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OPINIONS CONCERNING THE EFFECTIVENESS OF PRACTICES
IN SCHOOL-COMMUNITY RELATIONS

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JODY LAWAYNE STEVENS
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OPINIONS CONCERNING THE EFFECTIVENESS OF PRACTICES
IN SCHOOL-COMMUNITY RELATIONS

APPROVED BY

Claude Kelley

Earl A. Harmon

Christy S. Williams

Ken E. Fugate

Mary Clare Petty

DISSERTATION COMMITTEE

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DEDICATION

To my wife,
Syble Ellen Stevens,
whose thoughtfulness and moral support
helped to make this study possible,
and to our three children,
Connie Dianne, Mark Anthony, and Valerie Kim Stevens.

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OPINIONS CONCERNING THE EFFECTIVENESS OF PRACTICES
IN SCHOOL-COMMUNITY RELATIONS

CHAPTER I

INTRODUCTION

Background and Need for the Study

School public relations began with the first school; no public school ever operated in a social vacuum apart from the community it served. Public relations, as a matter worthy of serious consideration, is of rather recent development. Prior to the early twenties, little attention was given to the study of the subject, but today it is recognized as one of major importance.

The period since World War II has seen great progress toward renewed public interest and participation in education. This interest has been stimulated by the pressing problems confronting the schools and the increased acknowledgment by our educational leaders that the support for public education depends on the good will of the people.

An upsurge of public interest in the nation's schools is taking place throughout America. Seldom have so many people demonstrated keen and vital interest in the public schools, and seldom have the schools stood in greater

need of public understanding and support.¹

Ultimately, the success of any public school depends upon the attitude and understanding of the public. Attitudes are dependent almost entirely upon understanding. To develop this understanding, information concerning all aspects of the school program must be made available to the community. In view of this, Kindred writes that "the school has a definite responsibility to furnish the taxpayers of the community with competent and accurate information concerning its needs and activities."² A basic principle of good school-community relations is good will and mutual understanding.

The school, as a social institution, is controlled by its public; therefore, the school is dependent upon public opinion for its continuance and support. It is of utmost importance that the educational leader of the community recognize and understand the role of public opinion and how it affects the school program. Public opinion may be formed by many forces operating from within the school and from within the community. One force that has a tremendous influence on public opinion is mass communications media. About public opinion Kindred states:

¹American Association of School Administrators, Public Relations for America's Schools, Twenty-eighth Yearbook (Washington, D. C.: The Association, A Department of the National Education Association, 1950), p. 5.

²Leslie W. Kindred, School Public Relations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 15.

Public opinion is formed every second of the day by the impact of mass communication media. . . . Enlightened public opinion cannot be developed unless the people have full access to the facts--know what the school is trying to accomplish, how it is going about the task, how well it is succeeding, and what problems it faces. . . . The people decide in the light of their knowledge and understanding what is best for children and society.¹

Basically, the problem of school-community relations is an administrative one, enlisting and coordinating the co-operative effort of the educational staff and the community in a common effort designed to develop, promote, and maintain good human relations between the school and the community it serves. Although interpretation of the school program is fundamentally an administrative one, staff members and students play an important role by individual and group participation in school and community activities and organizations. The development of understanding and cooperation between the public school and its patrons is one of the most important functions of the educational leader.

In an attempt to keep their publics informed, school administrators have employed a great variety of approaches to the problem. About this problem Grinnell and Young have written:

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

¹Ibid., pp. 10-15.

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.¹

Laymen want to know about all phases of the school program. Herein lies the problem of today. The people know little about their schools and much of what they do know is often distorted and incomplete. The people in the community want to know more about their schools and they want the information to be the most direct and most reliable they can get.² Hand expresses the following thought:

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.³

A great variety of school-community relations practices are currently employed by superintendents in an attempt to keep their citizenry informed about the school program and its activities. This study was concerned with the effectiveness of these practices as determined from the opinions of both lay people and superintendents.

¹J. E. Grinnell and Raymond J. Young, The School and the Community (New York: The Ronald Press, 1955), p. 17.

²Ibid., p. 196.

³Harold C. Hand, What People Think about Their Schools (Yonkers, N. Y.: World Book Company, 1948), p. 67.

The Problem

Statement of the Problem

The problem was stated as a question: How do the opinions of selected laymen and selected superintendents agree as to the effectiveness of school-community relations practices and what are the implications of their agreement for the administration of a public relations program?

The purposes of this investigation were: (1) to identify the most effective practices in school-community relations as shown by the opinions of lay people; (2) to identify the most effective practices in school-community relations as shown by the opinions of superintendents; (3) to show the extent of agreement between the superintendents' opinions and lay people's opinions on effective practices; (4) to determine any differences in the effective practices of various size school systems; (5) to draw conclusions from the findings and to suggest implications for a better public relations program for Oklahoma schools; (6) to make available the data on effective practices to students, professors of educational administration, and practicing administrators in public schools.

Delimitation of the Problem

School-community relations is a two-way channel of communication between the school and its lay public through

which information flows concerning the school and through which public opinions and suggestions are given to the school. The school is no longer the sole contributor to the child's education; it assumes a position along side the home and the community. Although school-community relations is concerned with the three elements of home, school, and community, no attempt was made to cover the complete function of a school public relations program.

This study was concerned with the obligation of the school and its educational leader to interpret the school program and to keep the people informed about school activities and functions. It was further concerned with the kinds of media that are being used as set forth in the literature and the effectiveness of these media as reported in the opinions of the superintendents employing them and as evaluated by lay people who are contacted by these media.

Definition of Terms

The following definitions of terms currently used in professional educational literature and in the field of public relations are given for use in this study:

"Superintendent" is used to designate that individual duly appointed as the chief administrator by the board of education of a school system holding membership in the Oklahoma Commission on Educational Administration.

"School system" is used to designate that system of

public schools belonging to the Oklahoma Commission on Educational Administration, hereafter referred to as OCEA.

"Opinion" is used to designate that extent of agreement as expressed on the instrument provided the respondent in the study. Opinion, as it is used in the study, is that view or judgment a person holds about a thing at any given time.

"Practice" is used to designate any procedure used by the superintendent to interpret the school or to disseminate school information to the public. For this study, public relations, school-community relations, home-school relations, and educational interpretation shall be used synonymously.

"Lay people" is used to designate those persons that make up the citizenry of a school district other than the board of education and all school employees.

"Membership in the Oklahoma Commission on Educational Administration" is used to designate payment of the appropriate fee to the Oklahoma Commission on Educational Administration, State Capitol Building, Oklahoma City, Oklahoma.

Value of the Study

It is felt that this study will reveal to practicing administrators, to students, and to professors of school administration, those practices which in the opinion of laymen are most successful in the dissemination of school information in comparison with those practices that superintendents

are currently employing and believe to be effective. The practices identified by laymen may cause school administrators in various size schools to place less emphasis on certain practices or areas of school public relations and to concentrate on other public relations practices in their attempt to interpret the school and to keep the public informed.

The study identifies for various size schools those practices that seem to be most effective. Total opinion of laymen and superintendents will give an over-all picture of the effectiveness of public relations practices in 113 Oklahoma schools.

Method and Procedure

Method

The normative survey method was used in gathering the data for the study because this method is best suited to the nature of the problem and the data needed. Travers states that surveys are conducted to establish the nature of existing conditions. Survey studies are mainly of the "what exists" type, i.e., they are designed to determine the nature of an existing state of affairs.¹ Festinger and Katz define survey as the systematic collection of data from populations

¹Robert M. W. Travers, An Introduction to Educational Research (New York: The Macmillan Company, 1958), pp. 231-36.

or samples of populations by data-gathering devices.¹ Hillway describes the survey as a way of obtaining facts and figures about a current situation, to describe a situation or to learn the status of something.²

A check-list form of questionnaire was the instrument used to secure the necessary data. Standard library research techniques were used to develop statements of public relations practices and to identify related literature and research in the field.

The Practices

Statements of public relations practices were developed through analysis of approximately thirty references in the problem area. Practices used in the questionnaire were selected from professional literature and research published in the field since 1940. A list of these references is found in the Bibliography. The thirty-eight practices identified from analysis of the literature were used as the basis for the instrument. Practices identified by the Oklahoma Commission on Educational Administration survey of fifty-two public

¹Leon Festinger and Daniel Katz, Research Methods in the Behavioral Sciences (New York: The Dryden Press, 1953), p. 15.

²Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Company, 1956), p. 175.

relations programs in Oklahoma¹ in the fall of 1957 were also considered in constructing the preliminary questionnaire. The preliminary questionnaire was submitted to selected professors of education, practicing superintendents, and students of school administration for their criticisms and suggestions. Modifications were made for clarification of wording to insure better understanding on the part of the respondents.

The Questionnaire

Thirty-eight school public relations practices concerning the dissemination of information and the interpretation of the school were arranged under four separate headings. Practices one through seven were arranged under the heading "Student Activities"; eight through seventeen, "Administrative Publications"; eighteen through thirty-one, "Direct Contacts"; and thirty-two through thirty-eight, "Indirect Contacts." These headings were patterned after those used in the literature. Practices were grouped under appropriate headings to facilitate understanding and time required in responding. Further, it was desired that each group of related practices be treated separately and that grouping would facilitate the handling of the data.

The respondent was asked to indicate his opinion as

¹Oklahoma Commission on Educational Administration, "Current Practices in School-Community Relations," (Oklahoma City: State Department of Education, 1957), pp. 2-4. (Mimeographed.)

to the effectiveness of each of the thirty-eight items on the check list. The check list provided for three responses:

(1) Effective, (2) Not Effective, and (3) Not in Use. The respondent was asked first, to determine if the practice was in use by his school; if so, he would then rate the item as being "Effective" or "Not Effective." All items not in use by his school were to be checked "Not in Use."

The respondent was asked to write in any practices being used in the local school system which were not included on the check sheet and to evaluate each by the scale provided on the questionnaire. Further each respondent was asked to rank in order the three most effective practices used by the school in the dissemination of information. A code number was used to identify each school, each superintendent, and each lay respondent for the purpose of second mailings. No provision was made for the respondent to sign the questionnaire.

A trial form of the check list was reviewed by the doctoral committee and suggested changes were made before final printing and mailing. A copy of the questionnaire used in the study is found in Appendix F.

The Population

The names and addresses of superintendents of member school systems in the Oklahoma Commission on Educational Administration were secured from the official membership rolls

of the Commission.¹ In October, 1958, each superintendent of member school systems in the Oklahoma Commission on Educational Administration was mailed a personal letter asking him to participate in the study. A letter by the executive secretary of the Commission was enclosed to inform the superintendents that the Commission and the Special Committee on School-Community Relations had endorsed the study and were sponsoring research for its completion.² At the same time each superintendent was asked to submit the names and addresses of three laymen in the school district excluding board of education members and excluding all school employees.³ One hundred thirteen member schools of the 125 OCEA school systems submitted the names of three laymen for the study. Three laymen and each superintendent from 113 member school systems replying to the original letter made up the population used in the study. A total of 113 superintendents and 339 lay people received the questionnaire. Questionnaires were returned from all districts.

The Data

The study is based upon data received from two sources. Questionnaires were mailed February 12, 1959, to 113 superintendents of member school systems in the Oklahoma

¹Treasurer's Report of the Commission.

²See Appendix A (Earl Cross letter).

³See Appendix B (original letter).

Commission on Educational Administration who agreed to participate in the study. A list of participating schools is given in Table 1 (page 14). At the same time, questionnaires were mailed to three lay people in each participating school district. The check sheet made no provision for the respondent to identify himself or his school system. The cover letter stated that the responses would be anonymous so as to encourage freedom of expression.¹ A stamped, addressed envelope was enclosed. Separate cover letters for the instrument were enclosed for laymen and superintendents.²

Questionnaires were returned by 99 superintendents resulting in an 88 per cent return. Questionnaires were returned by 227 laymen of the 339 mailed, a 67 per cent return.

The 113 school systems that participated in the study were representative of various size schools as determined by the number of staff members.³ Fifty-eight of the 77 counties in the state were represented by these 113 school systems.⁴

Numbers and percentages were used to present the data in tabular form. The tables are organized first, by lay and superintendent responses; second, by sections as used in the questionnaire; and third, by size of school as determined by the number of staff. The agreement or disagreement between laymen and superintendents' opinions concerning the effectiveness of thirty-eight school public relations practices are

¹See Appendix D.

²See Appendices D and E.

³See Table 2, p. 16. ⁴See Figure 1, p. 18.

TABLE 1

MEMBER SCHOOL SYSTEMS OF THE OCEA
WHO RECEIVED QUESTIONNAIRES

County	School System	County	School System
Adair	Stilwell	Ellis	Arnett
Beaver	Beaver	Garfield	Enid Garber
Beckham	Sayre	Garvin	Lindsay Pauls Valley Pernell Wynnewood
Blain	Greenfield Okeene		
Bryan	Durant		
Caddo	Anadarko Hinton	Grady	Amber Chickasha Friend Minco Ninnekah Pocasset
Canadian	El Reno	Grant	Deer Creek Jefferson Medford Pond Creek
Carter	Ardmore Healdton Wilson		
Choctaw	Hugo		
Cimarron	Boise City	Greer	Centralvue Mangum
Cleveland	Noble	Haskell	Stigler
Comanche	Cache Elgin Lawton	Hughes	Holdenville
Craig	Vinita	Jackson	Altus
Creek	Drumright Mannford Oilton Sapulpa	Kay	Blackwell Ponca City Tonkawa
Custer	Clinton	Kingfisher	Hennessey Kingfisher
Delaware	Jay	Kiowa	Gotebo Lone Wolf
Dewey	Putnam Seiling	Latimer	Wilburton

TABLE 1--Continued

County	School System	County	School System
Le Flore	Panama Spiro	Pittsburg	McAlester
Lincoln	Chandler Meeker Stroud Tryon	Pontotoc	Ada Allen
Logan	Guthrie	Roger Mills	Berlin
Love	Marietta	Rogers	Inola
Marshall	Madill	Seminole	Bowlegs Prairie Valley Seminole
Mayes	Locust Grove	Stephens	Comanche Duncan Velma-Alma
McIntosh	Checotah	Texas	Eureka Goodwell Hooker Texhoma Tyrone Yarbrough
Murray	Davis Sulphur	Tulsa	Broken Arrow Owasso Tulsa
Muskogee	Muskogee Oktaha	Wagoner	Coweta
Nowata	Lenapah Nowata	Washington	Bartlesville
Oklahoma	Bethany Edmond Midwest City Oklahoma City	Washita	Port
Osage	Barnsdall Hominy Nelagony Pawhuska	Woods	Alva Capron
Ottawa	Commerce	Woodward	Mooreland Woodward
Pawnee	Pawnee		
Payne	Cushing Stillwater	Total:	58
			113

TABLE 2

SIZE OF SCHOOL SYSTEM BY NUMBER OF STAFF MEMBERS¹

Number of Staff Members	School	Number of Staff Members	School
7	Berlin Centralvue Prairie Valley Putnam	19	Allen Mooreland Selling
8	Friend Eureka	20	Bowlegs Meeker Minco
9	Capron Goodwell Nelagoney Tyrone	21	Cache Garber Hennessey Panama
10	Deer Creek Greenfield Jefferson Pocasset Pernell Tryon Yarbrough	23	Elgin Hinton
		25	Marietta
		26	Beaver Locust Grove Wilson
11	Amber	27	Barnsdall Davis Noble
12	Mannford Oktaha Ninnekah	28	Wilburton
13	Gotebo Port	29	Hooker
15	Lenapah Lone Wolf	30	Boise City
		31	Healdton
16	Arnett Oilton Pond Creek	32	Chandler Commerce Tonkawa
17	Inola Medford Texhoma	33	Kingfisher Stroud Velma-Alma
18	Okeene		

TABLE 2--Continued

Number of Staff Members	School	Number of Staff Members	School
34	Comanche Checotah	72	Cushing
		76	Edmond
35	Hominy Mangum Owasso	77	Broken Arrow
		80	Seminole
36	Pawnee	82	Clinton
37	Coweta	83	Blackwell
38	Jay Stigler	101	El Reno
		106	Guthrie
39	Sayre	119	Stillwater
40	Stilwell Wynnewood	125	Ada Altus
41	Bathany	130	Chickasha
42	Madill Spiro	131	Sapulpa
43	Drumright	139	McAlester
51	Lindsay	154	Ardmore
52	Nowata	185	Duncan
53	Sulphur Vinita	231	Ponca City
		246	Bartlesville
55	Holdenville	311	Enid
56	Alva Pawhuska	345	Muskogee
		415	Midwest City
60	Woodward	424	Lawton
66	Anadarko Durant	1901	Oklahoma City
68	Hugo	2102	Tulsa

¹State of Oklahoma, Department of Education, Oklahoma Educational Directory, Bulletin No. 109-H (Oklahoma City: State Department of Education, 1958), pp. 23-71.

EACH SYMBOL
REPRESENTS
ONE SCHOOL

CODE	NO. OF STAFF
○	0 TO 25
△	26 TO 100
□	101 OR MORE

CIMMARON △	○ TEXAS △○ ○○	BEAVER △
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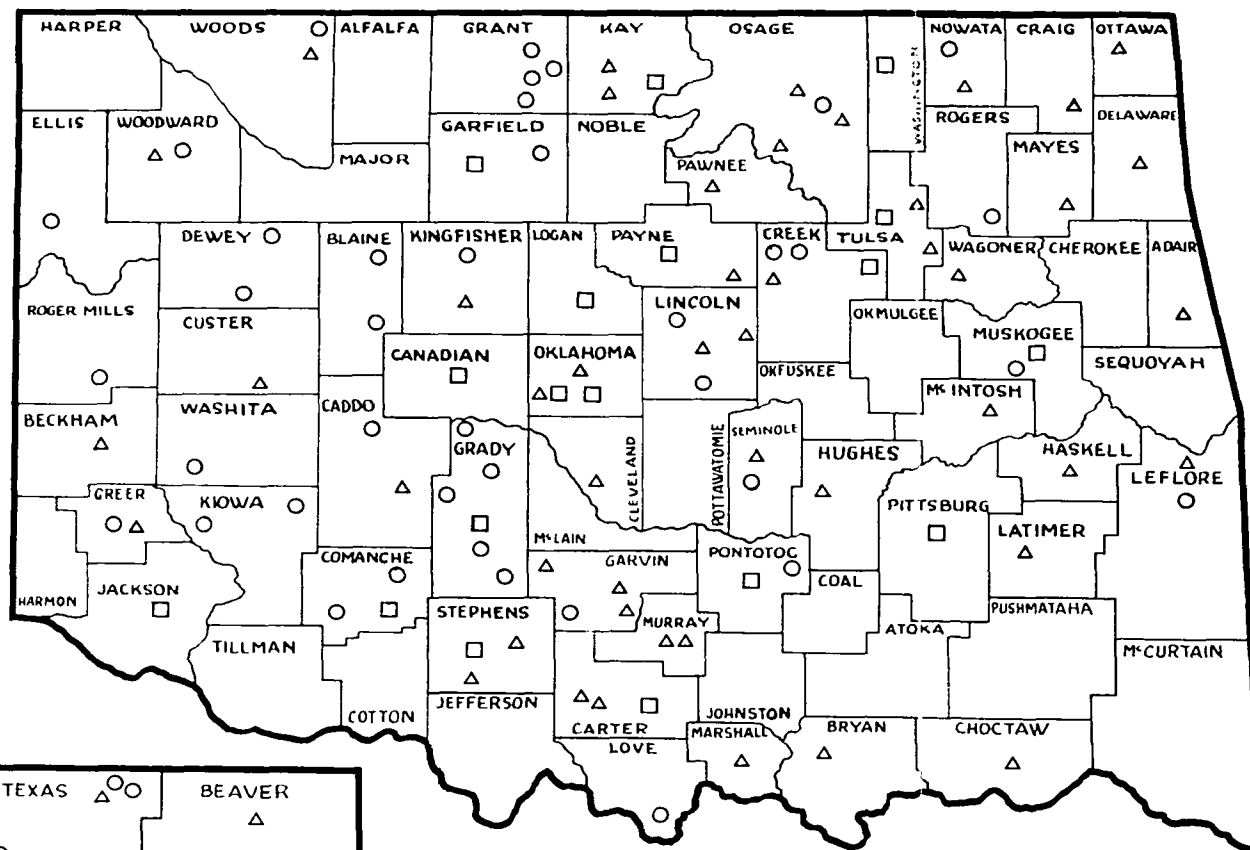


Fig. 1.--Distribution by size and county of 113 school systems participating in the study.

shown in Tables 3 - 42.

The tables are organized in lay-superintendent sequence for each group of practices as set forth in the sections of the questionnaire: (1) Student Activities, (2) Administrative Publications, (3) Direct Contacts, and (4) Indirect Contacts. The tables are organized also by size of school system as determined by the number of school staff. Total lay and total superintendent responses are given for each section. It is from these responses that the extent of agreement between the two populations as to the effectiveness of each practice is determined.

Chapter II presents the related literature in the field of public relations as well as pertinent research. Chapter III is concerned with the presentation of data on Student Activities and Administrative Publications as aspects of the public relations program. Chapter IV contains the opinions of laymen and superintendents toward Direct Contacts and Indirect Contacts in their public relations experiences. The opinions of laymen and superintendents concerning the rank order of public relations practices are given in Chapter V. Summary, conclusions, and implications are given in Chapter VI.

CHAPTER II

A REVIEW OF RELATED LITERATURE

The following analysis of pertinent research and literature is given in chronological order. An attempt was made to survey the most important pieces of literature in the field of school public relations giving an analysis and/or summation of each.

In 1927, Moehlman made the following statement 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.¹

In 1932, Farley found in his doctoral study at Columbia University that patrons of the public schools were more interested in topics relating to the instructional program as subjects of school news than any other phase of the public school program. His study listed the order of patrons' interests by topics as: (1) Pupil progress and achievement, (2) methods of instruction, (3) health of the

¹Arthur B. Moehlman, Public School Relations (New York: Rand, McNally and Company, 1927), p. 20.

pupils, (4) course of study, (5) value of education, (6) discipline and behavior of students, (7) teachers and school officers, (8) attendance, (9) buildings and the building program, (10) business management and finance, (11) board of education and administration, (12) Parent-Teacher Association, and (13) extra-curricular activities.

Three major conclusions drawn by Farley were:

(1) that quality is more important than quantity, (2) remarkable similarity was noted in all returns from patrons regardless of community group or occupation, and (3) that patrons want information concerning all phases of the school program.¹

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. Keeping the people informed of institutional performance and need is the activity of interpretation.

Social interpretation for the schools may be considered as those institutional activities which keep the institution aware of community opinion and needs and keep the people informed of the purpose, value, conditions, and needs of public education. . . . It is an ethical attempt to maintain the institution close to the people through understanding and appreciation. . . . Institutional responsibility is confined to the

¹Belmont Farley, What to Tell the People about the Public Schools (Teachers College Contribution to Education, No. 255; New York: Bureau of Publications, Teachers College, Columbia University, 1932), p. 136.

collection, interpretation, and promulgation of all of the facts concerning conditions and needs and to attempt to create a legitimate supporting public opinion.¹

Miller states that a public school relations program based upon educational interpretation assumes that the task of interpreting the schools to the public belongs almost entirely to the school itself. It is the function of public school relations activities to carry the message of the school into the home and the community.

The mere presence of a public school relations activity in a program of public relations does not mean that it makes a contribution to said program. Its value must be appraised in terms of certain approved standards or procedures.

Four definite trends were established by this study: (1) all activities connected with the education of the child offer interpretative possibilities; (2) final responsibility for the successful operation of public school relations activities rests with the school administrator; (3) a good public school relations program, like other phases of school administration, results from the proper definition of needs, careful planning, skillful execution, and constant appraisal, and (4) the functions of the public school relations program are dependent upon democratic practice. Mutual cooperation and understanding cannot be supplanted by dictatorial leader-

¹Arthur B. Moehlman, Social Interpretation (New York: D. Appleton-Century Company, 1938), pp. 22-23.

ship.

Miller suggests that further study be made relating to the establishment of a method for measuring the outcome of public school relations programs in terms of reactions and impressions made by various activities on the ultimate audience.¹

Seyler's study was undertaken in order to construct an objective check-list for the evaluation of the program of school-home relationships in the elementary school. Conclusions set forth in her study were: First, good home-school relationships are desirable. The school benefits from such relationships and parents feel a sincere interest in the school program. The child profits to a greater degree from his education when good home-school relations are present. Second, parents understand the aims and methods of the school; they are willing and anxious to cooperate, to help, and even to participate in the planning. The third conclusion was that the development of good home-school relations is the primary responsibility of the school administrator. Unless he is willing to study the problem, willing to cooperate with the home, and anxious to instill into the faculty the spirit of cooperation, the parents can do little.²

¹Delmas F. Miller, "An Appraisal Technique for Programs of Public School Relations" (unpublished Ph.D. dissertation, University of Pittsburg, 1943), pp. 223-32.

²Louise W. Seyler, "A Tentative Check List for School-Home Relationships" (unpublished Ed.D. dissertation, University of California at Los Angeles, 1945), pp. 114-23.

Hagman's study was concerned with theory and present practices in school-public relations in 1947. He identified three types of media used in a good public relations program at that time as being: (a) publications which include the local newspaper, school paper, school annual, news letters, student handbooks, and annual reports; (b) extensive services such as extra-curricular activities, adult education, and vocational training and guidance; and (c) special occurrences such as American Education Week, commencement, school-made movies, radio, and community surveys.¹

At Stanford University in 1949, Frisbie suggested that further study be made in the area of selection and objective application of evaluative criteria to measure the quality and effectiveness of community-relations practices involving patrons who are affected by these public relations media.²

Thirty California high schools, sampled according to size and geographic location, were selected for appraisal of their public relations programs by Wiens in 1950. The purpose of the study was to make an objective evaluation of the present effectiveness of public school relations, especially

¹Harlan L. Hagman, "A Study of the Theory and Some Present Practices in School Public Relations Administration" (unpublished Doctor's dissertation, Northwestern University, 1947), pp. 156-59.

²Chester C. Frisbie, "Community Relations Concepts of School Superintendents" (unpublished Ed.D. dissertation, Leland Stanford Junior University, 1949), pp. 252-54.

as it pertained to high schools. Each school was appraised by the principal and teachers of the school as well as by laymen of the community.

The summary of findings revealed: (1) The Parent-Teacher Association rated highest among all activities in the field of public relations. Twenty-two other activities were listed in order of rank: (a) news releases for public press, (b) reception of visitors to school, (c) adult education program, (d) public addresses on educational topics by school teachers and administrators, (e) general appearance of buildings and grounds, (f) service club activities of the administrator, (g) music classes' participation in community programs, (h) Public Schools Week, (i) the educational program of the public press, (j) community forums on educational topics, (k) news bulletins to parents, (l) news bulletins to parents, (m) home visitations, (n) school newspapers, (o) social activities of administrators, (p) social activities of the teaching staff, (q) public addresses or other services on non-educational topics, (r) specific letters to parents, (s) commencement, (t) community use of school buildings and facilities, (u) California Teachers Association, and (v) the National Education Association.

An increased interest and activity in the field of public school relations is not evidenced uniformly throughout all schools. Nor can it be stated that need for public relations must be uniform. Large cities have problems

peculiar to their size, industries and people. Small communities must meet different problems. Public relations programs in large cities may find need for emphasis in one direction using certain media. In contrast, other techniques may be much more effective in the smaller city or community.

Wiens recommended that school administrators take more initiative in bringing about activities which result from a cooperative relationship between the school and community. He further recommended that school people recognize the public relations value laymen attach to activities.¹

In 1950, Searby stated that the public cannot get and interpret all significant educational information for itself. School officials through an adequate public relations program may inform the public about the school and thereby to a large extent guide them into a more sympathetic understanding of education. If school officials do not have an adequate public relations program, the people may be deluded frequently by hearsay, victimized by propaganda, and perhaps turned into enemies or weak supporters of the school.

Searby's study covered thirty-six schools in seven midwest states. He found that none of these schools used new techniques in interpreting their school to the community and that schools in general are not utilizing the policies,

¹Jacob F. Wiens, "An Evaluation of the Public School Relations in the High Schools of Small Cities and Rural Communities of California" (unpublished Ed.D. dissertation, The University of Southern California, 1950), pp. 239-59.

procedures, and activities advocated by the authorities as completely and as effectively as they should. Superintendents who reported using some of the new techniques and activities said they were most valuable to their public relations programs.

Searby's recommendations for future research included: One of the areas of public relations in which additional research is highly desirable is that of evaluating a public relations program in a practical and effective manner. Further study should be made of certain specialized areas as to their effectiveness when utilized in the program.¹

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 sensitivity 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 pressures 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

¹Charles R. Searby, "A Survey and Analysis of Public Relations Programs in Representative Public Schools in Seven States" (unpublished Ph.D. dissertation, University of Nebraska, 1950), pp. 1-201.

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.¹

Keifer, in his doctoral study of 1953 at the University of Pittsburg, made the following conclusions: (1) The activities of a public school relations program are continually changing. New activities emerge which become accepted as being useful, and other activities disappear. Activities important and useful in a given area or locality may not be operative in another area. The usefulness of the activity as a public relations medium is not universal. (2) A program of public school relations should be founded upon a definite philosophy. Without a directive philosophy, a program of public relations is usually ineffective and meaningless. (3) Changing basic philosophies affecting the concept of public school relations are a part of the evolution in this field. Such terminology in basic philosophies as home-school-community relations, school-community relations, and school-community interaction broaden the scope of the activities included in programs of public school relations. (4) There is a weakness on the part of the school to recognize the many activities which make up the public school relations program. (5) The value of any activity in a

¹William A. Yeager, School-Community Relations (New York: The Dryden Press, 1951), p. 110.

program can best be determined by those persons affected or reached by this media.¹

The importance of lay interest and participation in schools is 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 community groups may serve as important two-way channels of communication between school and community, 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 values and has shared with personal satisfaction in the planning and development of that program.²

Grinnell and Young, in 1955, outlined the essential elements of a good public information program: (1) It is a planned information program, (2) it is continuous, (3) it is intrinsic and inclusive, (4) it is honest, (5) it is positive and constructive, (6) it is understandable, (7) it is dynamic and interesting, (8) it is well balanced, (9) it is a

¹Joseph C. Keifer, "Development and Validation of a Scale for the Appraisal of Programs of Public Relations" (unpublished Ed.D. dissertation, University of Pittsburg, 1953), pp. 169-71.

²Edward G. Olsen, School and Community (New York: Prentice-Hall, Inc., 1954), pp. 427-29.

cooperative effort of school and community, (10) it is timely, (11) it is designed to reach everyone in the community, (12) it makes use of all available media, and (13) it is flexible.¹

In planning the organization and operation of the public relations program the administrator will seek to achieve the following objectives: (1) the operation of the program as a two-way process through which effective communication is maintained from school to community and from community to school; (2) the active participation of all school personnel in planning and executing the public relations activity; (3) the development of means whereby community agencies and activities may be coordinated effectively with the program of the public schools; (4) the progressive development of policies whereby efficiency of operation is achieved through clear-cut delegation of authority and responsibility.²

Stearns, in 1955, summarized the role of the educational leader in the school public relations program:

The educator must learn to present the schools and their needs to the man on the street, to the people who find the terminology of the professional difficult to understand and whose experience with the schools may be so limited or completely lacking that the presentation must be entirely couched in the terminology and the experience background of the laymen.³

Stearns writes further concerning the basic elements of providing an adequate program of information to the lay public:

¹J. E. Grinnell and Raymond J. Young, The School and the Community (New York: The Ronald Press, 1955), pp. 195-208.

²Ibid., pp. 404-05.

³Harry L. Stearns, Community Relations and the Public Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), p. 312.

People learn about the schools largely through what they see, hear, and what they experience--which involves both seeing and hearing--and what they read, which involves the visual process and their experience background. . . . The visual, auditory, and psychological process may be used in presenting the story of the schools to the public.

Primarily, . . . the educator's aim is to have the public understand the schools and their problems. . . . Fundamentally, the people do not want "to be sold a bill of goods" about their school. They want the facts, to know and understand the best arguments to be developed from the facts, and then to form their own conclusion.¹

In 1957, Kindred defined the role of public opinion and outlined some objectives of public relations, as follows:

As a social institution, owned and operated by the people, the school depends for its continuance and support upon the status of public opinion. . . . It is essential to the effective operation of the school that those who are charged with responsibility for its affairs understand the role of public opinion in a democracy and the way in which it affects the education of children.²

School public relations is a process of communication between the school and 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. . . . The ultimate goal . . . is to improve the quality of education for children and youth in a democracy. To realize this goal, some immediate or correlative objectives are necessary in the public relations program. . . . These objectives are:

1. To develop intelligent public understanding of the school in all aspects of its operation.
2. To determine how the public feels about the school and what it wishes the school to accomplish.
3. To secure adequate financial support for a sound educational program.
4. To help citizens feel a more direct responsibility for the quality of education the school provides.

¹Ibid., pp. 312-13.

²Leslie W. Kindred, School Public Relations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), pp. 8-15.

5. To earn the good will, respect, and confidence of the public in professional personnel and services of the institution.

6. To bring about public realization of the need for change and what must be done to facilitate essential progress.

7. To involve citizens in the work of the school and the solving of educational problems.

8. To promote a genuine spirit of cooperation between the school and community in sharing leadership for the improvement of community life.¹

Summary

The following are the major findings from an analysis of related literature reviewed in this chapter:

1. The basic responsibility for the school-public relations program rests with the school and its educational leader.

2. The people in the community want to know more about their schools. They want to know about all phases of the school program and they want the information to be the most direct and the most reliable data available.

3. The home, the school, and the community share in the responsibility for the education of our youth; therefore, mutual cooperation and mutual understanding are essential.

4. The success of the school is in direct relationship to the quality of its public relations program.

5. An informed public usually denotes a cooperative and interested citizenry toward school problems and programs.

6. A good public relations program is one that is

¹Ibid., pp. 16-17.

based on a philosophy, has set objectives, and attempts to reach everyone in the community.

7. The need for public relations programs is not uniform. The unique problems and needs of each community, city, and state will determine the kind of program and the kind of media needed.

8. A great variety of media are now being used in an attempt to keep the public informed about the school.

CHAPTER III

OPINIONS OF LAYMEN AND SUPERINTENDENTS TOWARD PUBLIC RELATIONS PRACTICES INVOLVING STUDENT ACTIVITIES AND ADMINISTRATIVE PUBLICATIONS

The purpose of this chapter is to present and interpret the opinions of laymen and superintendents as revealed by their responses to the first two sections of the questionnaire. These sections relate to public relations practices based on Student Activities and Administrative Publications. The tables in this chapter were organized by size of school system as determined by the number of school staff. They are concerned with the effectiveness and use of each practice and the total responding to each item as set forth in the questionnaire.

The tables present the data in the following manner:

- (1) The number and per cent rating each practice as effective or ineffective as reported by laymen and superintendents of school districts which utilize the practice,
- (2) the number and per cent of all respondents using each practice, and
- (3) the total responding to each item. Numbers and percentages are used in all tables to show the responses of both

laymen and superintendents. In the sequence of tables, lay responses are presented first in a table and followed by a table showing superintendents' responses concerning the same practices in school systems of the same category. By presenting the data in lay-superintendent sequence, agreement or disagreement between the two populations may be compared and described in the body of the chapter. At the end of the sequence of tables concerning each section of the questionnaire, tables showing total lay response and total superintendent response to each item are given. A summation of trends as established in the presentation of the data is given at the end of the chapter.

The first eight tables in this chapter, Tables 3 through 10, present the responses of laymen and superintendents toward section one of the questionnaire, Student Activities, which includes practices 1-7.

Table 3, lay responses from school systems with less than 26 staff members, reports Sports and School Annual or Yearbook as the most effective. Speeches or Debates, rated as effective by 76 per cent, was the least effective public relations practice for this group. Sports was reported as being used in all schools, 100 per cent usage, while Speeches or Debates, the least used item, was reported as being used by 57 per cent of the total.

Table 4, superintendent responses from schools with less than 26 staff members, report Student Newspaper, Clubs

TABLE 3

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT ACTIVITIES
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	73	86	12	14	85	75	28	25	113
2. School Annual or Yearbook	89	97	3	3	92	82	20	18	112
3. Clubs or Organizations	99	94	6	6	105	45	6	5	111
4. Assemblies	95	90	11	10	106	95	6	5	112
5. Sports	111	99	1	1	112	100	0	0	112
6. Speeches or Debates	45	73	17	27	62	57	46	43	108
7. Band or Music Programs	85	92	7	8	92	82	20	18	112

*Percentage based on total using the practice. Other percentages based on total responding to each practice.

TABLE 4

SUPERINTENDENT'S' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT
ACTIVITIES AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	29	97	1	3	30	83	6	17	36
2. School Annual or Yearbook	24	86	4	14	28	78	8	22	36
3. Clubs or Organizations	33	94	2	6	35	97	1	3	36
4. Assemblies	32	94	2	6	34	94	2	6	36
5. Sports	31	91	3	9	34	100	0	0	34
6. Speeches or Debates	13	81	3	19	16	44	20	56	36
7. Band or Music Programs	27	93	2	7	29	81	7	19	36

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

or Organizations, and Assemblies as most effective. The least effective item, as reported by superintendents, was Speeches or Debates, rated as effective by 81 per cent of those using the practice. Sports were reported as being used in 100 per cent of the cases. Speeches or Debates were rated as least used by 44 per cent.

Table 5 shows lay responses from school systems with 26 to 100 staff members. Sports, Clubs or Organizations, and Band or Music Programs are shown to be most effective. Student Newspaper, reported by 79 per cent, and Speeches or Debates, reported by 74 per cent, are listed as least effective by laymen. These two items, reported at 73 and 71 per cent respectively, are also shown to be least used. Sports, Band or Music Programs, Assemblies, Clubs or Organizations, and School Annual or Yearbook are used by more than 93 per cent of the total.

Table 6 presents superintendents' opinions from school systems having 26 to 100 staff members. The superintendents list Sports and Band or Music Programs as most effective. The practice reported to be least effective was Speeches or Debates. Three items were being used in all schools reported in this group--Sports, Clubs or Organizations, and Band or Music Programs. Assemblies and the School Annual were reported as being used by more than 95 per cent of the schools. Speeches or Debates was the practice shown

TABLE 5

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT ACTIVITIES
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	71	79	19	21	90	73	33	27	123
2. School Annual or Yearbook	102	89	12	11	114	93	9	7	123
3. Clubs or Organizations	120	94	7	6	127	98	3	2	130
4. Assemblies	96	83	20	17	116	95	6	5	122
5. Sports	120	98	3	2	123	100	0	0	123
6. Speeches or Debates	64	74	23	26	87	71	35	29	122
7. Band or Music Programs	115	94	7	6	122	100	0	0	122

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 6

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT
ACTIVITIES AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	32	82	7	18	39	85	7	15	46
2. School Annual or Yearbook	40	93	3	7	43	98	1	2	44
3. Clubs or Organizations	43	93	3	7	46	100	0	0	46
4. Assemblies	37	84	7	16	44	96	2	4	46
5. Sports	46	100	0	0	46	100	0	0	46
6. Speeches or Debates	25	76	8	24	33	75	11	25	44
7. Band or Music Programs	43	100	0	0	43	100	0	0	43

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

to be least used; however, it was rated in use by 75 per cent of those reporting.

Table 7, lay responses from school systems with 101 or more staff members, depicts Sports, Band or Music Programs, and Student Newspaper as the most effective practices from this group. Assemblies were pointed up as the least effective item. Six of the seven items were shown to be in use by 92 or more per cent, while the least used item, Student Newspaper, was in use by 80 per cent of the cases.

Table 8 gives superintendents' responses from school systems with 101 or more staff members. Band or Music Programs were most effective in the opinion of these superintendents. Other items that were reported effective by more than 92 per cent of the respondents were the Student Newspaper, School Annual, Clubs or Organizations, and Assemblies. Student speeches or Debates were listed as least effective. All practices were being used 100 per cent except Clubs or Organizations which were reported as being used by 88 per cent of those responding to the item.

Table 9 depicts total lay opinions on public relations practices in Student Activities of all schools participating in the study. Laymen have ranked the Student Activities group in the following order according to effectiveness: (1) Sports, (2) Clubs or Organizations, (3) Band or Music Programs, (4) School Annual or Yearbook, (5) Assemblies, (6) Student Newspaper, and (7) Speeches or Debates. It is

TABLE 7

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT ACTIVITIES
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	30	94	2	6	32	80	8	20	40
2. School Annual or Yearbook	34	87	5	13	39	95	2	5	41
3. Clubs or Organizations	34	89	4	11	38	97	1	3	39
4. Assemblies	31	79	8	21	39	98	1	2	40
5. Sports	40	98	1	2	41	100	0	0	41
6. Speeches or Debates	30	83	6	17	36	92	3	8	39
7. Band or Music Programs	38	95	2	5	40	98	1	2	41

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 8

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF STUDENT
ACTIVITIES AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	16	94	1	6	17	100	0	0	17
2. School Annual or Yearbook	16	94	1	6	17	100	0	0	17
3. Clubs or Organizations	14	93	1	7	15	88	2	12	17
4. Assemblies	15	94	1	6	16	100	0	0	16
5. Sports	15	88	2	12	17	100	0	0	17
6. Speeches or Debates	12	75	4	25	16	100	0	0	16
7. Band or Music Programs	17	100	0	0	17	100	0	0	17

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 9
TOTAL LAY OPINION CONCERNING EFFECTIVENESS AND USAGE OF
STUDENT ACTIVITIES AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	174	84	33	16	207	75	69	25	276
2. School Annual or Yearbook	225	92	20	8	245	89	31	11	276
3. Clubs or Organizations	253	94	17	6	270	96	10	4	280
4. Assemblies	222	85	39	15	261	95	13	5	274
5. Sports	271	98	5	2	276	100	0	0	276
6. Speeches or Debates	139	75	46	25	185	69	84	31	269
7. Band or Music Programs	238	94	16	6	254	92	21	8	275

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

noted in the table that Clubs or Organizations and Band or Music Programs were ranked equally as the second most effective practice. The highest ranked item, Sports, was reported as effective by 98 per cent of those using the item. Even the lowest ranked item, Speeches or Debates, was reported as effective by 75 per cent of those using it.

According to usage, Student Activities fall into the following ranking as reported by laymen: (1) Sports, (2) Clubs or Organizations, (3) Assemblies, (4) Band or Music Programs, (5) School Annual or Yearbook, (6) Student Newspaper, and (7) Speeches or Debates. Only 69 per cent of the respondents noted speech activities in use, while all had an athletic program.

Table 10 shows total superintendent opinions from all schools concerning Student Activities as public relations practices. Superintendents have ranked the Student Activities group in the following order according to effectiveness: (1) Band or Music Programs, (2) Sports, (3) Clubs or Organizations, (4) School Annual or Yearbook, (5) Student Newspaper, (6) Assemblies, and (7) Speeches or Debates. The highest ranked item, Band or Music Programs, was reported as effective by 98 per cent of those using the item while the lowest ranked item, Speeches or Debates, was reported as effective by 77 per cent.

The rankings by usage as reported by total superintendent responses are as follows: (1) Sports, (2) Clubs or

TABLE 10
TOTAL SUPERINTENDENT OPINION CONCERNING EFFECTIVENESS AND USAGE
OF STUDENT ACTIVITIES AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Student Newspaper	77	90	9	10	86	87	13	13	99
2. School Annual or Yearbook	80	91	8	9	88	91	9	9	97
3. Clubs or Organizations	90	94	6	6	96	97	3	3	99
4. Assemblies	84	89	10	11	94	96	4	4	98
5. Sports	92	95	5	5	97	100	0	0	97
6. Speeches or Debates	50	77	15	23	65	68	31	32	96
7. Band or Music Programs	87	97	2	2	89	93	7	7	96

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

Organizations, (3) Assemblies, (4) Band or Music Programs, (5) School Annual or Yearbook, (6) Student Newspaper, and (7) Speeches or debates. The lowest ranked item by usage was 68 per cent while the highest was 100 per cent.

Tables 11 through 18 present by number and percentage the responses of laymen and superintendents toward section two of the questionnaire, Administrative Publications, which includes practices 8 through 17.

Table 11 gives the responses of laymen from school systems with less than 26 staff members. These laymen rated Newsletters to Patrons as the most effective practice; however, School Policies and Regulations, A Published Calendar of School Events, and Published Minutes of the Board of Education Meetings were very effective. The least effective item was Research Reports. School Policies and Regulations was the most used item while the lowest ranked item according to usage was Published Minutes of the Board of Education Meetings.

Table 12 presents superintendents' opinions from school systems with less than 26 staff members. Home Contact Bulletins and Pamphlets on School Topics or Activities were rated effective by all superintendents. Two other items are rated as very effective by superintendents, A Published Calendar of School Events and Newsletters to Patrons, reported by 97 and 95 per cent, respectively. Published Minutes of the Board of Education Meetings were rated as least effective.

TABLE 11

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF ADMINISTRATIVE
PUBLICATIONS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	44	86	7	14	51	46	60	54	111
9. Handbook for Parents	19	76	6	24	25	23	83	77	108
10. School Policies and Regulations	85	93	6	7	91	83	19	17	110
11. A Published Calendar of School Events	76	92	7	8	83	75	27	25	110
12. Newsletter to Patrons	61	94	4	6	65	58	47	42	112
13. Home contact bulletins and pamphlets on school topics or activities	51	82	11	18	62	56	48	44	110
14. Published Minutes of the Board of Education Meetings	22	92	2	8	24	21	89	79	113

TABLE 11--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding	
	No.	%	No.	%	No.	%	No.	%		
15. Published Annual Reports by the Superintendent	54	89	7	11	61	54	51	46	112	
16. Published Budget Statements or Reports	65	88	9	12	74	67	37	33	111	4
17. Research Reports	13	57	10	43	23	22	81	78	104	

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 12
SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
ADMINISTRATIVE PUBLICATIONS AS PUBLIC RELATIONS PRACTICES
IN SCHOOL SYSTEMS WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	16	89	2	11	18	50	18	50	36
9. Handbook for Parents	7	78	2	22	9	26	26	74	35
10. School Policies and Regulations	28	90	3	10	31	89	4	11	35
11. A Published Calendar of School Events	30	97	1	3	31	89	4	11	35
12. Newsletter to Patrons	19	95	1	5	20	57	15	43	35
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	18	100	0	0	18	50	18	50	36
14. Published Minutes of the Board of Education Meetings	6	75	2	25	8	22	28	78	36

TABLE 12--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	17	77	5	23	22	63	13	37	35
16. Published Budget Statements or Reports	25	81	6	19	31	86	5	14	36
17. Research Reports	4	80	1	20	5	14	31	86	36

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

Handbook for Parents was also rated as relatively less effective by superintendents. Two items reported as most used were School Policies and Regulations and A Published Calendar of School Events, both at 89 per cent. Three items were reported very low in usage--Research Reports, Published Minutes of the Board of Education Meetings, and Handbook for Parents. It should be noted that superintendents rated most items in this category more effective than did the laymen.

Table 13 shows lay opinion toward Administrative Publications of schools having 26 to 100 staff members. Seven items in this group were very close in per cent of effectiveness as shown in the table. The three items that were much less effective were Handbook for Parents, Published Minutes of the Board of Education Meetings and Research Reports. A Published Calendar of School Events, reported by 61 per cent, was the practice most used. Three practices reported by 30 per cent or less as being used were Handbook for Parents, Published Minutes of the Board of Education Meetings, and Research Reports. It should be pointed out that laymen have rated these practices much lower concerning usage than any of the preceding practices. Only three items were identified as being employed by more than half of the total responding to the item; they are: School Policies and Regulations, A Published Calendar of School Events, and Published Budget Statements or Reports.

TABLE 13

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF ADMINISTRATIVE
PUBLICATIONS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	48	86	8	14	56	47	62	53	118
9. Handbook for Parents	16	64	9	36	25	21	94	79	119
10. School Policies and Regulations	80	88	11	12	91	77	27	23	118
11. A Published Calendar of School Events	61	84	12	16	73	61	46	39	119
12. Newsletter to Patrons	44	86	7	14	51	43	69	57	120
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	46	84	9	16	55	46	64	54	119
14. Published Minutes of the Board of Education Meetings	22	73	8	27	30	25	90	75	120

TABLE 13--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	45	87	7	13	52	44	67	56	119
16. Published Budget Statements or Reports	74	88	10	12	84	71	35	29	119
17. Research Reports	25	76	8	24	33	29	82	71	115

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

Table 14, superintendents' opinions toward Administrative Publications of schools with 26 to 100 staff members, shows Published Minutes of the Board of Education Meetings and Published Annual Reports by the Superintendent as the two most effective items. However, the two items that ranked lowest in effectiveness, Published Budget Statements or Reports and Research Reports, were reported as effective by 58 and 71 per cent, respectively, of those who employ them. According to usage, Published Budget Statements or Reports, School Policies and Regulations, and A Published Calendar of School Events are most frequently used. Handbook for Parents and Published Minutes of the Board of Education were least used in these schools as reported by superintendents.

Table 15 presents the opinions of laymen from school systems with 101 or more staff members. Handbook for Parents was reported as effective by all respondents while Handbook for Students, A Published Calendar of School Events, and Published Minutes of the Board of Education Meetings were reported almost equally as effective in the opinion of laymen. Research Reports were considered as least effective. School Policies and Regulations were most used and Handbook for Parents was least used, being identified by only 22 per cent of the respondents. Again, this group of practices were reported at a lower per cent of usage than average for the data in this category.

TABLE 14

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
ADMINISTRATIVE PUBLICATIONS AS PUBLIC RELATIONS PRACTICES
IN SCHOOL SYSTEMS WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	28	90	3	10	31	67	15	33	46
9. Handbook for Parents	7	88	1	12	8	18	36	82	44
10. School Policies and Regulations	34	83	7	17	41	91	4	9	45
11. A Published Calendar of School Events	39	93	3	7	42	91	4	9	46
12. Newsletter to Patrons	25	89	3	11	28	61	18	39	46
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	22	88	3	12	25	56	20	44	45
14. Published Minutes of the Board of Education Meetings	9	100	0	0	9	20	35	80	44

TABLE 14--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	16	100	0	0	16	35	29	65	45
16. Published Budget Statements or Reports	25	58	18	42	43	98	1	2	44
17. Research Reports	15	71	6	29	21	49	22	51	43

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 15

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF ADMINISTRATIVE
PUBLICATIONS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding	
	No.	%	No.	%	No.	%	No.	%		
8. Handbook for Students	21	91	2	9	23	56	18	44	41	
9. Handbook for Parents	9	100	0	0	9	22	32	78	41	58
10. School Policies and Regulations	25	78	7	22	32	82	7	18	39	
11. A Published Calendar of School Events	24	92	2	8	26	65	14	35	40	
12. Newsletter to Patrons	13	87	2	13	15	38	24	62	39	
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	20	87	3	13	23	56	18	44	41	
14. Published Minutes of the Board of Education Meetings	11	92	1	8	12	30	28	70	40	

TABLE 15--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	16	89	2	11	18	44	23	56	41
16. Published Budget Statements or Reports	23	88	3	12	26	65	14	35	40
17. Research Reports	6	60	4	40	10	26	29	74	39

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

Table 16 gives superintendents' opinions of school systems with 101 or more staff members concerning the effectiveness and usage of Administrative Publications. Four items are reported effective by 100 per cent of the respondents--Handbook for Parents, Newsletter to Patrons, Home Contact Bulletins and Pamphlets on School Topics or Activities, and Published Annual Reports by the Superintendent. The least effective item, Published Budget Statements or Reports, was rated effective by 80 per cent of the superintendents. School Policies and Regulations were reported in use by 94 per cent while Published Annual Reports by the Superintendent, the lowest item in use, was reported by 47 per cent of the superintendents. It should be noted again that superintendents have rated the items more effective than did laymen from school systems in the same category.

Table 17 depicts total lay opinion toward Administrative Publications as public relations practices of all schools participating in the study. Laymen have ranked the Administrative Publications group in the following order according to effectiveness. Newsletters to Patrons, and School Policies and Regulations were rated most effective. A Published Calendar of School Events, Published Annual Reports by the Superintendent, and Published Budget Statements or Reports were rated next most effective by an equal proportion of the respondents. The remaining items are ranked in the order of effectiveness: Handbook for Students, Home Contact Bulletins

TABLE 16

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
ADMINISTRATIVE PUBLICATIONS AS PUBLIC RELATIONS PRACTICES
IN SCHOOL SYSTEMS WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	12	86	2	14	14	82	3	18	17
9. Handbook for Parents	7	100	0	0	7	44	9	56	16
10. School Policies and Regulations	14	93	1	7	15	94	1	6	16
11. A Published Calendar of School Events	12	80	3	20	15	88	2	12	17
12. Newsletter to Patrons	10	100	0	0	10	59	7	41	17
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	12	100	0	0	12	71	5	29	17
14. Published Minutes of the Board of Education Meetings	9	90	1	10	10	63	6	37	16

TABLE 16--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	8	100	0	0	8	47	9	53	17
16. Published Budget Statements or Reports	12	80	3	20	15	88	2	12	17
17. Research Reports	9	82	2	18	11	69	5	31	16

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

TABLE 17
TOTAL LAY OPINION CONCERNING EFFECTIVENESS
AND USAGE OF ADMINISTRATIVE PUBLICATIONS
AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	113	87	17	13	130	48	140	52	270
9. Handbook for Parents	44	75	15	25	59	22	209	78	268
10. School Policies and Regulations	190	89	24	11	214	80	53	20	267
11. A Published Calendar of School Events	161	88	21	12	182	68	87	32	269
12. Newsletter to Patrons	118	90	13	10	131	48	140	52	271
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	117	84	23	16	140	52	130	48	270
14. Published Minutes of the Board of Education Meetings	55	83	11	17	66	24	207	76	273

TABLE 17--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	115	88	16	12	131	48	141	52	272
16. Published Budget Statements or Reports	162	88	22	12	184	68	86	32	270
17. Research Reports	44	67	22	33	66	34	192	66	258

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

or Pamphlets on School Topics or Activities, Published Minutes of the Board of Education Meetings, Handbook for Parents, and Research Reports. The most effective item was reported effective by 90 per cent of the respondents while the least effective item was rated at 67 per cent by those who utilize the practice.

Laymen ranked Administrative Publications according to usage in the following manner. School Policies and Regulations were listed as most effective. A Published Calendar of School Events and Published Budget Statements or Reports, the next most effective items, received equal ratings. Home Contact Bulletins and Pamphlets on School Topics or Activities were listed in fourth place while Handbook for Students, Newsletter to Patrons, and Published Annual Reports by the Superintendent rated as next most effective by an equal proportion of the respondents. Research Reports, Published Minutes of the Board of Education Meetings, and Handbook for Parents were ranked in this order according to usage. The item most used, School Policies and Regulations, was reported as used by 80 per cent while the least used item, Handbook for Parents, was reported in use by 22 per cent.

Table 18 gives total superintendent opinion concerning Administrative Publications of all schools participating in the study. The range of effectiveness for these items as reported by total superintendent responses was 70 to 95 per cent, with rank order as follows: (1) Home Contact Bulletins

TABLE 18

TOTAL SUPERINTENDENT OPINION CONCERNING EFFECTIVENESS
AND USAGE OF ADMINISTRATIVE PUBLICATIONS
AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
8. Handbook for Students	56	89	7	11	63	64	36	36	99
9. Handbook for Parents	21	88	3	12	24	25	71	75	95
10. School Policies and Regulations	76	87	11	13	87	91	9	9	96
11. A Published Calendar of School Events	81	92	7	8	88	90	10	10	98
12. Newsletter to Patrons	54	93	4	7	58	59	40	41	98
13. Home Contact Bulletins and Pamphlets on School Topics or Activities	52	95	3	5	55	56	43	44	98
14. Published Minutes of the Board of Education Meetings	24	89	3	11	27	28	69	72	96

TABLE 18--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Published Annual Reports by the Superintendent	41	89	5	11	46	47	51	53	97
16. Published Budget Statements or Reports	62	70	27	30	89	92	8	8	97
17. Research Reports	28	76	9	24	37	39	58	61	95

*Percentages based on total using the practice. Other percentages based on total responding to each practice.

and Pamphlets on School Topics or Activities, (2) Newsletters to Patrons, (3) A Published Calendar of School Events, (4) Handbook for Students, (5) Published Minutes of the Board of Education Meetings, (6) Published Annual Reports by the Superintendent, (7) Handbook for Parents, (8) School Policies and Regulations, (9) Research Reports, and (10) Published Budget Statements or Reports. It should be noted that numbers 4, 5, and 6 were rated equally effective by the respondents.

Three practices that were reported as being used by 90 or more per cent were: (1) School Policies and Regulations, (2) A Published Calendar of School Events and (3) Published Budget Statements or Reports. All other practices in this group of Administrative Publications fell below 75 per cent usage, the lowest being Handbook for Parents at 25 per cent.

Summary

This chapter has presented the responses of both laymen and superintendents relating to Student Activities and Administrative Publications giving the per cent of effectiveness based on the total using the practice, and giving the per cent using each item as determined by the total responding. The tables were organized by lay response and superintendent response from schools of comparable size and concerning the same practices.

Data presented in this chapter reveal the following trends:

1. That all practices in this chapter have consistently been reported effective by 75 per cent or more of the total using the practice, excluding practice 17, Research Reports.

2. That superintendents rated Administrative Publications more effective than did laymen, although both populations felt that this group of practices was very effective.

3. That both laymen and superintendents listed the following as being the most effective practices:

- a. Sports
- b. Clubs or Organizations
- c. Band or Music Programs
- d. School Annual or Yearbook
- e. Newsletters to Patrons
- f. School Policies and Regulations
- g. Home Contact Bulletins and Pamphlets on School Topics or Activities
- h. A Published Calendar of School Events

4. That both populations reported the following practices as least effective:

- a. Speeches or Debates
- b. Research Reports
- c. Handbook for Parents

5. That (1) Speeches and Debates and (2) Research

Reports were the least effective of all practices in these groups.

6. That per cent of usage does not necessarily denote effectiveness or ineffectiveness of a public relations practice, but rather gives an over-all picture for each practice in schools of varying size.

7. In Tables 11 and 12 it is noted that laymen have reported Published Minutes of the Board of Education very effective while superintendents in schools of the same size have reported the same item as least effective.

8. Tables 17 and 18 giving total opinion of laymen and superintendents toward Administrative Publications show laymen listing Handbook for Parents more effective than do superintendents. Home Contact Bulletins were rated less effective by laymen than by superintendents and Published Budget Statements were rated more effective by laymen than by superintendents. There was little disagreement between laymen and superintendents concerning the effectiveness of all other items for this category.

9. Both populations agree that Student Activities and Administrative Publications were most effective but several items were shown to be in use by a relatively small per cent. Many items rate rather high in effectiveness but rather low in usage; however, usage does not denote effectiveness or ineffectiveness but is probably due to size of school.

CHAPTER IV

OPINIONS OF LAYMEN AND SUPERINTENDENTS TOWARD
PUBLIC RELATIONS PRACTICES INVOLVING DIRECT
CONTACTS AND INDIRECT CONTACTS

The purpose of this chapter is to present and interpret the opinions of laymen and superintendents as revealed by their responses to sections three and four of the questionnaire. These sections relate to Direct and Indirect Contacts as public relations practices. As in Chapter III, the tables are organized by size of school as determined by the number of school staff and are concerned with the effectiveness and use of each practice, and the total responding to each item in the check list.

The first eight tables in this chapter, Tables 19 through 26, are concerned with Direct Contacts as public relations practices. The tables are presented in lay-superintendent sequence so that comparisons and explanations may be readily apparent. In the content of the chapter, explanations of each table will give the public relations practices that seem to be most effective, least effective, most used, and least used. Any definite trends will be pointed out at

the end of each section and in the summary of the chapter.

Table 19 presents the responses of laymen from school systems with less than 26 staff members concerning Direct Contacts as public relations practices. These laymen report the following practices to be most effective: Special School Activities such as Business Education Day, Proms, and Graduation; The Superintendents' or Principals' Speeches to Community Groups such as P.T.A., Service or Civic Clubs; and Demonstrations and Exhibits by Students. Items shown to be least effective were Home Visitation by School Staff and the Adult Education Program. The most effective item was reported as effective by 96 per cent of the respondents while the least effective item was reported effective by 65 per cent of the total. The practice most used was Members of the School Faculty Participating in Community Clubs and Organizations reported by 98 per cent; in comparison, the least used item was Adult Education Program reported by 29 per cent. Only one other item--Home Visitation by the School Staff--was listed by less than 50 per cent of the laymen.

Table 20, superintendents' responses from schools having less than 26 staff members show the following four practices to be very effective: Informal Staff Contacts with People in the Community; Staff Contacts with Business, Industry and the Professions; Special School Activities such as Business Education Day, Proms, Graduation, etc.; and Open House for Parent Visitation to School. The least effective

TABLE 19

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF DIRECT CONTACTS
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	97	92	6	8	105	94	9	6	112
19. Teacher-Parent Conferences	73	84	14	16	87	79	23	21	110
20. Demonstrations and Exhibits by Students	93	95	5	5	98	90	11	10	109
21. Home Visitation by the School Faculty	30	65	16	35	46	43	62	57	108
22. School Children Talking about the School to Parents and Others	94	92	8	8	102	94	6	6	108
23. Informal Staff Contacts with People in the Community	76	90	8	10	84	76	27	24	111
24. School Campaigns	68	91	7	9	75	70	32	30	107
25. Adult Education Program	21	66	11	34	32	29	77	71	109

TABLE 19--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	102	94	7	6	109	98	2	2	111
27. Staff Contacts with Business, Industry and the Professions	74	89	9	11	83	80	21	20	104
28. School Surveys or Self-Evaluations	44	79	12	21	56	55	46	45	102
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	101	96	4	4	105	95	6	5	111
30. The School Telephone	103	94	6	6	109	97	3	3	112
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	88	95	5	5	93	86	15	14	108

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 20

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE
OF DIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	31	97	1	3	32	89	4	11	36
19. Teacher-Parent Conferences	28	88	4	12	32	89	4	11	36
20. Demonstrations and Exhibits by Students	30	88	4	12	34	94	2	6	36
21. Home Visitation by the School Faculty	15	75	5	25	20	57	15	43	35
22. School Children Talking about the School to Parents and Others	29	88	4	12	33	100	0	0	33
23. Informal Staff Contacts with People in the Community	34	100	0	0	34	94	2	6	36
24. School Campaigns	16	84	3	16	19	54	16	46	35
25. Adult Education Program	8	89	1	11	9	26	26	74	35

TABLE 20--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	33	92	3	8	36	100	0	0	36
27. Staff Contacts with Business, Industry, and the Professions	23	100	0	0	23	66	12	34	35
28. School Surveys or Self-Evaluations	17	94	1	6	18	50	18	50	36
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	31	97	1	3	32	91	3	9	35
30. The School Telephone	28	91	7	9	35	97	1	3	36
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	28	88	4	12	32	89	4	11	36

*Percentages based on total using the practice. Other percentages based on total responding to each item.

item, Home Visitation by the School Staff, was listed as effective by 75 per cent of the superintendents. Practices most used were: School Children Talking about the School to Parents and Others, Members of the School Faculty Participating in Community Clubs and Organizations, and The School Telephone. Adult Education, the least used item, was being used by 26 per cent of the respondents. All other items were reported in use by 50 or more per cent of the total responding.

Table 21 gives lay responses from school systems with 26 to 100 staff members. Open House for Parent Visitation to School and Members of the School Faculty Participating in Community Clubs and Organizations were shown to be most effective. All items concerning Direct Contacts were reported as being very effective excluding Home Visitation by the School Faculty, which was rated as effective by only 65 per cent of these laymen whose schools utilize the practice. A high percentage of usage was reported by laymen for this group of practices. Only two items fell below the 70 per cent mark while most of the items clustered around 90 or more per cent usage. The two items least used were Adult Education Program at 44 per cent and Home Visitation by the School Faculty at 48 per cent.

Table 22 depicts superintendents' opinions from school systems with 26 to 100 staff members. Four practices

TABLE 21

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF DIRECT CONTACTS
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	114	98	2	2	116	94	7	6	123
19. Teacher-Parent Conferences	95	89	12	11	107	90	12	10	119
20. Demonstrations and Exhibits by Students	99	89	12	11	111	93	9	7	120
21. Home Visitation by the School Faculty	37	65	20	35	57	48	63	52	120
22. School Children Talking about the School to Parents and Others	102	88	14	12	116	97	4	3	120
23. Informal Staff Contacts with People in the Community	92	87	14	13	106	88	14	12	120
24. School Campaigns	78	89	10	11	88	77	27	23	115
25. Adult Education Program	44	85	8	15	52	44	67	56	119

TABLE 21--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	121	98	2	2	123	100	0	0	123
27. Staff Contacts with Business, Industry, and the Professions	89	88	12	12	101	85	18	15	119
28. School Surveys or Self-Evaluations	69	83	14	17	83	72	33	28	116
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	112	94	7	6	119	97	4	3	123
30. The School Telephone	103	90	12	10	115	96	5	4	120
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	116	96	5	4	12	99	1	1	122

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 22

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE
OF DIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	42	98	1	2	43	93	3	7	46
19. Teacher-Parent Conferences	38	86	6	14	44	96	2	4	46
20. Demonstrations and Exhibits by Students	40	91	4	9	44	96	2	4	46
21. Home Visitation by the School Faculty	21	81	5	19	26	57	20	43	46
22. School Children Talking about the School to Parents and Others	44	96	2	4	46	100	0	0	46
23. Informal Staff Contacts with People in the Community	44	98	1	2	45	100	0	0	45
24. School Campaigns	32	91	3	9	35	81	8	19	43
25. Adult Education Program	19	76	6	24	25	54	21	46	46

TABLE 22--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	45	98	1	2	46	100	0	0	46
27. Staff Contacts with Business, Industry, and the Professions	40	95	2	5	42	93	3	7	45
28. School Surveys or Self-Evaluations	29	88	4	12	33	72	13	28	46
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	40	95	2	5	42	91	4	9	46
30. The School Telephone	41	89	5	11	46	100	0	0	46
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	44	98	1	2	45	100	0	0	45

*Percentages based on total using the practice. Other percentages based on total responding to each item.

were reported effective by 98 per cent of the respondents: Open House for Parent Visitation to School; Informal Staff Contacts with People in the Community; Members of the School Faculty Participating in Community Clubs and Organizations; and The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs. The Adult Education Program was again the least effective practice for this group. Most items in this group were rated in use by 81 or more per cent. Home Visitation by the School Staff, Adult Education Program and School Surveys or Self-Evaluations were least used, being reported by less than 75 per cent of the respondents.

Table 23 presents the responses of laymen from school systems having 101 or more staff members. Three items were rated effective by all respondents: Members of the School Faculty Participating in Community Clubs and Organizations; Special School Activities such as Business Education Day, Prom, Graduation, etc.; and The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs. Open House was shown to be most effective. Items that were least effective in the opinion of these laymen were the Adult Education Program, and Home Visitation by the School Faculty, being listed by 72 and 60 per cent, respectively, of the returns. Most all items were shown to be relatively high in per cent of usage; the two items below 80 per cent usage were Home Visitation by the School Staff at

TABLE 23

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF DIRECT CONTACTS
AS PUBLIC RELATIONS PRACTICES IN SCHOOL SYSTEMS
WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	39	98	1	2	40	98	1	2	41
19. Teacher-Parent Conference	33	92	3	8	36	88	5	12	41
20. Demonstrations and Exhibits by Students	34	85	6	15	40	98	1	2	41
21. Home Visitation by the School Faculty	12	60	8	40	20	51	19	49	39
22. School Children Talking about the School to Parents and Others	36	92	3	8	39	98	1	2	40
23. Informal Staff Contacts with People in the Community	32	89	4	11	36	90	4	10	40
24. School Campaigns	28	88	4	12	32	80	8	20	40
25. Adult Education Program	23	72	9	28	32	80	8	20	40

TABLE 23--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	40	100	0	0	40	98	1	2	41
27. Staff Contacts with Business, Industry, and the Professions	34	89	4	11	38	93	3	7	41
28. School Surveys or Self-Evaluations	23	82	5	18	28	70	12	30	40
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	40	100	0	0	40	98	1	2	41
30. The School Telephone	30	88	4	12	34	87	5	13	39
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	40	100	0	0	40	98	1	2	41

*Percentages based on total using the practice. Other percentages based on total responding to each item.

51 per cent and School Surveys or Self-Evaluations at 70 per cent.

Table 24 gives the responses of superintendents from school systems having 101 or more staff members. All superintendents rated the following practices effective: Teacher-Parent Conference; Members of the School Faculty Participating in Community Clubs and Organizations; and Special School Activities such as Business Education Day, Prom, Graduation, etc. All items in this group were reported effective by 80 or more per cent of the superintendents. All items in this category were shown to be in use by 80 or more per cent of the total responding except Home Visitation by the School Faculty at 71 per cent, the least used practice. Eight of the practices were reported in use by 100 per cent of the population.

Table 25 depicts total lay opinion toward Direct Contacts as public relations practices. Open House for Parent Visitation to School and Members of the School Faculty Participating in Community Clubs and Organizations were most effective in the opinion of laymen. Special School Activities such as Business Education Day, Proms, and Graduation, and The Superintendent's or Principal's Speeches to Community Groups such as the PTA, Service or Civic Clubs were also rated very effective by total opinion of these laymen. Home Visitation by the School Faculty and Adult Education Program were felt to be least effective. Receiving the highest percentage

TABLE 24

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE
OF DIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	16	94	1	6	17	100	0	0	17
19. Parent-Teacher Conferences	17	100	0	0	17	100	0	0	17
20. Demonstrations and Exhibits by Students	15	88	2	12	17	100	0	0	17
21. Home Visitation by the School Faculty	10	83	2	17	12	71	5	29	17
22. School Children Talking about the School to Parents and Others	14	93	1	7	15	94	1	6	16
23. Informal Staff Contacts with People in the Community	16	94	1	6	17	100	0	0	17
24. School Campaigns	11	92	1	8	12	80	3	20	15
25. Adult Education Program	12	80	3	20	15	88	2	12	17

TABLE 24--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	17	100	0	0	17	100	0	0	17
27. Staff Contacts with Business, Industry, and the Professions	14	88	2	12	16	100	0	0	16
28. School Surveys or Self-Evaluations	13	87	2	13	15	100	0	0	15
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	15	100	0	0	15	94	1	6	16
30. The School Telephone	13	87	2	13	15	88	2	12	17
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	15	88	2	12	17	100	0	0	17

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 25

TOTAL LAY OPINION CONCERNING EFFECTIVENESS AND USAGE OF
DIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	250	97	9	3	259	94	17	6	276
19. Teacher-Parent Conferences	201	87	29	13	230	85	40	15	270
20. Demonstrations and Exhibits by Students	226	91	23	9	249	92	21	8	270
21. Home Visitation by the School Faculty	79	64	44	36	123	85	144	15	267
22. School Children Talking about the School to Parents and Others	232	90	25	10	257	96	11	4	268
23. Informal Staff Contacts with People in the Community	200	88	26	12	226	83	45	17	271
24. School Campaigns	174	89	21	11	195	74	67	26	262
25. Adult Education Program	88	76	28	24	116	43	152	57	268

TABLE 25--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	263	97	9	3	272	99	3	1	275
27. Staff Contacts with Business, Industry, and the Professions	197	89	25	11	222	84	42	16	264
28. School Surveys or Self-Evaluations	136	81	31	19	167	65	91	35	258
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	253	96	11	4	264	96	11	4	275
30. The School Telephone	236	91	22	9	258	95	13	5	271
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	244	96	10	4	254	94	17	6	271

*Percentages based on total using the practice. Other percentages based on total responding to each item.

of total use was Members of the School Faculty Participating in Community Clubs and Organizations. The item least used was Adult Education Program reported by 43 per cent.

Laymen have ranked the Direct Contacts group in the following order according to effectiveness: (1) Open House for Parent Visitation to School; (2) Members of the School Faculty Participating in Community Clubs and Organizations; (3) Special School Activities such as Business Education Day, Proms, Graduation, etc.; (4) The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs; (5) Demonstrations and Exhibits by Students; (6) The School Telephone; (7) School Children Talking about the School to Parents and Others; (8) School Campaigns; (9) Staff Contacts with Business, Industry, and the Professions; (10) Informal Staff Contacts with People in the Community; (11) Teacher-Parent Conferences; (12) School Surveys or Self-Evaluations; (13) Adult Education Program; and (14) Home Visitation by the School Faculty. In case equal rankings were given to two or more items, the item is listed from the sequence as it appears on the table. The most effective item was reported by 97 per cent and the lowest ranked item was reported by 64 per cent of these laymen.

According to usage, laymen have ranked the Direct Contacts group in the following manner: (1) Members of the School Faculty Participating in Community Clubs and Organizations; (2) School Children Talking about the School to

Parents and Others; (3) Special School Activities such as Business Education Day, Proms, Graduation, etc.; (4) The School Telephone; (5) Open House for Parent Visitation to School; (6) The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs; (7) Demonstrations and Exhibits by Students; (8) Teacher-Parent Conferences; (9) Home Visitation by the School Faculty; (10) Staff Contacts with Business, Industry, and the Professions; (11) Informal Staff Contacts with People in the Community; (12) School Campaigns; (13) School Surveys or Self-Evaluations; and (14) Adult Education Program. The item most used for this group was listed by 99 per cent of the respondents in comparison to 43 per cent for the least used item.

Table 26 presents total superintendent opinion toward Direct Contacts as public relations practices. Superintendents felt that Informal Staff Contacts with People in the Community was the most effective practice in this group reported by 98 per cent of superintendents. They further report Home Visitation by the School Faculty as the least effective item. Members of the School Faculty Participating in Community Clubs and Organizations was reported in use by 100 per cent of the respondents. The item least used as reported by superintendents was the Adult Education Program listed by 50 per cent of superintendents.

Superintendents ranked Direct Contacts in the following order according to effectiveness: (1) Informal Staff

TABLE 26

TOTAL SUPERINTENDENT OPINION CONCERNING EFFECTIVENESS AND USAGE
OF DIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
18. Open House for Parent Visitation to School	89	97	3	3	92	93	7	7	99
19. Teacher-Parent Conferences	83	89	10	11	93	94	6	6	99
20. Demonstrations and Exhibits by Students	85	89	10	11	95	96	4	4	99
21. Home Visitation by the School Faculty	46	79	12	21	58	59	40	41	98
22. School Children Talking about the School to Parents and Others	87	93	7	7	94	99	1	1	95
23. Informal Staff Contacts with People in the Community	94	98	2	2	96	98	2	2	98
24. School Campaigns	59	89	7	11	66	71	27	29	93
25. Adult Education Program	39	80	10	20	49	50	49	50	98

TABLE 26--Continued

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
26. Members of the School Faculty Participating in Community Clubs and Organizations	95	96	4	4	99	100	0	0	99
27. Staff Contacts with Business, Industry, and the Professions	77	95	4	5	81	84	15	16	96
28. School Surveys or Self-Evaluations	59	89	7	11	66	68	31	32	97
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.	86	97	3	3	89	92	8	8	97
30. The School Telephone	79	85	14	15	93	97	3	3	96
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	87	93	7	7	94	96	4	4	98

*Percentages based on total using the practice. Other percentages based on total responding to each item.

Contacts with People in the Community; (2) Open House for Parent Visitation to School; (3) Special School Activities such as Business Education Day, Proms, Graduation; (4) Members of the School Faculty Participating in Community Clubs and Organizations; (5) Staff Contacts with Business, Industry, and the Professions; (6) School Children Talking about the School to Parents and Others; (7) The Superintendent's or Principal's speeches to Community Groups such as PTA, Service or Civic Clubs; (8) Teacher-Parent Conferences; (9) Demonstrations and Exhibits by Students; (10) School Campaigns; (11) School Surveys or Self-Evaluations; (12) The School Telephone; (13) Adult Education Program; and (14) Home Visitation by the School Faculty. The most effective item was reported by 98 per cent and the least effective item was reported by 79 per cent as reported by the total opinion of superintendents.

Superintendents ranked Direct Contacts according to usage as follows: (1) Members of the School Faculty Participating in Community Clubs and Organizations; (2) School Children Talking about the School to Parents and Others; (3) Informal Staff Contacts with People in the Community; (4) The School Telephone; (5) Demonstrations and Exhibits by Students; (6) The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs; (7) Teacher-Parent Conferences; (8) Open House for Parent Visitation to School; (9) Special School Activities such as

Business Education Day, Proms, or Graduation; (10) Staff Contacts with Business, Industry, and the Professions; (11) School Campaigns; (12) School Surveys or Self-Evaluations; (13) Home Visitation by the School Faculty; and (14) Adult Education Program. The most used item was reported by 100 per cent; the least used item by 50 per cent of the respondents.

The following eight tables, Tables 27-34, are concerned with Indirect Contacts as public relations practices. These tables present the opinions of laymen and superintendents toward practices 32 through 38.

Table 27 gives the responses of laymen from school systems with less than 26 staff members. Report Cards were reported by 99 per cent of laymen as being the most effective practice while Motion Pictures Prepared by the School and Television Programs or News about the School, both reported by 88 per cent, were the least effective. Report cards were also reported as the most used item by 100 per cent. The two items above rated as least effective were also rated as least used by 24 and 15 per cent, respectively, of those responding.

Table 28 presents superintendents' responses from school systems with less than 26 staff members. Superintendents report Motion Pictures Prepared by the School and Advertising such as for Bond Issues or Building Programs as the two most effective practices. Local Radio Broadcasts

TABLE 27

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF INDIRECT
CONTACTS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	20	95	1	5	21	19	90	81	111
33. Television Programs or News about the School	15	88	2	12	17	15	94	85	111
34. Newspaper Articles	97	95	5	5	102	91	10	9	112
35. Report Cards	112	99	1	1	113	100	0	0	113
36. Motion Pictures Pre- pared by the School	23	88	3	12	26	24	83	76	109
37. Posters, Bulletin Boards, or Displays	89	93	7	7	96	86	15	14	111
38. Advertising such as for Bond Issues or Building Programs	83	94	5	6	88	80	22	20	110

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 28

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
INDIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH LESS THAN 26 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	5	56	4	44	9	25	27	75	36
33. Television Programs or News about the School	4	67	2	33	6	17	30	83	36
34. Newspaper Articles	30	88	4	12	34	94	2	6	36
35. Report Cards	30	86	5	14	35	100	0	0	35
36. Motion Pictures Prepared by the School	3	100	0	0	3	8	33	92	36
37. Posters, Bulletin Boards, or Displays	26	79	7	21	33	92	3	8	36
38. Advertising such as for Bond Issues or Building Programs	22	92	2	8	24	69	11	31	35

*Percentages based on total using the practice. Other percentages based on total responding to each item.

about the School were felt to be least effective of these items. Report Cards were reported in use by all participants while Television Programs or News about the School, the least used item, was reported as being used by 17 per cent of the total.

Table 29 depicts lay responses from schools with 26 to 100 staff members. Newspaper Articles, Report Cards, and Advertising such as for Bond Issues or Building Programs were listed as being most effective by laymen. These three items were reported effective by laymen at 90, 95, and 91 per cent, respectively. Two practices reported by 61 per cent of the laymen were felt to be least effective; Local Radio Broadcasts about the School and Television Programs or News about the School. Report Cards and Newspaper Articles were practices most used as reported by laymen. Three practices that were least used: Motion Pictures Prepared by the School, Television Programs or News about the School, and Local Radio Broadcasts about the School.

Table 30 gives superintendents' responses from schools with 26 to 100 staff members. These superintendents ranked Advertising such as for Bond Issues or Building Programs and Newspaper Articles as the most effective practices. Television Programs or News about the School were thought to be the least effective item of this group. The most effective item was reported by 97 per cent and the least effective item by 75 per cent. Two practices were reported in use by 100

TABLE 29

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF INDIRECT
CONTACTS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	19	61	12	39	31	26	89	74	120
33. Television Programs or News about the School	14	61	9	39	23	19	97	81	120
34. Newspaper Articles	104	90	11	10	115	98	2	2	117
35. Report Cards	116	95	6	5	122	100	0	0	122
36. Motion Pictures Pre- pared by the School	15	75	5	25	20	17	100	83	120
37. Posters, Bulletin Boards, or Displays	84	76	26	24	110	92	9	8	119
38. Advertising such as for Bond Issues or Building Programs	92	91	9	9	101	86	17	14	118

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 30

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
INDIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH 26 TO 100 STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	10	83	2	17	12	27	33	73	45
33. Television Programs or News about the School	6	75	2	25	8	18	37	82	45
34. Newspaper Articles	44	94	3	6	47	100	0	0	47
35. Report Cards	39	87	6	13	45	100	0	0	45
36. Motion Pictures Prepared by the School	6	86	1	14	7	15	39	85	46
37. Posters, Bulletin Boards, or Displays	35	81	8	19	43	96	2	4	45
38. Advertising such as for Bond Issues or Building Programs	35	97	1	3	36	80	9	20	45

*Percentages based on total using the practice. Other percentages based on total responding to each item.

per cent of respondents, Newspaper Articles and Report Cards. Posters, Bulletin Boards, or Displays were reported in use by 96 per cent.

Table 31, lay opinions from schools with 101 or more staff members, place Report Cards as the most effective practice. Two additional practices, Newspaper Articles and Advertising such as for Bond Issues or Building Programs were also thought to be very effective by laymen. Television Programs or News about the School, the least effective item, was rated as effective by 76 per cent of those who use it in their schools. Newspaper Articles and Report Cards again were reported as items most used. Motion Pictures Prepared by the School, listed by 24 per cent, was the item least used.

Table 32 presents superintendents' opinions from schools with 101 or more staff members. Reported effective by all superintendents in this group were the following practices: Newspaper Articles, Motion Pictures Prepared by the School, and Advertising such as for Bond Issues or Building Programs. Report Cards and Posters, Bulletin Boards, or Displays were least effective. The three most used items listed by all superintendents were: Newspaper Articles; Report Cards; and Posters, Bulletin Boards, or Displays. Motion Pictures Prepared by the School was the item least used.

Table 33 depicts total lay opinion toward Indirect Contacts as public relations practices of all schools

TABLE 31

LAY OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF INDIRECT
CONTACTS AS PUBLIC RELATIONS PRACTICES IN SCHOOL
SYSTEMS WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	25	89	3	11	28	70	12	30	40
33. Television Programs or News about the School	13	76	4	24	17	43	23	57	40
34. Newspaper Articles	38	93	3	7	41	100	0	0	41
35. Report Cards	38	95	2	5	40	98	1	2	41
36. Motion Pictures Pre- pared by the School	8	89	1	11	9	24	29	76	38
37. Posters, Bulletin Boards, or Displays	29	88	4	12	33	80	8	20	41
38. Advertising such as for Bond Issues or Building Programs	34	92	3	8	37	90	4	10	41

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 32

SUPERINTENDENTS' OPINIONS CONCERNING EFFECTIVENESS AND USAGE OF
INDIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES IN
SCHOOL SYSTEMS WITH 101 OR MORE STAFF MEMBERS

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	13	87	2	13	15	88	2	12	17
33. Television Programs or News about the School	9	90	1	10	10	63	6	37	16
34. Newspaper Articles	17	100	0	0	17	100	0	0	17
35. Report Cards	14	82	3	18	17	100	0	0	17
36. Motion Pictures Pre- pared by the School	6	100	0	0	6	38	10	62	16
37. Posters, Bulletin Boards, or Displays	14	82	3	18	17	100	0	0	17
38. Advertising such as for Bond Issues or Building Programs	14	100	0	0	14	82	3	18	17

*Percentages based on total using the practice. Other percentages based on total responding to each item.

TABLE 33

TOTAL LAY OPINION CONCERNING EFFECTIVENESS AND USAGE OF
INDIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts	64	81	15	19	79	29	191	71	270
33. Television Programs or News about the School	42	74	15	26	57	21	214	79	271
34. Newspaper Articles	239	93	19	7	258	96	12	4	270
35. Report Cards	266	97	9	3	275	99	1	1	276
36. Motion Pictures Prepared by the School	46	84	9	16	55	21	212	79	267
37. Posters, Bulletin Boards, or Displays	202	85	37	15	239	14	32	86	271
38. Advertising such as for Bond Issues or Building Programs	209	92	17	8	226	84	43	16	269

*Percentages based on total using the practice. Other percentages based on total responding to each item.

participating in the study. Laymen have ranked the Indirect Contacts group in the following order according to effectiveness: (1) Report Cards; (2) Newspaper Articles; (3) Advertising such as for Bond Issues or Building Programs; (4) Posters, Bulletin Boards, or Displays; (5) Motion Pictures Prepared by the School; (6) Local Radio Broadcasts about the School; and (7) Television Programs or News about the School. The most effective item ranked first in this group was reported as effective by 97 per cent and the lowest ranked item was listed as effective by 74 per cent.

According to usage, laymen have ranked the Indirect Contacts group in the following manner: (1) Report Cards; (2) Newspaper Articles; (3) Advertising such as for Bond Issues or Building Programs; (4) Local Radio Broadcasts about the School; (5) Television Programs or News about the School; (6) Motion Pictures Prepared by the School; and (7) Posters, Bulletin Boards, or Displays. The lowest ranked item was being used by 14 per cent of the population and the highest ranked item by 99 per cent.

Table 34 presents the total opinion of superintendents toward Indirect Contacts as public relations practices. Superintendents have ranked this group of practices according to effectiveness as follows: (1) Advertising such as for Bond Issues or Building Programs; (2) Motion Pictures Prepared by the School; (3) Newspaper Articles; (4) Report Cards; (5) Posters, Bulletin Boards, or Displays; (6) Tele-

TABLE 34

TOTAL SUPERINTENDENT OPINION CONCERNING THE EFFECTIVENESS AND USAGE
OF INDIRECT CONTACTS AS PUBLIC RELATIONS PRACTICES

Practice	Effective*		Not Effective*		Total Using		Not in Use		Total Responding
	No.	%	No.	%	No.	%	No.	%	
32. Local Radio Broadcasts about the School	28	78	8	22	36	37	62	63	98
33. Television Programs or News about the School	19	79	5	21	24	25	73	75	97
34. Newspaper Articles	91	93	7	7	98	98	2	2	100
35. Report Cards	83	86	14	14	97	100	0	0	97
36. Motion Pictures Prepared by the School	15	94	1	6	16	16	82	84	98
37. Posters, Bulletin Boards, or Displays	75	81	18	19	93	95	5	5	98
38. Advertising such as for Bond Issues or Building Programs	71	96	3	4	74	76	23	24	97

*Percentages based on total using the practice. Other percentages based on total responding to each item.

vision Programs or News about the School; and (7) Local Radio Broadcasts about the School. The range of effectiveness as reported by superintendents for this group was 78 to 96 per cent.

According to usage, superintendents have ranked Indirect Contacts in this way: (1) Report Cards; (2) Newspaper Articles; (3) Posters, Bulletin Boards, or Displays; (4) Advertising such as for Bond Issues or Building Programs; (5) Local Radio Broadcasts about the School; (6) Television Programs or News about the School; and (7) Motion Pictures Prepared by the School. The item ranked first was reported in use by 100 per cent of the respondents. The item ranked last in this group was reported in use by 16 per cent of the respondents.

Summary

This chapter has presented in tabular form the responses of laymen and superintendents relating to Direct Contacts and Indirect Contacts as public relations practices. The effectiveness or ineffectiveness, use, and total responding to each practice are shown in the sequence of tables concerning each section of the questionnaire. The content of the chapter has attempted to point up the agreements and disagreements between laymen and superintendents of each table as it was introduced; however, more definite trends that are noted throughout the chapter should be mentioned here:

1. Both populations closely agree in their ratings of Direct Contacts as public relations practices.

2. There is close agreement between superintendents and laymen toward Indirect Contacts as to effectiveness.

3. Both populations agree that the following public relations practices were the most effective:

- a. Open House for Parent Visitation to School.
- b. Members of the School Faculty Participating in Community Clubs or Organizations.
- c. Special School Activities such as Business Education Day, Proms, Graduation, etc.
- d. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs.
- e. Newspaper Articles.
- f. Advertising such as for Bond Issues or Building Programs.

4. Both superintendents and laymen listed the following practices as public relations media that were least effective:

- a. Home Visitation by School Faculty.
- b. Adult Education Program.

CHAPTER V

OPINIONS OF LAYMEN AND SUPERINTENDENTS TOWARD RANK ORDER OF PUBLIC RELATIONS PRACTICES

The purpose of Chapter V is to present and interpret the opinions of laymen and superintendents as revealed by their responses to the final section of the questionnaire in which each respondent was asked to rank in order the three most effective public relations practices used by their schools in the dissemination of information. The respondent was given freedom to rank any practices listed in the questionnaire or any other practices not included in this study which were in use in their schools.

The tables for this chapter are organized in a similar manner to those in Chapters III and IV. They are organized in lay-superintendent sequence by size of school system as determined by the number of school staff. Each respondent was asked to rank the three most effective practices in use by their schools. In the tables, a weight of 3 was assigned to the first rank, 2 for the second rank, and 1 for the third rank. The number of respondents ranking each practice for each rank are shown in the columns to the right

margin of the table.

Table 35 presents the rankings of laymen from school systems with less than 26 staff members. It may be noted in the tables that the most effective practices are listed first, the least effective last. Laymen have ranked Student Newspaper, Newspaper Articles, and Newsletters to Patrons as the most effective practices in schools with less than 26 staff members. The least effective items were School Campaigns and Speeches or Debates.

Table 36 gives the rankings of public relations practices by superintendents of school systems with less than 26 staff members. They have listed the following items as most effective: Student Newspaper, Newspaper Articles, and Newsletters to Patrons (identical rankings given these items by laymen in the preceding table). Laymen and superintendents from schools with less than 26 staff members have almost identical rankings for these public relations practices according to effectiveness.

Table 37 depicts the rankings by laymen of school systems having 26 to 100 staff members. We note here a definite change in the rankings that were prevalent in the schools with less than 26 staff members. Laymen of schools with 26 to 100 staff members have listed Newspaper Articles as the most effective practice, The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs, and Open House for Parent Visitation as next

TABLE 35

LAY OPINIONS FROM SCHOOL SYSTEMS WITH LESS THAN
26 STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Student Newspaper	22	14	6	114
2. Newspaper Articles	24	4	4	84
3. Newsletters to Patrons	7	10	3	43
4. School Children Talking about the School to Parents and Others	5	5	6	31
5. Home Contact Bulletins	6	3	5	29
6. Open House for Parent Visitation to School	4	3	7	25
7. Assemblies	3	4	5	22
8. Informal Staff Contacts with People in the Community	1	3	6	15
9. The Superintendent's or Princi- pal's Speeches to Community Groups such as PTA, Service or Civic Clubs	3	2	2	15
10. Members of the School Faculty Par- ticipating in Community Clubs, Churches, and Other Organizations	2	2	3	13
11. Sports	1	4		11
12. Teacher-Parent Conferences		5	1	11
13. Report Cards	1	3	2	11
14. School Policies and Regulations	2	2		10
15. Special School Activities such as Business Education Day, Proms, Graduation, etc.	2	1	2	10

TABLE 35--Continued

Practice	Rank			Weighted* Total
	1	2	3	
16. Posters, Bulletin Boards, or Displays	1	1	5	10
17. Clubs or Organizations	2	1	1	9
18. Local Radio Broadcasts about the School	2		3	9
19. Handbook for Students	1	2	1	8
20. Published Calendar of School Events	1	2	1	8
21. Published Annual Reports by the Superintendent	2		2	8
22. School Annual or Yearbook	1		4	7
23. The School Telephone		2	3	7
24. Handbook for Parents	1	1		5
25. Published Budget Statements or Reports	1		1	4
26. Band or Music Programs	1			3
27. Advertising such as for Bond Issues or Building Programs	1			3
28. Demonstrations and Exhibits by Students		1		2
29. Staff Contacts with Business, Industry, and the Professions			2	2
30. School Campaigns			1	1
31. Speeches or Debates			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

TABLE 36

SUPERINTENDENTS' OPINIONS FROM SCHOOL SYSTEMS WITH LESS
THAN 26 STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Student Newspaper	12	2	2	42
2. Newspaper Articles	6	3	2	26
3. Newsletters to Patrons	3	4	1	18
4. School Children Talking about the School to Parents and Others	3	2	1	14
5. Open House for Parent Visitation to School	1	4	1	12
6. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations	1	4	1	12
7. Home Contact Bulletins and Pamphlets on School Topics or Activities	1	1	3	8
8. Informal Staff Contacts with People in the Community	1		5	8
9. School Policies and Regulations	1	1	2	7
10. Teacher-Parent Conferences	1	1	1	6
11. School Annual or Yearbook		2	1	5
12. Assemblies		2	1	5

TABLE 36--Continued

Practice	Rank			Weighted* Total
	1	2	3	
13. Handbook for Students	1	1		5
14. Published Budget Statements or Reports	1		1	4
15. Adult Education Program		2		4
16. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	1		1	4
17. Handbook for Parents		1		2
18. Clubs or Organizations			1	1
19. Sports			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

TABLE 37

LAY OPINIONS FROM SCHOOL SYSTEMS WITH 26 TO 100
STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	32	22	10	194
2. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	9	9	9	54
3. Open House for Parent Visitation to School	9	7	4	45
4. Student Newspaper	10	4	1	43
5. Teacher-Parent Conferences	8	8	3	43
6. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations	5	8	8	39
7. Home Contact Bulletins and Pamphlets on School Topics or	6	4	3	29
8. Newsletters to Patrons	5	5	2	27
9. School Annual or Yearbook	2	5	3	19
10. Sports	3	2	6	19
11. School Children Talking about the School to Parents and Others	2	4	5	19
12. Informal Staff Contacts with People in the Community	4		7	19
13. Report Cards	4	2	2	18
14. Band or Music Programs	2	2	3	13
15. Assemblies	1	3	2	11

TABLE 37--Continued

Practice	Rank			Weighted* Total
	1	2	3	
16. Local Broadcasts about the School	2	2	1	11
17. School Surveys or Self-Evaluations	3			9
18. Handbook for Students	2	1		7
19. Home Visitation by the School Faculty	1		2	6
20. Special School Activities such as Business Education Day, Proms, Graduation, etc.		2	2	6
21. School Policies and Regulations		2		4
22. A Published Calendar of School Events		2		4
23. Staff Contacts with Business, Industry, and the Professions		1	2	4
24. Speeches or Debates		1	1	3
25. Demonstrations and Exhibits by Students		1	1	3
26. Adult Education Program		1	1	3
27. Posters, Bulletin Boards, or Displays			3	3
28. Published Annual Reports by the Superintendent		1		2
29. Research Reports		1		2
30. The School Telephone		1		2
31. Published Minutes of the Board of Education Meetings			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

most effective. Student Newspaper which was listed in first place by small schools is listed in fourth place by laymen from medium size schools. The least effective items were: Published Annual Reports by the Superintendent, Research Reports, The School Telephone, and Published Minutes of the Board of Education Meetings.

Table 38 shows the rankings by superintendents of school systems with 26 to 100 staff members. These superintendents agree with the laymen in Table 37 that Newspaper Articles and Open House for Parent Visitation are most effective. However, these respondents rank Newsletters to Patrons as third most effective which agrees with schools having less than 26 staff members. Published Minutes of the Board of Education Meetings, School Campaigns, and Motion Pictures Prepared by the School were ranked least effective.

Table 39 presents the rankings by laymen of school systems with 101 or more staff members. Newspaper Articles, The Superintendent's or Principal's Speeches to Community Groups, and Open House for Parent Visitation to School were listed as the most effective. The least effective practices were Demonstrations and Exhibits by Students, Adult Education Program, and Report Cards.

Table 40 depicts superintendents' rankings of public relations practices from school systems with 101 or more staff members. Again, Newspaper Articles were ranked first and followed in order by Superintendent's or Principal's

TABLE 38

SUPERINTENDENTS' OPINIONS FROM SCHOOL SYSTEMS WITH 26
TO 100 STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	13	7	9	62
2. Open House for Parent Visitation to School	4	3	6	24
3. Newsletter to Patrons	3	5	1	20
4. School Children Talking about The School to Parents and Others	5	1	2	19
5. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations	4	1	5	19
6. The Superintendent's or Prin- cipal's Speeches to Community Groups such as PTA, Service or Civic Clubs	2	4	3	17
7. Teacher-Parent Conferences	4		3	15
8. Student Newspaper	1	5	1	14
9. Sports		3	3	9
10. Handbook for Students	2	1	1	9
11. Home Contact Bulletins and Pamphlets on School Topics or Activities	2	1		8
12. Published Annual Reports by the Superintendent	2	1		8
13. Band or Music Programs	1	1	2	7

TABLE 38--Continued

Practice	Rank			Weighted* Total
	1	2	3	
14. Local Radio Broadcasts about the School	2		1	7
15. Informal Staff Contacts with People in the Community		1	3	5
16. School Surveys or Self- Evaluations	1	1		5
17. Demonstrations and Exhibits by Students		1	2	4
18. Assemblies		1	1	3
19. Research Reports	1			3
20. School Annual or Yearbook		1		2
21. School Policies and Regulations		1		2
22. A Published Calendar of School Events		1		2
23. Home Visitation by the School Faculty		1		2
24. Special School Activities such as Business Education Day, Proms, Graduation, etc.		1		2
25. Published Minutes of the Board of Education Meetings			1	1
26. School Campaigns			1	1
27. Motion Pictures Prepared by the School			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

TABLE 39

LAY OPINIONS FROM SCHOOL SYSTEMS WITH 101 OR MORE
STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	19	4	5	70
2. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	4	3	2	20
3. Open House for Parent Visitation to School	1	6	2	17
4. Members of the School Faculty Participating in Community Clubs, Churches and Other Organizations	1	4	2	13
5. Student Newspaper	3	1	1	12
6. Local Radio Broadcasts about the School		5	2	12
7. School Children Talking about the School to Parents and Others	2	1	3	11
8. Home Contact Bulletins and Pamphlets on School Topics or Activities		4	2	10
9. Newsletters to Patrons	2	1		8
10. Special School Activities such as Business Education Day, Proms, Graduation, etc.	1		3	6
11. Television Programs or News about the School		2	1	5

TABLE 39--Continued

Practice	Rank			Weighted* Total
	1	2	3	
12. School Surveys or Self-Evaluations		1	1	5
13. Published Annual Reports by the Superintendent	1			3
14. Informal Staff Contacts with People in the Community	1			3
15. Assemblies		1	1	3
16. Sports	1			3
17. Handbook for Students		1	1	3
18. Demonstrations and Exhibits by Students		1		2
19. Adult Education Program			1	1
20. Report Cards			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

TABLE 40

SUPERINTENDENTS' OPINIONS FROM SCHOOL SYSTEMS WITH 101
OR MORE STAFF MEMBERS CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	4	5	2	24
2. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	1	3	3	12
3. Home Contact Bulletins or Pamphlets on School Topics or Activities	1	2	2	9
4. Open House for Parent Visitation to School	1	1	3	8
5. Student Newspaper	1	1	1	6
6. Newsletter to Patrons	1	1	1	6
7. Teacher-Parent Conferences	2			6
8. School Children Talking about the School to Parents and Others	1		1	4
9. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations	1		1	4
10. Published Annual Reports by the Superintendent	1			3
11. Television Programs or News about the School	1			3

TABLE 40--Continued

Practice	Rank			Weighted* Total
	1	2	3	
12. Special School Activities such as Business Education Day, Proms, Graduation, etc.		1		2
13. Demonstrations and Exhibits by Students			1	1
14. Home Visitation by School Faculty			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

Speeches to Community Groups and Home Contact Bulletins and Pamphlets on School Topics or Activities. The least effective practices listed by superintendents were Demonstrations and Exhibits by Students and Home Visitation by the School Faculty.

It should be noted in Tables 35 and 36 that laymen and superintendents in districts with less than 26 staff members are in exact agreement on the first three rankings: Student Newspaper, Newspaper Articles, and Newsletter to Patrons. There is also much agreement on the lower ranked items for these same schools.

In school systems with 26 to 100 staff members, Newspaper Articles were listed as most effective by both populations. Open House for Parent Visitation to School was

ranked third by laymen and second by superintendents. There was disagreement on the third item for each group. Laymen listed Superintendent's or Principal's Speeches to Community Groups while superintendents listed Newsletter to Patrons as a third item.

Laymen and superintendents of schools with 101 or more staff members ranked Newspaper Articles first and The Superintendent's or Principal's Speeches to Community Groups as second most effective. There was disagreement on the third ranking; laymen listed Open House for Parent Visitation to School and superintendents listed Home Contact Bulletins or Pamphlets on School Topics or Activities. It is noted in Tables 39 and 40 that there is close agreement between the two populations in their rankings of the most effective items; in some cases only one rank separates an item as listed by laymen and superintendents in their rank order.

In comparing Tables 35 through 40, there is very close agreement among all schools and among laymen and superintendents concerning the most effective practices as shown in the rankings. However, some items seem to be more effective for one school and less effective for others. It may be noted from tables given in Chapters III and IV the effectiveness of each item in each size school.

Tables 41 and 42 depict total lay and total superintendent opinion toward the rank order of public relations practices. Newspaper articles and the Student Newspaper

TABLE 41

TOTAL LAY OPINION CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	75	30	19	304
2. Student Newspaper	35	19	8	151
3. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs	16	14	13	89
4. Open House for Parent Visitation to School	14	16	13	87
5. Newsletter to Patrons	14	16	5	79
6. Home Contact Bulletins and Pamphlets on School Topics or Activities	12	11	10	68
7. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations	8	14	13	65
8. School Children Talking about the School to Parents and Others	9	9	14	59
9. Teacher-Parent Conferences	8	13	4	54
10. Informal Staff Contacts with People in the Community	6	3	13	37
11. Assemblies	4	8	8	36
12. Sports	5	6	6	33
13. Local Radio Broadcasts about the School	4	7	6	32

TABLE 41--Continued

Practice	Rank			Weighted* Total
	1	2	3	
14. Report Cards	5	5	5	30
15. School Annual or Yearbook	3	5	7	26
16. Special School Activities such as Business Education Day, Proms, Graduation, etc.	3	3	7	22
17. Handbook for Students	3	4	2	19
18. Band or Music Programs	3	2	3	16
19. School Policies and Regulations	2	4		14
20. Posters, Bulletin Boards, or Displays	1	1	8	13
21. A Published Calendar of School Events	1	4	1	12
22. Published Annual Reports by the Superintendent	3	1	1	12
23. School Surveys or Self- Evaluations	3	1	1	12
24. Clubs or Organizations	2	1	1	9
25. The School Telephone		3	3	9
26. Demonstrations and Exhibits by Students		3	1	7
27. Staff Contacts with Business, Industry, and the Professions		1	4	6
28. Home Visitation by the School Faculty	1		2	5
29. Handbook for Parents	1	1		5

TABLE 41--Continued

Practice	Rank			Weighted* Total
	1	2	3	
30. Television Programs or News about the School		2	1	5
31. Speeches or Debates		1	2	4
32. Published Budget Statements or Reports	1		1	4
33. Adult Education Program		1	2	4
34. Advertising such as for Bond Issues or Building Programs	1			3
35. Research Reports		1		2
36. Published Minutes of the Board of Education Meetings			1	1
37. School Campaigns			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

TABLE 42

TOTAL SUPERINTENDENT OPINION CONCERNING THE EFFECTIVENESS
OF PUBLIC RELATIONS PRACTICES

Practice	Rank			Weighted* Total
	1	2	3	
1. Newspaper Articles	23	15	13	112
2. Student Newspaper	14	8	3	61
3. Newsletter to Patrons	7	10	3	44
4. Open House for Parent Visitation to School	6	8	10	44
5. School Children Talking about the School to Parents and Others	9	3	4	37
6. Members of the School Faculty Participating in Community Clubs, Churches and Other Organizations	6	5	7	35
7. The Superintendent's or Princi- pal's Speeches to Community Groups such as PTA, Service or Civic Clubs	4	7	7	33
8. Teacher-Parent Conferences	7	1	4	27
9. Home Contact Bulletins and Pamphlets on School Topics or Activities	4	4	5	25
10. Handbook for Students	3	2	1	14
11. Informal Staff Contacts with People in the Community	1	1	8	13
12. Sports		4	4	12
13. Published Annual Reports by the Superintendent	3	1		11
14. Assemblies		3	2	8
15. School Policies and Regulations		2	4	8

TABLE 42--Continued

Practice	Rank			Weighted* Total
	1	2	3	
16. Band or Music Programs	1	1	2	7
17. Local Radio Broadcasts about the School	2		1	7
18. School Annual or Yearbook		3	1	7
19. Demonstrations and Exhibits by Students		1	3	5
20. School Surveys or Self-Evaluations	1	1		5
21. Published Budget Statements or Reports	1		1	4
22. Adult Education Program		2		4
23. Special School Activities such as Business Education Day, Proms, Graduation, etc.		2		4
24. Clubs or Organizations		1	1	3
25. Research Reports	1			3
26. Home Visitation by the School Faculty		1	1	3
27. Television Programs or News about the School	1			3
28. Handbook for Parents		1		2
29. A Published Calendar of School Events		1		2
30. Published Minutes of the Board of Education Meetings			1	1

TABLE 42--Continued

Practice	Rank			Weighted* Total
	1	2	3	
31. School Campaigns			1	1
32. Motion Pictures Prepared by the School			1	1

*A weight of 3 is assigned to the first rank, 2 for the second rank, and 1 for the third rank.

were ranked first and second by both laymen and superintendents. Laymen listed the Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs as the next most effective practice while superintendents listed Newsletter to Patrons. Open House for Parent Visitation to School was ranked fourth by both groups. Laymen ranked Newsletters to Patrons in fifth place; superintendents ranked School Children Talking about the School to Parents and Others fifth. There was close agreement between both groups concerning other rankings of the more effective practices.

Both laymen and superintendents agreed that Published Minutes of the Board of Education Meetings and School Campaigns were least effective. Each group also listed various other practices as less effective with most of these being mentioned by one, two, or three respondents.

Summary

The purpose of this chapter was to present and interpret the opinions of laymen and superintendents as revealed by their responses to that section of the questionnaire where each respondent was asked to rank in order the three most effective school-community relations practices employed in their schools. In treating these rankings, a weight of 3 was assigned to the first rank, 2 for the second, and 1 for the third.

A review of the data presented in this chapter reveals the following trends:

1. Both laymen and superintendents rank Newspaper Articles as being twice as effective as the next most effective practice, Student Newspaper.

2. The Superintendent's or Principal's Speeches to Community Groups was rated highly effective by laymen but much less effective by superintendents.

3. Laymen and superintendents agree that the Open House is an effective practice placing it fourth in the total rankings.

4. School Children Talking about the School was reported less effective by laymen than by superintendents; nevertheless, the top twelve items were given similar rankings by both groups.

5. Practices shown to be least effective by both populations follow:

- a. Student Speeches or Debates
- b. Published Minutes of the Board of Education Meetings
- c. School Campaigns
- d. Motion Pictures Prepared by the School
- e. Home Visitation by the School Staff
- f. Television Programs or News about the School
- g. Handbook for Parents
- h. Advertising
- i. Research Reports

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The basic purpose of this study was to determine how the opinions of selected laymen and selected superintendents agreed as to the effectiveness of school-community relations practices and what were the implications of their agreement for the administration of a public relations program. These groups reported by use of a questionnaire the public relations practices they felt to be most effective in their school systems.

The procedure for the investigation included the following: (1) Identifying the most effective practices in school-community relations as shown by the opinions of lay people, (2) identifying the most effective practices in school-community relations as shown by the opinions of superintendents, (3) showing the extent of agreement between the superintendents' opinions and lay people's opinions on effective practices, and (4) determining any differences in the effective practices of various size school systems.

Literature and research published in the field of

public relations since 1940 was surveyed to identify those practices used or being used in the dissemination of school information. These practices along with those identified by the Oklahoma Commission on Educational Administration in their study of public relations practices in fifty-two schools in Oklahoma were used in the construction of the questionnaire. The statements of practices were reviewed by professors of education, superintendents, and students of school administration to determine if the content and statements were sufficiently clear. A trial form of the questionnaire was reviewed by the doctoral committee and suggested changes were made before final printing and mailing. The check sheet provided for three responses to each practice: (1) "Effective," (2) "Not Effective," and (3) "Not in Use." The questionnaire was organized in four parts--Student Activities, Administrative Publications, Direct Contacts, and Indirect Contacts. The respondent was asked to write in any practices in use in his school that were not included in the questionnaire and to rate each. Each respondent was also asked to rank in order the three most effective practices being used by his school in the dissemination of information.

The questionnaire was mailed to superintendents of 113 school systems belonging to the Oklahoma Commission on Educational Administration and to 3 laymen in each system, a total of 339 laymen. Ninety-nine or 88 per cent of the superintendents responded and all check sheets were used in

the study. Questionnaires were returned by 227 laymen, a 67 per cent return. The 113 school systems that participated in the study were representative of various sized school systems as determined by the number of staff members. Fifty-eight of the 77 counties were represented by these 113 school systems. Responses were grouped first, by lay or superintendent, and second, by the size of school. The responses were divided into three groups according to school size: less than 26 staff members, 26 to 100 staff members, and 101 or more staff members. All tables concerning the presentation of the data were organized in the same manner. Tables were then constructed to show the expressed opinion of laymen and superintendents toward each practice as set forth in the questionnaire.

Summary of Findings

An interpretation of the responses to the questionnaire provides the following summary of findings concerning the four areas of public relations practices set forth in the questionnaire. These four areas include only those practices that are directly concerned with the dissemination of school information.

Most Effective Practices

The laymen and superintendents of the 113 school districts identified the most effective public relations practices in weighted order as follows:

1. Newspaper Articles - 416
2. Student Newspaper - 212
3. Open House for Parent Visitation to School - 131
4. Newsletter to Patrons - 123
5. The Superintendent's or Principal's Speeches to Community Groups - 122
6. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations - 100
7. School Children Talking about the School to Parents and Others - 96
8. Home Contact Bulletins and Pamphlets on School Topics or Activities - 93
9. Teacher-Parent Conferences - 81
10. Informal Staff Contacts with People in the Community - 50
11. Sports - 45
12. Assemblies - 44

Local Radio Broadcasts about the School were rated much higher by laymen than by superintendents. Report Cards and the School Annual listed by laymen as effective items were not ranked by superintendents. Special School Activities such as Business Education Day were rated much less important by superintendents than by laymen.

Both laymen and superintendents agreed in their ratings of Handbook for Students, Published Annual Reports by the Superintendent, and School Policies and Regulations as being effective.

Schools Having Less than 26 Staff Members

Among Student Activities, the Student Newspaper was listed by the greatest number of superintendents while Sports were reported by the most laymen as being effective.

Concerning Administrative Publications practices, laymen and superintendents agreed on the effectiveness of three items, School Policies and Regulations, A Published Calendar of School Events, and Newsletters to Patrons. Superintendents listed Home Contact Bulletins and Pamphlets but fewer laymen rated the item effective than did superintendents.

The Direct Contacts group was reported very much the same by both groups. The superintendent's or principal's Speeches to Community Groups was listed as effective by a majority of both groups. Laymen also listed Demonstrations and Exhibits by Students, and Special School Activities as effective while superintendents listed the following: Open House for Parent Visitation; Informal Staff Contacts with People in the Community; and Staff Contacts with Business, Industry, and the Professions.

Very little agreement was found between laymen and superintendents concerning Indirect Contacts. More laymen reported these practices as effective than did the superintendents. Most laymen reported Report Cards and Local Radio Broadcasts about the School as effective while superintendents reported Motion Pictures Prepared by the School and

Advertising such as for Bond Issues or Building Programs as effective items.

Schools Having 26 to 100 Staff Members

Of the Student Activities section, both laymen and superintendents most often reported Sports and Band or Music Programs as effective practices. Next most frequently laymen listed Clubs or Organizations as an effective medium while superintendents reported Clubs and Organizations and the School Annual as additional items that were effective.

From the Administrative Publications practices, a majority of laymen reported School Policies and Regulations, Published Budget Statements or Reports, and Published Annual Reports by the Superintendent as effective. Superintendents agreed with laymen by reporting Published Annual Reports by the Superintendent but disagreed in reporting two additional items, Published Minutes of the Board of Education and A Published Calendar of School Events as effective. However, most of the practices in the Administrative Publications category were reported as effective by a majority of both populations. More superintendents reported Administrative Publications practices effective than did laymen.

Of the Direct Contacts group of practices, most laymen reported Open House for Parent Visitation to School, Members of the School Faculty Participating in Community Clubs and Organizations, and the Superintendent's or

Principal's Speeches to Community Groups as being effective practices. Superintendents agreed in reporting the same practices as effective. A very high percentage of both populations listed these, indicating that Direct Contacts are, as a group, most essential to a public relations program.

From the section concerning Indirect Contacts, a large percentage of laymen and superintendents reported Newspaper Articles, Advertising and Report Cards as being effective items. There was close agreement concerning this group of practices.

Schools Having 101 or More Staff Members

Of the Student Activities practices, laymen and superintendents were in agreement by reporting Band or Music Programs as effective. Most laymen also listed Sports and the Student Newspaper while a majority of the superintendents reported the Student Newspaper, School Annual, and Assemblies as effective items. Assemblies were reported as least effective by laymen.

Laymen reported Handbook for Parents, A Published Calendar of School Events and a Handbook for Students as effective items from the Administrative Publications section. Superintendents agreed in reporting Handbook for Parents but disagreed in listing three other practices as effective: Newsletter to Patrons, Home Contact Bulletins and Pamphlets,

and Published Annual Reports by the Superintendent.

From Direct Contacts, the following items were reported as effective by most of the laymen: Open House for Parent Visitation to School, Members of the School Faculty Participating in Community Clubs and Organizations, Special School Activities such as Business Education Day, and The Superintendent's or Principal's Speeches to Community Groups. Superintendents agreed in reporting two items, Members of the School Faculty Participating in Community Clubs and Organizations and Special School Activities such as Business Education Day, but disagreed with laymen in reporting Teacher-Parent Conferences. It should be noted that one item, The Superintendent's or Principal's Speeches to Community Groups, was reported as effective by a larger proportion of laymen than by superintendents.

Of the Indirect Contacts items, Newspaper Articles were reported as being effective by both populations. A majority of laymen reported Advertising and Report Cards as other effective practices while superintendents reported Advertising and Motion Pictures Prepared by the School.

Least Effective Practices

Public relations practices shown to be least effective by laymen and superintendents follow:

1. Student Speeches or Debates
2. Published Minutes of the Board of Education Meetings

3. School Campaigns
4. Motion Pictures Prepared by the School
5. Home Visitation by the School Faculty
6. Television Programs or News about the School
7. Handbook for Parents
8. Advertising such as for Bond Issues or Building Programs
9. Research Reports

Laymen further reported Published Budget Statements and Adult Education Program as practices that were least effective in the dissemination of school information. Superintendents listed A Published Calendar of School Events and Clubs and Organizations as additional practices that were least effective as information-giving media; however, more laymen have rated these practices as effective than did superintendents.

School Systems with Less than 26 Staff Members

Both laymen and superintendents have listed Speeches and Debates by students as least effective. All other practices in the Student Activities group were shown to be effective.

Of the Administrative Publications group, two practices, Handbook for Parents and Research Reports, were reported as least effective. Laymen felt that Published Minutes of the Board of Education Meetings and Published Annual Reports were effective items but superintendents

reported these items as not effective.

Both populations reported Home Visitation by the School Faculty as least effective of the Direct Contacts section. Laymen also listed the Adult Education Program and School Surveys or Self-Evaluations as ineffective. Superintendents disagreed in listing the Adult Education Program as effective.

Laymen reported all practices for the Indirect Contacts group as effective but superintendents reported three items as relatively ineffective: Local Radio Broadcasts about the School, Television Programs, and Bulletin Board Displays. It is apparent here that a wide variety of public relations practices are necessary to meet the varied interests, reading, and listening habits of the public.

School Systems Having 26 to 100 Staff Members

Laymen and superintendents show disagreement concerning the least effective items of the Student Activities group. Laymen most often report Speeches or Debates as ineffective while superintendents report Assemblies. Both populations report all other items as effective for this section.

Under Administrative Publications, laymen report three practices as least effective: Handbook for Parents, Published Minutes of the Board of Education Meetings, and Research Reports. Superintendents agree in reporting

Research Reports as ineffective but disagree in listing Published Budget Statements or Reports as effective. A greater percentage of the superintendents reported the practices for this section as being effective than did laymen. Laymen felt that Published Minutes of the Board of Education were least effective but superintendents reported the item as effective.

Of the Direct Contacts practices, laymen reported one practice, Home Visitation by the School Faculty, as least effective and superintendents reported the Adult Education Program. All other practices for this group were rated effective by both populations.

From the Indirect Contacts section, laymen have reported two items as least effective: Local Radio Broadcasts about the School and Television Programs or News about the School. Superintendents agreed with laymen in listing one item, Television Programs, as least effective.

School Systems with 101 or More Staff Members

Laymen report Assemblies as the least effective item of the Student Activities section while superintendents report Speeches or Debates.

From the Administrative Publications section, laymen report School Policies and Regulations and Research Reports as least effective items. Superintendents reported all items in this category as being effective.

Under Direct Contacts, laymen reported Home Visitation by the School Faculty and the Adult Education Program as least effective while superintendents reported all items in this category as effective.

For the Indirect Contacts practices, most laymen reported that in their experience only one practice was least effective, Television Programs about the School. Superintendents reported no items as ineffective for this category.

Conclusions and Recommendations

The following conclusions and recommendations were based on findings within the limits of the study:

1. It is evident that public school patrons are interested in all phases of the school operation. These patrons want to know more about the school and they want the information to be the most direct and reliable.

2. It is essential that a wide variety of public relations media be utilized by school administrators in an attempt to keep the public informed about school problems and activities. A variety of public relations practices are necessary to meet the unique interests, reading, and listening habits of the school patrons.

3. School administrators as individuals who are responsible for carrying on the public relations program should place more emphasis on those practices identified by laymen as being most effective and less emphasis on other public

relations media.

4. Public relations practices identified in this study as most effective by both laymen and superintendents should be used as a nucleus in formulating or re-evaluating a school public relations program.

5. Laymen, as recipients, have identified certain practices as most effective in the dissemination of school information. The school administrator should probably place greatest reliance on the use of those practices that, in the experience of laymen, have been most often effective.

6. Each school by size and by character is unique; therefore, the fact that a certain public relations medium is successful in one situation does not mean that the practice will be successful in all. Certain practices seem to be more effective in one size school than in others but it is of utmost importance that the school administrator note those practices that are generally more effective for schools of various sizes.

7. It is evident that superintendents and laymen do not fully agree upon the effectiveness of some public relations media that are used by the school administrator in his public relations program. Much emphasis should be placed on items identified by laymen as being effective and practices noted by laymen as least effective should not be included in a public relations program.

8. Laymen have reported and superintendents agreed

that Newspaper Articles are the most effective method for the dissemination of school information to the lay public. The next most effective medium as reported by both laymen and superintendents was Student Newspaper. It would seem essential that these two practices be used in all public relations programs.

9. A school public relations program should rely on and make full use of practices most often listed as effective in the opinion of laymen. Those practices identified as most effective were:

- (a) Newspaper Articles
- (b) Student Newspaper
- (c) Open House for Parent Visitation to School
- (d) Newsletter to Patrons
- (e) The Superintendent's or Principal's Speeches to Community Groups
- (f) Members of the School Faculty Participating in Community Clubs, Churches, and Organizations
- (g) School Children Talking about the School to Parents and Others
- (h) Home Contact Bulletins and Pamphlets
- (i) Informal Staff Contacts with People in the Community
- (j) Sports
- (k) Assemblies

10. Certain public relations practices were identified by both laymen and superintendents as being least effective. The school administrator should not rely on these as

other than an incidental means of disseminating school information for public consumption. School-community relations practices identified as least effective are:

- (a) Student Speeches or Debates
- (b) Published Minutes of the Board of Education Meetings
- (c) School Campaigns
- (d) Motion Pictures Prepared by the School
- (e) Home Visitation by the School Faculty
- (f) Television Programs or News about the School
- (g) Handbook for Parents
- (h) Advertising such as for Bond Issues or Building Programs
- (i) Research Reports

11. Schools having 101 or more staff members, unlike smaller schools, identified Radio and Television Programs as effective means of disseminating school information. This is probably caused by the lack of local radio and television facilities in districts of smaller size.

It is also recommended that the following studies might provide evidence on which the school public relations program could be made more effective and would add materially to the accumulation of data concerning the dissemination of school information to the lay public:

- 1. An investigation designed to determine the kind and amount of information most desired by public school patrons concerning the school program and its activities.

2. Additional research into the formulation and specific content preparation of information-carrying devices to be used by the chief school administrator in his public relations program.

3. A longitudinal study of states and regions concerning the effectiveness of public relations media being used by sampling both laymen and school administrators.

4. A study involving laymen by state, regional, and national levels in an attempt to identify the method or medium by which laymen receive the most information about the school program. This study should be designed to identify the specific sources from which the lay person obtains his information, such as radio, television, newspapers, or other information-carrying media.

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APPENDICES

APPENDIX A

STATE DEPARTMENT OF EDUCATION

Oliver Hodge, Superintendent

E. H. McDonald, Asst. Superintendent

Oklahoma City, Oklahoma

October 22, 1958

Dear OCEA Member:

The OCEA State Committee, upon the recommendation of the special committee on School-Community Relations, is sponsoring a study by Mr. Jody L. Stevens, our research associate at the University of Oklahoma.

Each superintendent is being asked to provide the names of three laymen in his school district. At a later date these laymen will be asked to cooperate in identifying effective school-community relations practices. The board of education and all school employees should be excluded.

It is the sincere desire of the committee that you will cooperate in this study by completing the information on the enclosed form and returning it in the self-addressed envelope at your earliest convenience.

Results of the study will be made known to all OCEA members. The Commission will use the data from this study to assist in improving educational administration.

Respectfully,

Earl Cross, Executive Secretary
Oklahoma Commission on
Educational Administration

EC:d

APPENDIX B

UNIVERSITY OF OKLAHOMA

COLLEGE OF EDUCATION

Norman, Oklahoma

17 November, 1958

Dear OCEA Member:

The OCEA State Committee is sponsoring a doctoral study on School-Community relations. Each superintendent is being asked to provide the names of three laymen in his school district. At a later date these laymen will be asked to cooperate in identifying effective school-community relations practices. The Board of Education and all school employees should be excluded. It is the sincere desire of the committee and of Jody L. Stevens, Research Associate at the University of Oklahoma, that you will cooperate in this study.

Results of the study will be made known to all OCEA members.

Respectfully,

Jody L. Stevens
Research Associate
College of Education
University of Oklahoma

APPENDIX C

Complete the following form giving the names and addresses of three laymen in your school district. It is desirable that you select laymen in your district who are cooperative with the school system and who would cooperate in a survey on school-community relations practices. School boards and all school employees should be excluded. Return to Jody L. Stevens in the enclosed self-addressed envelope at your earliest convenience.

	<u>NAME</u>	<u>MAILING ADDRESS</u>
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
		_____ (Superintendent)
		_____ (School)

APPENDIX D

OKLAHOMA COMMISSION ON EDUCATIONAL ADMINISTRATION

State Department of Education

Oklahoma City, Oklahoma

February 9, 1959

Dear School Patron:

A study is being made to determine the effectiveness of certain school-community relations practices of member school systems of the Oklahoma Commission on Educational Administration. The Superintendent and three persons in your community are being asked to participate. You have been selected by your superintendent to represent your school system in this study.

Your responses to this questionnaire will not be identified as to individual or by school system when they are used in compiling the report of this study.

A stamped, addressed envelope is enclosed for your convenience in returning the check list at the earliest possible date. Your cooperation as a participant in this study is greatly appreciated.

Sincerely yours,

Jody L. Stevens
OCEA Research Associate
College of Education
University of Oklahoma
Norman, Oklahoma

jls:2encl.

APPENDIX E

OKLAHOMA COMMISSION ON EDUCATIONAL ADMINISTRATION

State Department of Education

Oklahoma City, Oklahoma

February 23, 1959

Dear OCEA Superintendent:

A study is being made to determine the effectiveness of certain school-community relations practices of member school systems of the Oklahoma Commission on Educational Administration. The three laymen whose names you submitted at an earlier date are being asked to participate.

Your responses to this questionnaire will not be identified as to individual or school system when they are used in compiling the report of this doctoral study.

Please complete the questionnaire in terms of the effectiveness of media you employ in keeping the public informed about the school.

A stamped, addressed envelope is enclosed for your convenience in returning the check sheet at the earliest possible date. Your cooperation as a participant in this study is greatly appreciated.

Sincerely yours,

Jody L. Stevens
OCEA Research Associate
College of Education
University of Oklahoma

jls:2encl.

Please respond to each item.

ADMINISTRATIVE PUBLICATIONS

- 8. Handbook for Students
- 9. Handbook for Parents
- 10. School Policies and Regulations
- 11. A Published Calendar of School Events . .
- 12. Newsletter to Patrons
- 13. Home Contact Bulletins and Pamphlets on
School Topics or Activities
- 14. Published Minutes of the Board of
Education Meetings
- 15. Published Annual Reports by the
Superintendent
- 16. Published Budget Statements or Reports .
- 17. Research Reports

DIRECT CONTACTS

- 18. Open House for Parent Visitation to
School
- 19. Teacher-Parent Conferences
- 20. Demonstrations and Exhibits by Students .
- 21. Home Visitation by the School Faculty . .
- 22. School Children Talking about the School
to Parents and Others

Effective	Not Effective	Not in Use

Please respond to each item.

23. Informal Staff Contacts with People in the Community
24. School Campaigns
25. Adult Education Program
26. Members of the School Faculty Participating in Community Clubs, Churches, and Other Organizations
27. Staff Contact with Business, Industry, and the Professions
28. School Surveys or Self-Evaluations
29. Special School Activities such as Business Education Day, Proms, Graduation, etc.
30. The School Telephone
31. The Superintendent's or Principal's Speeches to Community Groups such as PTA, Service or Civic Clubs

INDIRECT CONTACTS

32. Local Radio Broadcasts about the School .
33. Television Programs or News about the
School
34. Newspaper Articles
35. Report Cards
36. Motion Pictures Prepared by the School .

[illegible]

Please respond to each item.

37. Posters, Bulletin Boards, or Displays . .

38. Advertising such as for Bond Issues or
Building Programs

OTHER

(Write in any practices that your school is using that are not included on this check sheet and evaluate each.)

39. _____

- 40.

41. _____

42. _____

(If additional space is needed for write-ins, use the back of this page.)

RANK IN ORDER, the three most effective practices used by your school in the dissemination of information.

2. _____

3. _____

Sex of Respondent Male Female
 (please circle)

How long have you lived in this community? _____
(years)

	Effective							
	Not Effective							
	Not in Use							