teacher is expressed by Grinnell. He speaks of the teacher as an interpreter:

Whether they will it or not, teachers are the first interpreters in the classroom and out. Shy, hero-worshiping eyes watch them in the corridors, about the school grounds, chatting with one another on quiet residence streets, or sitting over a cup of coffee in the town's delicatessen. Other eyes, older eyes, watch them as they troop off with groups of pupils for field trips or picnics; and other tongues appraise the school in terms of them.⁷⁶

Moehlman points out that the adequacy with which he or she carries out the instructional program is the most vital factor in the creation of public opinion about the

⁷⁵Calvin Grieder and Stephen Romine, American Public Education (New York: The Ronald Press Company, 1955), p. 401.

⁷⁶Grinnell, *op. cit.*, p. 244.

school.⁷⁷ The closeness of the teacher to the home and community also places him in a unique position for favourable public relations.⁷⁸ Since teachers are such an important part of the program, they should have a definite part in program planning, policy making, and development of the educational philosophy. Teachers are in a position to present and interpret curricula to parents in many creative ways.⁷⁹ He can initiate projects with his class which will open doors for large undertakings which may even involve the whole community.

Lake contends that since the teacher is the school's number one communicator--even if he is a poor one, teachers should be made to realize the importance of their position. He has to be convinced that he has a role to play in public relations.⁸⁰

Bortner points out:

The teacher who is apathetic towards public relations needs to realize that not only the teacher's welfare but his own personal welfare, especially salary, depends upon public appreciation and support.⁸¹

⁷⁷Moehlman, *op. cit.*, p. 295.

⁷⁸Yeager, *op. cit.*, p. 274-275.

⁷⁹*Ibid.*, p. 49.

⁸⁰Ernest Lake, "The School Staff--Each Member an Ambassador." The National Association of Secondary School Principals Bulletin, Vol. 44 (1960), p. 257.

⁸¹Bortner, *op. cit.*, p. 11.

The teacher's role has changed in recent years now including many other aspects other than actual performance of classroom duties.

Moehlman and Van Zwoll say:

The work of the teacher in a democratic social institution extends far beyond the mechanics of classroom management--a cloistered existence is not possible for the teacher today. Successful teaching requires intimate knowledge of home conditions, and the social, economic and cultural background of the family. The public school teacher is not a free agent and never expect to be. Acceptance of employment as an agent of the state and local district immediately places restrictions upon the teacher. Since the public school teacher is responsible for the direction of the immature the legitimacy of reasonable community demands with respect to teacher conduct is indubitable.⁸²

The American Association of School Administrators advocates that teachers be active in community affairs such as Religious activities, Cubs, Guides, Y.M.C.A., and other community organizations.⁸³ Bortner also takes this stand:

Except for civic organizations, the teachers contacts with the church often are his best opportunities for furthering school public relations through organized community groups.⁸⁴

To insure that optimum use is made of each and every faculty member the superintendent when he begins to

⁸²Moehlman and Van Zwoll, *op. cit.*, p. 311.

⁸³American Associates of School Administrators, Twenty-Eighth Yearbook. P. 164.

⁸⁴Bortner, *op. cit.*, p. 64.

delegate authority or responsibility should take an inventory. Once teachers' membership in various community organizations, their special talents and interests noted, the superintendents could then comprise a speakers bureau.

Since it is so important that teachers in the schools be so public relations minded, one of the best ways to insure this is to see that the teacher gets on the right foot in the community. Bortner suggests a number of things which administrators should do to help teachers become oriented in the community.

(1) Help them find suitable housing. It is sometimes very difficult for a new person in the community to find respectable housing and yet stay within his financial means.

(2) Supply them with published information describing the community. This should be done after they have accepted the position, but prior to the time they move.

(3) After the teacher has moved into the community, an "old" teacher should be assigned to each new teacher to assist him in becoming oriented.

(4) The administrator should sponsor social affairs for the purposes of introducing new teachers to the community.

(5) The administration should sponsor "tours" of the district in which new teachers are shown all school

bus routes, buildings, etc.

(6) New teachers should be assisted in getting acquainted with community leaders who have kindred talents and interests.⁸⁵

Other Professional Staff Members

Grinnell and Young sense the importance of the professional staff when they say:

In a real sense the business of school public relations is everyone's business. All school activities have significant public relations implications, and it is highly desirable that everyone directly or indirectly concerned with school operation should take part.⁸⁶

Since the scope and activities of our schools are broader than they were yesterday, more non-teaching personnel will be employed in our schools such as doctors, accountants, and psychologists. These people should be given a role to play in public relations, and by the same token should receive acknowledgement for the part they play.⁸⁷

The Supervisor. The supervisor of a school system in carrying out his duties comes into contact with many staff members. One of the services and activities which the supervisor may carry out is that of coordinating

⁸⁵Bortner, *op. cit.*, p. 95.

⁸⁶John Erle Grinnell et al., The School and the Community Educational and Public Relations (New York: The Ronald Press Company, 1955), p. 402.

⁸⁷Kindred, *op. cit.*, p. 101.

the outside services and agencies with the school for the purpose of enriching the educational program for the benefit of the pupils.⁸⁸ Wiles refers to supervision as diplomatic manipulation. This trait can be used to good advantage when working with outside groups.⁸⁹

The supervisor in attempting to improve the instructional program can enhance public relations, since within this area are inservice education and improvement, out-of-school living, attitudes, extra-class activities, and professional relationships.⁹⁰

The Counselor. Few of our schools yet have counselors. However, with our school systems growing larger, such personnel will become more numerous. The work of the guidance counselor involves testing, advising, analyzing, placing students, and instructing classroom teachers in guidance principles and practices when necessary.⁹¹

Chisholm says there are three main aims in counselling youth; first, to provide richer educational experience; secondly, to provide a more practical basis for the inte-

⁸⁸Barr, A. S.; Burton, Hilliam H.; and Bruedknar, Les J., Supervision (New York: Appleton-Century-Crafts, Inc., 1947), pp. 72-73.

⁸⁹Kemball Wiles, Supervision for Better Schools (New York: Prentice-Hall Inc., 1951), p. 6.

⁹⁰Harlan L. Hagman, The Administrator of American Public Schools (New York: McGraw-Hill Book Co. Ltd., 1951), p. 165.

⁹¹*Ibid.*, p. 240.

gration of learning; thirdly, to facilitate the transition of school life to adult life in the community.⁹² The quality of the guidance program can have great influence on pupils and the public. Teachers must have confidence in the counselor before they send pupils to seek guidance. It is thus imperative that both teachers and pupils have a good opinion of the school's counselling service.⁹³

The counselor can be effective in the general public relations program for the school system as well as in behalf of his own program. Every activity of the counselor and every feature of his guidance program will have public relations implications. The counselors job demands that attention and time be given to public relations. Public relations is a necessary part of his job and is integrated with other public relations activities in the school. The importance of the counselor is effectively summarized by Johnson when he states:

Today, counselors do have daily personal contacts and discussions with numerous parents and citizens about school matters. Their impact must be evaluated not only as professional advice and counsel, but also as a vital force in personalized public relations affecting the public's impression of the entire school system.⁹⁴

⁹²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: America Book Company, 1945), p. 261.

⁹³Henry McDaniel and G. A. Sraftel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, 1956), p. 411.

⁹⁴W. F. Johnson, "The Public Relations Role of the School Counselor, The National Association of Secondary School Principals Bulletin, XLIV, No. 257 (September, 1960), p.62.

The Non-Professional Staff

Public relations consciousness should permeate every level of the school system. Thus bus drivers, secretarial employees, clerical and other employees should be made public relations conscious. Every employee's dress, manners and his attitude and treatment of children and parents all influence public relations.

Klavano emphasizes that all personnel be included in the public relations program. Specifically he states:

The teacher, the principal, the custodian, and the secretary; the student, the parent, the businessman, and the laborer. . . all have a role in how the school relates to its community. Include them in all your public relations programs.⁹⁵

The secretary is especially a prime person in public relations. A skilled secretary in public relations is invaluable in a school whereas a poor one may do irreparable damage. She is often the first contact with the school. Says Lake:

Good public relations 'begins' with the first contact school patrons make with the school; usually this is with a school clerk in the office. A polite, pleasant, and helpful clerk often can make the difference between a favourable or an unfavourable first impression.⁹⁶

All writers on the subject stress the importance of bringing all school personnel into the public relations

⁹⁵Robert Klavano, "The Principal - Public Relations Leader," The National Association of Secondary School Principals Bulletin, XIV, No. 257 (September, 1960), p. 33.

⁹⁶Lake, *op. cit.*, p. 41.

picture. These personnel have contact with the public and a public relations program which reaches the greatest number of people will be the most effective.

Contact With Parents

Grade Reporting. One of the oldest and most commonly used media of contact between the school and the parents is grade reporting. The typical report card, however, has come under much criticism. Kindred says:

Of late many educators and some parents have expressed strong dissatisfaction with the report card. They maintain that it does not give an accurate or fair picture of a child's growth and development, that it fails to provide for the objectives of modern schools, and that it has other deficiencies which point up the need for revising the reporting system.⁹⁷

Yeager, too, sees the necessity for improved methods of reporting:

Improvement in home reporting techniques must be found. One valuable too which should be explored is messages to the home. These individual messages should be communicated directly through to students to the parents concerned. These may be written in the form of letters by the teacher or principal. They may be oral or written and they should be informational in nature. The tone should be positive and the style should be kept simple.⁹⁸

As a result many alterations have been made in the method of reporting, with the traditional card being

⁹⁷Kindred, *op. cit.*, p. 292-293.

⁹⁸Yeager, *op. cit.*, p. 157.

supplemented by a combination of report cards, letters and teacher conferences. Bortner says of teacher conferences:

In spite of certain advantages of the written letter or traditional report cards, the really significant progress has come with the development of the scheduled-teacher conference.⁹⁹

Kindred agrees with Bortner that when the right techniques are used by educators such as the abandonment of educational jargon, parent-teacher conferences are valuable:

Because parent conferences have turned out to be a valuable method of clearing up sources of misunderstanding and of interpreting the instructional problem, several elementary schools have substituted them for the time-honoured report card system.¹⁰⁰

Along with the reporting system another valuable but controversial means of contact is teacher visitation to the homes of students. Moehlman and Van Zwoll state that the advantages outweigh the disadvantages.¹⁰¹ Kindred agrees and says that there is a trend towards home visitation:

Parents always like the teacher and the school when they see a sincere interest in their children. Parental interest in the school may be developed through many techniques, but a visit to the home is most effective on every grade level.¹⁰²

⁹⁹Bortner, *op. cit.*, p. 43.

¹⁰⁰Kindred, *op. cit.*, p. 136.

¹⁰¹Moehlman and Van Zwoll, *op. cit.*, p. 305.

¹⁰²Kindred, *op. cit.*, p. 293.

Divided opinion exists among educators on the subject of home visitation, and the appropriateness of such a contact may depend on the situation.

Parent-Teacher Organizations. Much of the literature surveyed on public relations devoted considerable space to parent-teacher associations. Reeder expertly sums up the thinking of most on the subject:

A parent-teacher organization has sources of contact which are potent and far reaching. Through these avenues it is possible to reach not only the parents but the general public; because the parents who are members of the organization have social and business contacts with other persons.¹⁰³

Parents tend to think of it as a good means of contact. This is substantiated by Butler whose survey showed that patrons rated the effectiveness of parent-teacher organizations much higher than administrators.¹⁰⁴ Yeager asserts that such an organization "is probably the most effective means now available to create and maintain satisfying school-community relations."¹⁰⁵

The effectiveness of these organizations have been limited by such factors as poor leadership, improper conduct of meetings and the professional attitude towards

¹⁰³Reeder, *op. cit.*, p. 140.

¹⁰⁴Walter Butler, "An Evaluation of the School-Public Relations in Selected Secondary Schools in Mississippi (unpublished Doctoral dissertation, The University of Southern Mississippi, 1963), p. 91.

¹⁰⁵Yeager, *op. cit.*, p. 410.

them. However, Moehlman and Van Zwoll feel that their usefulness can be increased but,

The functional conception of parent-teacher organizations calls for more intelligent and careful leadership, for harder work, less immediate action, and for greater patience and faith. Over a long period of time it will result in better community understanding and appreciation of the purposes, worth, conditions, and needs of public education and will prevent many conflicts.¹⁰⁶

III. LITERATURE ON PUPIL ACTIVITIES AND PUBLICATIONS

James Jones contends that the pupils are the prime agents in the transmission of information about the school to the home, parents and community. Parental attitudes towards the school are often frequently determined by the sentiments which pupils express, such as their judgement of program and their conduct.¹⁰⁷

Bortner agrees with Jones about students' influence in public relations:

Undoubtedly the pupil is the most immediate, most constant, probably the most energetic and certainly the most talkative link between the school and community. This has staggering implications for school public relations where the single pupil is multiplied by tens of thousands enrolled in the nation's schools. It is a public relations position enjoyed by no other public or private enterprise, for all these students are potential ambassadors of good or ill will.¹⁰⁸

¹⁰⁶Moehlman and Van Zwoll, *op. cit.*, p. 398.

¹⁰⁷Jones, *op. cit.*, pp. 63-65.

¹⁰⁸Bortner, *op. cit.*, p. 12.

Similarly, Yeager recognizes the importance of the student:

Every pupil who attends a public school lives in a home and makes contact with some community groups in the community in which he lives. When one considers the possible number and variety of such contacts which the pupils of a given school can and do make daily, one can easily agree with the many who believe that the pupil is the most important single instrumentality in school-community relations. The pupil reflects the attitude of the members of his home, who in turn are influenced considerably by what he says, brings home and does. To this end what the educator does with this resource will have great impact on future school-community relations. In many communities, the pupil is the only channel of communication between school and parents. It is natural to expect that the parents' chief interest in the school is through his child. We need to give more thought to planning public relations programs which will strengthen this daily contact between home and school through the pupil.¹⁰⁹

The home and community not only judge the school by what the pupil says; they also evaluate the school by the pupil's behaviour:

Every child who comes from school into the community, into homes, movie theaters, stores, churches, anywhere, carries with him some portion of the public relations of the school. When a boy or girl of high school age drives carelessly or violates some regulation or community standard, the public tends to associate his shortcomings with all "high-school kids" and to attribute his conduct to some failure on the part of the school.¹¹⁰

The success or failure of school public relations

¹⁰⁹Yeager, *op. cit.*, p. 169.

¹¹⁰American Association of School Administrators, Public Relations for America's Schools (Washington: National Education Association, 1950), p. 67.

could well rest on the attitude of the pupils. Writers in the field all assert that like everyone else, the child can be a good public relations agent only when he is informed. Says McCloskey "if education is as fundamental as both citizen and educators believe; schools should do more to acquaint pupils with its purposes, functions and values."¹¹¹ Only then can the student's public relations potential be realized. Educators would do well, then, to remember that "the pupil is a dynamic force in a school public relations program, since he represents the focal point of the educational system."¹¹²

School Newspaper

One of the media becoming more frequently used in our high schools is the school newspaper. Kindred points out the importance of the student newspaper as an educational function:

If school newspapers interpret the institution correctly, they have a definite influence upon the attitudes and ideas of many people. Surveys show that they are read by three quarters of the parents when brought home by pupils, and that parents rely upon them for announcements of P.T.A. meetings and student events.¹¹³

¹¹¹Gordon McCloskey, Education and Public Understanding (New York: Harper and Row Publishers, 1967), p. 307.

¹¹²Irving Ratchick, "The Student--The School is Evaluated Through His Actions," The National Association of Secondary Schools Principals Bulletin, XIV, No. 257 (September, 1960), p. 48.

¹¹³Kindred, *op. cit.*, p. 272.

These newspapers generally reflect the day to day workings of the school. Care should be taken however in their production. They should be of a fairly high quality which may involve supervision by a staff member.

It is impossible to go into all the various student activities and publications which can improve the student's role in school public relations. Some of the most frequent activities and publications, however, are athletic and scholarship contests, exhibits, social affairs, clubs and societies, field trips, student performances, school exhibits, student council, assemblies, graduation exercises, special events, yearbook and student handbooks. The potential implications of these activities and publications puts the student in a strategic position in the public relations of a school.

IV. LITERATURE ON PATRON ACTIVITIES

Parent Interest

We have already dealt with some aspects of patron activities such as in parent-teacher associations and parent-teacher conferences. However, the best method of getting their interest and involvement is through direct participation. Bortner says that parents stand only second to students "as the most potent force available to the school for creating favourable community opinion."¹¹⁴

¹¹⁴Bortner, *op. cit.*, p. 32.

Van Winkle found that letters, printed folders, and newspapers were among the best ways of reaching this important group.¹¹⁵

The importance of parent's interest and participation in schools was pointed out by Olsen in 1954:

Two major trends in school-community relations have been apparent in recent years. The first is the general public's increasing concern about school education. People in all walks of life make something of a fetish of organized book-learning, even while they may condemn it for not overcoming many of the weaknesses and evils inherent in the community and in society as a whole.

The second important trend is in the thinking of school people themselves. Educators now generally recognize that lay people may be immensely valuable to their school programs in the role of resource people, that education is a community-wide as well as a school function, and that people 'care when they share.' Teachers and administrators have come to realize the first principle of successful public relations. If you want somebody to support a program, be sure that he understands its value and has shared with personal satisfaction in the planning and development of that program.¹¹⁶

The interest of parents in their schools is often unsatisfied. As to what the public wishes to know about their schools, Fine has this to say:

What does the public want to know about our schools? We can take for granted that the public is interested in the way their school functions, in the progress made by their children and in the introduction of new curriculums. In fact, perhaps the answer to "What does the public want to know?" should be:

¹¹⁵Harold Van Winkle, "The Crux of Parent-Teacher Relations: Communications," The School Executive, Vol. 76, (December, 1956), p. 47.

¹¹⁶Olsen, *op. cit.*, pp. 427-429.

Everything.¹¹⁷

The majority of materials and newspapers accounts of school affairs tend to be on such things as extra-curricular activities and finances rather than methods of instruction and pupil achievement. Kindred says:

. . . parents and taxpayers want information dealing specifically with instructional methods, methods of reporting pupil progress, instructional developments, comparison of achievement in one school with that of another, promotional practices, guidance programs, special education, classroom techniques and devices, physical examinations, relation of school health to achievement, educational values, discipline, behavior attendance and teachers.¹¹⁸

Other studies confirm the observations made by Kindred. Farley, for instance, found that citizens were more interested in topics relating to the instructional program than other aspects of the school. According to the study the order of patron interest in regard to the topics suggested were: (1) Pupil progress and achievement, (2) instructional methods, (3) health of pupils, (4) courses of study, (5) value of education, (6) discipline and behavior of students, (7) teachers and school officers, (8) attendance, (9) buildings and building program, (10) business management and finance, (11) board of education and administration, (12) parent-teacher association, and

¹¹⁷Benjamin Fine, Educational Publicity (2nd ed.; New York: Harper and Brothers, 1951), p. 17.

¹¹⁸Kindred, *op. cit.*, p. 316.

(13) extra-curricular activities.¹¹⁹

Information

The National Opinion Research Centre in the United States, in attempting to determine what the public considered to be most important in education says:

When asked to name the most important things children should get from their public school education, Americans ranked mastery of academic subjects and the development of desirable character traits of first and equal importance, followed by vocational training, citizenship education and experience in making social adjustments.¹²⁰

One way to inform citizens and at the same time foster understanding of education is to have lay participation which Olsen defines as "the constructive involvement of non-school people in school policy and program planning, execution and evaluation."¹²¹ Take for example advisory committees which can render services such as: acting as a sounding board for school policies, studying certain community problems, and tapping community resources. Although their effort is generally advisory, they can stimulate both the community and educators in an effort to improve the schools. They are brought into closer contact with the schools and develop an understanding of educational

¹¹⁹Farley, *op. cit.*, pp. 36-37.

¹²⁰National Opinion Research Centre, The Public Looks at Education (Denver: The Centre, 1944), p. 14.

¹²¹Olsen, *op. cit.*, p. 128.

problems and practices. Teacher aides are another example of a personnel resource seldom utilized.

Jones says of the community-school concept:

At the present time in American education there are few communities that have utilized, to the fullest extent effective lay participation in educational planning. However, the community school concept supports the belief that one learns best and most fully through participation in actual life activities, rather than through the comparatively passive process of studying about life.¹²²

Various means of communications are essential to inform the public. In order for the community to interpret the school program, the community must be informed. Concerning the interpretation of the school program, Moehlman made the following statements in 1938:

The school as a social institution under close popular surveillance and control can operate efficiently only to the extent that community confidence results in wholesome cooperation with its program and in provision of adequate finance. Confidence can be established only as the people understand and appreciate the significance and value of the program.¹²³

Public understanding of the schools depends partly on information, but facts alone do not determine ideas or decisions. In fact Bortner contends "public relations is three-fourths public participation and only one-fourth public information."¹²⁴ However, while information alone

¹²²Jones, *op. cit.*, p. 80.

¹²³Moehlman, *op. cit.*, p. 20.

¹²⁴Doyle M. Bortner, as quoted in Sylvia Ciernick, "Secondary School Issues and Public Relations," National Association of Secondary Schools Principals Bulletin, Vol. 44 (September, 1960), p. 4.

does not determine public action, it is an important factor. Consequently, schools should develop ways of providing the public with information which will enable them to make wise decisions.

Hand expresses the following thought with respect to informing the public:

It is axiomatic that the success of the school is in direct proportion to the quality of its home-school relations. These relations will be improved to the degree that the school does an effective job in keeping the parents adequately informed of its work.¹²⁵

Use of School Buildings

One of the largest investments of public wealth in any community is the school and its equipment. These facilities are provided mainly for the youth of the community, but can provide educational opportunities for all citizens. It can make its physical facilities available to community organizations and programs. The increasing emphasis being placed on this public relations medium is brought out in the following paragraph:

It has well been demonstrated that people can use their schools to bring about great improvements in community life. It has been shown also that school officials and other professional workers can offer much assistance and a share of leadership to communities that want to improve themselves. Yet, the demands upon the school program may make the people and their school officials overlook the resources and potentialities of public schools for strengthening

¹²⁵Harold C. Hand, What People Think About Their Schools (Yongens, New York: World Book Company, 1948), p.67.

American community life. This should not happen, Schools need more than ever, to be used fully. The public schools of the latter half of the twentieth century should be community-building schools.¹²⁶

Use of school buildings can have a decided advantage to public relations. The use of school buildings by citizens makes more complete utilization of the building by the citizens, and brings into contact the school and the taxpayers. They can see the environment in which their children are educated. Otto supports the use of school facilities:

In most cities today various adult groups use the school plant for one or more purposes. This reflects a broader base of school and community integration. The after-school, week-end, and vacation use of school facilities for adults and youth represent other services which the schools render to the community.¹²⁷

In reference to this trend Reeder says:

Within the last few decades, there has been a well-defined movement towards making the school the centre of community life. Thus, school buildings today are being opened for use of the general public; during evenings, vacations, and at other times when the work of the regular pupils will not be hindered. . . . This movement toward a greater community use of the school plant provides the schools with one of their best opportunities for good public relations.¹²⁸

Moehlman and Van Zwoll contend that community use

¹²⁶Reeder, *op. cit.*, p. 208.

¹²⁷Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century-Crofts Co., 1954), p. 78.

¹²⁸Reeder, *op. cit.*, p. 208.

of school facilities can play a major role in community relations:

More concrete and physically tangible than are all other aspects of the school public relations activity is that of the school plant. It includes the site, building, and equipment of the school and is the physical and observable expression of the educational program of the school district. It symbolizes the convictions and hopes of the people with respect to education. It stands, day and night, as unmistakable evidence of a reaching out for an ideal.¹²⁹

This impression, however, can easily be negated by the appearance of the school building. Reeder aptly discusses the point:

Whereas the school plant should be one of the most beautiful and best kept places in the community, it is frequently a community eyesore. Often it is hardly fit to shelter farm animals. Often the school yard is not landscaped; often the exterior of the building is unpainted, or in other bad state of repair; often the corridors and classrooms have never been decorated; often a picture or other work of art cannot be found in the building; and often the school furniture has been irreparably whittled away by the pupils' knives. A thing of beauty is a joy forever, but many school plants are far from being joys.¹³⁰

Adult Education

Adult education has a value in building positive attitude towards schools. Adult interest is often stimulated through personal experience in the system. Henrickson states:

¹²⁹Moehlman and Van Zwoll, *op. cit.*, p. 509.

¹³⁰Reeder, *op. cit.*, p. 197.

School board members and school superintendents know that public school adult education not only brings adults physically into the schools, it brings them psychologically closer and gives them an interest in the intra-school system that would be hard to achieve in any other way.¹³¹

It is quite obvious that many school districts are overlooking this area of public relations. However, it's not simply a matter of opening the buildings to the public. Community use of school buildings involves additional cost, in heating, lighting and maintenance. Many of our buildings are not constructed so as to permit easy access to facilities that may be utilized by the community. There is also the question of whether or not a community should be charged fees for rental of 'its' buildings.

The school cannot operate as an institution that is separate from the community. However, if community use is to be made of school facilities, policies should be made concerning the use of them. A school public relations program, then, should have as one of its main purposes the development of ways in which the school's resources of personnel and equipment may be effectively utilized for public service and welfare.

V. LITERATURE ON SCHOOL PUBLICATIONS

Kindred says that the initial step in planning a

¹³¹Andrew Hendrickson, "Public-School Capstone." N.E.A. Journal, Vol. 46 (March, 1957), p. 99.

school publication is that of deciding exactly what objective or objectives it should accomplish. In this respect, he says:

A written statement of the precise objective or objectives of a publication is necessary before anything else is done; such a statement determines how the publications will be developed, to whom it will be distributed, and how its effectiveness may be evaluated.¹³²

Most writers point out the importance of having publications look attractive yet modest. Lake states the importance of a high standard and its use as a public relations medium:

School publications - bulletins to parents and to staff, annual reports, courses of study, booklets on school policy, and staff reports - should meet acceptable standards of good taste and attractive printing composition.

The prestige of a school system may be greatly increased by written expression of members of the school staff. Staff members should be encouraged to write for publications at the local, state, and national level. All articles, however, should be written with simplicity of phrases, and must be free from educational 'pedaquesse.'¹³³

Several of the major objectives of publications addressed to staff personnel within the school system is to establish communication, to improve morale and stimulate loyalty to the school system, and to build good will on the part of staff members families.¹³⁴ One way to create and

¹³²Kindred, *op. cit.*, p. 286.

¹³³Lake, *op. cit.*, p. 42.

¹³⁴Kindred, *loc. cit.*

maintain morale and team spirit is through dissemination of information. Bortner states:

Public relations must begin 'at home' and work from the inside out, for no organization can hold the community's confidence if it is divided by internal discord. Good external public relations are based in part upon good internal human relations.¹³⁵

Bortner expresses the theory that "good external relations are founded upon good internal human relations among those involved."¹³⁶ Priest expresses the same opinion when he says:

Perhaps the greatest pitfall of all in maintaining proper rapport between school and community is the failure to recognize that good public relations start within an organization, and only after crystallizing internally can it succeed externally.¹³⁷

Schools thus need a strong internal public relations program before an effective external program can be developed. This good internal program results from various activities, most important of which is good communication. Priest goes on to say "no single factor contributes more to internal unity than does the practice of keeping students and employees informed."¹³⁸ However, communication is often a weak point in school administration. One of the ways in

¹³⁵Bortner, The High School's Responsibility for Public Relations, National Association of Secondary Schools Principals Bulletin, Vol. 44 (September, 1960), p. 13.

¹³⁶Bortner, *op. cit.*, p. 77.

¹³⁷Priest, *op. cit.*, pp. 304-305.

¹³⁸*Ibid.*

which this can be corrected is through internal publications.

Annual Report

This form of communication which is one of the oldest between the school and community "is regarded by some administrators as the cornerstone of a sound program in public relations."¹³⁹ The antiquity of the report is also substantiated by Dapper¹⁴⁰ and Moehlman and Van Zwoll.¹⁴¹ Kindred sees the annual report as having three main purposes: (1) to highlight the educational accomplishments of the system during the past year, (2) to account for the use made of tax monies, and (3) to bring special problems to the attention of the community.¹⁴²

In spite of the fact that some writers contend that the annual report has largely been replaced by other means, a report which is well written and whose distribution is extensive can be an effective communication medium.¹⁴³

Newsletter

McCloskey advocates the use of a newsletter to facilitate communication. He sees a number of advantages

¹³⁹Kindred, *op. cit.*, p. 295.

¹⁴⁰*Ibid.*, pp. 304-305.

¹⁴¹Moehlman and Van Zwoll, *op. cit.*, p. 484.

¹⁴²Kindred, *op. cit.*, p. 295.

¹⁴³McCloskey, *op. cit.*, pp. 549-550.

to this medium. First, the regularity of such publications induces people to depend on them for current educational information. Secondly, their 'frequency' helps sustain public consideration of educational services, benefits and needs, and thirdly, their 'news' format provides freedom to personalize messages and relate them to current interest. Mass circulation is also possible.¹⁴⁴

The faculty newsletter is becoming more frequently used by more schools. Its publication serves two major communication purposes: they help keep staff members informed about current developments, achievements and events and they help build morale.¹⁴⁵

Many reasons can be given for a teacher's handbook. Kindred very capably summarizes its importance in the following statement:

The employee handbook is a basic tool for establishing good internal and external relations. It introduces the new employees to their jobs, the school system, and in some cases, the community. From it he learns about the history of the local schools, general philosophy and objectives, organizations, administrative personnel, routine procedures, instructional problems, special services, public relations responsibilities, and community life. The spirit of friendliness in which it is written gives him a sense of being wanted and a feeling of belonging to the organization.¹⁴⁶

¹⁴⁴*Ibid.*, p. 542.

¹⁴⁵*Ibid.*, p. 551.

¹⁴⁶Kindred, *op. cit.*, p. 288.

In addition to the publications already mentioned, there are other publications with external and internal communication, keeping both the staff and the community informed. They include brochures and bulletins, letter stuffers, instructional guides and school board proceedings. The type of publications is perhaps only limited by the imagination.

The techniques discussed above are important media of communication. However, as Lake points out:

No technique will be as successful as those actions stimulated naturally by the basic attitude instilled in each teacher and non-instructional employee that public relations is an integral part of their jobs.¹⁴⁷

VI. LITERATURE ON MISCELLANEOUS ACTIVITIES

Some of the activities connected with a good public relations program did not seem to fit into any of the previous categories. They have thus been collected into this miscellaneous category. Although this list will not be complete, it is hoped that some of the main activities will be covered.

Radio and Television

Technological advances have made possible many avenues of communication that were formerly closed to the schools. Brownell expresses this opinion in the following

¹⁴⁷Lake, *op. cit.*, p. 43.

paragraph:

Never before in the history of civilization have the opportunity for better public relations been so great. Two relatively recent and exciting media - radio and television, with their mass appeal have made this possible. Most authorities readily agree that these two means of communication represent the greatest technical advances in public relations since the invention of the printing press.¹⁴⁸

Practically all communities are served by radio stations with radios being still more prevalent than television. The National School Public Association says "radio is still a giant in comparison with television . . . surveys indicate that audiences are holding up."¹⁴⁹

Most writers on public relations stress the importance of radios as a public relations media. Kindred states:

People spend many hours a week listening to radio broadcasts in this country. They listen to them at home, and in automobiles, stores, barber shops, and places of public assembly. Surveys and polls have shown consistently that the information they receive has an influence, and a strong one, on thoughts, feelings, and attitudes towards individuals, products, business concerns and public affairs.¹⁵⁰

Kindred advocates that the radio be used for sports announcements, sports programs, newscasts, music programs, discussion programs, classroom programs, dramatic programs

¹⁴⁸Clifford Brownell, Leo Gans and Tufie Maroon, Public Relations in Education (New York: McGraw-Hill Book Co., 1955), p. 205.

¹⁴⁹National School Public Relations Association, Public Relations Gold Mine, p. 21.

¹⁵⁰Kindred, *op. cit.*, p. 152.

and special programs.¹⁵¹

Many writers express the opinion made by Kindred that "television appears to offer exceptional possibilities for the diffusion of knowledge and culture and the molding of public opinion."¹⁵² Television adds sight and motion to sound and, therefore, depending on the objectives of a particular program, it can be more effective. Like radio, it has a large audience and should be used to the fullest extent possible.

The Newspaper

A further link in the public relations program is the newspaper. Brownell contends that "newspapers constitute the most untapped possibility for sound and important publicity in education."¹⁵³ Granted, the newspapers prominence is now challenged by radio, television and other media. Bortner, however, feels that the newspaper as a medium of communication should still command a high ranking. Specifically, he says:

Newspapers have a very large number of readers - pupils, parents, alumni, teachers, taxpayers - who have interests in education. This means that school news has uncommon appeal."¹⁵⁴

¹⁵¹*Ibid.*, pp. 355-358.

¹⁵²*Ibid.*, p. 358.

¹⁵³Brownell, *op. cit.*, p. 107.

¹⁵⁴Bortner, *op. cit.*, p. 66.

McCloskey, too, sees the newspaper as a major source of information about the school. He states:

Newspapers are a major means of interpreting schools to the public. People read about 57 million papers each weekday and about 47 million on Sunday. In addition, weekly papers are read by about 19 million families. This mass of print is read with varying degrees of thoroughness by more than 100 million people. At least one newspaper is delivered to the doorstep or mailbox of most families every day. Newspapers are in homes, buses, trains, waiting rooms, barber shops, beauty shops, and restaurants.¹⁵⁵

The local newspaper still plays an important role, but Moehlman claims that "it is essential only to maintain relationships with the press that are professionally sound and socially acceptable."

The Community Survey

In order to plan an effective public relations, an understanding of practically all facets of the community is essential. Kindred sees it as the first step in the planning of a public relations program:

The preparation of a school public relations program should start with the collecting, organizing, and analyzing of factual information on life within the geographical area served by the school is known as a sociological survey. The sociological survey is not new; it has been used by educators, sociologists, and business people to eliminate guess-work in planning various kinds of projects. The survey has been subject of much criticism within recent years because of misuse and wasteful expenditures of time and labour. However, properly conducted surveys have demonstrated their value as tools in the achievement of important objectives.¹⁵⁶

¹⁵⁵McCloskey, *op. cit.*, p. 394.

¹⁵⁶Kindred, *op. cit.*, p. 455.

Hand states "much of the administrators success is contingent upon the securing of dependable diagnosis of parent satisfaction and its opposite."¹⁵⁷ With respect to the need for administrators to have a better understanding of the community attitudes, understanding and means of communications, he says:

A school administrator should be aware of the thinking of the people in his community. As he learns the attitudes and feelings about the schools, he will better understand how to fulfill his responsibilities as community educational leader.¹⁵⁸

The importance of the survey is further emphasized by the National Education Association. It states:

It is public opinion when enlightened, that supports school authorities in initiating progressive school practices. It is this public opinion, when uninformed, that delays or destroys movements designed to make education more effective in serving the people generally. . . . One of the first steps in understanding public opinion as related to education is to ascertain the attitudes and information of the citizens. The second step is to decide what shall be done about the public opinion found to exist.¹⁵⁹

Other writers such as Bortner and Moehlman and Van Zwoll agree that the effectiveness of the public relations program can only come with an understanding of the community. Bortner best sums up the feelings of authors on the subject when he lists five purposes which he feels the community

¹⁵⁷Hand, *op. cit.*, p. 13.

¹⁵⁸*Ibid.*, p. 18.

¹⁵⁹Research Bulletin of the N.E.A., What the People Think About Youth and Education, Vol. 18, No. 5, Nov. 1940, pp. 189-190.

survey should serve.

1. Establish an educational program based on community requirements.
2. Organize services outside the basic educational program.
3. Provide a more scientific basis for public opinion.
4. Foster closer, more understanding school and community relations.
5. Identify particular trouble spots or conflict areas to which attention should be given.¹⁶⁰

Differences in opinion reigns with respect to the type of survey best used to gather information. However, all are agreed that "adequate information about the community is essential if the school is to serve community needs. It is the basis for a sound school-community relations program."¹⁶¹

¹⁶⁰Bortner, *op. cit.*, p. 117.

¹⁶¹Wesley Erbe, "Feeling the Community Pulse," National Association of Secondary Schools Principals Bulletin, Vol. 44 (1960), p. 28.

CHAPTER III

METHOD OF COLLECTION OF DATA

I. THE QUESTIONNAIRE

The sole source of data for this study was a questionnaire. The limitations of such a device are clearly recognized. For instance, there is often a low percentage of returns and questions submitted in this way may be misinterpreted without the researcher having an opportunity to clarify them. Consequent findings, therefore, may not always be entirely valid.

Williams and others, however, support its use in public relations when, as a result of his investigation, he hypothesized that "a questionnaire technique might be a valid and feasible method of collecting data relating to certain school-community relationships studied."¹ The questionnaire has certain advantages which are aptly pointed out by Selltiz *et al.*:

1. The impersonal nature of the questionnaire--its standardized wording, its standardized order of questions, its standardized instructions for

¹Paul Paton Williams, "Techniques for Studying Certain School-Community Relationships," Abstracts of Doctoral Thesis in Education, p. 63.

wording responses--ensures some uniformity from one measurement situation to another.

2. The questionnaire, as opposed to the interview, may place less pressure on the subject for immediate responses which in many cases are lacking in careful consideration.
3. Respondents may have greater confidence in their anonymity, and thus feel more free to present unbiased information. (This was a prime consideration in this study.)
4. With a given amount of funds, it is usually possible to cover a wider area and to obtain information from more people.²

II. CONSTRUCTION OF THE INSTRUMENT

In constructing the questionnaire, the researcher was faced with two problems: one with the physical make-up, and the second with the inclusion of items that would be unambiguous. Practical and concrete suggestions were

²Claude Sellitz, *et al.*, Research Methods in Social Relations, (New York: Holt, Rinehart and Winston, Inc., 1961), pp. 238-241.

offered by sources such as Barr *et al.*,³ Borg,⁴ Nixon,⁵ McGrath, *et al.*,⁶ and Rummel.⁷

The questionnaire consisted of a number of questions which reflect the emphasis placed by authors on various public relations activities. Samples of questions constructed by other researchers were also used.

Having made a notation of the suggestions which seemed pertinent to the study or made by authors in books, articles and dissertations, the notations fell into five groups or categories as listed below. These were: Administrative Organization; Faculty and Staff Activities; Pupil Activities and Publications; Patron Activities; Miscellaneous Activities.

It should be noted that there was no attempt to cover all items equally. To ensure the validity of the instrument, all questions pertaining to public relations,

³Orvil S. Barr, R. H. Davis and P. O. Johnston, Educational Research and Appraisal (Chicago: J. B. Lippincott Co., 1953), pp. 65-70.

⁴Walter M. Borg, Educational Research: An Introduction, (New York: David McKay Co. Inc., 1963), Chapter IV.

⁵John E. Nixon, "The Mechanics of Questionnaire Construction," The Journal of Educational Research, XLVII (March, 1954), pp. 481-488.

⁶G. D. McGrath, *et al.*, Educational Research Methods, (New York: Ronald Press Co., 1963), Chapter VI.

⁷J. Francis Rummel, An Introduction to Research Procedures in Education, (New York: Harper and Row Publishers, 1964), Chapter VI.

were carefully scrutinized by the researcher, by fellow students as well as by members of the Department of Educational Administration at Memorial University. Since the questionnaire was examined by a large number of persons who taught, administered, and (or) supervised in Newfoundland schools, this close scrutiny added to the questionnaire's validity. The questionnaire was revised a number of times in accordance with the suggestions and recommendations made. A copy of the questionnaire appears in Appendix A.

III. THE POPULATION

The population consisted of all superintendents of the Integrated and Roman Catholic school districts, in the province of Newfoundland and Labrador.

IV. ADMINISTRATION OF THE QUESTIONNAIRE

In order to obtain the names and addresses of all the superintendents of the Integrated and Roman Catholic Districts in the province, the researcher consulted the 1971-72 Newfoundland and Labrador School's Directory. The superintendents to which the questionnaires were sent represented 100 per cent of the Roman Catholic and Integrated district superintendents.

On April 12, 1972 questionnaires were mailed to the superintendents of 12 Roman Catholic and 19 Integrated

School Boards. A personal letter was included with the questionnaire explaining the nature of the study and inviting each superintendent to participate by completing and returning the questionnaire in a stamped, self-addressed envelope. The initial responses from the superintendents was 19 completed questionnaires or 61 per cent.

At the end of a two week lapse, a follow-up letter was sent. This resulted in an additional three questionnaires, raising the total to twenty-two or 71 per cent. Then a third follow-up resulted in twenty-three, or 74 per cent of the questionnaires completed and returned. Finally a personal phone call to those superintendents who had not mailed their questionnaires resulted in the final nine questionnaires being returned, resulting in a 100 per cent return.

TABLE I
NUMBER AND PERCENTAGE OF RETURNS

Type of District	Total number in province	Number of questionnaires sent	Number of returns	Percentage of returns
Integrated	19	19	19	100
Roman Catholic	12	12	12	100

V. TREATMENT OF DATA

The data from the questionnaire provided information on the status of public relations in Newfoundland and Labrador school districts. Detailed analyses were made of the various sections of the questionnaire and presented in tabular and descriptive form. Included also are categorized percentages for different items:

Section I. Identification of School type, District enrollment, number of administrators, teachers, and non-instructional personnel.

Section II. Administrative Organization, includes board policies, etc.

Section III. Faculty and Staff Activities questions the extent to which these school personnel are contributing to good public relations.

Section IV. Patron Activities examines lay participation in school activities.

Section V. Pupil Activities and Publications.

Section VI. Miscellaneous Activities questions activities which did not seem to fit under the previous five categories.

School districts were divided into categories, based on school size and type. Summary charts were constructed to give number and percentage of responses according to these types of districts.

Tables were used to show the main activities which comprise public relations activities in the districts, to show the extent to which written public relations programs exist, and to show the extent to which these programs are organized. Data summation also showed whether there existed any relationship between public relations and district type and size. The Chi-Square test was used to determine whether or not the difference in responses from the districts, using these criteria, were significant. The .05 level of significance was applied to all tests.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Before looking at the whole program of public relations activities in Newfoundland schools; it is first necessary to look at the physical make-up of these districts. A cursory glance reveals that a large variety exists with respect to the district enrollment and the geographical area covered by these districts. As indicated in Table II, the majority of the school districts in this province have a district enrollment of less than 3200. Specifically, 16 of 31 districts, or 51.6 per cent of Newfoundland school districts have a pupil enrollment of less than 3200; 11, or 32.5 per cent have a pupil enrollment of between 3200 and 8000, while only 4, or 12.9 per cent have an enrollment of over 8000. The significance of these figures has already been mentioned. It is obvious that a school system of 3000 would not need the same type of public relations program as a system of 14,000. Research in other areas has also shown that organization for public relations has been especially lacking in small school systems.

TABLE II
NUMBER AND PERCENTAGE OF PARTICIPATING DISTRICTS
BY DISTRICT ENROLLMENT AND TYPE

Enrollment	Integrated		Roman Catholic		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 3200*	10	32.3	6	19.4	16	51.6
3200 to 8000	6	19.4	5	16.1	11	35.5
More than 8000	3	9.7	1	3.2	4	12.9

* For purposes of this study, the districts which have an enrollment of 8000 or more have been classified as large, the 3200 to 8000 enrollment, medium; and those with less than 3200, small.

A further difference in Newfoundland school districts is district type--whether the school is Integrated or Roman Catholic. As indicated by Table II, of the 31 districts surveyed, 19 or 61.3 per cent were Integrated while 12 or 38.7 per cent were Roman Catholic.

School districts were also asked the number of administrators employed in the district, the number of instructional staff, the number of secretarial staff, and the number of non-instructional staff. Factors such as differences in the pupil-teacher ratio, and the amount of time administrators have free to devote to organizing public relations in the district could have an influence on public relations activities. Since, there was such a strong relationship between these variables and the district enrollment, public relations activities were analyzed using

the last variable-district enrollment.

The first section of this chapter does a general descriptive analysis of public relations activities in Newfoundland school districts under the following headings: 1) Administrative Organization, 2) Patron Activities, 3) Faculty and Staff Activities, 4) Student Activities and Publications, and 5) Miscellaneous Activities. The second section does a more specific analysis of these groupings by type and size.

II. GENERAL ANALYSIS OF PUBLIC RELATIONS ACTIVITIES IN NEWFOUNDLAND SCHOOL DISTRICTS

General Organization for Public Relations

In the related literature it was pointed out that since public relations is a relatively recent phenomenon in education at the public school level, few organizational patterns have also been developed. Hickey¹ identified six patterns which he found in various school systems in the United States. It has been pointed out that research generally indicates that since types of planned organization exists only in the large school systems; there is little evidence concerning organizational patterns in small school

¹John M. Hickey, "Organizing Effective Public Relations," The Bulletin of the National Association of Secondary School Principals, Vol. 32 (February, 1948), pp. 59-72.

systems.² The need for planned activity is evident, but organization of public relations departments is developing slowly. This is not to infer that a department itself is essential to public relations, but it will help "to create better and wider public understanding for the institution by coordinating all the activities of its personnel which have public relations implications."³

The organization of public relations in a school system is influenced by a number of factors such as the size and the underlying philosophy of its public relations.⁴ To determine the organization for public relations in Newfoundland school districts a number of questions were included in the questionnaire concerning organization, the division of responsibility for public relations, the publics concerned and the basic philosophy of the district. These questions were of a general nature and give an overview rather than a detailed insight.

Education in Newfoundland has generally lagged behind the rest of the North American continent. Even there,

²Robert Jefferson Pearson, "Public Relations Concerned with Public Elementary and Secondary Schools," (unpublished Doctoral dissertation, George Peabody College for Teachers, 1956), p. 36.

³George A. Brecht, "Better Public Relations for Catholic Education," National Educational Association Bulletin, Vol. 50, (February, 1954), p. 20.

⁴Leslie Withrone Kindred, School Public Relations, (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1957), pp. 398-400.

organized public relations at the elementary and secondary school level is a relatively recent phenomenon. It was hardly to be expected, therefore, that organization for public relations in Newfoundland school districts had progressed much beyond the elementary or initial stages. Yeager claims that this stage is reached when a school system meets current needs and seizes upon opportunities.⁵ Ross classifies the more elementary level as one in which the school plays the active role and the public a passive role.⁶

Table III shows that the replies to the questions on organized public relations programs were predominately negative. Of the 31 replies, only 6 or 19.4 per cent reported that their district had a written public relations policy. Even fewer claimed their district had an organized public relations program. Only 5 or 16.1 per cent of the school districts replied in the affirmative with the remaining 26 or 83.9 per cent reporting negatively. The interpretation which seems to follow is that public school administrators in this province have not reached a realization of the need for organized public relations programs in our school systems.

⁵William Allison Yeager, School Community Relations, (The Dryden Press, 1951), p. 110.

⁶Donald Howart Ross (editor), Administration for Adaptability, Rev. ed., (New York: Metropolitan School Study Council, Teacher's College, Columbia University, 1958), p. 325.

TABLE III
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
ORGANIZATION FOR PUBLIC RELATIONS

Item	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Written Public Relations Policy	6	19.4	25	80.6	31	100
Organized Public Relations Program	5	16.1	26	83.9	31	100
Training of Person(s) Responsible for Public Relations	8	25.8	23	74.2	31	100

With respect to the use of personnel responsible for public relations in the school districts, Table IV presents the findings. The data indicate that school districts show an awareness of the job itself. It is especially noted however, that not one school district in the province reported having a public relations specialist. By far, the superintendent was the person who most often assumed responsibility for public relations in the district. The data show that 93.5 per cent reported the superintendent was equally responsible for public relations along with some other person, usually the building principals, while 39 per cent reported he was solely responsible. Nearly half or 48.5 per cent replied that the principals were equally responsible with some other person, while only one district reported they were solely responsible. It was further noted

that just one district reported the assistant superintendent jointly responsible with the superintendent for public relations, while another district reported the board chairman solely responsible. Since more than one item could be checked in this question there is overlap in the replies. If there is any pattern, however, it would seem to fit the centralized plan described by Kindred as "one in which responsibility for the program is centred almost entirely in the chief administrator" ⁷ Kindred seems to think that this is the plan which is best suited to the small school system. ⁸

The responses to the question on the training for the person in charge of public relations in the district followed a similar pattern as the other questions on organization. Only 8 or 25.5 per cent replied that the person in charge of public relations had any training or experience in public relations. This training was generally a graduate course in school-community relations offered by the Department of Educational Administration at Memorial University.

⁷Kindred, *op. cit.*, p. 400.

⁸*Ibid.*, p. 401.

TABLE IV
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
PERSONNEL RESPONSIBLE FOR PUBLIC RELATIONS
IN THE PROVINCE'S SCHOOL DISTRICTS

Personnel	Yes		No	
	Number	Percent	Number	Percent
Superintendent	29	93.5	2	6.5
Principals	15	48.5	16	51.6
Public Relations Specialists	0	0	31	100
Assistant Superintendent	1	3.2	30	96.8
Supervisor	5	16.1	26	83.9
Other	3	9.7	28	90.3

The job of public relations is a full-time one, and the task cannot be handled effectively by an overworked administrator. Yet responses show that fully 93.5 per cent of the superintendents are jointly responsible and 39 per cent solely responsible for public relations in their districts. From Table V it is clearly obvious that the time devoted to public relations is inadequate. This might not be the case if the superintendents had delegated their responsibility to other personnel. However, further analysis shows this not to be the case. It has already been pointed out that no district in the province has a public relations specialist and a small percentage of these responsible for public relations in the districts have any training or experience in the field. Table V further completes the

picture. It shows that 28 of the 31 districts or 90.3 per cent reported that the person(s) in charge of public relations devote less than one-fourth of their time seeking "an active partnership between the school and the community."⁹

TABLE V

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
THE PERCENTAGE OF TIME DEVOTED TO PUBLIC
RELATIONS BY PERSON(S) RESPONSIBLE FOR
PUBLIC RELATIONS IN THE DISTRICT

Percentage of time devoted to Public Relations	Number	Per cent
100 per cent	0	0
50 - 99 per cent	2	6.5
25 - 49 per cent	1	3.2
Less than 25 per cent	28	90.3

Only two reported that the person(s) spent more than half of their time at this function.

The importance of the philosophy of public relations adapted by a school system cannot be over-emphasized. As Moehlman and Van Zwoll stated, "the soundness, consistency, and defensibility of school public relations programs are dictated by the principles underlying it."¹⁰ The philosophy of the program not only determines the activities which will

⁹*Ibid.*, p. 17.

¹⁰Moehlman and Van Zwoll, School Public Relations, (New York: Appleton-Century Crofts Inc., 1957), p. 151.

comprise the program but the publics to be involved and the media used. In this survey the publics were divided into "all publics," or parents only. Table VI presents the responses to this item. It shows that 17 or 54.8 per cent of the superintendents replied that one of the basic principles in their districts philosophy of public relations was that it was concerned with all publics. It is significant to note, however, that almost half or 45.2 per cent replied in the negative. The responses would seem to indicate, though, that more than half of the districts have concern for other publics besides the parent.

TABLE VI
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
THE UNDERLYING PRINCIPLES IN THE DISTRICT'S
PHILOSOPHY OF PUBLIC RELATIONS

Principle	Yes		No	
	Number	Percent	Number	Percent
One-man job	3	9.7	28	90.3
Everyone's job	20	64.5	11	35.5
Publicity program primarily	5	16.1	26	83.9
One-way process	3	9.7	28	90.3
Two-way process	18	58.1	13	41.9
Concerned with all publics	17	54.8	14	45.2
Concerned only with parents	5	16.1	26	83.9

Other aspects of the philosophy of public relations were also dealt with. It has been continually emphasized that public relations is not a one man job. More than 90

per cent of the superintendents replied that this was one of the basic principles in their district's philosophy of public relations. Fewer, however, reported that their district felt it was everyone's job, with 64.5 per cent reporting that it was, while 35.5 per cent replied that it wasn't.

Since the 1920's the concept of public relations has evolved from being mere publicity to "a cooperative working relationship between the school and community."¹¹ Such a relationship is a two-way process. It is apparent from the analysis of data that many Newfoundland school districts have not yet progressed beyond the initial stages in the development of good public relations, as identified by Ross.¹² Eighteen or 51 per cent of the superintendents replied that their district's public relations was a two-way process. However, a large per cent, 41.9, responded this was not a basic principle in their district's philosophy of public relations.

The final items in this section on Administrative Organization dealt with (1) the effort made by the district to develop in personnel employed by the board a positive attitude towards public relations, (2) the nature of the effort, and (3) personnel designation to handle school news.

¹¹Yeager, *op. cit.*, pp. 105-117.

¹²Ross, *op. cit.*, p. 325.

The responses to these items are tabulated in Table VII. The table reveals that the number of districts having someone designated to handle school news is more than one-half of the total. A surprisingly large number and percentage, however, have no one designated for this function. Specifically, 13 or 41.9 per cent of the superintendents responded in the negative. It is interesting to note that all districts which reported that one of the underlying principles in their district's philosophy of public relations was that it was a two-way process had someone designated to handle school news.

TABLE VII
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
ADMINISTRATIVE ORGANIZATION IN
THE SCHOOL DISTRICTS

	Yes		No	
	Number	Percent	Number	Percent
Designation of Person to handle School News	18	58.1	13	41.9
Has made effort to develop in board personnel a positive attitude toward public relations	12	38.7	19	61.3
Has in-service education in public relations	5	16.1	26	83.9

Writers in the field of public relations consistently stress the importance of well trained personnel to handle public relations. The lack in Newfoundland school districts

of persons who are well trained in public relations has already been noted. This, the researcher feels, partly explains why only 12 or 38.7 per cent of the districts replied that any effort was being made to develop in school personnel a positive attitude towards public relations. Of this number, only five districts reported that this involved in-service education, although "provision for in-service training is a good part of a good public relations program."¹³ These findings are similar to that of Pearson who found that there was little evidence of plans for training personnel in public relations.¹⁴

The main purpose of this study is not to evaluate the effectiveness of the various public relations activities used in Newfoundland school districts, but to ascertain what activities exist. However, from the above findings alone, one sees public relations in Newfoundland school districts as falling far short of the standards set by Reeder.¹⁵ These include (1) it should be planned as every other phase of the school, (2) all school personnel must realize their role as a public relations agent, (3) it should be based on public cooperation with the program; and (4) it provides for

¹³*Ibid.*, p. 409.

¹⁴Pearson, *op. cit.*, p. 59.

¹⁵Ward G. Reeder, An Introduction to Public School Relations, (2nd. ed; New York: The MacMillan Company, 1953), p. 4.

proper information about the schools. Further analysis of both general and specific activities should cast further light on this adequacy and present a more objective judgment.

General Analysis of Patron Activities

This study focuses primarily on the program of activities used by the various school districts throughout the province which contribute to good school public relations. Granted, these activities are no indicators of a desired outcome. It is assumed, however, that these activities do contribute to good public relations. Further, these activities present evidence of interest and effort on the part of the school districts.

Kindred senses the importance of public relations activities when he says:

A public relations program is usually thought of as a collection of activities for interpreting the work of a group or organization and for developing the understanding, good will, respect and support of the public that is desired.¹⁶

Bortner agrees with Kindred when he writes:

Real understanding is best cultivated by the interaction of school and community through a variety of contacts and by those human relationships that make for mutual respect.¹⁷

¹⁶Kindred, *op. cit.*, p. 256.

¹⁷Doyle Bortner, Public Relations for Teachers, (New York: Simmons-Boardman Publishing Corporation, 1959), p. 4.

A greater appreciation and understanding of the school's effort can be attained through the medium of activities. This section does a general analysis of the medium of patron activities used in Newfoundland school districts. To determine the extent to which citizens are encouraged to be, and involved in school affairs, a number of questions were included in the questionnaire on patron activities. Table VIII shows the responses to one such item concerning the associations and groups found in the districts. The organization which was most universally found in the school was the Parent-Teacher Association. Thirty of the 31 districts, or 96.8 per cent claimed their district had a Parent-Teacher Association. The related literature discussed the public relations potential of such an organization. In fact, we saw that Yeager considered it, "the most effective means now available to create and maintain satisfying school-community relations."¹⁸ In terms of greatest frequency, Parent-Teacher Associations, youth organizations, boy's, men's, and women's clubs followed in that order.

The researcher notes that no district checked for the organization, Contact. Two Newfoundland school districts do indeed have this organization within its boundaries. Since all 31 questionnaires were returned, it is obvious that two respondents were not aware that such an organization existed

¹⁸Yeager, *op. cit.*, p. 410.

within their own community. When one considers the magnitude of the drug problem today among our youth, one wonders about the effort of educators in finding a solution, or at least in easing the situation. Since the two respondents did not know the organization existed, it is obvious that there could have been no communication with it.

TABLE VIII

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
ASSOCIATIONS AND GROUPS FOUND IN THE DISTRICT

Organization	Yes		No	
	Number	Percent	Number	Percent
Parent-Teacher Association	30	96.8	1	3.2
Boy's Clubs	7	22.6	24	77.4
Men's Clubs	7	22.6	24	77.4
Women's Clubs	7	22.6	24	77.4
Contact	0	0	31	100.0
Youth Organizations	14	45.2	29	93.5
Other Organizations	6	19.4	25	80.6

More important, however, than the mere presence of organizations within the community is the contact which the school has with them and the benefits which can be accrued from this communication. A sizeable majority of districts did report attempts to promote effective communication with associations in their districts. The majority of items concerning patron activities met with the same positive response. In Table IX only one item, but a very important

TABLE IX
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
PATRON ACTIVITIES IN THE DISTRICT

Item	Yes		No	
	Number	Percent	Number	Percent
Attempts to promote effective communication with organizations and groups	24	77.4	7	22.6
Adult Education Program	18	58.1	13	41.9
School Board Encouragement of citizen participation in policy making	22	71.0	9	29.0
Citizen Involvement in Instructional Program	15	48.4	16	51.6
Encouragement of Citizens to use school buildings	25	80.6	6	19.4
Special Activities Undertaken in the District during Education Week	31	100.0	0	0
The Board seeks to determine the Public views on School matters	30	96.8	1	3.2

one, fell below the 50 per cent level. This concerned citizen participation in policy making. Too few districts have learned that public relations includes more than merely informing the people; it involves active participation. More than half the districts, specifically 58.1 per cent reported having some type of adult education program. In general the questions on patron activities brought a greater positive

response than did other activities. It seems that most districts are indeed re-appraising their policies regarding the use of school facilities during after-school hours and vacation periods, realizing the necessity of having a written policy concerning their use, and attempting to solicit views of citizens on school matters. Further responses with respect to patron activities are tabulated in Table X.

The number of patron activities in this study numbered 20. Considering numbers alone the number of activities ranged from a low of 6 to a high of 17. Of the positive responses the highest number was for special activities being undertaken in the district during Education Week. A close second were the positive responses for Parent-Teacher Associations and board attempts to determine the views of the public on school matters. Of the 20 activities, exactly one-half brought a positive response of over 50 per cent.

The tables reveal that the positive responses to a few of the items were extremely high, while to others it was extremely low. Thus certain activities and practices, those which Kindred²⁰ would classify as 'stereotyped' activities are extensively used, while minimal use is made of others. Public relations in these districts, thus, fall far short by any standards since good public relations programs and those

²⁰Kindred, *op. cit.*

TABLE X

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING VARIOUS PATRON ACTIVITIES

Activity	100 percent		99-75 percent		75-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Open House	20	64.5	6	19.4	3	9.7	1	3.2	1	3.2	0	
Exhibits	4	12.9	7	22.6	9	29.0	3	9.7	8	25.8	0	
Back to School Night	2	6.5	4	12.9	1	3.2	3	9.7	21	67.7	0	
Career Night	3	9.7	3	9.7	6	19.4	4	12.9	12	38.7	3	9.7
Athletic Field Day	2	6.5	7	22.6	7	22.6	3	9.7	8	25.8	4	12.9

which have proven to be most successful are the programs which have utilized a wide variety of activities.

General Analysis of Faculty and Staff Activities

The heart of any public relations program is found in the individual schools. Since the basis for any successful public relations program is team-work, all school personnel must be made aware of their public relations responsibilities and assume important roles in the interpretation of the school to the community. Our analysis thus far has revealed little evidence of attempts to instill in school personnel a public relations consciousness, in spite of the fact that,

No technique will be as meaningful as those actions stimulated naturally by the basic attitude instilled in each teacher and non-instructional employees that public relations is an integral part of their jobs.²¹

Further analysis of the faculty and staff activities in Newfoundland school districts will present a more complete picture.

It has been suggested that any district which can afford a public relations specialist should do so. Where this is not possible, the superintendent must take responsibility for the lion's share of the work, though he may delegate some of the responsibility for public relations to

²¹Ernest G. Lake, "Each Member an Ambassador," National Association of Secondary School Principals, Vol. 44 (September, 1960), p. 43.

other school personnel. The data in Tables XI and XII show, however, that many superintendents have neither accepted the responsibility themselves, nor have they delegated it to others in the system. Further, school personnel should use all possible mediums to get the school message across. From the tables, however it appears that few superintendents, principals or teachers use the medium of speaking before civic groups as a means for improving public understanding of the schools. This is not surprising when one considers the almost total neglect by districts to instill in their school personnel a public relations consciousness.

TABLE XI

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
THE NUMBER OF TIMES SUPERINTENDENTS
SPEAK BEFORE SOME CIVIL GROUP

Number of times Superintendents speak before some civic group	Number	Per cent
More than 12 times a year	2	6.5
6 - 12 times a year	12	38.7
1 - 5 times a year	15	48.4
Never	2	6.5

TABLE XII

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
THE PERCENTAGE OF PRINCIPALS AND TEACHERS IN
THE DISTRICT WHO SPEAK BEFORE SOME CIVIC
GROUP AT LEAST ONCE A YEAR

Percentage	Principals		Teachers	
	Number	Percent	Number	Percent
100	0	0	0	0
99 - 75	2	6.5	0	0
74 - 50	11	35.5	3	9.7
49 - 25	2	6.5	0	0
24 - 1	13	41.9	24	77.4
Never	3	9.7	4	12.9

Although there may be persons in the districts who may contribute much in this respect, Table XIII indicates that few districts keep a record of such persons.

TABLE XIII

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
THE RECORDING OF PERSONS IN THE DISTRICT WHO
CAN CONTRIBUTE TO GOOD PUBLIC RELATIONS

Yes		No		No Person in Charge of Public Relations	
Number	Percent	Number	Percent	Number	Percent
3	9.7	16	51.6	12	38.7

That most districts consider the traditional method of reporting by the report card inadequate is substantiated by the findings tabulated in Table XIV. Not only do most districts report that their schools have pupil evaluation other than grades, but the reporting system is supplemented in most cases by parent-teacher conferences.

Responses regarding the use of audio-visual media to publicize school work, however, were less encouraging. In fact only 10 districts reported any of the schools in their district using audio-visual aids. Thus, once again, the responses seem to indicate that schools are failing to make use of these avenues of communication that were formerly closed to the schools. Instead the traditional media that were largely the outgrowth of the era of publicity in public relations is, in most cases, the extent of the districts' public relations activities. Table XV shows that the same negative trend continues throughout the analysis of these activities.

Only one item, that of sending home letters commending outstanding pupil achievement, came above the 50 per cent level. The positive responses to the other items were exceptionally low. The lowest response concerned the printed handbook for teachers. Only 4 districts replied their system had one. Yet surveys show that inadequate means of staff communication is a major weak spot in school

TABLE XIV
NUMBER AND PER CENT OF TOTAL RESPONSE REGARDING
VARIOUS ITEMS ON FACULTY AND STAFF ACTIVITIES

Item	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Schools in the district which have planned conferences with parents	12	38.7	8	25.8	5	16.1	2	6.5	3	9.7	1	3.2
Schools having pupil evaluation other than grades	17	54.8	7	22.6	2	6.5	2	6.5	3	9.7	0	0
Schools publishing newsletters	0	0	3	9.7	1	3.2	8	25.8	10	32.3	9	29.0
Schools publicizing school work through audio-visual media	0	0	0	0	0	0	2	6.5	8	25.8	21	67.7

TABLE XV
NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING
FACULTY AND STAFF ACTIVITIES

Item	Yes		No	
	Number	Per cent	Number	Per cent
Teaching staffs of schools are encouraged to make visits to pupil's homes	11	35.5	20	64.5
Program to help new teachers fit into the community	6	19.4	25	80.6
Has printed handbook for teachers	4	12.9	27	87.1
Send letters commending outstanding pupil achievement	17	54.8	14	45.2

administration.²²

Thus most districts are neglecting to use a media considered a "basic tool for establishing good internal and external relations."²³ It is obvious that many districts consider it of secondary importance that teachers be adequately informed, with the resultant low morale among many of our teachers. Such feelings will likely be reflected in their dealing with other staff members, the students, and the many publics which comprise the community. Many school systems have not yet achieved a good internal program much less a good external program with the community. There does not seem to have been developed any "sensitive public relations consciousness and willingness"²⁴ to act on the part of school personnel.

General Analysis of Student Activities and Publications

Educators regard the pupil as the prime agent in the transmission of information about the school to his home and community. Participation in extra-curricular activities or class projects give the pupil additional opportunities to

²²"Public Relations Gold Mine," National School Public Relations Association, p. 7.

²³Gordon McCloskey, Education and Public Understanding, (New York: Harper & Row Publishers, 1967), p. 288.

²⁴Robert Olds, "Untapped Resources in School Public Relations," Education, Vol. 69, (December, 1948), p. 231.

become a public relations carrier.²⁵ Public observances of this pupil participation helps transmit the message automatically, or as Parnell expresses it:

Participation, both in and out of the school, in activities which offer a source of satisfaction to the pupil, and which, simultaneously, help parents of the community to receive a broad interpretation of the nature of the school, strengthens the framework of an effective public relations program.²⁶

This section analyses the extent to which our school districts engage in these activities or practices.

Although a school newspaper can be a major means of keeping pupils and parents informed about school matters, Table XVI reveals that a relatively small percentage of high schools in the province use it as a medium of communication. Only 10 of 31 districts reported that more than 50 per cent of the high schools in the district publish a school newspaper. The usefulness of this activity as a public relations medium is also hampered by the infrequency of publication and the cost. To ensure maximum circulation educators recommend that it be circulated free of cost. However, 87.1% of the districts reported the newspapers sold. Most of the newspapers were published on a monthly basis or less often.

²⁵James Jones, School Public Relations, (New York: The Centre for Applied Research in Education, Inc., 1966), pp. 63-65.

²⁶Dale P. Parnell, "The Parent--A Part of the School Team," National Association of Secondary School Principals Bulletin, Vol. 44, (September, 1960).

TABLE XVI

NUMBER AND PER CENT OF TOTAL RESPONSES REGARDING PERCENTAGE OF SCHOOLS
WHICH HAVE VARIOUS STUDENT ACTIVITIES AND PUBLICATIONS

Percentage	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Percentage of high schools publishing a school newspaper	3	9.7	3	9.7	4	12.9	5	16.1	14	45.2	2	6.5
Percentage of schools which distribute newspapers free	0	0	0	0	0	0	1	3.2	3	9.7	27	87.1
Percentage of schools having a student handbook	1	3.2	1	3.2	2	6.5	3	9.7	9	29.0	15	48.4
Percentage of high schools in the district publishing a yearbook	7	22.6	1	3.2	6	19.4	6	19.4	8	25.8	3	9.7
Percentage of schools which distribute yearbooks free to students and the public	0	0	0	0	0	0	1	3.2	3	9.7	27	87.1
Percentage of schools which have school band	1	3.2	1	3.2	2	6.5	3	9.7	9	29.0	15	48.4
Percentage of schools having organized alumni associations	0	0	0	0	0	0	2	6.5	3	9.7	26	83.9

The student handbook "useful in developing an understanding of the educational program,"²⁷ is even less extensively used, while the school yearbook which Kindred feels is "valued for sentimental reasons,"²⁸ was the most widely used of pupil publications. Even less yearbooks were distributed free than newspapers. This is quite understandable, however, when one considers its cost of production, as compared to the newspaper.

"Musical programs win many friends, probably more than any other type of activity."²⁹ Judging from the responses, however, it seems that the effect of this medium on public relations is minimal, since almost one half of the districts reported having no schools with school bands, much less having them make public appearances.

The last question on student activities and publications concerned alumni associations. Although Wartingarg asserts that "in many respects a high school alumni association is its most direct contact with the immediate community,"³⁰ this was the item which brought the lowest positive response.

²⁷Kindred, *op. cit.*, p. 274.

²⁸*Ibid.*

²⁹*Ibid.*, p. 272.

³⁰Milton Wartingarg, "Keeping Your Alumni Tuned In," National Association of Secondary School Principals Bulletin, Vol. 44, (September, 1970), p. 86.

Kindred has said of student activities:

The number and variety of student activities in elementary and secondary schools attest to their place and importance in the education program. Instead of decreasing in number, they have grown steadily until now there is scarcely a school of any size that does not provide for them in the daily schedule.³¹

This statement, however, cannot be applied to many schools in our province. It shows that many parents and even educators still think of student activities as being different from the educational experiences which children receive in the study of the academic subjects. Only when these activities are utilized to their fullest and the value of them explained to the community will their full public relations potential be realized. The responses show we have only just begun in this province.

General Analysis of Miscellaneous Activities

Some questions concerning the activities and practices related to public relations in Newfoundland school districts did not seem to fit into any of the previous categories. They were thus collected into a miscellaneous category. Although they are in this category, the responses in many respects do reflect some light on the other categories of activities.

Most of the questions are concerned with board

³¹Kindred, *op. cit.*, p. 271.

activities which are so important to the board's public relations. A glance at Table XVII shows that only 5 or 36 per cent of the 14 activities or practices are used by more than 50 per cent of the school districts. Important aspects such as the planning of public relations activities at least a semester in advance brought a positive response of only 2 or 6.5 per cent. Another item bringing a low response was the identification of the various publics served by the schools. Research elsewhere has found the lack of analysis of the various publics as one real problem in the public relations of schools.³² The findings in this regard, therefore, are similar to others elsewhere.

A total of 18 or 58.1 per cent of the school districts published an annual report. However, just how successful the report is as a public relations medium is doubtful since only 3 reported having it published in the local press and only one district distributed it to every person in the district.

A medium which should become an important public relations medium is the newsletter published by the school board. Two superintendents reported that the school board in their district published a monthly newsletter which is distributed free to all homes in the district. Some school boards, it seems, are indeed recognizing and accepting their

³²Brecht, *op. cit.*, p. 24.

TABLE XVII

NUMBER AND PER CENT OF TOTAL RESPONSES TO ITEMS ON MISCELLANEOUS ACTIVITIES

Item	Yes		No	
	N	%	N	%
Special activities undertaken at the board level during education week	15	48.4	16	51.6
Use of local radio station to publicize school activities of the school	23	74.2	8	25.8
Has special page reserved in newspaper for education	0	0	31	100
Board maintains file on all publicity received in the news media	13	41.9	18	58.1
Plans public relations activities at least a semester in advance	2	6.5	29	93.5
Periodically evaluates public relations in the district	11	35.5	20	64.5
Board informs public of meetings and encourages the public to attend	17	54.8	14	45.2
Board has identified groups or interests served by the schools	11	35.5	20	64.5
Board publishes an Annual Report	18	58.1	13	41.9
Annual report published in local press	3	9.7	28	90.3
Annual report distributed to everyone in the district	1	3.2	30	96.8
Board makes efforts to explain policies and programs to public before they are adopted	25	80.6	6	19.4
Board has procedures for orientation of new members	6	19.4	25	80.6

responsibility as a prime public relations agent. The conclusion, however, seems to be that the school board, like other persons or groups involved in education in the districts, are indeed paying "a good deal more lip-service to the idea of the two-way road between school and community than there is in actual practice."³³

ANALYSIS OF PUBLIC RELATIONS ACTIVITIES IN
NEWFOUNDLAND SCHOOL DISTRICTS BY
DISTRICT TYPE AND SIZE

Although the data already presented offer a rather complete picture of the status of public relations activities in Newfoundland school districts, it presents only a general picture. Special contributing factors which either enhance or detract from the growth of public relations also merit attention in this research. As outlined earlier, these include type and size. In this section, the emphasis will centre around the relative percents of use under these criteria. The conclusions with respect to type and size were obtained through comparisons with the percents for the total groups as listed in the general analysis, and comparisons within the individual breakdowns. It is felt that percents were a more significant presentation since the groups in some instances varied greatly in number.

³³William J. Priest, "Are School Administrators Effective Public Relations Men?" Educational Administration and Supervision, Vol. 41, (May, 1955), pp. 304-305.

In the analysis by type and size, the total responses were broken into categories corresponding to the categories of the questionnaire. Cross-tabulations of district type and size were done with every item in the questionnaire. The chi-square was used to determine the relationship between the variables under investigation. The significant level for each chi-square value was the .05 level. It should be noted here that in this analysis of data by district type and size, only those tables which contain items which were found statistically significant at the .05 level of significance are contained in the chapter. For complete data on the returns the reader is referred to Appendix D. Like the first section of the chapter dealing with the general analysis of public relations activities, this section is divided into the following sections: (1) Analysis of administrative organization. (2) Analysis of patron activities. (3) Analysis of faculty and staff activities. (4) Analysis of pupil activities and publications. (5) Analysis of miscellaneous activities.

Analysis of Administrative Organization by District Type and Size

Comparison of results on administrative organization does not indicate any significant difference by type. In fact, of the 19 items in Table XVIII each type reported an equal number of higher scores than the other. A number of differences in responses, however, are noteworthy. The data

TABLE XVIII
NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT TYPE TO ITEMS
ON ADMINISTRATIVE ORGANIZATION

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent (19) ^a	Number	Percent (12)
Written public relations program	3	15.8	3	25.0
Organized public relations program	3	15.8	2	16.7
Superintendent responsible for public relations	18	94.7	11	91.7
Principals responsible for public relations	13	68.4	2	16.7*
Public relations specialist responsible for public relations	0	00	0	00
Assistant superintendent responsible for public relations	0	00	1	8.3
Supervisor responsible for public relations	5	26.3	0	00
Other person(s) responsible for public relations	0	00	3	25.0
Special training in public relations	6	31.6	2	16.7
(Principle) One man's job	0	00	3	25.0

^aNote: Figure represents the base for cell percentages

*Significant at the .05 level of significance


TABLE XVIII (continued)

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent	Number	Percent
(Principle) Everyone's job	13	68.4	7	58.3
" Publicity program primarily	2	10.5	3	25.0
" One-way process	3	15.8	0	00
" Two-way process	13	68.4	5	41.7
" Concerned with all publics	10	52.6	7	58.3
" Concerned only with parents	3	15.8	2	16.7
Someone designated to handle school news	10	52.6	8	52.6
Attempts to develop positive attitude towards public relations	9	49.4	9	49.4
In-service Education in public relations	5	26.3	5	26.3

show that 68.4 per cent of the Integrated district superintendents reported that a basic principle in their district's philosophy of public relations was that it was a two-way process, while 41.7 per cent of the Roman Catholic district superintendents replied similarly. A larger percent of Integrated Districts also reported that the person(s) in charge of public relations have some training or experience in public relations, as well as having the supervisor conjointly responsible for public relations in the district. Three Roman Catholic Districts, but no Integrated Districts reported board personnel jointly responsible for public relations, while one Catholic district reported the board chairman solely responsible.

When analysed by type, only one item on administrative organization was statistically different, however. That was the item concerning the responsibility for public relations in the school districts. Table XVIII shows that 68.4 per cent of the Integrated districts reported that principals were jointly responsible for public relations, while only 16.7 per cent of the Roman Catholic districts replied similarly. This was statistically significant at the .05 level.

Research has consistently shown that the best organization and the greatest number of practices are found in the larger school systems. The findings in this study support this. The findings show that the large school



systems have a greater percent of use in 12 of the 20 activities or practices related to administrative organization. The medium size districts show a greater percent of use in 6, while the small districts in just 2. More than 50 per cent of the large school districts reported having organized public relations programs compared to 9.1 per cent for the medium and 12.5 for the small districts. They also recorded a higher percent of persons trained in public relations, while large districts all agreed that public relations is everyone's job. Thus using size as a criteria, the number of activities or practices and the degree of organization varied directly with the pupil enrollment.

As with type, however, just one item is statistically significant at the .05 level. Once again it concerned the responsibility for public relations in the school districts. Whereas 25 per cent of the large school districts reported the assistant superintendent jointly responsible with some other person for public relations in the district, the positive response from the small and medium size districts was nil in this respect.

Analysis of Patron Activities by District Type and Size

Our analysis of administrative organization by district type revealed no significant differences. Patron activities, too, when analysed by district type revealed no significant differences. The exact responses to the items

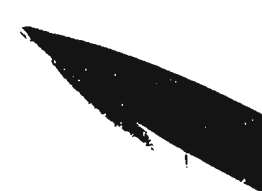


TABLE XIX
NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT SIZE
ON ADMINISTRATIVE ORGANIZATION

Items	Less than 3200		3200 - 8000		More than 8000	
	Number	Percent (16) ^a	Number	Percent (11)	Number	Percent (4)
Organized Public Relations Program	2	12.5	1	9.1	2	50.0
Written Public Relations Program	1	6.3	4	36.4	1	25.0
Superintendent Responsible for Public Relations	15	93.8	10	90.9	4	100.0
Principals Responsible for Public Relations	7	43.8	7	63.6	1	25.0
Public Relations Specialist Responsible for Public Relations	0	00	0	00	0	00
Assistant Superintendent Responsible for Public Relations	0	00	0	00	1	25.0*
Supervisor Responsible for Public Relations	1	6.3	3	27.3	1	25.0
Other person(s) Responsible for Public Relations	1	6.3	1	9.1	1	25.0
Special Training in Public Relations	3	18.9	3	27.3	2	50.0
(Principle) One-man Job	1	6.3	2	18.2	0	00
" Everyone's Job	10	62.5	6	54.5	4	100.0
" Publicity Program Primarily	1	6.3	4	36.4	0	00

TABLE XIX (continued)

Items	Less than 3200		3200 - 8000		More than 8000	
	Number	Percent (16) ^a	Number	Percent (11)	Number	Percent (4)
(Principle) One-way Process	2	12.5	0	00	1	25.0
" Two-way Process	10	62.5	5	45.5	3	75.0
Concerned with all Publics	6	37.5	8	72.7	3	75.0
Concerned only with Parents	4	25.0	1	9.1	0	00
Someone designated to Handle School News	9	56.3	7	63.3	2	50.0
Effort to Develop Positive Attitude Towards Public Relations	8	50.0	3	27.3	1	25.0
In-Service Education in Public Relations	1	6.3	3	27.3	1	25.0

^aNote: figure represents the base for cell percentages

*Significant at the .05 level of significance

on patron activities are tabulated in Tables XX and XXI. The responses to no item varied more than 11 per cent, except the item concerning a written policy on the use of school facilities. This is the only item on Patron activities that when analysed by district type is statistically different. Table XX shows that 100 per cent of the Integrated boards reported having a written policy on the use of school facilities as opposed to 50 per cent for the Roman Catholic districts.

Analysis of patron activities by size, as well, reveal no significant differences between the three groups. The large districts have a slight edge, having a greater percent of use in 8 of 15 activities or practices. Once again, however, the variation in responses are insignificant. Just one item in the patron activities category when analysed by district size is statistically different. This concerns the percentage of schools in the district which have exhibits (see Table XXI). Otherwise, the differences which exist with regard to both type and size are insignificant.

Analysis of Faculty and Staff Activities

Although analysis of data relevant to faculty and staff activities show that not one item is statistically different when analysed by type and size, the scores were generally more extreme than in the previous categories. There is, for instance, a difference of 27.4 per cent in the response by type, concerning the item on the encouragement

TABLE XX
NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEMS ON PATRON ACTIVITIES

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent (19) ^a	Number	Percent (12)
Parent-Teacher Associations	18	94.7	12	100
Boy's Clubs	4	21.1	3	25.0
Men's Clubs	4	21.1	3	25.0
Women's Clubs	4	21.1	3	25.0
Contact	0	00	0	00
Youth Organization	9	49.4	5	41.7
Other Organizations	3	15.8	3	25.0
Attempts to Promote Effective Communication with These Organizations	15	78.9	9	75.0
Citizen Participation in Policy Making	13	68.4	9	75.0
Adult Education Program	11	57.9	7	58.3
Citizen Involvement in Instructional Program	10	52.6	5	41.7
Encourages Citizen use of School Facilities	18	94.7	11	91.7

TABLE XX (continued)

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent (19) ^a	Number	Percent (12)
Written Policy on use of Facilities	19	100	6	50.0*
Special Activities During Education Week	19	100	12	100
Seeks to determine the Views of the Public on School Matters	19	100	11	91.7

^aNote: figure represents the base for cell percentages

*Significant at the .05 level of significance

TABLE XXI

NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEM ON PATRON
ACTIVITIES REGARDING THE PERCENTAGE OF SCHOOLS IN THE
DISTRICT WHICH HAVE EXHIBITS

District Size	100 Percent		99 - 75 Percent		74 - 50 Percent		49 - 25 Percent		24 - 1 Percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	3	18.8	4	25.0	4	25.0	1	6.3	4	25.0	0	0
3200 - 8000	1	9.1	1	9.1	4	36.4	2	18.2	3	27.3	0	0
More than 8000	0	00	2	50.0	1	25.0	0	00	1	25.0	0	0

of teaching staffs to visit the homes of pupils, with 63.2 per cent of the Roman Catholic and 36.8 per cent of the Integrated districts replying in the affirmative. Other findings were that the superintendents of Integrated school boards generally speak before civic groups much more often than do superintendents in Roman Catholic districts.

Analysing by type, we find that smaller school districts reported the highest percent of schools within their districts, encouraging teachers to visit the homes of pupils. This was to be expected since in the smaller school systems, teachers generally know the larger number of parents. The large districts, however, reported 50 per cent, as opposed to 18.2 for medium and 12.5 per cent for small districts having a program to help new teacher fit into the community. The conclusion, however, with respect to faculty and staff activities is that there are marginal differences in responses by both type and size, but none are statistically significant at the .05 level.

Analysis of Pupil Activities and Publications

Analysis of pupil activities and publications show a similar trend of insignificant differences between public relations activities in Newfoundland school districts when analysed by district type and size. No item in the questionnaire on pupil activities and publications when analysed by type brought a difference in response that was statistical significant at the .05 level. The total responses to pupil

activities and publications can be seen in the appendix.

Analysis by size further confirms the fact that there is little difference in public relations in this province's school districts. Just one item brought a difference in response that was significant. Table XXII shows that a higher percent of the large school districts distribute their school yearbooks free to students and the public. This is most likely due to the fact that the larger districts are those which have larger centres, where advertising by firms finances the cost of production.

Analysis of Miscellaneous Activities by District type and Size

The final section analysis miscellaneous activities and practices by district type and size. Once again, there is very little difference by either criteria. The Integrated districts had a higher positive response in 7 of the 13 activities, while the Roman Catholic had a higher percentage in 6. Here again, we see the relatively insignificant differences between the two types. Integrated districts once again, have a slight edge, but the differences are too marginal to conclude that they, for the most part, have better organized and more extensive public relations programs than the Roman Catholic districts.

Using the criteria of size, there is one statistically significant item, that concerning the publishing of an annual report by the school board. Table XXIII reveals that 90.9

TABLE XXII

NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEM ON STUDENT
ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE OF SCHOOLS IN
THE DISTRICT WHICH DISTRIBUTE THE YEARBOOK FREE OF COST

Size	100 Percent		99 - 75 Percent		74 - 50 Percent		49 - 24 Percent		24 - 1 Percent		None Percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	00	0	00	0	00	0	00	1	6.3	15	93.8
3200 - 8000	0	00	0	00	0	00	1	9.1	0	00	10	90.9
More than 8000	0	00	0	00	0	00	0	00	2	50.0	2	50.0

TABLE XXIII

NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEMS
ON MISCELLANEOUS ACTIVITIES

Items	3200		3200 - 8000		8000	
	Number	Percent (16) ^a	Number	Percent (11)	Number	Percent (4)
Special Activities Undertaken at the board level During Education Week	9	56.3	4	36.4	2	50.0
Use of radio to publicize School Activities	10	62.5	9	81.8	4	100.0
Use of Newspapers to Publicize School Activities	9	56.3	10	90.4	4	100.0
Special Page Reserved for Education	0	00	0	00	0	00
Maintains File on Publicity Received in News Media	4	25.0	6	54.5	3	75.0
Plans Activities at Least a Semester in Advance	0	00	1	9.1	1	25.0
Public Relations Periodically Evaluated	4	25.0	5	45.5	2	50.0
Public Informed of Board Meetings and Encouraged to Attend	10	62.5	6	54.5	1	25.0
Board has Identified Publics served by the Schools	4	25.0	5	45.5	2	50.0
Board Publishes an Annual Report	6	37.5	10	90.2	2	50.0*

TABLE XXIII (continued)

Items	3200		3200 - 8000		8000	
	Number	Percent (16) ^a	Number	Percent (11)	Number	Percent (4)
Report Published in the Local Paper	0	00	2	18.2	1	25.0
Report Distributed to Everyone in the District	0	00	1	9.1	0	00
Board explains new policies and procedures to the Public before Adoption	12	75.0	9	81.8	4	100.0
Board has procedures for the orientation of New Board Members	3	18.8	1	9.1	2	50.0

^aNote: figure represents the base for cell percentages

*Significant at the .05 level of significance

per cent of the large size districts publish an annual report, as compared to 50 per cent for medium size districts and 37.5 per cent for the small. Considering numbers of activities or practices which the districts engage in, the large districts show a greater per cent of use in 9 of the 14, the medium 2 and the small 2. There is, therefore, generally a greater per cent of use by the larger districts, but when tested at the .05 level of significance, the differences are found not to be statistically significant.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the framework of the study, the methodology employed and the findings of the study. The findings are discussed in sections corresponding to sections of the questionnaire and which were analysed. Finally some general and specific recommendations are presented, and recommendations for further research proposed.

I. SUMMARY

Public relations in Newfoundland and Labrador school districts was the basis for the research in this study. It surveyed the present conditions and thereby presented us with the status of school public relations as they presently exist. It is hoped that the study will arouse more interest in school public relations than is presently exhibited. The effect of the type of district, and district enrollment, were examined as possible contributing factors to the present status of school public relations in the districts. This study was considered significant from the standpoint of the added insight research gives to the problem of public relations, the need in Newfoundland education for an increased awareness of public relations potential in education, the

need of educating the parent with respect to the problems, needs and conditions of education and the general value of the present status study in establishing what already exists as a basis for improvement.

Limitations of this study were contingent on a number of factors. The population included all superintendents of the Integrated and Roman Catholic districts in the province of Newfoundland and Labrador. The broadness of such a subject as school public relations meant that most aspects of the subject were touched upon only briefly and in general, while emphasis was mainly placed upon activities which comprised public relations in Newfoundland school districts. The lack of earlier research in school public relations in the province restricted the amount of material on school public relations in this province to almost nil.

Research studies and other literature on existing programs in North American schools were surveyed. This literature was divided into parts corresponding to the questionnaire. Thirty-one superintendents responded representing the nineteen Integrated and twelve Roman Catholic districts in the province. Thus 100 per cent of those surveyed replied. Tabulation of data was done by doing a general analysis as well as specific analysis by criteria of type and size.

II. CONCLUSIONS

A glance at the findings readily reveals very little activity in the direction of the development of organized public relations programs. Specific conclusions which were deduced from the analysis of data can be considered under the groupings as they appear in the related literature and the questionnaire.

Conclusions Relative to The General Administrative Organization for Public Relations

Organization and planned policy are rarely characteristic of public relations in Newfoundland school districts, and there seems to be a lack of evidence showing any deep and earnest effort in the responsibility of educational administrators in a program of interpretation. Such organization that exists is, at best, only informal. Specific conclusions are as follows:

- (1) There is little evidence that organization and planned policies for public relations are an accepted part of the administrative function.
- (2) Where organization exists, it usually includes a written policy as well.
- (3) There is no significant difference with respect to organization for public relations in the small, medium and large districts.
- (4) Responsibility for the direction of public relations

rests largely with the superintendent, or the principals of the individual schools.

- (5) There is a general agreement in the districts surveyed that public relations is not a one-man job.
- (6) A majority of districts have concern "public" besides the parent.
- (7) Few districts have made any attempt to train their personnel in the area of public relations.
- (8) Less than 26 per cent of the persons in charge of public relations in the districts have any public relations experience or training.
- (9) Few districts reported that they had made any special effort to develop in personnel employed by the board, a positive attitude towards public relations.

Conclusions Relative to the General Analysis of Patron Activities

Activities in themselves to not make a public relations program, but they do reveal an emphasis or lack of it in certain areas. Compared with other activities, patron activities are extensively used. More citizens are thus becoming involved in school affairs. Most of the activities used were common to all districts. Conclusions reached with respect to patron activities are as follows:

- (1) Most districts encourage citizen use of school facilities. Most of the boards of education also have a written policy concerning their use.

- (2) Most of the school districts have parent-teacher associations and many have youth organizations. It appears that the schools are utilizing these groups to good advantage since a sizable majority reported attempts to promote effective communication with these organizations.
- (3) Lay participation in many districts is widely used. Seventy-one per cent of the districts reported school board encouragement of citizen participation in policy making. However, only 15 or 48.4 per cent of the districts reported any use by schools of citizens in the instructional program.
- (4) Most of the districts have the largely stereotyped activities such as open house, exhibits and back to school night.
- (5) Only eighteen (18) districts reported having some type of adult education program in the district.
- (6) Most districts reported that they sought to determine the views of the public on school matters.
- (7) In general, there is much evidence to indicate that a noteworthy attempt has been made to have the community share in the educational process.

Conclusions Relative to General Analysis of
Faculty and Staff Activities

- (1) Few districts reported that they kept any record of persons in the district who could contribute to good

public relations.

- (2) Most of the districts reported that schools in their districts have planned conferences with parents.
- (3) It appears that superintendents speak before civic groups much more often than do principals or teachers.
- (4) Most school districts made no provisions for helping teachers fit into the community. In fact only 6 reported that they did.
- (5) More than half of the districts reported having schools which sent home letters which commended children for outstanding achievement.
- (6) Most schools have not taken advantage of the potential value of such audio-visual media as motion pictures.
- (7) Most schools have pupil evaluation other than grades.

Conclusions Relative to the General Analysis of
Pupil Activities and Publications

- (1) Most of the districts reported that the high schools published a school newspaper. However, only a small percentage were distributed on a weekly basis, with most of them published monthly or less often.
- (2) The majority of the newspapers are sold. This, no doubt, cuts down on the circulation and destroys much of their usefulness as a public relations vehicle.

Conclusions Relative to the General Analysis
of Miscellaneous Activities

- (1) Far too few schools take advantage of the public relations possibilities connected with the annual report. Only eighteen districts reported publishing an annual report. Of these only three published it in the local newspaper and just one reported it was distributed to every person in the district.
- (2) A majority of districts reported having made some effort to explain policies or new programs to the public before adoption.
- (3) Only six had any procedures for the orientation of new board members.
- (4) More than half of the superintendents reported that their boards informed the public of board meetings and encouraged them to attend.
- (5) Just 11 districts reported no attempt ever having been made to identify the various groups or interests served by the schools.
- (6) The findings suggests little planning by the board since no boards reported planning their activities at least a semester in advance.
- (7) Few boards maintain a file on publicity received in the newspaper and other media. Fewer still periodically evaluate public relations in their districts.

Conclusions Relative to Specific
Analysis of Activities

Under the various analyses few differences appear. There is some evidence that the larger school districts have more comprehensive public relations. There is need, however, for improvement in all districts. In order to improve the public relations in these districts, the needs and conditions of public relations as they presently exist must be recognized. More specific conclusions are as follows:

- (1) The mean number of activities for the total population by type and size favour the Integrated and large districts, but are not statistically different from the total group.
- (2) The differences that do exist are more pronounced within the classification by size, than by type, Roman Catholic or Integrated.
- (3) The number of activities used in small districts is generally fewer than in the medium and large size districts.
- (4) Public relations in Integrated school districts seem more organized and involve more activities than those in Catholic districts.
- (5) Although three items using the criteria of size were statistically different at the .05 level of significance, it is felt that these were more incidental or a result of size, rather than being the result of

a concerted effort to improve public relations in the large districts.

It is quite evident from the data presented that far from enough is being done in the area of public relations in our provinces' school districts. There seems, however, to be at least an awareness of the need for and potentials of public school relations among educators. The findings show that too little is done not only with respect to organization but that many activities with great public relations potential are not being used at all, and in many cases where they are being used, are not being utilized to their greatest extent.

III. RECOMMENDATIONS FOR IMPROVING PUBLIC RELATIONS IN THE PROVINCES SCHOOL DISTRICTS

The findings in this study indicate that practically all areas of public relations need improvement. Accordingly, the following recommendations, based on the findings of this survey, compared with practices suggested in public relations literature are tended:

- (1) School administrators need to recognize to a greater extent that it is now the case that school public relations is an important phase of school administration. Every administrator should consider it of prime importance, and should organize a school public relations program.

- (2) Since pupils are such an important link in any public relations program, administrators should use pupils more frequently and more extensively as a focal point for the presentation of information about the schools' activities and problems.
- (3) Understanding is basic to action. Training in public relations should, therefore, be provided for all groups of school personnel.
- (4) Lack of time seems to be a problem with respect to public relations. Administrators should take steps, therefore, to employ adequate secretarial help and administrative assistance, thus allowing more time to devote to public relations.
- (5) Each school should have at least one person who coordinates the public relations program. If lack of finances prohibit the hiring of a full-time person, then a teacher could be assigned this responsibility.
- (6) Public relations programs should take into consideration the particular type and needs of the community the school is dealing with and attempt to reach all persons in the community. Thus information may have to be simplified so as to reach all elements of the community-educated and uneducated.
- (7) The school board is the legally constituted body responsible to the public for the schools. The boards of education should, therefore:

- (a) Adopt written statements of basic policy for public-school relations which will establish its importance in the school program and will provide the foundation for developing a strong program of public relations.
- (b) Define the duties of all those who work in the public relations program.
- (c) Delegate to the superintendent and through the superintendent to other professional staff members the duty of translating adopted policy into action.
- (d) Provide the necessary funds for financing the public relations program.
- (e) Evaluate the program in cooperation with other professional staff members.
- (f) Establish channels of communication for keeping themselves continuously informed about all matters of school-public relations.
- (g) Attempt to serve the best interest of the community through persistent efforts to improve the educational opportunities for the children of the district.
- (h) Establish channels of communication to keep the community continually informed through such means as open meetings, and annual reports.
- (i) Draw up policies governing citizen use of school buildings.

- (8) The superintendents' responsibility should be mainly one of leadership. Specifically, it is recommended that the superintendent:
- (a) Keep the board informed of the activities and programs of school public relations.
 - (b) Develop plans to translate formal policy into action.
 - (c) Organize and assign responsibilities to various personnel.
 - (d) Encourage the professional staff to participate fully in the program.
 - (e) Organize in-service education programs in school-public relations for professional staff members.
 - (f) Continually be sensitive to community needs and desires and be receptive to change the program when needed.
 - (g) Be accessible to board employees as well as to members of the community at large.
- (9) Principals should assume the direct responsibility for public relations at the building level. The attitude which he expresses and the leadership he provides to his staff will determine to a great extent the effectiveness of any effort to strengthen the relationship between the school and the community it serves. Specifically, it is recommended that he:
- (a) Focus attention on matters of school-public relations during staff meetings and cooperate in the development

of in-service education for teachers.

- (b) Attempt to widen the range of community resources utilized in the instructional program.
 - (c) Attempt to develop increased cooperation between school personnel and such organizations as the PTA.
 - (d) Attempt to develop with teachers an adequate reporting system.
 - (e) Report newsworthy school affairs to the news media.
 - (f) Attempt to have as much lay participation as possible to the operation of the school.
 - (g) Constantly seek new methods of interpreting the school to the community and fostering two-way communication between the school and the community.
 - (h) Involve the staff in training programs for public relations.
- (10) Teachers should play an important role in school-public relations. Specifically, it is recommended that he:
- (a) Establish a co-operative working relationship with parents through all means at his disposal.
 - (b) Co-operate fully with parent-teacher association programs and activities.
 - (c) Take advantage of opportunities to talk with parents about their child's work.
 - (d) Take an active interest in community affairs.

- (e) Enrich their instructional program through the use of community resources, both human and physical.
- (11) Greater use should be made of lay personnel by having them involved in the instructional program, as teaching aides, and on lay advisory committees.
- (12) Programs of adult education should be initiated where possible, especially where facilities and equipment already exist.
- (13) It is recommended that expanded use be made of the school plant and facilities by citizens and community groups.
- (14) Schools should utilize a variety of public relations techniques.
- (15) Lack of adequate finances prohibit the employment of a full-time co-ordinator in many cases. However, it is recommended that the position of co-ordinator of school public relations be established as soon as possible, with the co-ordinator being responsible to the superintendent. It is recommended that his responsibilities be as follows:
 - (a) To serve the school board in an advisory capacity on matters of school-public relations.
 - (b) To act in an advisory capacity to principals and teachers in developing school-public relations activities on a building level.
 - (c) To serve as a resource person for Parent Teacher

Associations.

- (d) To assume responsibility for building public understanding through working with the press and helping in the preparation of materials.
- (e) To help community organizations to achieve their goals.
- (f) To devise ways to evaluate effectively school public relations and to determine goals for the program.

The nature of school-public relations programs is such that its development is a slow process. Thus spectacular results should not necessarily be expected immediately or disappointment may result and long term values of a strong public relations program may be lost. The translation of good relations between the schools and community into improved educational opportunities for children will come only after constant effort.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

To the researcher's knowledge, this is the only study done on public relations in Newfoundland school districts. This study has been general rather than on any specific aspect of the topic. Some possible areas for further research are as follows:

- (1) The relative effect of size and/or type of school districts should be studied to determine more conclusively the role each plays in public relations.

- (2) More study could be done on various specific aspects of public relations such as the amount of information possessed by the public, parental attitudes towards the school, etc.
- (3) Research into the effectiveness of various activities could greatly improve the choice for emphasis by administrators in setting up a program of public relations.
- (4) Studies are needed to determine specific ways for smaller school systems to build effective public relations.
- (5) Surveys of public relations activities in Newfoundland schools could be made to determine the possible effects of geography and other contingent factors on public relations.

This study has merely scratched the surface of the area of school public relations in this province. However, if this study has done even that, it is well founded. The least that is hoped is that among superintendents who participated in the study, further interest in school public relations was aroused.

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APPENDICES

APPENDIX A

QUESTIONNAIRE ON SCHOOL PUBLIC RELATIONS
IN THE SCHOOL DISTRICTS OF
NEWFOUNDLAND AND LABRADOR

A STUDY OF PUBLIC RELATIONS ACTIVITIES IN NEWFOUNDLAND
SCHOOL DISTRICTS AS PERCEIVED BY
THE DISTRICT SUPERINTENDENTS

QUESTIONNAIRE

GENERAL INFORMATION

1. What is the total enrollment in your district? _____
2. What is the type of district of which you are superintendent?
☐ Integrated ☐ Roman Catholic
3. How many full-time professional administrators are employed in your district? (includes central office personnel, principals and vice principals) _____
4. How many full-time secretaries and clerks are employed in your district? (includes those employed in schools and at the central office) _____
5. How many full-time instructional staff are employed in your district? (includes those who spend more than 50% of their time teaching) _____
6. How many full-time non-instructional staff are employed in your district? (includes janitors, maintenance men, etc.) _____

ADMINISTRATIVE ORGANIZATION

7. Does your board have a written policy concerning public relations?
☐ yes ☐ no
8. Does your board have a formal, organized public relations program for the school district? (a formal, organized public relations program means that the board has designated various activities as being important to good school-community relations and has assigned public relations responsibilities to various personnel)
☐ yes ☐ no
9. Who is primarily responsible for the public relations programs in your district? (If two equally responsible, check both)

- | | |
|------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> superintendent | <input type="checkbox"/> assistant superintendent |
| <input type="checkbox"/> principals | <input type="checkbox"/> supervisor |
| <input type="checkbox"/> public relations specialist | <input type="checkbox"/> other (please specify)
_____ |

10. Has the above person, or persons, had any special training or experience in public relations?

☐ yes ☐ no

11. What percentage of the above persons' time is devoted to public relations?

☐ 100% ☐ 25 - 49%

12. What is the basic principle in your district's philosophy of public relations? (Check all items that apply)

- | | |
|------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> one-man job | <input type="checkbox"/> one-way process (school to community) |
| <input type="checkbox"/> everyone's job | <input type="checkbox"/> two-way process (school plans with community) |
| <input type="checkbox"/> publicity program primarily | <input type="checkbox"/> concerned with all 'publics' |
| | <input type="checkbox"/> concerned only with parents |

13. Has someone been designated to handle school news releases?

☐ yes ☐ no

14. Has any special effort been made to develop in personnel employed by your board a positive attitude towards public relations?

☐ yes ☐ no (Go to #16)

15. Does this effort include either regular or sporadic in-service education in public relations?

☐ yes ☐ no

PATRON ACTIVITIES

16. Does your school district have any of the following associations or groups? (Check all that apply)

☐ parent-teacher associations

☐ women's clubs

☐ boy's clubs

☐ contact

☐ men's clubs

☐ youth organization

☐ other (please specify)

17. If yes, is there any attempt to promote effective communication with any of these organizations?

☐ yes

☐ no

18. Does your district have any type of adult educational program?

☐ yes

☐ no

19. Does the school board encourage citizen participation in policy making by having them on functional committees? (e.g. citizen committees)

☐ yes

☐ no

20. Are any citizens involved in the instructional program in your district?

☐ yes

☐ no

21. Are citizens in the district encouraged to make use of school buildings?

☐ yes

☐ no

22. Does the board have a written policy on citizen use of school buildings?

☐ yes

☐ no

23. Approximately what percentage of the schools in the district have the following activities? (Check for each activity)

Activity	100%	99-75%	74-50%	49-25%	24-1%	None
Open House						
Exhibits						
Back to School Night						
Career Night						
Athletic Field Days						

24. Are special activities undertaken in the district during Education Week?

☐ yes

☐ no

25. Does the board through formal or informal methods seek to determine the views of the public on school matters?

☐ yes

☐ no

FACULTY AND STAFF ACTIVITIES

26. How often do you, as superintendent, speak before some civic group?

☐ >12 times a year

☐ 1 - 5 times a year

☐ 6 - 12 times a year

☐ Never

27. Approximately what percentage of the principals in the district speak before some civic group at least once a year?

☐ 100%

☐ 99-75%

☐ 74-50%

☐ 49-25%

☐ 24-1%

☐ None

28. Approximately what percentage of the teachers in your district speak before civic group at least once a year?
- ☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
- ☐ 24-1% ☐ None
29. Does the person in charge of public relations maintain any record of persons in the district who can contribute to good public relations in various areas?
- ☐ yes ☐ no ☐ no person in charge of public relations
30. Approximately what percentage of the schools in your district have planned conferences with parents?
- ☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
- ☐ 24-1% ☐ None
31. Are the teaching staffs of the schools in your district generally encouraged by the principal to visit pupil's homes?
- ☐ yes ☐ no
32. Does the district have any type of program to help new teachers become familiar with the community?
- ☐ yes ☐ no (Go to #34)
33. If the answer to #32 is yes, does this include a printed handbook for teachers to help them understand and execute public relations responsibilities?
- ☐ yes ☐ no
34. Approximately what percentage of the districts' schools have a reporting system which shows pupil evaluation other than grades?
- ☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
- ☐ 24-1% ☐ None
35. Do any schools in your district send home letters commending outstanding pupil achievement?
- ☐ yes ☐ no

36. Approximately what percentage of the schools send home newsletters which are published by the faculty and staff?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

37. Approximately what percentage of the schools attempt to publicize school work and activities through audio-visual media such as motion pictures?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

PUPIL ACTIVITIES AND PUBLICATIONS

38. Approximately what percentage of the high schools in your district publish a school newspaper?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

39. How often is it usually published?

☐ weekly ☐ monthly ☐ other (please specify)
☐ bi-weekly ☐ semi-annually _____

40. Approximately what percentage of the schools distribute the newspapers free to pupils and the public?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

41. Approximately what percentage of the schools have a student handbook for all incoming students?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

42. Approximately what percentage of the high schools in the district publish a yearbook?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

43. Approximately what percentage of the schools distribute the yearbook free to students and the public?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

44. Approximately what percentage of the schools in your district has a school band?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

45. Do any of these bands make public appearances or become involved in community activities?

☐ yes ☐ no

46. Approximately what percentage of the schools in the district have organized alumni clubs?

☐ 100% ☐ 99-75% ☐ 74-50% ☐ 49-25%
☐ 24-1% ☐ None

MISCELLANEOUS

47. Are special activities usually undertaken at the board level during Education Week?

☐ yes ☐ no

48. Is a local radio station ever used to publicize school activities in the district?

☐ yes ☐ no

49. Is the local newspaper usually used to publicize school activities?

☐ yes ☐ no

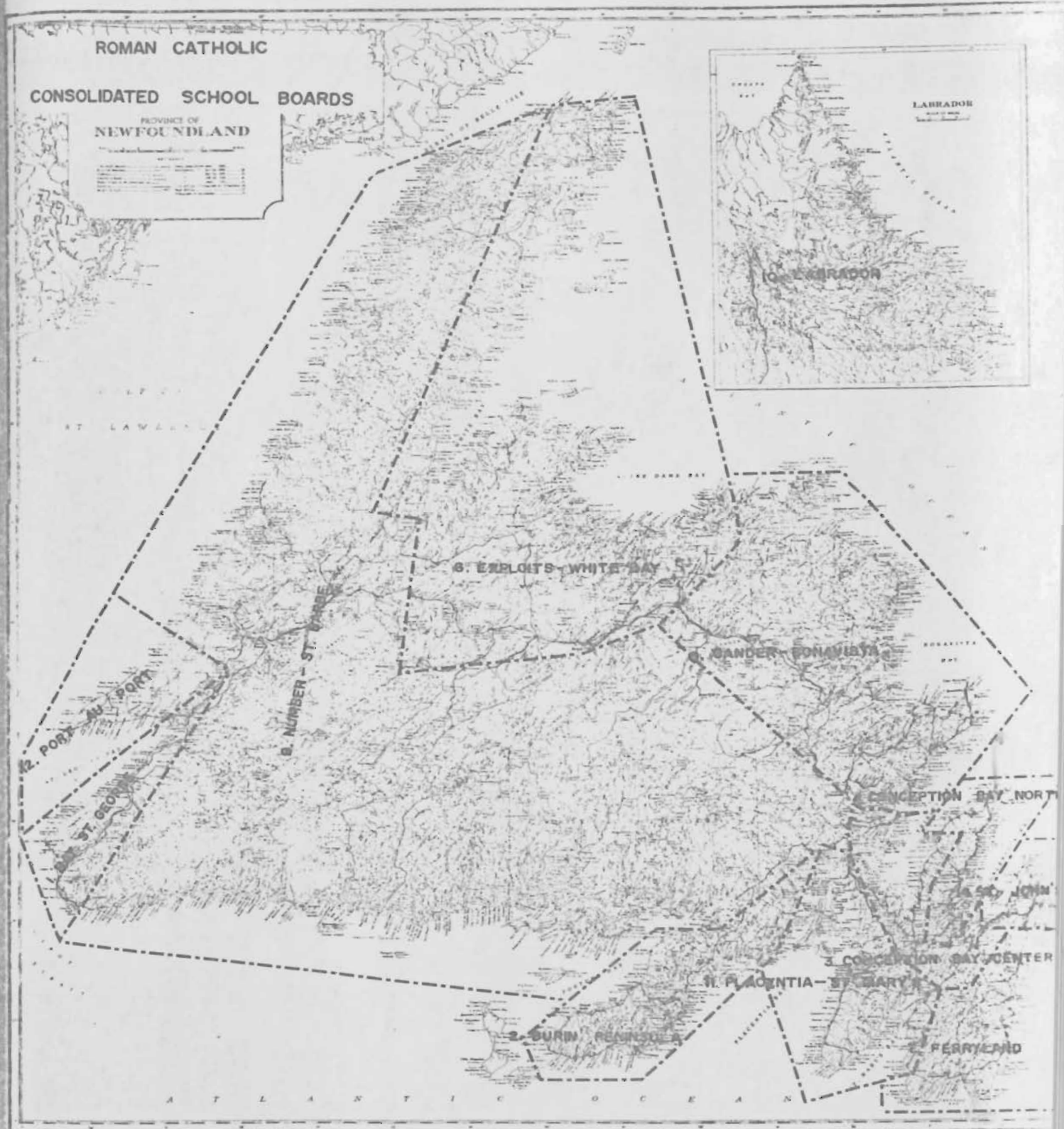
50. Is there a special page reserved in the local newspaper for education?

☐ yes ☐ no

51. Does your board maintain a file on all publicity received in the newspaper and other media?
☐ yes ☐ no
52. Does the school board plan its public relations activities at least a semester in advance?
☐ yes ☐ no
53. Are public relations in your district periodically evaluated?
☐ yes ☐ no
54. Is the public informed of board meetings and encouraged to attend?
☐ yes ☐ no
55. Has the board ever attempted to identify the various groups or interests served by the schools?
☐ yes ☐ no
56. Does your board publish an annual report?
☐ yes ☐ no
57. Is the annual report published in the local paper?
☐ yes ☐ no
58. Is it distributed to every person in the district?
☐ yes ☐ no
59. Is there ever any effort made to explain policies or new programs to the public before they are adopted?
☐ yes ☐ no
60. Does the board have any procedure for the orientation of new members?
☐ yes ☐ no

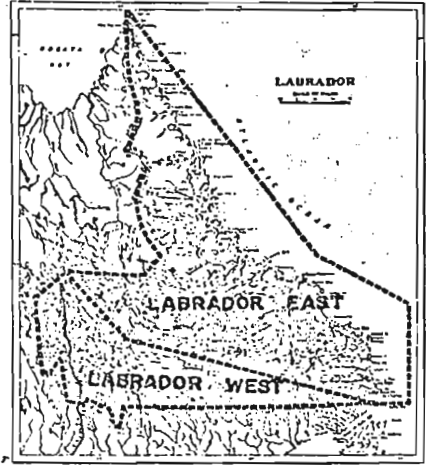
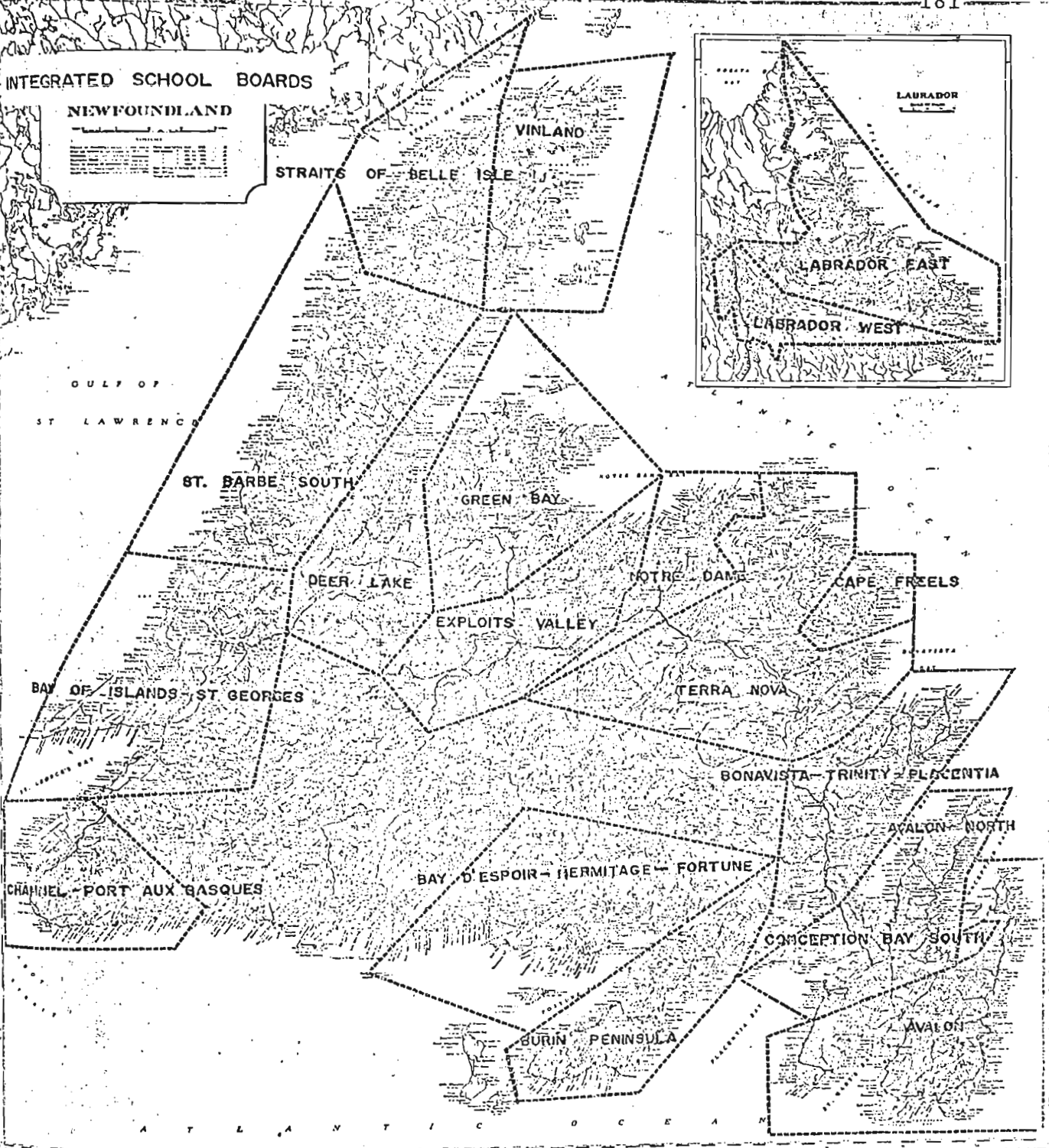
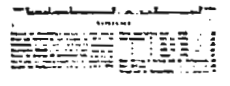
APPENDIX B

MAPS SHOWING NEWFOUNDLAND
SCHOOL DISTRICTS



INTEGRATED SCHOOL BOARDS

NEWFOUNDLAND



APPENDIX C
CORRESPONDENCE



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

Department of Educational Administration

April 12, 1972.

Dear Superintendent:

As part of the requirements for the M. Ed. program in Educational Administration, I am conducting a study of public relations in the school districts in this province. I would like to solicit your help in this respect.

The intention of the enclosed questionnaire is to collect data by which I may ascertain the extent to which organized public relations exist in our school districts. The purpose is not to evaluate the effectiveness of public relations activities as they now exist, but to ascertain 'what is'.

The study will involve all superintendents of school districts in the province, and since the number is relatively small, a high percentage of returns is most important.

Remember that no individual name or names of school districts are required. The findings will be published in summary form so that no one school district can be identified.

Your careful and prompt reply is essential to this study. You are asked to complete the enclosed questionnaire and return it in the self-addressed envelope provided. It is extremely important that every questionnaire be completed and returned as quickly as possible.

I thank you, in anticipation of your co-operation. Without it this study will not be possible.

Yours very truly,
Claude Bishop
Claude Bishop



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

Department of Educational Administration

April 26, 1972

Dear Superintendent:

A few weeks ago, I forwarded to you a questionnaire from which I hope to gather data for my study of public relations in Newfoundland school districts.

I am happy to say that during the past two weeks many superintendents have returned these questionnaires completed in detail. This is very encouraging for, as you know, as many returns as possible will be needed. However, there are a number of superintendents who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your busy schedule to complete it now, and return it to me as soon as possible? I need your support and cooperation in this project.

If you have already taken care of this matter, please accept my sincere thanks.

Yours truly,

Claude Bishop
Claude Bishop



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

Department of Educational Administration

May 9, 1972.

Dear Superintendent

About a month ago, I forwarded to you a questionnaire on public relations in our provinces' school districts. Two weeks later a second questionnaire was sent in case you had not received the first one, or in case it had been misplaced.

I am happy to say that during the past month most superintendents have returned these questionnaires completed in detail. However, there are a number of superintendents who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your schedule to complete it? It is most urgent that I receive it as soon as possible so that I may complete my study. Remember your support and co-operation is essential to this project.

If you have already mailed your questionnaire, please accept my sincere thanks.

Yours truly,

Claude Bishop
Claude Bishop

APPENDIX D

RESULTS OF THE ANALYSIS
OF DATA BY DISTRICT
TYPE AND SIZE

ANALYSIS OF DATA ON ADMINISTRATIVE ORGANIZATION

TABLE XXIV

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEM ON ADMINISTRATIVE ORGANIZATION REGARDING
THE TIME DEVOTED TO PUBLIC RELATIONS

	100 per cent		99-50 per cent		49-25 per cent		less than 25 per cent	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Integrated	0	0	2	10.5	0	0	17	89.7
Roman Catholic	0	0	0	0	1	8.3	11	91.7

TABLE XXV

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE
TO ITEM ON ADMINISTRATIVE ORGANIZATION REGARDING
THE TIME DEVOTED TO PUBLIC RELATIONS

	100 Per cent		99-50 Per cent		49-25 Per cent		Less than 25 Per cent	
	Number	Per cent	Number	Percent	Number	Percent	Number	Percent
Less than 3200	0	0	0	0	1	6.3	15	93.8
3200 to 8000	0	0	1	9.1	0	0	10	90.9
More than 8000	0	0	1	25.0	0	0	3	75.0

TABLE XXVI
NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT SIZE
TO ITEMS ON PATRON ACTIVITIES

Items	District Size					
	Less than 3200		3200 - 8000		More than 8000	
	Number	Percent (16) ^a	Number	Percent (11)	Number	Percent (4)
Parent-Teacher Association	15	93.8	11	100	4	100.0
Boy's Clubs	3	18.8	2	18.2	2	50.0
Men's Clubs	5	31.8	0	00	2	50.0
Women's Clubs	5	31.3	0	00	2	50.0
Contact	0	00	0	00	0	50.0
Youth Organizations	8	50.0	4	38.4	2	50.0
Other Organizations	1	6.3	3	27.3	2	50.0
Attempts to promote Effective Communications with these Organizations	11	68.8	9	81.8	4	100.0
Adult Education	12	75.0	5	45.5	1	25.0

^aNote: figure represents base for cell percentage

TABLE XXVI (continued)

Items	District Size					
	Less than 3200		3200 to 8000		More than 8000	
	Number	Percent	Number	Percent	Number	Percent
Citizen Participation in Policy Making	9	56.3	9	81.8	4	100
Citizen Involvement in Instructional Program	6	37.5	6	54.5	3	75.0
Citizen Encouragement to use School Facilities	15	93.8	10	90.9	4	100
Written Policy on use of School Facilities	13	81.3	8	72.7	4	100
Special Activities Undertaken at the board level during Education Week	16	100	11	100.0	4	100
Seeks to determine the views of the Public on School Matters before Adaption	15	93.8	11	100.0	4	100

TABLE XXVII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE
TO ITEM ON PATRON ACTIVITIES CONCERNING PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH
HAVE OPEN HOUSE ACTIVITIES

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	12	63.2	4	21.1	2	10.5	1	5.3	1	5.3	0	0
Roman Catholic	8	66.7	2	16.7	1	8.3	0	0	0	0	1	8.3

TABLE XXVIII

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE
TO ITEM ON PATRON ACTIVITIES CONCERNING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH
HAVE OPEN HOUSE ACTIVITIES

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	11	68.8	2	12.5	2	12.5	1	6.3	0	0	0	0
3200 to 8000	7	63.6	2	18.2	1	9.1	1	9.1	0	9.1	0	0
More than 8000	2	50.0	2	50.0	0	0	0	0	0	0	0	0

TABLE XXIX

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEM ON PATRON ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT
WHICH HAVE EXHIBITS

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	3	15.8	4	21.1	6	31.6	0	0	4	21.1	0	0
Roman Catholic	1	8.3	3	25.0	3	25.0	0	0	4	33.3	0	0

TABLE XXX

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEM ON PATRON ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT
WHICH HAVE CAREER NIGHT

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	2	10.5	2	10.5	3	15.8	2	10.5	8	42.1	2	10.5
Roman Catholic	1	8.3	1	8.3	3	25.0	2	16.7	4	33.3	1	8.3

TABLE XXXI

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE
TO ITEM ON PATRON ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT
WHICH HAVE CAREER NIGHT

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	1	6.3	1	6.3	4	25.0	2	12.5	6	37.5	2	12.5
3200 to 8000	2	18.2	2	18.2	2	18.2	1	9.1	3	27.3	1	9.1
More than 8000	0	0	0	0	0	0	1	25.0	3	75.0	0	0

TABLE XXXII

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEM ON PATRON ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH
HAVE BACK TO SCHOOL NIGHT

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		none	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	1	5.3	3	15.8	1	5.3	1	5.3	3	68.4
Roman Catholic	0	0	1	8.3	1	8.3	0	0	2	16.7	8	66.7

TABLE XXXIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE
TO ITEM ON PATRONS ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH
HAVE BACK TO SCHOOL NIGHT

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		none	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	1	6.3	0	0	2	12.5	18	81.3
3200 to 8000	0	0	0	0	3	27.3	1	9.1	1	9.1	6	54.5
More than 8000	0	0	2	50.0	0	0	0	0	0	0	2	50.0

TABLE XXXIV

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE
TO ITEM ON PATRON ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE PROVINCE WHICH
HAVE ATHLETIC FIELD DAYS

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None per cent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	1	5.3	5	26.3	6	31.6	3	15.8	2	10.5	2	10.5
Roman Catholic	1	8.3	2	16.7	1	8.3	0	0	6	50.0	2	16.7

TABLE XXXV

NUMBER AND PER CEN OF TOTAL RESPONSE BY DISTRICT SIZE
TO ITEM ON PATROL ACTIVITIES REGARDING PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH
HAVE ATHLETIC FIELD DAY

	100 per cent		99-75 per cent		74-50 per cent		49-25 per cent		24-1 per cent		None per cent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	1	6.3	1	6.3	4	25.0	3	18.8	4	25.0	3	18.8
3200 to 8000	1	9.1	4	36.4	2	18.2	0	0	4	36.4	0	0
More than 8000	0	0	2	50.0	1	25.0	0	0	0	0	1	25.0

ANALYSIS OF DATA ON FACULTY AND STAFF
ACTIVITIES

TABLE XXXVI

NUMBER AND PERCENT OF VOTER RESPONSES BY DISTRICT TYPE TO ITEMS
ON FACULTY AND STAFF ACTIVITIES

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent	Number	Percent
Teaching staffs are encouraged to make visits to the homes of pupils	7	36.8	12	63.2
Program to help new teachers fit into the communities	4	21.1	2	16.7
Handbook for Teachers	3	15.8	1	8.3

TABLE XXXVII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE
TO ITEMS ON FACULTY AND STAFF ACTIVITIES

Items	Less than 3200		3200 to 8000		More than 8000	
	Number	Per cent	Number	Per cent	Number	Per cent
Teaching staffs are encouraged to visit the homes of pupils	6	37.5	4	36.4	1	25.0
Program to help new teachers fit into the community	2	12.5	2	18.2	2	50.0
Printed handbook for teachers	2	12.5	1	9.1	1	25.0

TABLE XXXVIII

NUMBER AND PERCENT OF TOTAL RESPONSES BY DISTRICT TYPE TO ITEM OR
FACULTY AND STAFF ACTIVITIES REGARDING THE NUMBER OF TIMES
SUPERINTENDENTS SPEAK BEFORE SOME CIVIC GROUP

	>12 Times a Year		6 - 12 Times a Year		1 - 5 Times a Year		Never
Integrated	2	10.5	7	36.8	10	52.6	0 00
Roman Catholic	0	00	5	41.7	5	41.7	2 16.7

TABLE XXIX

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM OR
FACULTY AND STAFF ACTIVITIES REGARDING THE NUMBER OF TIMES
SUPERINTENDENTS SPEAK BEFORE SOME CIVIC GROUP

District Size	Number of times a year							
	> 12		6-12		1-5		Never	
Less than 3200	0	0	6	37.5	9	56.3	1	16.3
3200 to 8000	2	18.2	4	36.4	4	36.4	1	9.1
More than 8000	0	0	2	50.0	2	50.0	0	0

TABLE XXX

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
 FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
 PRINCIPALS IN THE DISTRICT WHO SPEAK BEFORE SOME
 CIVIC ORGANIZATION AT LEAST ONCE A YEAR

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	1	5.3	7	36.8	1	5.3	8	42.1	2	10.5
Roman Catholic	0	0	1	8.3	4	33.3	1	8.3	5	47.1	1	8.3

TABLE XXXI

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
 FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
 PRINCIPALS IN THE DISTRICT WHO SPEAK BEFORE SOME
 CIVIC GROUP AT LEAST ONCE A YEAR

	100 %		99-75%		74-50%		49-25%		24-1%		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	2	12.5	4	25.0	1	6.3	7	43.8	2	21.5
3200 to 8000	0	0	0	0	6	54.5	1	9.1	3	27.3	1	9.1
More than 8000	0	0	0	0	1	25.0	0	0	3	7.5	0	0

TABLE XXXII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
TEACHERS IN THE DISTRICT WHO SPEAK BEFORE SOME
CIVIC GROUP AT LEAST ONCE A YEAR

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	0	0	2	10.5	0	0	14	73.7	3	15.8
Roman Catholic	0	0	0	0	1	8.3	0	0	10	83.3	1	8.3

TABLE XXXIII

NUMBER AND PERCENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE NUMBER OF
TEACHERS IN THE DISTRICT WHO SPEAK BEFORE SOME
CIVIC GROUP AT LEAST ONCE A YEAR

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	2	12.5	0	0	11	68.8	3	18.8
3200 to 8000	0	0	0	0	1	9.1	0	0	9	81.8	1	9.1
More than 8000	0	0	0	0	0	0	0	0	4	10.0	0	0

TABLE XXXIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE NUMBER OF
TEACHERS IN THE DISTRICT WHO SPEAK BEFORE SOME
CIVIC GROUP AT LEAST ONCE A YEAR

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	2	12.5	0	0	11	68.8	3	18.8
3200 to 8000	0	0	0	0	1	9.1	0	0	9	81.8	1	9.1
More than 8000	0	0	0	0	0	0	0	0	4	10.0	0	0

TABLE XXXIV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE RECORDING OF
PERSONS WHO COULD CONTRIBUTE TO GOOD PUBLIC RELATIONS

	Yes		No		No person in charge	
	Number	Percent	Number	Percent	Number	Percent
Integrated	2	10.5	7	36.8	10	52.6
Roman Catholic	1	8.3	9	75.0	2	16.7

TABLE XXXV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE RECORDING OF
PERSONS WHO COULD CONTRIBUTE TO GOOD PUBLIC RELATIONS

	Yes		No		No person in charge	
	Number	Percent	Number	Percent	Number	Percent
Less than 3200	0	0	7	43.8	9	56.3
3200 to 8000	2	18.2	7	63.6	2	18.2
More than 8000	1	25.0	2	50.0	1	25.0

TABLE XXXVI

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEMS ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF SCHOOLS
IN THE DISTRICT WHICH HAVE PARENT-TEACHER CONFERENCES

	100 percent		99-75 percent		75-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	8	42.1	3	15.8	4	21.1	2	10.5	2	10.5	0	0
Roman Catholic	4	33.3	5	41.7	1	8.3	0	0	1	8.3	0	0

TABLE XXXVII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEMS ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF SCHOOLS
IN THE DISTRICT WHICH HAVE PARENT-TEACHER CONFERENCES

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	7	43.8	3	18.8	2	12.5	2	12.5	2	12.5	0	0
3200 to 8000	4	36.4	3	27.3	2	18.2	0	0	1	9.1	1	9.1
More than 8000	1	25.0	2	50.0	1	25.0	0	0	0	0	0	0

TABLE XXXVIII

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH HAVE
PUPIL EDUCATION OTHER THAN GRADES

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	12	63.2	2	10.5	1	5.3	2	10.5	2	10.5	0	0
Roman Catholic	5	41.7	5	41.7	1	8.3	0	0	1	8.3	0	0

TABLE XXXIX

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH HAVE PUPIL
EDUCATION OTHER THAN GRADES

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	11	68.8	1	6.3	1	6.3	2	12.5	1	6.3	0	0
3200 to 8000	5	45.5	4	36.4	1	9.1	0	0	1	9.1	0	0
More than 8000	1	25.0	2	50.0	0	0	0	0	1	25.0	0	0

TABLE XL

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF HIGH
SCHOOLS IN THE DISTRICT WHICH PUBLISH A NEWSLETTER

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	2	10.5	1	5.3	4	21.1	5	26.3	7	36.8
Roman Catholic	0	0	1	8.3	0	0	4	33.3	5	41.7	2	16.7

TABLE XLI

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH PUBLISH A NEWSLETTER

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	1	6.3	0	0	3	18.8	6	37.5	6	37.5
3200 to 8000	0	0	2	18.2	1	9.1	3	27.3	3	27.3	2	18.2
More than 8000	0	0	0	0	0	0	2	50.0	2	50.0	1	50.0

TABLE XLII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH PUBLICIZE SCHOOL WORK
THROUGH AUDI-VISUAL MEDIA

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	0	0	0	0	2	10.5	5	26.3	12	63.2
Roman Catholic	0	0	0	0	0	0	0	0	3	25.0	9	75.0

TABLE XLIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
 FACULTY AND STAFF ACTIVITIES REGARDING THE PERCENTAGE OF
 SCHOOLS IN THE DISTRICTS WHICH PUBLICIZE SCHOOL
 WORK THROUGH AUDIO VISUAL MEDIA

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	0	0	0	0	3	18.8	13	81.3
3200 to 8000	0	0	0	0	0	0	1	9.1	4	36.4	6	54.5
More than 8000	0	0	0	0	0	0	1	25.0	1	25.0	2	50.0

ANALYSIS OF DATA ON STUDENT ACTIVITIES AND PUBLICATIONS

TABLE XLIV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE
PERCENTAGE OF SCHOOLS IN THE DISTRICT WHICH
PUBLISH A SCHOOL NEWSPAPER

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	3	15.8	3	15.8	3	15.8	1	5.3	8	42.1	1	5.3
Roman Catholic	0	0	0	0	1	8.3	4	33.3	6	50.0	1	8.3

TABLE XLV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM
ON STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE
PERCENTAGE OF SCHOOLS IN THE DISTRICT WHICH
PUBLISH A SCHOOL NEWSPAPER

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	1	6.3	1	6.3	3	18.8	2	12.5	7	43.8	0	0
3200 to 8000	2	18.2	2	18.2	0	0	2	18.2	5	45.5	0	0
More than 8000	0	0	0	0	1	25.0	1	25.0	2	50.0	0	0

TABLE XLVI

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING HOW
OFTEN THE NEWSPAPER IS PUBLISHED

	Weekly		Bi-weekly		Monthly		Semi- annually		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	0	0	15	78.9	1	5.3	3	15.8
Roman Catholic	0	0	0	0	5	41.7	2	16.7	5	41.7

TABLE XLVII

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING
HOW OFTEN THE NEWSPAPERS ARE PUBLISHED

	Weekly		Bi-weekly		Monthly		Semi- annually		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	11	68.8	2	12.5	3	18.8
3200 to 8000	0	0	0	0	6	54.5	0	0	5	45.5
More than 8000	3	75.0	0	0	3	75.0	1	25.0	0	0

TABLE XLVIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH PUBLISH THE
NEWSPAPER FREE OF COST

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	1	5.3	1	5.3	2	10.5	2	10.5	3	15.8	10	52.6
Roman Catholic	0	0	0	0	0	0	1	8.3	6	50.0	5	41.7

TABLE XLIX

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH PUBLISH THE
NEWSPAPER FREE OF COST

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	1	6.3	0	0	0	0	5	31.3	10	62.5
3200 to 8000	1	9.1	0	0	2	18.2	3	27.3	2	18.2	3	27.3
More than 8000	0	0	0	0	0	0	0	0	2	50.0	2	50.0

TABLE L

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE OF
SCHOOLS IN THE DISTRICT WHICH HAVE A STUDENT
HANDBOOK

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	1	5.3	0	0	1	5.3	4	21.1	3	15.8	10	52.6
Roman Catholic	0	0	0	0	0	0	1	8.3	3	25.0	8	66.7

TABLE LI

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEM
ON STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PER-
CENTAGE OF SCHOOLS IN THE DISTRICT WHICH HAVE A
STUDENT HANDBOOK

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	1	6.3	0	0	0	0	5	31.3	10	62.5
3200 to 8000	1	9.1	0	0	2	18.2	3	27.3	2	18.2	3	27.3
More than 8000	0	0	0	0	0	0	0	0	2	50.0	2	50.0

TABLE LII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH PUBLISH A SCHOOL YEARBOOK

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	6	31.6	1	5.3	4	21.1	4	21.1	4	21.4	0	0
Roman Catholic	1	8.3	0	0	2	16.7	2	16.7	4	33.3	3	25.0

TABLE LIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SYZE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH PUBLISH A SCHOOL YEARBOOK

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	5	31.3	0	0	3	18.8	1	6.3	4	25.0	3	18.8
3200 to 8000	2	18.2	1	9.1	3	27.3	4	36.4	1	9.1	0	0
More than 8000	0	0	0	0	0	0	1	25.0	3	75.0	0	0

TABLE LIV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH DISTRIBUTE THE YEARBOOK
FREE TO STUDENTS AND THE PUBLIC

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	0	0	0	0	0	0	1	5.3	18	94.7
Roman Catholic	0	0	0	0	0	0	1	8.3	2	16.7	9	75.0

TABLE LV

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH HAVE A SCHOOL BAND

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	1	5.3	0	0	0	0	1	5.3	7	36.8	10	52.6
Roman Catholic	0	0	0	0	0	0	1	8.3	4	33.3	7	58.3

TABLE LVI

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH HAVE A SCHOOL BAND

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	1	6.3	0	0	0	0	1	6.3	2	12.5	12	75.0
3200 to 8000	0	0	0	0	0	0	1	9.1	5	45.5	5	45.5
More than 8000	0	0	0	0	0	0	0	0	4	10.0	0	0

TABLE LVII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS, CONCERNING WHETHER THE
BANDS MAKE PUBLIC APPEARANCES

	Yes		No		Not applicable	
	Number	Percent	Number	Percent	Number	Percent
Integrated	2	10.5	9	47.4	8	42.1
Roman Catholic	0	0	5	41.7	7	58.3

TABLE LVIII

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT SIZE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS, CONCERNING WHETHER THE
BANDS MAKE PUBLIC APPEARANCES

	Yes		No		Not applicable	
	Number	Percent	Number	Percent	Number	Percent
Less than 3200	1	6.3	4	25.0	11	68.8
3200 to 8000	1	9.1	6	54.5	4	36.4
More than 8000	0	0	4	10.0	0	0

TABLE LIX

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH HAVE ALUMNI CLUBS

	100 percent		99-75 percent		74-50 percent		49-25 percent		24-1 percent		None percent	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Integrated	0	0	0	0	0	0	0	0	1	5.3	18	94.7
Roman Catholic	0	0	0	0	0	0	2	16.7	2	16.7	8	66.7

TABLE LX

NUMBER AND PER CENT OF TOTAL RESPONSES BY DISTRICT SIZE TO ITEM ON
STUDENT ACTIVITIES AND PUBLICATIONS REGARDING THE PERCENTAGE
OF SCHOOLS IN THE DISTRICT WHICH HAVE ALUMNI CLUBS

	100 %		99-75%		75-50 %		49-25%		24-1 %		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 3200	0	0	0	0	0	0	1	6.3	1	6.3	14	87.5
3200 to 8000	0	0	0	0	0	0	1	9.1	0	0	10	90.9
More than 8000	0	0	0	0	0	0	0	0	2	50.0	22	50.0

ANALYSIS OF DATA ON MISCELLANEOUS ACTIVITIES

TABLE LXI

NUMBER AND PER CENT OF TOTAL RESPONSE BY DISTRICT TYPE
TO ITEMS ON MISCELLANEOUS ACTIVITIES

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent	Number	Percent
Special activities undertaken at the board level during education week	9	47.7	6	50.0
Use of radio to publicize school activities	14	73.7	9	75.0
Use newspaper to publicize school news	16	84.2	7	58.3
Special page reserved for education in the local newspaper	0	0	0	0
Maintains file on all publicity received in news media	7	36.8	6	50.5
Plans activities at least a semester in advance	2	10.5	0	0
Public relations periodically evaluated	7	36.8	4	33.3
Public informed of board meetings and encouraged to attend	8	42.1	9	75.0
Board has identified public served by the schools	9	47.4	2	16.7
Board publishes an annual report	10	52.6	8	66.7

TABLE LXI (CONTINUED)

Items	District Type			
	Integrated		Roman Catholic	
	Number	Percent	Number	Percent
Report published in local paper	2	10.5	1	8.3
Report distributed to everyone in district	1	5.3	0	0
Board explains new policies and procedures before adoption	15	78.9	10	83.3
Board has procedures for the orientation of new members	4	21.1	2	16.7

WED. 11. (28) 12. 26

1897 JUL 11 - 1897 JUL 12





